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AN INVESTIGATION OF LEADERSHIP CHARACTERISTICS AND  
BACKGROUNDS OF PROMINENT WOMEN EDUCATORS IN THE GREATER  
GUILFORD AREA

*The University of North Carolina at Greensboro*

Ed.D. 1986

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AN INVESTIGATION OF LEADERSHIP CHARACTERISTICS AND  
BACKGROUNDS OF PROMINENT WOMEN EDUCATORS  
IN THE GREATER GUILFORD AREA

by

Jeri A. Fitzgerald

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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c 1986

JERI A. FITZGERALD

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FITZGERALD, JERI A. An Investigation of Leadership Characteristics and Backgrounds of Prominent Women Educators in the Greater Guilford Area. (1986) Directed by Dr. Dale H. Brubaker.

The purpose of this study was to determine the effect family background and personal and career experiences may have had on the leadership development of five prominent women educators in the Greater Guilford area.

The study was based on a series of interviews with each of the five subjects. The interviews centered on eight broad-based questions which encompassed such areas as early childhood and adolescent years, college training, the influence of mentors, and the perceptions of each subject regarding her psychological and philosophical development.

The study was based on three primary assumptions:

- Women who have been successful in education administration experienced achievement and a strong sense of self-identity early in life.
- Women who have been successful in education administration have not allowed sex-role stereotyping to interfere with their career aspirations.
- There are common characteristics among women who



have been successful in leadership positions in education.

The most significant factor in the selection of the five women subjects was the desire of the researcher for diversity within the scope of the backgrounds and career roles of the women selected for study. As the interviews were conducted with each of the women and the portraits collected, certain themes began to emerge. A significant number of common characteristics among the five women subjects became quite apparent throughout the study. The researcher was able to determine that all five women subjects:

- grew up in a strong, supportive, family unit
- experienced a strong religious indoctrination which has significantly influenced their personal philosophies
- attended public schools, K-12, where they maintained high academic averages and participated in a variety of activities
- had clearly defined responsibilities as children at home
- established self-confidence and self-identity during their adolescent years
- were taught by a parent(s) to respect authority

- were more heavily influenced by a parent than any other adult in their lives
- were graduated from prestigious institutions of higher education
- were mentored by professors--mainly male--who provided strong suggestions for career choice and professional growth
- have effectively taken charge of their lives and have never lost sight of their objectives
- have experienced internal conflict at various times in their lives
- demonstrate strong inner personal strength
- demonstrate an assertive nature, although none has received assertiveness training
- demonstrate a sensitivity to the needs of others
- are aware of the needs of the greater society
- have demonstrated an ability to focus on "possibilities" as well as, problems
- demonstrate collaborator/facilitator characteristics
- have not allowed sex role stereotyping to interfere with their career aspirations
- appear to have developed an instinct for knowing when to lead and when to follow
- are highly task oriented

- exhibit a capacity for dealing with the past, the present, and the future, simultaneously
- possess the ability to hold the reins of leadership in emotionally charged situations
- have responded in a positive way to change
- are active in professional organizations
- are active in civic and social organizations
- have mentored others
- demonstrate exceptional organizational ability
- demonstrate exceptional communication skills
- demonstrate effective self-appraisal skills

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The culmination of this study is the realization of an effort to reach what seemed to be an unreachable star. The completion of this work would not have been possible without the support and guidance of my friend and advisor, Dr. Dale Brubaker, and the other members of my committee: Dr. Joseph Bryson, Dr. Mary Ellis Gibson, and Dr. Harold Snyder.

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## CHAPTER 1

### Introduction

The image of a middle-aged matron clothed in somber garments, wire-rimmed spectacles and sturdy, high-laced shoes conjures up memories of tedious hours spent in stuffy, high-windowed classrooms lined with rows of neatly arranged desks. This matron may have been our elementary principal or, perhaps, a dreaded history teacher or, even, the university's resident expert on Shakespeare. Her image has been immortalized in literature and is remembered by such names as Miss Dove, Miss Brooks, Miss Brodie--women who led solitary lives and devoted themselves to the welfare of others. "Schoolmarms" were respected--even feared--objects of curiosity whose personal lives remained a mystery not only to their students, but also to the neighborhoods which thrived around them.

Fortunately, this image has changed as we have come to realize that schoolmarms are real people, too, and that many are highly intelligent, creative and ambitious individuals. Schoolmarms now comprise a large faction of the graduate student body in our

nation's college and university education administration programs; these women are serious students who maintain high academic averages and readily participate in seminars and workshops (Robinson, 1979). While women continue to comprise the vast majority of teaching positions, they have nevertheless, begun to make gains in securing administrative positions as boards of education and the lay community have begun to recognize their considerable abilities. As one well-known, highly respected superintendent in North Carolina put it (Dr. Jay Robinson, 1985):

Since the beginning of my tenure, I have tried to hire as many women as possible in administrative positions because women generally work harder and are more knowledgeable about instruction than are men. I have succeeded in placing women in more than half of the administrative positions that have come available in our system over the last eight years.

In Guilford County, there have been numerous outstanding women teachers, professors, and administrators--and why not? Guilford has been known

throughout its history for progressive education, a haven for learning. Guilford was the home of the first state-supported college for women in North Carolina and the first woman college president in the South (Jordan, 1979). Guilford County contains three outstanding public school systems and no less than five prestigious institutions of higher learning where women have continuously played significant roles. In no other geographic area of the state are women better represented in education administration.

#### Purpose of the Study

The purpose of this study was to determine the effect background and personal and career experiences may have had on the leadership development of five prominent women educators in the Greater Guilford area.

The study was based on a series of interviews with each of the five women subjects. The interviews centered on eight broad-based questions which encompassed such areas as early childhood and adolescent years, college training, the influence of mentors, and the perceptions of each subject regarding her psychological and philosophical development (the interview guide is located in Appendix A at the end of



this study).

The study was based on three primary assumptions:

- Women who have been successful in education administration experienced achievement and a strong sense of self-identity early in life.
- Women who have been successful in education administration have not allowed sex-role stereotyping to interfere with their career aspirations.
- There are common characteristics among women who have been successful in leadership positions in education.

#### Selection of Study Participants

Dozens of women in administrative positions in elementary, secondary or higher education in Guilford County--or those retired from such positions--were considered as subjects for this study. The women chosen were as follows: Mrs. Linda McDougale, Dr. Doris Henderson, Mrs. Emma McAdoo, Miss Doris Hutchinson, and Dr. Naomi Albanese. The selection of these five women was not made at random; rather, it was the result

of three years of reading and observing, and of questioning people involved in education and those in the lay community regarding prominent women educators in the area. The most significant factor in the selection of the five subjects was the desire of the researcher for diversity within the scope of the backgrounds and career roles of the women selected for study. The subjects of the study have been exposed to, and influenced by, a wide variety of personal and professional experiences:

- Two were reared as only children; two were reared as middle children; one was reared as the oldest of four.
- Two were reared in a city; two were reared in rural, farming communities; one was reared in a small town.
- Two have been married all of their adult lives and have reared 15 children between them; two have never married; one is a divorced, single parent.
- Although all began their careers in education as classroom teachers, two are principals of large schools; one has been a professor and a central office administrator; one has been a professor and a dean in a large university; one was a director

of a neighborhood federal program.

- All have lived and worked in Guilford County for a considerable amount of time, the least being 20 years.
- Their ages range from 41 to 72 years; the oldest and the youngest of the subjects are black; the three white subjects are at mid-life.
- Two are currently employed in full-time positions; three are retired, but quite active serving on boards, committees, and lay groups.

### Methodology

Due to the constraints they often present when dealing in a "human interaction" situation, traditional research methods were not employed during this study; furthermore, it would have been extremely difficult to assign a numerical value to a particular personal experience to determine the effect it may have had on one of the five women subjects. The scope of the research remained virtually within the context of topics found in the interview guide (see Appendix A of this report).

The methodology employed was based on extensive interviews with each of the subjects; such methodology

cannot be termed "case study" as the research did not occur over a period of several years--rather, it might be termed "portraiture"--or, an effort to capture in writing an image, a personality, a style which developed in a particular person over time and has been influenced by the lifelong experiences, lifestyles, values, and processes in human interaction that a person may have encountered and/or created (Lightfoot, 1983). In employing this method, the researcher was able to enter into a relationship with each of the subjects, was able to take an in-depth look at each of them, was able to discern what makes them "tick".

The relationship between the researcher and the five subjects may have been enhanced by the fact that the researcher has had similar personal and career experiences as those of the women studied. The interview process allowed for discussions of experiences and influences which had a profound effect on the development of each subject's individual leadership style. The psychological and philosophical backgrounds of each subject became more apparent throughout the interview process, and it was on these two very personal foundations that the leadership personality of each subject emerged. Because the

subjects of the study were open, honest, and generous with information, the researcher was able to make the most of each interview session.

The researcher made a conscious effort to remain unobtrusive throughout each interview. Care was taken to protect the privacy of each subject--a function based on the alertness of the investigator to potential ethical problems. The value of privacy of persons in public roles is paramount to any consideration of research into their lives (Campbell, et al., 1981).

Certain themes emerged as information for each portraiture was collected; some were anticipated simply because the five women had held administrative positions in the same field; others were not--for instance, an unanticipated outcome centered on the importance of a solid religious foundation notable in each of the women's lives. The most significant outcome of the study was the unique understanding each woman had regarding her role as a woman and as a member of a larger public organization.

#### Organization of Remainder of Study

The remainder of the study is divided into seven chapters: Chapter 2 is devoted to a review of

literature regarding the current status of women in education administration, the effect traditional sex-role stereotyping may have on the development of such women, and the development of positive self-identity.

Chapters 3 through 7 contain the literary portraits of each of the five women who were selected for the study.

Chapter 8 is a summary of the findings.

A selected bibliography and the appendices follow thereafter.

## CHAPTER 2

## REVIEW OF LITERATURE

The Status of Women in Education Administration

During the late 1950's and the early 1960's, the "female enclave" of elementary and secondary teaching was invaded by men. The large number of men who entered the teaching profession during that time were welcomed not only by educators but also by those who were critical of "the over supply of women and their feminine attitude toward teaching" (Palmieri and Shakeshaft, 1976, p. 59). Despite the fact that many of those men sought to avoid military service, they moved rapidly into the education hierarchy.

The majority of elementary principalships were held by women in the year 1928. The following figures show the decline in numbers of women in that position:

1928 - 55%

1948 - 41%

1958 - 38%

1968 - 22%

1978 - 18% (Palmieri and Shakeshaft, 1976).

Women have lost positions in administration despite the larger number of administrative positions to be held because the data shows that in 1928, 85% of elementary school teachers were female--the same percentage reported for 1980. In that year women accounted for only 1.4% of all secondary principals, less than 1% of the superintendents, and only about 3% of the assistant superintendents. Despite a slight increase in the number of women superintendents over the last few years (most head small, rural and high minority ratio districts), women in upper and middle management positions are becoming an "endangered species" (Jones, 1983).

Before 1965, few researchers studied women in educational administration, evidently assuming that women "were not capable of assuming leadership roles"; furthermore, few women sought and received administrative positions. Women in educational administration have found that even the method of study and of reporting in this area has proven to be a problem. The number of women employed in administrative positions, therefore, cannot be considered a sufficient indicator of advancement opportunities.



Colleges and universities are institutions in which women have found it most difficult to advance. Despite the increase in the number of women students attending colleges and universities and the increase in the number of women receiving masters and doctoral degrees, only about eighteen percent (18%) of higher education faculty are women. When one considers the fact that women comprised twenty-six percent (26%) of the higher education faculty in 1920, we realize that women have, indeed, lost ground in this area (Frasher and Frasher, 1979).

Women faculty members face a number of barriers in institutions of higher learning. They are paid less for doing more work than male faculty members. The average income gap is approximately \$3,500.00 to \$4,000.00. In addition to economic factors, women are further restrained in advancing administratively because they are forced to wait, on the average, from two to ten years longer for promotion than their male colleagues. Because men have longer tenure than women, because most administrators are recruited from faculty, and because women are under-represented, women do not rise to the ranks from which they can be promoted. In schools of educational administration, about two

percent (2%) of the faculty are women (Clement, Dibella, and Eckstrom, 1978).

Do women lack the necessary experience and training for administrative positions? Are women limited by sex-role stereotyping and discriminatory practices in hiring or advancement? Do women fear failure or suffer from "lack of aspiration"?

Although we have witnessed a slight, but significant, increase in the last few years in the number of women in top administrative positions in both K-12 and higher education administration, three fourths of the "middle management" positions are still held by men. Because most women are prevented from gaining the necessary experiences and opportunities to qualify for higher levels of administration, inequity continues. The recent trend of appointment of women to staff roles such as assistant to, or an assistant or associate of position, which is a staff and not a line position, does little to aid the credibility of equity or fairness in education. As long as women are found outside the "career path," or remain "untracked for advancement," they will be unable to wield influence and effect needed changes to bring about equality. As long as women continue to hold lower-level managerial

roles (such as supervisor or coordinator) and administer low status programs, they will remain separated from the mainstream of educational administration (Berry, 1979).

The reduction of the number of women administrators cannot be explained away by the "lack of training and experience" argument. The number of masters and doctoral degrees in education administration awarded to women increased from 1969 to 1975, but the number of women administrators decreased. Women not only have, on the average, more education hours required for certification than men, but academically outperform their male counterparts. Women also have more years experience in the classroom, more experience in instructional staff positions and, proportionally, more advanced degrees than men in administration (Robinson, 1979). What reasons, then, may be attributed to the lack of women in administrative positions?

Attitudinal barriers, among both women and men, coupled with resulting discriminatory hiring practices, represent plausible explanations of why and how women are not advancing in ways similar to men. "Catch phrases" describe some of the problems women face: the

"old boy network," the "queen bee" and the "Cinderella" syndrome have been identified as attitudinal causes of behaviors which have adversely affected women's careers. In describing the old boy network, Kleiman (1980) stated:

It is secret and it is informal, but it is such an inbred, automatic response that men don't think twice about it. Good old boys don't say, "Well, today is the day to pick one of our own as the new vice-president in charge of transportation." They just do it. Men grow up knowing all about how to network. They play team sports. They are taught to collaborate and work with each other. They learn not to hold grudges. They learn to share. Along with reading, writing, and arithmetic, they absorb the fact that they need each other . . . (p. 3).

Also, most suggestions about what can be done center on what the women must do to eliminate these attitudes. A woman, the consensus opinion would indicate, must be exceptional and overqualified to succeed as an executive. She must also deal with the

problem of discrimination as unique to women (Goerss, 1977).

The perception of the issue of the "decline" in the number of women in educational administration as a "woman's problem" overlooks the importance of effective and efficient human resource allocation. The low number of women in educational administration points out the waste of female brain power and the inadequacy of current training programs in dealing with this issue (Cronin and Pancrazio, 1979). The persons in positions of authority place the onus for improvement on women, and this demonstrates the lack of regard for the potential contribution of this group. If women feel the problem is of their making and their solving, if they are not encouraged to prepare for administrative careers, if they have no role models to follow, and if they are not integrated into the male dominated network, they are not likely to succeed in significant numbers (Muller, 1978).

A myth which could add to the debilitating effect on education of a lack of women administrators' contributions is that women do not need these positions. In 1984, approximately half of the American work force was made up of women. Their median income

was only approximately two thirds that of men. Because one of every two females in America is the sole wage earner in her household, it becomes obvious that women are working to meet an economic need. Women are being forced to examine economic considerations in job opportunities; no longer is the second income of "the little woman" a luxury. As long as inequities between men and women in salary and other aspects of employment in education continue, the educational system will continue to suffer from the lack of female talent as women seek more lucrative and rewarding positions in the business world.

#### The Formation of Self-Identity

In order for women to achieve high level positions, they must be many things to many people, a task which involves considerable cost to the individual woman's psychological well-being. Maintaining a consistent sense of self is very difficult for a woman when she is constantly struggling with who she is. A woman develops a sense of identity based partly on her gender and learns to behave in a different way than a man. The formation of identity has been considered by numerous psychologists, most notably Erik Erikson, as

salient for continued development and psychological well-being. A sense of identity is essential for one to be able to set goals and be successful (Reohr, 1981).

According to Erikson's theory of psychosocial development, the identity formation stage is critical to the subsequent development of adolescents as they attempt to synthesize their previous experiences in an effort to construct a stable sense of who they are and where they are going in life. They make attempts to critically examine their various roles, goals, possibilities, and values, and make personal decisions concerning each. No guarantee exists that such understandings will occur for all adolescents, but they rarely occur prior to the adolescent period (Berzonsky, 1981).

James Marcia has been most influential in operationalizing Erikson's theory of identity formation by drawing upon two of its major dimensions: interpersonal crisis and commitment. Marcia has conceptualized four types of identity formation: identity diffusion, identity foreclosure, moratorium, and identity achieved (Adams and Montemayor, 1983).

Those with an achieved status have spent time

actively examining and considering their life, goals, and values. They are personally committed to, and willing to, strive for the things in which they believe. In contrast, youth with a diffuse status have not resolved an identity crisis nor do they feel committed to a life plan or set of guiding principles. A third status includes the foreclosed youth who is committed but has not experienced personal crisis, and the individual in a state of moratorium is currently experimenting and seeking, but has yet to resolve the identity conflicts.

Research conducted on adolescent males and females has resulted in different findings for each sex. Males with achieved identity possessed an open and stable self-theory; consequently, they were able to cope with stressful situations and tended to be flexible and persistent. They scored relatively high on measures of adjustment and psychological well-being. These males appeared to be reasonably autonomous and were able to control their own lives and make decisions for themselves.

Males with moratorium status were presently experiencing a soul-searching crisis. They were not committed and were found to be highly anxious and



rebellious against authority figures. These behaviors appear to be adaptive for adolescent males because moratoriums rank second to achievers on most tasks and measures of adjustment. Foreclosures had commitments but they were not personally decided upon. They had adopted or foreclosed upon plans and standards held by others.

Achieved and foreclosed youth differed in their basis for holding values; the achieved have questioned and have come to personal terms for believing as they do, and the foreclosed simply believe it. Foreclosures were found to be rigid and inflexible, unrealistic in coping with failure and vulnerable to self-worth manipulations (Berzonsky, 1981).

Marcia's research with males has shown the poorest performance by foreclosures and, as Erikson predicted, diffusions. Diffused males performed ineffectively under anxiety provoking positions and could be swayed to change their self-conception by providing negative evaluations. They tended to respond to a problem-solving task in an impulsive, nonsystematic fashion (Berzonsky, 1981).

The research with females showed that achievers and foreclosures have the lowest anxiety scores and

select the most difficult college majors. These two groups performed the most effectively on most tasks. Achievers scored higher in self-esteem in some studies, but in others foreclosures, moratoriums, and diffusions ranked higher than achievers.

It has been suggested that the identity-crisis model is an inappropriate way to view female psychosocial development. Gallatin (1975) has suggested that the psychosocial conflicts are masculine in nature and point to issues that men must confront in adulthood--what plans to formulate, which roles to play, which work to pursue, which niche to occupy in society, and so forth. It appears that sex-role stereotypes may complicate the picture. It is apparent that foreclosure is a viable status for females but not for males. Females with achieved identity, as well as those clarified as foreclosed, perform in an effective manner. Marcia speculated that achievement for females may not be accomplished without costs. The low self-esteem scores of the female achievers in a Marcia and Friedman (1970) investigation may reflect the expense and personal agony a woman has to pay in order to achieve personal development in a stereotyped world.

### The Effect of Sex Stereotyping

Sex stereotyping refers to the "widely held beliefs" concerning appropriate male and female behaviors. The behaviors are not related to the ability to display the behavior, they are just expected behaviors. These expectations can create many problems for both men and women, but an even greater danger lies in sex-characteristic stereotyping. This label describes beliefs concerning sex differences as related to personality traits (Terborg, 1977).

Determining whether or not psychological differences between the sexes really exist has been difficult. Widespread agreement persists among parents, teachers, and children themselves about characteristics considered primarily feminine and those more masculine; there is even agreement about which is preferable in society (LeFrancois, 1980). Lambert, Yackley, and Hines (1971) investigated parents' notions of how boys and girls ought to behave and found high agreement with respect to sex differences. Boys were expected to be more aggressive, more boisterous, and more adventurous. Girls were expected to be more passive, more emotional, and more tender.

Studies by Margaret Mead (LeFrancois, 1980)

support the hypothesis that personality traits such as masculinity and femininity are culturally determined; that because the qualities ordinarily associated with each are so clearly influenced by the cultural environment, there is no justification for believing them sex-linked. Mead studied three New Guinea tribes in which personality traits of female differences varied greatly, ranging from a society where feminine behavior was the norm for both sexes, to a society where masculine behavior was the norm for each, and finally to a group where the males engaged in typically feminine behaviors and the females behaved in typically masculine ways.

The nature of sex differences has been the subject of much debate. Numerous studies have indicated that girls' verbal development as well as counting ability is more rapid than boys'. Consequently, girls have less difficulty in learning how to read, they do better on achievement related to reading, and do at least as well in math in the early years. In later years, however, girls do not continue to do as well in math (Maccoby and Jacklin, 1974). Some researchers have suggested that the reason females do not continue to do as well in math may be explained in terms of culturally

determined interest and motivational factors (Hetherington and McIntyre, 1975).

Sex-role training begins very early in life. Cultural models provided on television, in books, and in most of society tend to reinforce children's developing notions of behaviors, attitudes, and interests that are clearly appropriate for their sex. It is unfortunate that these rather well-defined sex roles have favored the male child, providing him with a greater variety of acceptable behaviors and adult lifestyles. Studies have also shown that society tends to agree that masculine characteristics are more desirable (LeFrancois, 1980).

On the average, achievement orientation appears to differ in males and females. L. W. Hoffman (1972) reported that girls score lower on tests of achievement than do boys. Females, moreover, seemed to have higher affiliative needs than males. This is manifested in females' greater desire to establish mutually supportive emotional relations with others. Accordingly, boys' and girls' motives for achievement-oriented behavior appear to be different. Boys appear to be motivated largely by desire to achieve mastery; girls are motivated by a desire to

please, hence to affiliate. Consequently, boys tend to attempt more difficult tasks than do girls (LeFrancois, 1980).

Children learn cultural sex-role definitions of achievement areas by early elementary school, and this is well ingrained by adolescence. In two studies children from second through twelfth grades considered social, verbal, and artistic skills feminine and considered mechanical, spatial, and athletic skills masculine. Math was also considered masculine by adolescents but not by young children (Stein, 1971; Stein and Smithells, 1969).

Females exhibit higher attainment values and standards of performance in sex-appropriate achievement areas than in sex-inappropriate skills. Attainment value refers to the value an individual attaches to performing well in a given achievement area. Studies including sixth to twelfth graders showed that females had higher attainment values and standards of performance for English, verbal skills, social skills, and artistic accomplishments than for natural sciences, athletic, or mechanical skills (Stein and Bailey, 1973).

Many women depart from this pattern of traditional

feminine achievement orientation and adjust their concepts of femininity to include more masculine patterns of achievement striving. Studies indicate that high achieving females consider achievement more sex appropriate than underachievers. High achievement motivation is characteristic of women who manifest masculine interests by choosing a field of endeavor that departs from traditional feminine pursuits.

Both masculine and feminine characteristics have been associated with intelligence and creativity, and children who are most effective have expanded their behavioral repertoires and self-perceptions to include attributes associated with both sex roles rather than being restricted to one stereotype (Stein and Bailey, 1973). This alternative to traditional sex-role stereotypes is a concept known as androgyny which suggests the possibility of exhibiting both masculine and feminine qualities as a means toward psychological well-being (Bem, 1975).

Most of the current research on sex-role orientation stems from the development of the Bem Sex-Role Inventory (BSRI). It contains a masculinity and femininity scale, each of which contains 20 personality characteristics selected on the basis of

sex-typed social desirability. The masculinity items concern an instrumental or problem-solving approach, whereas the femininity items refer to an expressive approach, a concern for others' welfare and group cohesiveness (Sargent, 1981). Some adjectives in the scale which describe males are "ambitious," "dominant," and "self-reliant"; adjectives such as "affectionate," "gentle," and "understanding" apply to females. High femininity in females has been correlated with high anxiety, low self-esteem, and low social acceptance. High masculinity in adult males is associated with high anxiety, high neuroticism, and low self-acceptance. Studies do not indicate that masculinity has a negative effect in the childhood or adolescence of males (Bem, 1975).

The results of a study by Antill and Cunningham (1980) indicated that males and females who described themselves primarily with masculine characteristics displayed higher self-esteem than those with a more feminine self-concept. This finding was contrary to the traditional approach that females should have high femininity and also contradicted the androgynous view as to the benefits of both masculine and feminine traits in both sexes. The traditional view that



sex-typing is prerequisite to satisfactory adjustment was supported only for males. Femininity showed no relationship to self-esteem in males and was negatively correlated with self-esteem in females.

Most of the current literature generally supports the positive aspects of an individual's possessing both masculine and feminine traits, and especially emphasizes the benefits of women who integrate masculine traits into their personality structures. Possibly the reason for the more dramatic difference for women is that their roles were more in need of change.

Women in atypical careers have been found to be higher in psychological masculinity and achievement motivation than women in traditional careers. The childhood play patterns of these women were found to resemble those of the traditional male child. Common themes of their childhood experiences included the avoidance of housekeeping chores, which they disliked, and early decisions to pursue a career. They were more likely to have experienced child-rearing patterns that typically have been reserved for male children and to have escaped a parental push to assume rigidly the attitudes and behaviors of the traditional female

(Williams and McCullers, 1983).

Most of the evidence associated with socialization by parents indicates that a moderate, but not high, level of warmth or nurturance is most conducive to achievement behavior in females. High levels of nurturance and high levels of punishment or rejection were associated with low achievement behavior. Early babying, protectiveness, and warmth were negatively associated with later achievement behavior. Relatively low levels of nurturance were found to be conducive to the acquisition of achievement-related behavior in experimental studies. Preschool children were more persistent on a task when the experimenter was nonnurturant than when nurturant (Stein and Bailey, 1973).

In a longitudinal assessment of maternal child-rearing practices in which five-year-olds were studied in relation to their level of aspiration at age eighteen, it was found that low levels of aspiration were related to early protectiveness, warmth, and low punishment; high levels, to early punishment and low warmth. Thus, the moderate levels of aspiration usually associated with high achievement motivation occurred for children whose mothers were moderate on

the warmth-hostility dimension (Crowne, Conn, Marlowe, and Edwards, 1969).

In an extensive analysis of competence in preschool children, children whose parents used coercive punishment extensively and were authoritarian had very low autonomy and achievement-oriented behavior. Independence and achievement-oriented behavior were associated with a pattern described as authoritative, which included moderate warmth and some punishment. Among adolescent females, high levels of either parental nurturance or parental rejection and hostility were associated with low responsibility and leadership for females. Douvan and Adelson (1966) found achievement-oriented female adolescents had pleasant, but not close, relations with their families. In general, the research on parental socialization suggests that child-rearing practices that are conducive to feminine sex-typing are often antagonistic to those that lead to achievement-oriented behavior (Stein and Bailey, 1973).

Possibly, women who have achieved success were socialized in a manner more conducive to masculine sex-typing or achievement-oriented behavior. Managerial women have been described as simply different from

other females in their behavioral styles from early years (Reohr, 1981). In order for women aspiring to educational administration careers to increase their chances for success, it is vital to identify the traits of women who have achieved success and to determine which qualities or skills can be improved. The majority of women who are currently in administration have had male mentors who provided opportunities, assistance, and suggestions (Whitaker and Hales, 1984). Women need to become more aware of the existence of sex stereotyping in addition to knowledge of the characteristics leading to success.

The findings in the review of literature suggest that there is a great need for those in positions of authority in the field of education to become more aware of the qualifications, backgrounds, and potential of women who aspire to the role of administrator. Persons in positions of authority and bodies which govern education institutions should make serious efforts to eliminate the misconceptions and discriminatory practices which have prevented women from attaining administrative positions in the past.

The following five chapters of this study, which present the portraits of the five women subjects

studied, reveal the psychological and philosophical backgrounds on which five women administrators have developed their leadership styles. There is strong evidence that these women have dealt with, and overcome, the myths and misconceptions so often associated with women in positions of authority.

## CHAPTER 3

In the sultry gray dawn of a late July morning some 25 years ago, a young girl climbed aboard a tractor and began the backbreaking task of harvesting the sticky, wet tobacco from her father's fields. Although she was dressed in worn work pants and an oversized man's shirt, her petite attractiveness was quite apparent. A hardworking, intelligent teenager, she was destined to become one of the most recognized black women educators in North Carolina.

Linda Wilson McDougale can be described in one word--dynamo. She is energetic, demanding, forthright and self-confident. Her father instilled these qualities in her while she was still a child. Linda grew up on a hog and tobacco farm in rural Alamance County. She is the oldest of four girls born to a man who needed four boys to help him run his farm. There were no sex-role expectations in the Wilson home; all four girls were expected to work as hard as any man and to meet life's hardships with courage and perseverance.

Although Linda's parents had had little formal schooling, education was an important factor in their

daughters' lives. Linda was a "straight A student" who took school quite seriously and participated in many clubs and activities. She was often selected by her high school principal to be a substitute teacher when one of her regular teachers was absent. When Linda was a teenager, her father hired her out to work for neighboring farmers. Hard work and responsibility gave Linda McDougale a sense of achievement at an early age, and this sense of self-worth would see her through several difficult periods in her later years. Each day of her junior and senior years in high school she drove a bus on a 200-mile route; on weekends, she worked as the first black cashier in a large local grocery store. In addition to barning tobacco on her father's farm, she fed the livestock, helped kill and castrate hogs, put up fences, and plowed with a mule--because "these were the things a son would have done." The Wilson girls were never allowed to stay out of school to do farm work. Linda and her sisters often worked at farm chores until midnight and began the new day at dawn. Linda admits that most household chores were taken care of by her mother--a situation she found acceptable because of her extreme dislike for cleaning the house. In addition to farm chores and school work, the Wilson girls were

active in a nearby church that was named for their grandmother. Sunday school, church services, choir practice and revivals were an integral part of life in the Wilson household.

Linda's father warned his daughters that life would be rewarding for them only if they made a meaningful contribution toward their own well-being and the well-being of others. They must learn to live in the "white man's world" and work within that system if they were to accomplish much, he warned. Because the farm where Linda grew up was located in a predominantly white neighborhood and because the grocery store in which she worked served mainly white patrons, Linda had some basic knowledge of "the other world." She heeded her father's warning to "study the lay of the land" and became adept at crossing over into the white world. While she was in high school, her fair complexion was not a problem, but it proved to be a liability during her college years in the mid-1960's--an era when it was more advantageous for black people to be distinctly black. Linda stated:

When I was in high school and working every Saturday in the grocery store, most white people did not know if I was black or white, but black



people knew. I needed the job, I needed the money, and the man who owned the store used me to get across to white folks that black folks weren't so bad. A lot of my black friends thought it was a good idea because so few blacks had ever had an opportunity to 'be out front' but some thought I was 'uppity' and was consciously trying to pass for white. The experience helped me realize that people are basically the same regardless of skin color.

Linda had made no definite plans to attend college. Indeed, no one in the family had ever done so. She was approached by two "aunts" (older ladies of no relation) in her community and was told that money was available if she would only agree to go. Her father feared she would become "high falutin'" and forget her upbringing if she went; nevertheless, she enrolled at North Carolina Central University in Durham in the fall of 1962. In order to survive financially, she worked each afternoon in the college library and continued to be a cashier in a local grocery store on Saturdays. She pinched pennies and made all of her clothes--even the evening gown she wore as homecoming queen. A topflight

student, Linda was graduated summa cum laude with a degree in biology in 1966. She married her college sweetheart one week prior to her graduation.

Although Linda did not consider herself militant, she was quite active in the Civil Rights Movement during her college years in Durham. She was a member of the youth chapter of the NAACP but kept this a secret from her parents because she knew her father would make her come home if she got into any trouble; college was a privilege and one to be closely guarded. Nevertheless, Linda participated in sit-ins, parades, and other forms of protest and was spat upon, threatened verbally, and chased by police dogs. Because she was fair skinned, she was sometimes mistaken for white and called "white trash" by bystanders at demonstrations. Linda recalls:

Many of my friends urged me to stay on campus rather than march because they knew it was doubly hard for me because I was often mistaken for white. It is very frustrating when other people don't know what you are; it's like being in no man's land--you have no real identity. We live in a world that expects clear-cut whiteness or blackness. In participating in the

demonstrations, I was forced to realize that my looks, mainly my skin color, were going to be a big problem in my life. Like the whites who participated, I was never arrested, but many of my closest friends were dragged off to jail. On several occasions, police dogs were turned loose on demonstrators. I noticed that white bystanders seemed to enjoy seeing blacks run, screaming from those dogs. I had been around animals all my life and was able to stand my ground (I knew better than to run from a dog) and stare the dog down. This made the bystanders even angrier. That's when they would begin to close in on me and spit on me and tear my clothes. It was so very hard to stand there and try to maintain some dignity while I could see the hatred in their eyes. You simply could not respond to this hatred because that created more problems. It took a lot of guts and patience not to fight back. We (the students) had been indoctrinated to remain calm. We knew in our hearts that our cause was just and that eventually, whites would come to realize that, too. These experiences only strengthened my belief in the infinite worth

of all people and their right to voice their opinions and pursue a life free from bigotry.

Two professors at NCCU--one white, the other, black--provided Linda with excellent guidance and advice throughout her college years. Both men taught her to work through the system, to be reasonable in her approach to a problem, and to do her homework before tackling a problem. From them she learned that the outcome of a situation is all that matters and that one must sometimes sacrifice a battle to win a war. Peaceful negotiations was the byword of both these men, and it was the philosophy of another of Linda's heroes, Dr. Martin Luther King. On this philosophy, Linda would base her own approach to adult life and its problems.

In the fall of 1966 Linda integrated Jackson Junior High School in Greensboro. Warned by her white principal that she would attract trouble because of her looks and her high standards, she entered the teaching profession with a will to survive. That she was a black woman was never mentioned as a deterrent; it was a given. The principal informed Linda that she had been assigned the "worst" students because, "we give all our new teachers the worst students so we can see what

you're made of."

On the first day of school several students waved a large banner proclaiming, "Nigger Go Home," and the students in Linda's classes were openly hostile. Parents of students descended upon the principal's office to protest the placement of their children in her classes. Linda chose not to fight this battle; she went forth each day with a strong determination to bring the kids around, and this she did. Neither fellow teachers nor parents would sit with Linda at PTA meetings, but a dozen or so of her students showed up at each meeting and sat around her to protect her and ensure her place in the scheme of things at Jackson; however, the students kept from their parents the fact that Linda was black.

During her tenure at Jackson, Linda was pregnant with her only child--a son, who was born in the summer of 1967. Motherhood did not interrupt Linda's career; she took on a challenge of a different sort the following fall when she went to Price Junior High to teach. This school's enrollment contained a large percentage of black students from low socioeconomic backgrounds who needed much attention, firm discipline, and a strong instructional program. Linda met this

challenge by creating unusual projects for her students. As an earth science teacher, she introduced them to landscape gardening and encouraged their participation in the science club. During her tenure at Price, the school grounds became a learning center for Linda's classes who planted, nurtured, and pruned the shrubs and flowers there.

The era of the early 1970's were very tense years for the Greensboro City School System, which was operating under a court-ordered desegregation plan. The vast majority of white parents were opposed to integration and many black parents were, too. Blacks feared that their young children would be bussed long distances and wanted them to remain in neighborhood schools. They feared that white teachers would not be able to discipline black junior and senior high students, and that black teachers, who had been so highly revered in the black communities, would be misunderstood by white students unused to the strict disciplinary codes that had existed for decades in black schools. Linda summed up the situation thusly:

I'm sure it was pure Hell being a white teacher during those years because I was often mistaken

for white, myself. Black youngsters were caught off guard when I responded 'in the old way' to their insults and quickly changed their behavior in my presence. White teachers sometimes sought my advice when dealing with the discipline of black students. One thing became quite apparent during that time--a good teacher remained a good teacher regardless of the circumstances or the color of the skin.

Public schools all over the South were hungry for "black faces" in administrative offices, and personnel in central administration approached Linda and asked her to apply for a position as assistant principal at Jackson Junior High. Linda had no desire to leave her teaching position at Price, but she knew the value of role models in leadership positions. She took the job when it was offered shortly thereafter. Subsequently, Linda took the reins of the school for several months when the principal became ill. This experience would prove to be the impetus for a key turning point in

Linda's career, for she would never return to the classroom following her year as assistant principal (and

interim principal) at Jackson. The following year she was named principal at Craven Elementary School where she remained for four years; thereafter, she was named principal at Joyner Elementary.

When the principalship at Dudley Senior High became available in 1979, Linda was again told to apply--this time by the superintendent, who encouraged her to live up to her potential as a strong, dynamic administrator at the secondary school level. Linda became the first black woman appointed to a high school principalship in the state of North Carolina. Dr. Kenneth Newbold appreciated Linda's common-sense approach to problems and her ability to complete a task or solve a problem in a reasonable amount of time. Throughout his tenure as superintendent, he provided Linda with excellent advice and guidance and became for her an invaluable mentor.

In 1980, Linda and her husband separated; they were divorced in 1981. Linda feels that the marriage probably failed because her husband was intimidated by her ability to move ahead in her profession and to handle responsibilities that had traditionally been assigned to a man.

In her role as administrator, Linda has tried to make students aware that one's presentation of himself



to others is a key factor in social acceptance, and ultimately, vocational success. She encourages youngsters to learn to use correct grammatical structure and to model themselves after well-spoken, well-behaved adults. Linda, who feels that all human beings should concentrate on their similarities rather than their differences, stated that: "In hurting, loving, seeking, finding, we all experience the same emotions, and we should make the most of our human characteristics in order to understand each other and to learn and work together."

Linda encourages youngsters to be the very best they can be so that if discrimination becomes a factor, people will forget the "difference" and remember only the competence and willingness of a person.

Linda has made what she terms, "a conscious effort," to let others know that she is concerned with their well-being. When asked if she had mentored others, she replied that she had attempted to help new people in the profession--especially teachers--by inviting them to dinner and making herself available to them if they felt they needed help. She has also recommended numerous people to boards and committees in an effort to get "new folks" involved. She believes

that those who have been in a particular setting for several years have an obligation to help newcomers feel at home and become a part of the establishment.

While others may view Linda as aggressive, she, herself, does not; she does, however, admit that she can be quite assertive and that taking risks has been a part of her life since childhood.

Linda thinks that her greatest asset is her ability to get the job done; she says she is tenacious, stubborn and willing to stand by her convictions for the benefit of students. Her blunt, direct approach to problems sometimes puts people off, and Linda regards this trait as her greatest liability. She feels that she sometimes moves too quickly and may not have involved others in decision making as she should have.

Linda defines leadership as "one's ability to complete a task well"; she feels that true leaders set aside any personal feelings in dealing with an issue and that they do not allow interest groups to exert a significant influence on a decision.

Linda views the lack of preparation of educational personnel to deal with the day-to-day issues involved in operating a school as the greatest problem in the profession. According to her, too much theory and

ideology exists at the university level in the preparation of teachers and administrators. More practical approaches in leadership training must be utilized if teachers and administrators are to deal effectively with the wide variety of constituencies associated with public schools--parents, students, school board members, and the media.

In addition, Linda believes that principals are not as objective as they should be in the selection of teachers. In order to be successful in the teaching profession, she feels that a person must possess the ability to motivate youngsters in a positive way and to generate meaningful classroom experiences for their benefit. Unfortunately, few teachers possess this ability at the time of college graduation. Linda feels that teachers must be provided excellent professional growth opportunities that nurture and develop this characteristic.

Linda McDougale's office is filled with dozens of plaques, awards, and citations which commemorate her leadership. Student-made gifts and mementos are placed around the room--a colorful, comfortable haven for those who are sometimes misunderstood; pure Hell for those who defy school rules or question authority. Among the many

items on the wall is a plaque which contains this quote from Spinoza: "Excellence in anything is as difficult as it is rare."

## CHAPTER 4

Doris Jarrett Henderson is a soft-spoken lady whose gracious demeanor belies the dark, flashing eyes that characterize her passionate enthusiasm for life. In her face one can easily read the warm, charismatic nature of a woman whose primary purpose is to benefit others.

Doris was the only child born to the marriage of her parents. Both parents, however, had been married previously (having lost their spouses to death) and had older children by previous marriages. Since these children no longer lived in the home during most of Doris's life, she grew up as an only child. Doris and her parents lived in the Brightwood community of northeast Guilford County, where her early life centered on her home, family, and church. Doris remembers both her parents being avid readers; her mother began reading to Doris before Doris walked; her father taught his young daughter to know and appreciate the trees, plants, and wild animals around her.

Doris developed a sensitivity to the beauty of nature and, at an early age, became aware of the operation of God in the physical world. The combination

of God's written word and nature's handiwork has provided a spiritual balm for Doris, who stated, "I dedicated my life to serve God when I was 15, and I have attempted to live my life in a way that would reflect my love of God."

School was a wonderful world for Doris, who relished the long hours with her small friends, her teachers, and the many books at hand. She attended Brightwood and Rankin Schools where she excelled in reading and English. Although her elementary and high school teachers inspired her, Doris's prime motivation came from her mother, who demanded nothing less than her absolute best. If she failed to perfect a task according to her mother's standards, Doris was promptly told to begin again and work on the task until it was perfected according to her mother's standards. For her efforts, Doris received much praise and affection from her mother, but rarely did she receive any tangible reward.

There were no sex-role expectations in the Jarrett household. Doris was expected to feed the cows, help harvest the crops, and excel in mathematics as any boy might. There were, however, strict standards in her church concerning the behavior of women. Because the

Bible contains passages on the "silence of women," Doris's fundamentalist brethren expected all women to remain silent while the business of the church was conducted. As a teenager and young adult, Doris sometimes spoke out on issues before the congregation, and suffered chastisement from the pastor. Doris stated:

Whenever these chastisements took place, I kept quiet because my parents had taught me to respect authority, and I felt that my pastor was an authority figure. I did not agree with him, but I respected him as the head of my church.

These experiences did not diminish her self-confidence; on the contrary, they served to strengthen her strong sense of identity. Due to her success at home and at school, Doris experienced an early sense of achievement and psychological well-being.

Because she was tired of being taunted by her classmates as the "teacher's pet," at the age of 14, Doris decided to rebel against authority. Peer pressure and a need for adventure prompted her to align herself with two of the "worst behaved" girls in her class. In

order to get the attention of these girls and to become a part of their group, Doris refused to answer questions of the teacher during class, refused to do her homework, stayed out beyond her normal curfew, and put on lots of makeup after arriving at school every day. Fortunately, this masquerade lasted only a year for Doris found it boring and unsatisfying, and she slipped back into her "real" personality as suddenly as she had abandoned it.

At 16, Doris, who possessed excellent typing skills, was asked by the principal to serve as secretary for the school. Even though Doris harbored a lifelong dream of becoming an elementary teacher, she loved her work as the "student secretary." (There were no paid school secretaries in the school at that time.) The following summer she was hired by Jefferson-Pilot Corporation and was urged by her principal to take a full-time job the next summer.

This opportunity to work in a big, downtown office sealed her fate--at least for the next 20 years. Doris abandoned her dream of becoming a teacher and plunged headlong into a career in the world of business as a legal secretary; it was a decision she would later regret. Doris readily admits that she made the decision while under the considerable pressure and influence of others.



Doris continued to be quite active in her church, teaching Sunday school and leading the children's choir. The work in her church helped her to compensate for the "abandonment" of her original goal of becoming a teacher.

At 22, Doris married Worth Henderson, a man 30 years older than she, who had three young children from a previous marriage; three other children, a son and two daughters, were later born to the couple. Doris found motherhood and the raising of six children rewarding, but she did not allow it to interfere with her career. She continued to work full-time while rearing her brood.

Her children served as a major impetus for a great change in her life. As they developed and learned, Doris observed and enjoyed them, and they made her more aware than ever of her longing to teach. In her heart, she longed to go to college and study to be a teacher, but she felt great remorse at the thought of leaving her husband's firm, mainly because she felt he needed her.

Finally, at 36, she began taking courses at Guilford College on a part-time basis and continued to work full-time at her husband's law firm and to raise her family. Doris attended classes on her lunch hours

and at night. She was so successful in her studies that she was named a Dana Scholar. In 1968, at the age of 40, Doris was graduated magna cum laude; that same year, her son finished high school. Doris found her experience at Guilford College one of the most rewarding of her life. Several of her professors greatly influenced Doris and instilled in her the importance of absolute commitment to one's profession.

The turbulent era of the late 1960's produced a demand for private schools unprecedented in American history. One such school established during that period was Brightwood Christian Academy. At the request of the pastor of her church, Doris led in the founding of the school. She developed and implemented the kindergarten program in 1969. A year later, first grade was added, and during the following year, the second and third grades were added. Enrollment at the school continued to increase, causing a demand for more space; as a result, an education building was added to the church in 1970.

Doris was responsible for planning the curriculum, purchasing equipment to set up classrooms, and for hiring teachers for the school. During the time she was acting as principal, the school grew to contain a

preschool program and classes for students in kindergarten through grade seven, with an enrollment of approximately 500.

In the meantime, Doris completed requirements for a master's degree in Education Administration at the University of North Carolina in Greensboro. After six years at Brightwood Christian Academy, she accepted a position with Guilford County Schools as a third grade teacher at Sumner School. After three years of teaching at Sumner, she began to explore the possibility of becoming an elementary principal in the Guilford County Schools--a task which proved to be rather difficult. Doris explained:

One of the greatest challenges I had was getting an administrative position in Guilford County Schools. I had to use every ruse available to me including writing a letter to the superintendent to state that women had not been given the opportunity to move into administration in the system; the only position we were consistently hired in was that of teacher. I had interviewed for a principal position that came available, but it went to a man. I felt I had to be

assertive because there were so few women in administration at that time. (In 1978, there were four women principals in Guilford County Schools; in 1985, there were eleven). Women in Guilford County Schools have had to fight for recognition because the men have been in charge for so long. There were no women assistant superintendents in the system until recently, and all the men in line authority positions tended to listen to other men--other men being the principals out in the schools. These male assistant superintendents simply did not communicate often with the few women principals who were out there, and these women rarely asserted themselves on an issue, so everything remained rather status quo as far as the hiring of women for principalships was concerned.

The board of education appointed Doris to the principalship of Oak Ridge School in 1978. Oak Ridge School is the heart of a small community located in the beautiful, rolling hills of northwest Guilford County. The school itself exemplifies the atmosphere Doris was seeking in which to begin her work as an administrator.

It is warm, friendly, and caring. The community which surrounds it is dedicated to providing the school with ample resources to maintain an exceptional program for young children. The new principal brought a creativity and innovative leadership style that won the respect and admiration of a community committed to providing the very best for its children.

In 1979, Doris Henderson met the most serious challenge in her life--cancer! She fought the battle with the dreaded disease and endured a radical mastectomy. Few people are aware of the experience, for Doris rarely relates the agony of it. In reflecting, she stated:

This experience, though painful physically and emotionally, made me appreciate life more, take stock of things, and realize what really counts in one's life. As a result of it, I find I have more patience and understanding of other people. In allowing me to live, I believe God has a purpose in my being here. I try to fulfill that purpose every day.

At the urging of her professors at UNC-G, Doris

continued her graduate studies and completed her doctorate in 1982. She immediately became active in leadership seminars and advisory groups associated with the School of Education's training program for administrators. Her reputation as an outstanding example of school leadership has become well known in both the public and private sector of Piedmont North Carolina.

Doris was named principal of Guilford Primary School in 1981. Over the years, she has attempted to fashion her leadership style after those who influenced her most in her career--her professors at Guilford College and UNC-G. She sees the "invitational" approach to learning, collaborative efforts among teachers, parents, and the community, and the establishment of a warm, caring atmosphere as primary learning aids for young children.

Guilford Primary School is beautifully decorated throughout with large scale drawings of Care Bears and other creatures with appeal for children; the school grounds are landscaped with a variety of flowering trees and shrubs, a flower and vegetable garden, and fruit and nut orchards--all the result of a special school project

designed and carried out by staff members, students, and parents. A visitor feels immediately at ease in such an environment. Guilford Primary displays what educational researchers refer to as "the caring atmosphere found in effective schools."

Doris does not see herself as a risk-taker, but it is obvious to those who know her that she has met many challenges head-on and has stood by her convictions in conquering them. She admits that she can be assertive and tenacious in getting what she wants. Doris says she can be outspoken, but makes an effort to temper her remarks so as not to offend others. She regards her ability to communicate and relate to others as her greatest asset.

Her tendency toward seeking perfection has sometimes proved to be her "Achilles heel." In her efforts to please others, she admits to some self-denial, which often leads to feelings of anxiety and subsequently, retribution. Doris admits that these feelings are probably the result of her upbringing and her mother's admonitions of perfection concerning what is acceptable and correct.

Doris believes that the term, leadership, is defined as the ability to motivate others to accomplish

a desired result. In order to bring this definition to life, Doris attempts to maintain a positive atmosphere aimed at enhancing the creativity and dedication of her school staff. As principal, she encourages each employee to live up to his/her potential and to treat children as they, themselves, would like to be treated by an adult. The nurturing of self-worth and positive self-identity in children are primary objectives where Doris is concerned.

Dr. Henderson believes that education has undergone a major positive overhaul during the last few years. She feels that the interest in the basic skills movement and the implementation of the community schools program have been major factors in producing change.

In recommending changes to improve public schools, Doris promotes the tie between staff development and program needs as essential, and thinks that teachers from a variety of school settings should have the opportunity to spend more time observing each other and exchanging ideas. Furthermore, she believes that stronger efforts must be made to keep parents and the general public more informed about school programs and activities. Doris regards a more comprehensive program in the visual arts as one of the greatest instructional



needs in public elementary schools.

Doris is content to remain as principal of Guilford Primary School for the ensuing years of her career. She sees no other position as being more rewarding and satisfying than the one she now holds. Surrounded in her office by fluffy "Teddy" bears, beautiful paintings, and etchings of historical landmarks of Guilford County, Doris exemplifies a tradition of nurturing, humanitarian concern for others. Beneath a large sampler which reads, "To love and be loved is the greatest joy on earth," she holds a small boy and comforts him until he has ceased crying and is at peace in the arms of this loving, dedicated educator.

## CHAPTER 5

In 1914, the year of Emma McAdoo's birth, the city of Greensboro boasted a population of approximately 40,000. The Cone brothers had established several bustling textile mills on the outskirts of the city and the area was well on its way to becoming one of "the most prosperous and industrialized political units in the state" (Chafe, 1980, p. 15). Greensboro's ascendancy into the realm of "new South" produced stark economic divisions among its peoples; the most severe declines affected its black population.

In 1870, nearly 30% of the Negro workers in Greensboro were employed in skilled occupations; by 1910, this figure had dropped to 8%. Not a single black person was listed as a factory worker in 1912 and the vast majority of Greensboro's black population struggled to survive in the service of whites (Chafe, 1980, p. 15). One such person was Fayette Morgan, the father of Emma Morgan McAdoo, who hauled furniture, wood and other goods in order to feed his family. Although Emma's mother had been graduated from Greensboro's prestigious Bennett College, she had been unable to secure a

teaching position in Greensboro; as a result, she moved to Caswell County to teach and Emma, at the age of five, was left to the excellent care of her grandmother--not an unusual circumstance for black families whose breadwinners were unable to find work near their homes. As a small child Emma saw her mother only occasionally, usually about one weekend a month. But these were happy times because Emma's mother read to her for hours and took her for long walks about the city. Emma's grandmother, who could neither read nor write, required Emma to read to her from the Bible for several hours each Sunday afternoon. Emma and her grandmother attended church and Sunday school every Sunday, prayer meetings during the week, and went to church almost every time its doors were open.

Emma recalls her childhood years as happy and rather carefree except for the household duties and chores for which she was responsible. Once a week Emma's grandmother fired up her huge iron wash pot in the backyard and Emma was required to stir its contents over the roaring fire for several hours. Then she scrubbed the clothes on a washboard and hauled water from the well for the multiple rinsings of the clothes. Emma ironed personal and household items using a heavy

black "sad iron" and made the beds and smoothed them with a broomstick. Such chores probably contributed to Emma's profound distaste for housekeeping.

Emma attended Washington Street School located in the heart of the city. She walked to school each day and carried her lunch in a sack. Her favorite subject was reading--especially poetry. She recalls her teachers as warm, friendly, and motherly, but very strict. Children who disobeyed their teachers were soundly disciplined with a paddle and their parents were made aware of the incident. School was considered a privilege for children--black and white--during the World War I era, a time when unemployment was much higher than it is now; children were "allowed" to stay in school only if their families could afford for them not to work.

Emma skipped the sixth grade and entered Price School a year younger than her classmates. They nicknamed her, "the little grandmother" and protected her on the school grounds from older children who tried to take advantage of her small size.

Emma was graduated from Dudley High School at age sixteen. She had been active in a variety of clubs and had served as a cheerleader for the school's winning

football team. Although she and her fellow cheerleaders had no uniforms, they traveled together around the Piedmont in a cold, well-worn Model-A Ford to various schools to cheer the team to victory--a rather racy pastime for young ladies of that era.

Emma enrolled at Bennett College and began a program in liberal arts studies. Her dreams of a college education were shattered because of the stock market crash; her father died, leaving Emma and her mother practically penniless. Although Emma's father had owned several rental houses and some land, he lost them when the banks failed. Emma's mother managed to save "the home place" which had been mortgage-free for years.

In 1933, Emma married Hilton McAdoo and began rearing a family which would eventually consist of nine children. She became quite active in local PTAs. School administrators sometimes teased her because she had a child in every grade. She continued her family's tradition of participation in church activities and insisted that her brood attend Sunday school and church with her.

The church was a "solid rock" during the Depression years, as it had been for most of the black families for

generations. Times were extremely difficult for middle and lower class whites and were quite harsh for blacks who were relegated to the backdoor entrance when it came to job opportunities and an even lower status when it came to social equality. Emma has been the victim of social injustice on a few occasions and recalled a particularly humiliating experience during the mid-1930's when she went downtown to Efird's Department Store to purchase some clothing for her babies. When she handed the white saleswoman a 20-dollar bill, she was asked, "Where did you get this kind of money?" Emma did not answer but took her change and her purchases and left the store. Emma stated, "This was not unusual treatment for black people in those days, but it cut to the bone--as it was intended to."

In 1944 when she was 30, Emma, then the mother of seven children, returned to college to pursue a bachelor's degree. Her mother had retired from teaching and had come to live with the McAdoo family to provide Emma the longed-for freedom to pursue a dream. This time she went to North Carolina Agricultural and Technical State University, a state supported institution headed by Dr. F. D. Bluford, a prominent leader in the higher education field. When World War II

ended in 1945, many soldiers returned to college campuses on the GI Bill, and the A & T campus was no exception. These young men brought with them a strong determination to improve economic and social conditions for blacks in North Carolina. Emma enjoyed her classes with these men (there were few women) and considered the setting perfect for her love of a good debate. The discussions of society's ills and the need for a united effort against racial discrimination caused Emma to become more aware of the need for leadership in the black community in Greensboro.

One of Emma's classmates was Randolph Blackwell, who helped found the first youth chapter of the NAACP in Greensboro and who urged young black people to move away from the conservative political stance exemplified by President Bluford and some other older black leaders. Blackwell took a leadership role in challenging the traditional political system in Greensboro and encouraged blacks to exercise their right to vote; his efforts would help ensure that two blacks would survive the city council primary in 1949 and that Dr. William Hampton, a prominent black physician, would be elected to the city council in 1951. Blackwell was one of the first blacks to challenge the "progressive mystique" the

city of Greensboro had come to represent in the new South--an image based on the history of white paternalism and precise courtesy toward blacks which manifested itself in the form of an etiquette in race relations that offered almost no room for collective self-assertion and independence for blacks (Chafe, 1980).

This situation was well known to Emma McAdoo and her family members. Emma's husband, Hilton, worked for many years in the warehouse of Meyer's Department Store, and had on several occasions requested a promotion only to be told, in quite courteous terms, that no promotions would be forthcoming; nevertheless, white men who held the same position as that of Hilton McAdoo were promoted on a regular basis to the position of sales representative--which put them on the floor to meet the public in the department store. Meyer's Department Store, like most other white-owned establishments readily accepted the money of blacks for purchases, but did not allow them any real economic independence.

Emma completed her studies at North Carolina Agricultural and Technical State University with a major in social science in 1948; during her four years at A & T she gave birth to two more children. She was



influenced by two of her male professors who encouraged her to continue her studies and admired her for pursuing a degree while she was so obviously performing the role of wife and mother. Emma did not attempt to find a job following graduation because she felt she had to be at home to care for her very young children.

A massive polio epidemic struck the city of Greensboro in 1948; a hospital was opened for children suffering from the disease and staff was recruited throughout the city. Both black and white youngsters were treated in this hospital which was funded by the National Polio Foundation. Emma took a job in this hospital in 1950 where she worked in physical therapy in the convalescent ward. Emma spent long, tiring hours moving the stiffened limbs of young children, rubbing their bed-sore backs and reading to them. Regular school classes were held each day in the wards which were integrated years before the Brown decision was handed down by nine old men in Washington. Once the polio epidemic had passed, black and white students returned to their respective schools and staff members were again segregated in the outside world. Ironically, funds had been raised for the hospital by local basketball teams from the Greensboro downtown YMCA--

teams consisting of both black and white players (Chafe, 1980).

Following the hospital's closing, Emma returned home. She worked part-time the next year in a wholesale warehouse. In 1953, she took a job as a nurse's aide at Moses Cone Hospital; in addition, she worked as a park supervisor for Greensboro Parks and Recreation Department. The hours were long and sometimes tedious, but Emma continued to work both jobs for nine years because she needed the money to send her children to college.

The era of the mid-1950's brought new meaning to the term "social awareness" in the South; following the historic Brown decision by the Supreme Court in May, 1954, school boards and citizen's groups geared up for serious battles that would continue to rage in Dixie over the next decade and would reach a crescendo in the late 1960's. Although Mr. Ben L. Smith, the superintendent of Greensboro City Schools, and Dr. David Jones, the only black member of its school board in 1954, endorsed the speedy desegregation of the schools, they were not supported by the other members nor the general lay community.

In addressing the issue of time, the justices of the Supreme Court had failed to include a date by which desegregation was to be accomplished and Justice Frankfurter's phrase, "with all deliberate speed" became an excuse for delay throughout the South (Woodward and Armstrong, 1979, p. 38). Such politicians as North Carolina's Governor Luther Hodges believed that black and white schools should remain segregated. Hodges attempted to circumvent the Brown decision by endorsing the Pupil Assignment Act--an act passed by the North Carolina Legislature in 1955 to ensure that "parents of black children who wished to challenge segregation would have to go through endless administrative procedures to transfer their children to white schools and each case would have to be handled on an individual basis" (Chafe, 1980, p. 50). Hodges was viewed as "an enlightened governor who had found a peaceful way to handle desegregation, and North Carolina continued to be regarded as a progressive state" (Chafe, 1980, p. 60), but blacks in Greensboro immediately began to join forces to try to bring about a more positive change for their children. Under the leadership of Dr. Edward Edmunds, a minister and sociologist at Bennett College, the NAACP increased its membership greatly during the

mid-1950's and its members began to swell the audience at school board meetings, along with parents who protested the poor conditions of black school facilities and the lack of equality in black and white school programs.

Emma McAdoo, as a member of both the Dudley High School and the Lincoln Junior High PTA, consistently attended these meetings. She regards Dr. Edmunds as the most effective black leader in the history of the Civil Rights Movement in Greensboro. Dr. Edmunds was instrumental in the sit-ins at Woolworth Department Store in February, 1960. He worked closely with the four young black men from A & T University who shook the city with their quiet determination and resolve to bring about a change in the social status for black people.

Emma remembers:

Dr. Edmunds often reminded both black and white people that if blacks patronized white-owned department stores and other white-owned businesses, that they had a right to eat in white-owned restaurants. He was acutely aware of the connection between economics and freedom.

According to Emma, the four black men who requested lunch at the Woolworth counter were highly regarded in the black community because they had the courage to stand behind their convictions on social equality.

Emma knew personally the families of two of these men and felt that their upbringing at home and their traditional religious indoctrination never let them forget that what they were doing was right and that they had a moral responsibility to uphold. Black parents were somewhat fearful of the possible repercussions that might result from the sit-ins and the student demonstrations that followed. Emma and her husband had two children at Bennett College during this time; they feared that when their daughters left for class each morning that they might not return home that night. Hilton McAdoo warned his children to remain calm if they were arrested, because the demonstrations in which they were taking part might become riots and that riots might evoke the hostility of the police.

Emma, herself, became a part of the demonstrations as black adults joined students in rallies in the downtown area. She marched with more than two thousand black people to Trinity A. M. E. Zion Church on May 22, 1960--an event that would help the white establishment

in Greensboro realize that the movement was not just a protest by radical students. Emma was also part of a large faction of over one thousand who gathered at Providence Baptist Church on June 7, 1960, to protest the arrest of Jesse Jackson, whose "Letter From a Greensboro Jail" would finally bring about a showdown between civil rights leaders and the white establishment in Greensboro.

During the next few years, blacks were "given" the right to eat in white-owned restaurants (even though most could not afford to) and to use all public facilities, but very little progress was made in the area of school desegregation. It would take many more years of protest and a court order to change educational opportunities for black children in Greensboro.

With the passing of the Elementary and Secondary Education Act in 1965, funds became available in elementary schools for the hiring of teacher aides. Emma applied, and was hired as an aide at Gillespie School. At long last, she found her niche. Each day she delighted in her work with young children. After two years she became an aide in the primary area at Porter School. These were the days before public kindergarten, and Emma was frustrated by the fact that

many first graders came to school totally unprepared for the social and individual responsibility needed to succeed in school. As a result of this concern, Emma made the most of every opportunity to learn about young children; she enrolled in several courses on child development and read numerous books on her own to become more aware of the psychology of young children.

In 1967 a new program was launched under President Lyndon Johnson's "Great Society." Head Start was designed to help underprivileged children succeed academically and to provide a preschool program for children whose families otherwise could not afford it. It was set up in various elementary and primary public schools throughout the city. Emma became the lead teacher and eventually the director of the program at Porter School. She recalls that the program opened up new avenues for families that had been unable to provide meaningful learning experiences for their children. Head Start took children on trips to a variety of places within and without their immediate environs; it provided counseling services to parents of children with special needs; it provided medical and dental health care; it brought children of various races together on the playground.

The issue of continuing segregation caused conditions in the public schools to worsen throughout the mid-to-late 1960's. The city system was visited on several occasions by officials from the Department of Health, Education, and Welfare who found the schools had made no significant progress toward desegregation. The Freedom of Choice Plan, adopted by the board of education, was designed to provide a means for black students to attend previously all-white schools but did not provide for the transportation of those students to the school they wished to attend.

When confronted with this issue, school board officials argued that the situation was really caused by segregation in housing (Chafe, 1980, p. 166). The negative impact of this situation was firmly and finally denounced when the Supreme Court ruled in 1969, that education would not be restricted to the walk-in school (Swann v. Charlotte-Mecklenburg Board of Education, 1969). On April 30, 1971, Judge Edwin Stanley rejected, once and for all, Greensboro's contention that "freedom of choice constituted a legal means of pursuing desegregation" (Chafe, 1980, pp. 221-222).

Under the leadership of Chairman Al Lineberry, the board of education made a serious commitment to comply



with the court order. White-led citizen groups began to form to help make the transition an easier one. One such group, the Great Decisions Club, was made up of white women who were interested in issues of social change. Headed by Joan Bluthenthal, the group began to take a close look at the school situation and decided that they could best serve the community by taking an active role in bringing about peaceful desegregation. The club raised \$25,000 so that Doris Hutchinson, director of staff development for the school system, could initiate a human relations workshop for school personnel and community leaders throughout the city.

Under the workshop plan, school principals, teachers, and students and parents, ministers, and business leaders from the community attended a two-and-a-half-day retreat at Chinqua-Penn Plantation near Reidsville in order to become more aware of strategies for building positive human relations within the school setting. Emma McAdoo was selected as a workshop participant. She found the sessions quite enjoyable but was aware that some of the participants seemed a bit uneasy--not an unusual circumstance for people who are unaccustomed to socializing with people of another race. Emma believes that these workshops

were helpful in dispelling the myth that black people are lazy, uncaring, and intellectually inferior to whites. Emma recalls that prior to desegregation there was a fallacy that all black children were "slow." This fallacy was perpetuated by the fact that children in black schools learned from books and materials discarded by white schools.

Another fallacy concerned black teachers who were thought to be incompetent by whites who viewed them as intellectually inferior. Emma stated that black people were well aware of the fact that black teachers were not as well prepared as white teachers because they had not been afforded the same training opportunities as white teachers. In conclusion, she stated: "The human relations sessions provided many opportunities for dispelling myths and prejudices and opened new vistas of understanding for the folks who participated. I only wish the opportunity had come sooner."

In 1972 the local agency that dispensed federal funds to Head Start and other community development programs, the Guilford County Economic Opportunity Council, was besieged by scandal. Its director was found guilty of misuse of funds and was sentenced to prison. The program was forced to cease operations for

a year. In 1973 the United Day Care Services became responsible for overseeing the Head Start Program. Since then, it has grown into a major social and educational institution whose programs have been continuously supported by five federal administrations. Most Head Start programs are now located in churches; one, Council House, was the first to be located in a public housing project. Emma has served as director of this unit.

Head Start has provided invaluable assistance to many youngsters in the Greater Guilford area. Several of the program's original "graduates" are now teaching in one of the county's three school systems or working in one of its many areas of social services. These students still call and send greetings to their teacher, Emma McAdoo.

During the years she served as a director in the Head Start Program, Emma continued to be very active in the community, serving as president of local PTA's and the Girl Scouts, as well as district president of the Women's Society of Christian Service for North Carolina and Virginia. In addition, Emma served as chair of the Board of Union Memorial United Methodist Women. Emma was instrumental in the founding of Greensboro's initial

chapter of the National Black Child Development Institute.

Emma admits that she has taken many risks during her lifetime but that she did not view them as risks at the time. She states that she can be aggressive if a situation calls for aggression and that some situations demand a strong stance when one is fighting for those too young to fight for themselves. Emma describes this trait as "innate perseverance" and regards it as her greatest asset. In describing her liabilities, Emma stated that she is not as well-organized as she should be and that she heartily dislikes any form of paperwork.

Emma defines leadership as:

An elusive term that is difficult to describe, but entails the ability to take the reins to meet the needs of a particular group at a particular time. Paramount to this situation is the clear understanding of all involved of the goal toward which the group is working. A true leader is often seen as a caring, honest person who is not afraid to stick his or her neck out and take a stand on an issue.

Emma McAdoo thinks that educators must provide learning experiences for youngsters which foster self-esteem and personal growth; a positive socialization process is paramount if children are to learn. Emma regards labeling of children according to their academic ability as the most destructive and misunderstood activity in schools today. She believes this situation is enhanced by our society which tends to be so label conscious in the selection of clothing and other manufactured goods. Emma believes that adult role models in the schools are an extremely powerful influence for students and that the behavior of such adults should be beyond reproach. She said: "Anyone who provides leadership in the school setting should conduct himself in a seemly manner and should use correct grammar at all times because it is difficult for children to 'unlearn' incorrect behavior or information."

Emma feels that no child is born with the instinct to hate but that every child is born with an infinite capacity to love and that it is this capacity which must be nurtured and developed if the human race is to survive. This philosophy has been adopted by Emma from poet Kahil Gibran who wrote, "Work is love made visible."

## CHAPTER 6

Doris Hutchinson is a stately, refined lady who cherishes and exemplifies the term "independence." Born in 1919, the middle child of three, she was reared by a homemaking mother and a businessman father in the city of Charlotte, North Carolina. Her family was a close-knit unit given to frequent outings, church-related activities, and sports. Doris was responsible for chores at home and especially enjoyed raking leaves and other jobs which took her outside the house. Doris was exposed early in life to new ideas and activities--circumstances which would enable her to become in her adult life an excellent facilitator of people and concepts.

School was a happy place for Doris, who excelled in mathematics and all sports, and who was more interested in movement than staying in her seat. At Central High School in Charlotte, Doris played on the basketball team, and was active in numerous clubs such as scouting and 4-H, organizations which nurtured her talent as a person devoted to the concept of team effort.

In the fall of 1935, Doris enrolled at the Woman's College of the University of North Carolina in Greensboro. She was a member of many clubs, active in almost all of the campus sports as well as the family-oriented dormitory life which dominated the campus social life at that time. Doris recalls her four years at Woman's College as happy and productive--an invaluable period which contributed greatly to the maturity and the development of her self-identity.

Doris had requested that she be allowed to complete a double major in mathematics and physical education but her request was denied, as double majors were not allowed at Woman's College (thought by some to be too stressful for women students?); so Doris completed her bachelor's with a major in physical education and a minor in mathematics. Armed with her degree, she sought and was immediately granted, a position at Greensboro High School (now Grimsley High) in 1939. Although she knew no one in the school or in the community, she quickly made friends in her neighborhood and on the school campus; fortunately, she had many friends at College Place Methodist Church where she had attended services during her college years. As a new teacher, Doris found her students eager to learn, eager to

please, and eager to reap the rewards of learning which are so tangibly evident in the area of physical education--an area where students literally, "scale new heights."

In 1946, Doris accepted a position at Guilford College--then a small institution of only 700 students, each of whom was required to take four years of physical education. This enabled Doris to develop close relationships with all of the student body--a vital part of the social life on the Quaker campus. Doris found work at Guilford College quite different from her work in a public high school as time and circumstances (i.e., dorm life) allowed for more contact among students and faculty.

In 1951, Doris completed a master's degree in education at the University of North Carolina at Chapel Hill; she then accepted a position in this prestigious institution. Because girls were not allowed on this campus until their junior year, those who enrolled in physical education classes were meeting elective requirements (they did so for recreation and enjoyment)-- an ideal teaching situation. Although Doris enjoyed her students at UNC, she was concerned



about the lack of leadership in the physical education department; subsequently, she resigned.

She returned to Greensboro in 1955 to accept another position with Greensboro City Schools as director of physical education. At that time the central administration was rather small, consisting of the superintendent, Mr. Ben L. Smith, and a supervisor for each of the curriculum content areas. Ben L. Smith had served as principal of Greensboro Senior High School when Doris taught there. He saw in her the great leadership potential needed to develop and implement a system-wide program in physical education. Doris regarded Mr. Smith as a man with a vision, a deep thinker, a risk-taker, a person with strong integrity. She views him as her most valuable mentor and has tried to model her behavior after his. For the next 13 years, Doris served as director of physical education; during that period, she attempted to put people in touch with each other in order to construct and implement the new system-wide program. This approach was rather unconventional as individual schools had acted autonomously in constructing their own programs across the system.

When leadership recognized Doris' ability to bring people together within a specific content area to develop and implement the new physical education program, they asked her to apply for a newly created position, director of staff development. The idea of a system-wide staff development program was somewhat radical at a time when most teachers returned to a college classroom for certificate renewal. Doris was quite surprised when she was selected for the position, as specialists such as physical education instructors were rarely chosen for a generalist role such as that of staff development director. Nevertheless, she plunged into her new role with enthusiasm and began immediately putting persons from various groups together to develop new programs in a "grass roots" manner. Throughout the late 1960's, Doris developed and implemented numerous professional growth activities for the various personnel areas in the school system.

In 1971, the Greensboro City School System was placed under a court-ordered desegregation plan; tensions on school campuses and throughout the city ran high. The situation required a conscientious, humanitarian approach. The superintendent, Dr. Philip Weaver, was approached by three leading citizens--Joan

Bluthenthal, Irene McIver and Mary Louise Gordon, who wanted to ensure that the school transition would be made as smoothly as possible. Through their "Great Decisions Club," these women quickly raised the \$25,000.00 needed to implement a plan for the change; and Doris Hutchinson was asked to create the plan and carry it out. Shortly thereafter, Doris submitted a plan which called for a two-and-one-half day retreat for a team of ten persons from all 44 schools in the system. Principals, teachers, students and lay people were selected from each school to participate in this retreat held at the 4-H camp at Chinqua-Penn Plantation near Reidsville.

During the two-and-a-half day retreat, participants discussed the problems associated with the desegregation of schools and came up with solutions to combat those problems. Participants were housed in desegregated settings. They met early each morning for breakfast and then broke into small groups for discussions, role playing sessions, and seminars headed by well-known community and business leaders. The teams representing each school had the opportunity to work closely together in a small group setting to facilitate the needs of a particular school; each team became a part of the

system-wide group to facilitate the system-wide thrust toward unity. In recalling the project, Doris stated: "The biggest advantage in having such a retreat was in providing a setting many miles from Greensboro where telephones were not readily available. We were able to make the most of every moment."

The retreat was the impetus for a major breakthrough in relations between many blacks and whites in the school arena who had never before spoken to each other. For the first time they lived, ate, and worked together in an atmosphere of mutual concern. It was a firsthand experience for many--especially principals--who had never been put in a position for bringing about such a change.

This was not a new situation for Doris who had worked throughout the system with both black and white personnel; she stated:

My job role gave me numerous opportunities to work with all types of people from all walks of life; I worked in the poorest of neighborhoods and in the most affluent. Few people in the city system had had these opportunities.

In dealing in such a variety of settings Doris had become acutely aware of the needs of several schools and of certain school personnel. She summed up the situation:

So many people's lifestyles have never allowed them to know of another person's situation. This is what causes prejudice in our society. The retreat was the highest risk-taking activity I ever underwent because so many people are uncomfortable living with strangers for several days. One can choose to travel and vacation with one's friends, but this activity did not allow for choice. The participants represented a wide cross section of society.

This retreat was the first of many profitable situations which facilitated positive negotiations within and without the city schools. It provided a new concept in education, the establishment of the school leadership team. Greensboro City Schools' administration called for the establishment of a school leadership team consisting of the principal, teachers, students and community persons in every school in the

system. The following year, the Kettering Foundation selected the system as a model for such activities. Through the foundation, money was provided for personnel in Greensboro to travel to other systems throughout the South to network with other schools to facilitate a positive change. Often, Doris was called on to provide leadership in other school systems.

Several years later Doris initiated another new program which provided the opportunity for more than 200 principals, central administrators, and teachers to be trained at the Center for Creative Leadership in Greensboro. Funds for this program were partially provided by area businesses and industries.

Doris realizes that she has taken many risks over the years, especially in the role of director of staff development. Because such a position has no line authority, one must generate one's accomplishments through others. In this role of facilitator, Doris was able to bring about many changes because she took the initiative in using various methods to get the job done according to the needs of a particular audience or user group. Doris believes that she is assertive and aggressive but sees her greatest asset as her ability to

act as a "peaceful negotiator," the ultimate collaborator.

Doris believes that facilitators make the best leaders, regardless of title or position. In this role Doris has had the opportunity to meet and work with a wide variety of personalities. She admits to having a distaste for egomaniacal types who must always be the center of attention, and she regards this distaste as her greatest liability. In her experience as director of staff development, Doris found that people who work in the "command/response" mode (i.e., band directors, choral directors, guidance counselors) may have a lower tolerance for peer interaction than those who operate in a verbal medium such as language arts and social studies teachers. The observation has helped Doris realize the greater need for collaborative efforts in teaching areas--this is her major concern regarding the state of art in education.

Doris defines the term leadership as "the ability to bring together key people and key ideas in order to facilitate and ensure a given outcome." Doris relates that her mentor, Mr. Ben Smith, was a master at this technique and inspired those around him to concentrate on this method to bring about positive change. Doris

believes that education is in great need of such leadership and regards this approach to problem solving as paramount to future efforts in the education area--for it alone truly allows for ownership among developers and, in turn, users. In addition, Doris believes that this is the only method that builds trust and confidence among those who implement any new ideas resulting from such a developmental technique.

Doris Hutchinson is a deep thinker, a scholar, a humanitarian of the highest degree. She states that her success in the field of education is due to the exemplary role models she has had since early childhood. Hers is a practical approach not given to illusion, political proclivities, or fanfare but steeped in a philosophy so aptly stated by Norman Cousins:

"Bigger is not better;  
Slower may be faster;  
Less may well mean more."



## CHAPTER 7

The parents of Naomi Albanese taught her that one must respect the individuality of others, develop a trusting relationship with them, and react in a responsible manner to their needs. This philosophy, based on humanitarian concern, has been nurtured by this petite bundle of energy who exemplifies a "joie de vivre" uncommon in most persons.

As the middle child of five born to a Baptist minister and his wife in 1916, Naomi grew up in a small town in western Pennsylvania where she enjoyed a close-knit, loving family group who thrived on picnics, fishing trips and numerous church-related activities in the scenic foothills of Appalachia. As a youngster, Naomi helped her mother prepare meals and take care of other household chores. She especially enjoyed the time after dinner when the family gathered round the piano in the parlor to sing popular tunes of the day.

Naomi, who enjoyed all of the years she spent in public schools, had a special relationship with several of the teachers who just happened to live in her neighborhood and were close family friends. She was

especially inspired by her seventh grade teacher, who encouraged her to "reach for the stars." As seventh graders Naomi and her classmates were required to choose and research a particular civil servant role; Naomi chose the role of mayor. She did such a good job in the presentation of the role before her class that her teacher sensed her fervor and encouraged her to pursue a public servant role in adulthood. This project, and the teacher's praise of it, strengthened Naomi's interest in civic and historical affairs. As a result, she earned the highest history average ever attained by a student in her high school.

Like her brother and sister before her, Naomi enrolled in a small Baptist institution, Muskingum College in Ohio, where she was active in student government, drama, church-related activities, and for the first time, scientific research. As soon as Naomi completed her bachelor's degree in chemistry, she was offered a job as a chemist in Akron, Ohio. This was an unusual circumstance in 1939. Naomi's parents had hoped that she would follow the careers of her older brother and sister and teach chemistry in a school near her home; they did not want her to be relegated to a life in a manufacturing center; her father feared that she would

remain a chemist for the rest of her career because so few women had ever been given the opportunity to enter the management level in industry.

After several weeks of family conferencing and soul searching, Naomi decided to teach in a nearby high school. She did not regret this decision. Her duties included teaching several courses in basic science and one lone course in foods; it was an auspicious beginning. In addition, Naomi coached the junior class and senior class plays, conducted the glee club, and taught shorthand to two students, on the side, because it was not offered as a regular course. Naomi served as a class advisor and sponsored the school newspaper.

The following year, Naomi took a position in a large rural high school where she taught only foods courses; this called for a big adjustment because only girls enrolled in these courses.

In 1942, Naomi returned to her home state of Pennsylvania where she taught in a large high school. During the summers she worked on a master's degree in nutrition at Michigan State. At the urging of her brother, Naomi decided to spend a summer working on her master's at Ohio State University--a change that provided a key turning point in her life.

Naomi completed her master's at Ohio State. A dynamic professor who had the talent of bringing out the very best in students mentored Naomi and encouraged her to investigate the possibility of working in a college. At the urging of this professor, Naomi accepted a position as a nutrition professor and dietitian at a small college near Clarksburg, West Virginia. One of her many duties included responsibility for the "football table," an area where various athletic teams ate meals which required special dietary supplements and offered a variety of nutritional food sources to the players throughout the day and evening. Naomi carried a full class load and supervised the selection and preparation of items for three full student and faculty meals, seven days a week. She thoroughly enjoyed this work and the close-knit, family-like atmosphere of this college.

Three years later, Naomi returned to Ohio State to pursue her doctorate; she was awarded a scholarship in home economics and higher education administration. A part of the degree requirement included residency in the campus' home management house and the complete charge of an infant. Naomi found the night-and-day care of a nine-month-old awesome. She was teased by her fellow

students and her professors about how quickly she had managed to become a mother. Naomi relished the year she spent with the baby and experienced a great emotional loss when it was subsequently placed in a foster home.

In 1955, Naomi completed her doctorate and was asked to remain on the faculty and serve as head of the home economics department at Ohio State. She served in this capacity for the next two years. In 1958, Dr. Gordon Blackwell, chancellor of the Woman's College of the University of North Carolina, visited the Ohio State campus. He came in search of a chairperson for his home economics department. He met Naomi and offered the position to her, but she declined because she learned that the school of home economics was without a dean. Naomi viewed this lack of leadership as detrimental to the search for a departmental chairperson.

Later in the year, at Dr. Blackwell's request, she visited the Greensboro campus. During this visit Dr. Blackwell offered her the position of dean. Because she sensed in Dr. Blackwell, and in President William Friday, progressive and committed allies who would support a doctoral program in home economics, Naomi finally accepted the offer. It is obvious that

Blackwell and Friday saw in Naomi the leadership characteristics for which they had long searched.

Naomi admits that she was filled with anxiety at making this change and at accepting such responsibility; however, she felt she had to "try her wings." In making this decision Naomi, who was engaged at the time, sensed that in all probability, she might never marry--an unusual conclusion for a young woman in the mid-1950's and for Naomi, the most painful decision in her life.

Naomi had reservations about moving to Greensboro, a city viewed by many politicians and sociologists as "new South." Greensboro was experiencing a breakdown in the traditional old South, white rule. There existed in the city a large membership in the NAACP, the Southern Coalition for Christian Leadership, and a politically active student body in one of America's oldest black universities, A & T. A black man had been elected to the Greensboro City Council in 1951; the Brown decision had been handed down by the Supreme Court in 1954, but public schools in Greensboro continued to be segregated, and there were no black students on the campus of Woman's College. Naomi Albanese would help bring about a change.

In February, 1960, four young black men from A & T University made history when they sat down at the lunch counter in Woolworth's Department Store in downtown Greensboro. Hundreds of black students joined them later that day; the day after, three young white women from the Woman's College joined the mass of black students downtown; afterward, Chancellor Blackwell urged students from Woman's College to remain on campus and avoid the downtown area for he feared for their safety.

College administrators and faculty members met to discuss the situation and to decide how best to deal with their concerns and those of the students. Naomi, who had grown up in the North and had gone to school with black children all of her life, regarded the demonstrations by blacks as courageous and of great historical significance. She sympathized with the four young men whom she knew were willing to sacrifice their lives for a cause larger than life. She stated:

I saw in them a new beginning--a new door opening--a new chapter unfolding in the lives of black people in the South. Because of their courage, white people came to know that goodness

is not related to skin color; it comes from within.

In dealing with this issue with the faculty of the home economics department at Woman's College, Naomi borrowed the phrase, "obedience to the unenforceable" from Lord Moulton, and addressed her faculty in this manner:

Our capacity to build a better university lies in the domain of obedience to the unenforceable. In this domain there is no regulation, no law which controls conduct. It is the domain of actions which we are not compelled to perform but which some inner voice directs us to discharge. It is the realm of kindness and conscience--the domain of manners, ethics, and morals.

It is obedience to the unenforceable which alone can substitute the dialogue of reason for that 'dialogue of the deaf' that we see in confrontation politics. It is obedience to the unenforceable which alone leads the instructor to demand the best of himself as the necessary condition for



demanding the best of his students.

It is obedience to the unenforceable which alone will lead us to open even wider the doors of opportunity to all who experience disadvantage.

It is obedience to the unenforceable which alone leads all of us--students, faculty, administrators, trustees--to work, each in our respective roles, for a true commonwealth of learning.

Finally, it is obedience to the unenforceable that may even lead us to rediscover and restore to the campus and to the community that human sensitivity, that tolerant understanding and forbearance, that commitment to law and order that alone can grace and make rewarding our dealings with one another.

Naomi stated that the Civil Rights Movement of the 1960's was very similar to the women's movement of today and that attitudes must change before behaviors will become more positive. "One must bring to the surface the true conscience of a people in order to bring about such a change," she stated.

Several black students enrolled in Woman's College the next year and three of them would major in home economics. The first doctorate to be awarded in home economics to a black student in North Carolina was awarded at Woman's College under the tutelage of Dr. Albanese.

In the next few years, Naomi was introduced to staff members in the university system throughout the state and soon established a cadre of friendships she would cherish throughout her lifetime. In addition, she met and established rapport with many corporate executives in business and industry around the state. These persons would provide valuable resources of money and time in the development of new programs in home economics at Woman's College.

With the assistance of business/industry persons, Naomi was able to complete in just three years her five-year plan to establish a doctoral program in home economics. The School of Home Economics at Woman's College came to exemplify excellence in the larger realm of higher education across our country. Several model programs were executed under the administration of Dr. Albanese; one included the design of three mobile homes

to ensure the economical use of energy while providing a safe, attractive, and highly functional living environment. A model of one of these homes was displayed on campus where it was open to visitors. This unit, which featured the first brick exterior on a mobile home, was later featured at the Southern Living Show in Charlotte and in Good Housekeeping magazine.

In 1967, Naomi was offered the deanship of the School of Home Economics at Purdue University; she felt honored for having been sought out for the position and was thrilled at the prospect of such a change. She wrote a letter of acceptance but did not mail it immediately, as she felt something inside was holding her back. The following Sunday she sat in the congregation at West Market Street Methodist Church and listened intently to a sermon entitled, "From What Are You Running Away?" The impact of the message had a profound effect on Naomi, who returned home after church and threw away the acceptance letter she had written. In recalling the event, she stated:

I knew I had several projects I needed to finish at Woman's College, and I just could not walk

out and leave these things undone. . . . but if I had it all to do over again, I would have taken the position at Purdue.

In 1968, Naomi was offered the deanship at Michigan State University; in 1970, she was offered the deanship at Ohio State University; she chose to remain at Woman's College in order to complete the mission she had begun there.

In 1972 Naomi Albanese reached the pinnacle of her career when she was named president of the American Home Economics Association. That same year she was appointed to the board of directors of Scovill Manufacturing (the first woman ever appointed to that board); in addition, she was cited as one of the top 100 women in America's Fortune 500 Companies and received the coveted O. Max Gardner award for distinguished service in her profession. In 1973, Naomi was appointed to the board of directors of Blue Bell, Incorporated. She currently serves on the board of directors of Jefferson-Pilot Corporation, Duke Power Company, Armstrong World Industries and the Greater Greensboro Housing Foundation.

Naomi has attempted to be a positive factor in the lives of others, especially staff members and students. In mentoring others, she has attempted to draw people out, to get them involved in a variety of activities, and to be a good sounding board for people's problems.

Naomi views herself as a risk taker and a person who possesses a strong, assertive nature. She feels that one must persevere to protect and nurture one's true convictions.

Naomi believes that she has had a privileged life because of the caring support of her family, friends, and colleagues. She views her greatest asset as her ability to communicate with others and points out that by being a good listener one develops a mutuality of confidence and trust--the foundation of facilitation for individual growth. She sees her greatest liability as her sensitivity to the inappropriate remarks or actions of others; however, she realizes that one must maintain a sense of objectivity in order to succeed, as goals are not easily achieved while one harbors a hurt or holds a grudge.

According to Naomi leadership, can best be defined as, "the catalyst, the invisible strand that mysteriously pulls and bonds people together." She

believes that leadership cannot be guaranteed by training or talent; its most intangible and precious quality is trust--the knowledge that the one who leads acts in the best interest of those who follow. In its highest sense, Naomi believes that leadership is defined as, "integrity, or command by conscience"; without integrity, leadership cannot exist. "Integrity recognizes external obligations but heeds the quiet voice from within rather than the clamor without," she said. Naomi believes that leaders do not command because of intelligence, position, or popularity but by the example they set for others.

In relating the state of the art in current education practices, Naomi has two concerns: the need for a balance between the high tech/low touch training in schools and the need for nurturing self-confidence in students. Naomi believes that the human-to-human relationship is paramount in education and that students must know that their teachers have a sense of what they, the students, are about in order to facilitate this individual growth. Naomi views the purpose of education as, "freeing the individual to bring his sense of wisdom to the greater society," and regards excellence in education as, "one's voluntary commitment to providing

the very best for learners." This philosophy exemplifies the true personality of Dr. Naomi Albanese--a woman whose standards are hard to match; she is a fighter, a nurturer, a facilitator, the ultimate optimist, whose premise for living is summed up in these words borrowed from Albert Einstein:

One hundred times a day, I remind myself that my personal and professional life depends on the fruit of the work of other men, living and dead, and that I should make every effort to give in the same measure in which I have received.

## CHAPTER 8

## SUMMARY

The purpose of this study was to determine the effect family background and personal and career experiences may have had on the leadership development of five prominent women educators in the greater Guilford area.

The study was based on a series of interviews with each of the five subjects. The interviews centered on eight broad-based questions which encompassed such areas as early childhood and adolescent years, college training, the influence of mentors, and the perceptions of each subject regarding her psychological and philosophical development.

The study was based on three primary assumptions:

- Women who have been successful in education administration experienced achievement and a strong sense of self-identity early in life.
- Women who have been successful in education administration have not allowed sex-role stereotyping to interfere with their career



aspirations.

- There are common characteristics among women who have been successful in leadership positions in education.

The most significant factor in the selection of the five women subjects was the desire of the researcher for diversity within the scope of the backgrounds and career roles of the women selected for study. As the interviews were conducted and the portraits collected, certain themes began to emerge. A significant number of common characteristics among the five women subjects became quite apparent throughout the study. The researcher was able to determine that all five women subjects:

- grew up in a strong, supportive, family unit,
- have experienced a strong religious indoctrination, which has significantly influenced their personal philosophies,
- attended public schools where they maintained high academic averages and participated in a variety of activities,
- had clearly defined responsibilities as children at home,
- established self-confidence and self-identity

- during their adolescent years,
- were taught by a parent(s) to respect authority,
  - were more heavily influenced by a parent than any other adult in their lives,
  - were graduated from prestigious institutions of higher education,
  - were mentored by professors--mainly male--who provided strong suggestions for career choice and professional growth,
  - have effectively taken charge of their lives and have never lost sight of their objectives,
  - have experienced internal conflict at various times in their lives,
  - demonstrate strong inner personal strength,
  - demonstrate an assertive nature, although none has received assertiveness training,
  - demonstrate a sensitivity to the needs of others,
  - are aware of the needs of the greater society,
  - have demonstrated an ability to focus on "possibilities" as well as problems,
  - demonstrate collaborator/facilitator characteristics,
  - have not allowed sex-role stereotyping to interfere with their career aspirations,

- appear to have developed an instinct for knowing when to lead and when to follow,
- are highly task oriented,
- exhibit a capacity for dealing with the past, the present, and the future, simultaneously,
- possess the ability to hold the reins of leadership in emotionally charged situations,
- have responded in a positive way to change,
- are active in professional organizations,
- are active in civic and social organizations,
- have mentored others,
- demonstrate exceptional organizational ability,
- demonstrate exceptional communication skills,
- demonstrate effective self-appraisal skills.

#### Recommendations for Further Study

On the basis of the findings of this study, the following recommendations are made:

- Further research should be undertaken to determine those factors which most significantly contribute to success in a leadership role in education.
- Further study should be undertaken to determine the difference, if any, in the leadership effectiveness of females versus males.

- Further study should be undertaken to determine the influence of mentors in the lives of successful administrators in education.
- A survey should be conducted throughout the University of North Carolina System to determine the need for more, or perhaps, for more stringent, courses which actually train graduate students for leadership roles.
- A survey should be conducted to determine the perceptions of students regarding the positive characteristics of the leader in specific institutions of education.

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University Press.
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## APPENDIX A

## Interview Guide

for

An Investigation of Leadership Characteristics  
and Backgrounds of Prominent Women  
Educators in the Greater Guilford Area\*

- 1) What influenced you most in your early childhood years?  
sibling order  
home setting/school setting  
parental values  
significance of adolescent years
- 2) How did your formal education after high school influence you?  
college years  
influence of classmates/professors  
training for career
- 3) Have you had a mentor(s)? If yes, how did he/she influence you? Have you mentored others? With what result?
- 4) Would you describe yourself as a risk-taker?  
As aggressive? Why?

- 5) What is your greatest asset? Your greatest liability?  
How have they helped or hindered you in the past?
- 6) Have there been any key turning points in your life?  
Did you feel any anxiety, isolation or frustration  
at these times?
- 7) What does the term "leadership" mean to you?
- 8) What is the state of the art in today's education?

\*Based on three primary assumptions:

- 1) Women who have been successful in education  
administration have experienced achievement and  
a strong sense of self-identity early in life.
- 2) Women who have been successful in education  
administration have not allowed traditional sex-role  
stereotyping to interfere with their career aspirations.
- 3) There are common characteristics among women who  
who have been successful in leadership positions  
in education.

## APPENDIX B

LINDA WILSON MCDOUGLE

Education

B. S. North Carolina Central University, Durham, N. C., 1966

M. Ed. University of North Carolina, Greensboro, N. C. 1970

Further Study - UCLA 1975

Bennett College 1971

UNC - Chapel Hill, N. C. 1969

Professional Experience

1980-Present        Principal--Dudley Senior High School  
Greensboro, N. C.

1978-1980         Principal--Joyner Elementary School  
Greensboro, N. C.

1974-1978         Principal--Craven Elementary School  
Greensboro, N. C.

1972-1974         Assistant Principal--Jackson Junior High  
Greensboro, N. C.

1966-1972         Teacher--Jackson Junior High School  
Greensboro, N. C.

Professional Memberships

National Education Association

Professional Memberships (cont'd)

North Carolina Association of Educators

North Carolina Division of Principals/Administrators

Greensboro Principals Association

Altrusa International

Phi Delta Kappa

Delta Kappa Gamma

Women's Professional Forum

National Association of Secondary School Principals

ASCD

Church, Civic, and Professional Affiliations

Member, Episcopal Church of the Holy Spirit

Member, Alpha Kappa Alpha Sorority

Past Treasurer, Political Action Committee for Educators

Served on Renfrow Commission--Recodification of

Public Law

Served on Title IX Task Force, Greensboro Public Schools

Past Chairman, Legislative Committee, NCAE, Greensboro,

North Carolina

Past Chairman, Legislative Committee, NCAE, District 7

President, NCAE, Greensboro, N. C.

Member, Board of Directors, NCAE, Greensboro, N. C.

Member, Women's Caucus

Member, Black Caucus

Church, Civic, and Professional Affiliations (cont'd)

Women's Basic Leadership Training Level I

Past President, Greensboro Principals' Association

Past President, Phi Delta Kappa

Secretary-treasurer, Phi Delta Kappa

Corresponding Secretary, Delta Kappa Gamma

Served on Elementary Curriculum Committee,  
Greensboro Public Schools

Served on Staff Development Committee,  
Greensboro Public Schools

Member, Round Table, District 7, NCAE

Member, Greensboro Board of Directors, American  
National Red Cross

Life member, PTSA

State president, Division of Principals/  
Administrators, NCAE

Past president, District 7, Division of Principals

Member, Professional Review Committee

Served on Professional Services Committee, Division of  
Principals, NCAE

Served on Science Study Committee, Greensboro Public  
Schools

Past Chairman, Youth Committee, American National Red  
Cross, Greensboro, N. C.

Church, Civic, and Professional Affiliations (cont'd)

Family Life Council, Greensboro, N. C.

Black Child Development Institute

Served as Member, School Officials' Operational  
Workshop Team, Department of Air Force

Member, United Way Board

Chairman, United Way Campaign, Greensboro Public  
Schools

Member, Selective Services Board, Guilford County, N. C.

Member, YWCA Board

Chairman, Advisory Council, Cablevision of Greensboro

Member, NAACP

Member, Advisory Council National Merit Scholarship  
Corporation

Member, Accounting Division, City Stage, United  
Arts Council

Past Chairman, Human Relations Commission, Greensboro,  
North Carolina

Lucky 13, Social Club

Member, Panel of American Women, Greensboro, N. C.

Chairman, United Arts Campaign, Greensboro Public Schools

Administrator at Large, NEA Board of Directors

Honors and Awards

Valedictorian, Central High School 1962

Honors and Awards (cont'd)

Summa Cum Laude Graduate, NCCU 1966

Outstanding Young Educator, Greensboro 1976

Lady of the Year Award, Greensboro Young Men's  
Club 1979

Dean's List

Alpha Kappa Mu National Honor Society

Zeta Phi Beta Education Award for Outstanding  
Administrative Performance 1981

Greensboro NCAE, Human Relations Award 1981

Nominated by Phi Delta Kappa to appear in special  
Diamond Jubilee issue of KAPPAN,

## DORIS J. HENDERSON

Education

B. A.- Guilford College, Greensboro, North Carolina,

1968

M. A.- University of North Carolina at Greensboro,

Greensboro, North Carolina, 1973

Ed. D.-University of North Carolina at Greensboro,

Greensboro, North Carolina, 1981

Professional Experience

1983-Present Principal, Guilford Primary School

Greensboro, North Carolina

1978-1983 Principal, Oak Ridge Elementary School,

Oak Ridge, North Carolina

1974-1978 Elementary teacher, Sumner Elementary

School, Greensboro, North Carolina

1968-1974 Principal, Brightwood Christian Academy,

Greensboro, North Carolina

1955-1968 Secretary, Henderson & Henderson,

Attorneys, Greensboro, North Carolina

1952-1955 Secretary, Clerk of Superior Court,

Greensboro, North Carolina

1950-1952 Secretary and Office Manager, Union

Carbide & Carbon Corporation, Greensboro,

North Carolina



Professional Experience (cont'd)

1946-1950        Secretary, Henderson & Henderson,  
                         Attorneys, Greensboro, North Carolina

Professional Affiliations

International Reading Association  
Association for Supervision and Curriculum Development  
Association for Childhood Educators, International  
North Carolina Association of School Administrators  
North Carolina Association of Educators  
National Education Association  
National Association of Elementary School Principals  
Phi Delta Kappa  
Alpha Delta Kappa  
Greensboro Artists' League

Professional Activities

President, Alpha Delta Kappa, 1976-1977  
Vice-President, Phi Delta Kappa, 1985-1986  
Secretary, Advisory Board, Educational Administration  
Department of University of North Carolina at  
Greensboro, North Carolina, 1982-1985  
Editor, Educational Administration Department  
Newsletter, University of North Carolina at  
Greensboro, 1984-1985

Professional Activities (cont'd)

Member, Alumni Board of Directors, Guilford College,

Greensboro, North Carolina, 1984-1985

Chairman, Awards and Nominations Committee, Guilford

College, Greensboro, North Carolina, 1984-1985

Secretary, Public Relations Committee, North Carolina

Association of School Administrators, 1984-1985

President, Greensboro Artists' League, 1985

President, Rankin School PTA, 1967-1968

President, Scholarship Society, Guilford College,

Greensboro, North Carolina, 1967-1968

Selected Addresses

The principal as planner. University of North Carolina

at Greensboro, Greensboro, North Carolina, 1984.

School supervision. University of North Carolina at

Greensboro, Greensboro, North Carolina, 1985.

Effective elementary schools. University of North

Carolina at Greensboro, Greensboro, North Carolina,

1985.

Professional PublicationsLegal Aspects of the School Principalship

Dissertation, 1981

Honors Received

Citizen of the Year Award, 1985

Honors Received (cont'd)

Service Key, Phi Delta Kappa, 1985

Member, State Textbook Commission, 1985

Member, Board of Directors, Guilford College Alumni  
Association, 1984

Award from Oak Ridge Community for total commitment and  
outstanding contribution to the betterment of the Oak  
Ridge Community, 1983

Elected Outstanding Woman, Brightwood Baptist Church,  
1973

Personalities of the South, 1971

Life member, PTA, Rankin School, 1965

Who's Who Among Students in American Universities and  
Colleges, 1965-1966 and 1966-1967

Secretary of Student Advisory Council, Guilford College,  
1966

## EMMA MORGAN MCADOO

Education

Bennett College, Greensboro, N. C., 1931-1932

B. S., North Carolina Agricultural and Technical State  
University, Greensboro, N. C., 1948

Job Experience

1950-1951 Central Carolina Convalescent Polio Hospital,  
Greensboro, N. C.

Physical Therapist Aide

1952-1953 Dixie Bell Manufacturing, Greensboro, N. C.

Salesperson

1953-1965 Moses Cone Hospital, Greensboro, N. C.

Nurse's Aide

1953-1965 Greensboro Parks and Recreation Department

Playground Supervisor

1966-1967 Gillespie School, Greensboro, N. C.

Teacher's Aide, Primary Department

1967-1974 Head Start Teacher, Porter School

1974-1976 Head Start Director, Porter School

1976-1978 Head Start Director, Council House

1978- Retired

Organizations

Dudley High School PTA

Lincoln Junior High PTA

Washington Street School PTA

NAACP

Bennett College Parents Council

Black Child Development Council

Greensboro YWCA Council

Union Memorial United Methodist Women

Union Memorial Missions Council

Ecumenical Celebrations Chairperson

Tuesday's Seniors Club

Ever Achieving Club

## DORIS HUTCHINSON

Education

B. S. -University of North Carolina at Greensboro, 1939

M. A. -University of North Carolina at Chapel Hill, 1947

Specialized Training Experiences

Yale University

University of California at Los Angeles

Center for Creative Leadership

Institute for Reality Therapy

Kettering Foundation

Learning Institute of North Carolina

Professional Experience

1939-1945 Teacher, Greensboro High School, Greensboro,  
North Carolina

1945-1946 Instructor, Guilford College, Greensboro,  
North Carolina

1946-1950 Instructor, University of North Carolina,  
Chapel Hill

Instructor, Appalachian State University,  
Boone, North Carolina

1955-1967 Director, Health and Physical Education,  
Greensboro Public Schools

Professional Experience (cont'd)

1968-1981 Director of Staff Development, Greensboro  
Public Schools

1981- Retired

Job Certification

North Carolina Teacher's Certificate

North Carolina Supervisor's Certificate

North Carolina Principal's Certificate

Current Activities

Board of Mental Health Association of Guilford County

Board of West Market Street Methodist Church

Soroptimist Club

Member of Human Relations Commission, City of Greensboro

## NAOMI G. ALBANESE

Education:

B. A. -Muskingum College, New Concord, Ohio, 1939

M. A. -Ohio State University, Columbus, Ohio, 1951

Ph. D.-Ohio State University, Columbus, Ohio, 1955

Professional Experience

Somerset High School, Somerton, Ohio, Home Economics,  
Senior Science, Food Instructor, 1939-1942

St. Clairsville High School, St. Clairsville, Pa.- Home  
Economics Instructor, 1942-1946

Connellsville High School, Connellsville, Pa. - Food  
Instructor, 1946-1950

Glenville State College, Glenville, W. Va., 1950-53,  
Food-Nutrition Instructor and College Dietitian

Graduate Assistant, Ohio State University, 1953-55

Assistant Professor, Home Economics Education, Ohio  
State University, 1955-58

Visiting Professor, Colorado State University, West  
Virginia University, University of Wichita

Dean and Professor, School of Home Economics, University  
of North Carolina at Greensboro, 1958-1982



Professional and Learned Society Memberships

American Home Economics Association

Vice President, 1966-1969

President Elect 1970-71

President 1971-72

Council for Professional Development 1975-78

North Carolina Home Economics Association

American Association of University Women

American Dietetic Association

Association of Home Economics Administrators of State

Universities and Land-Grant Colleges

Association of Higher Education

North Carolina Food and Nutrition Council

Board of Scientific Directors, Institute of Nutrition, UNC

Phi Epsilon Omicron Education Foundation Board, 1973-76

Omicron Nu

Phi Delta Gamma Sigma Kappa Phi

Pi Gamma Mu

Academy of Science

Business and Industrial Board Membership, Current

Armstrong World Industries, Inc., Lancaster, Pa., Board of  
Directors

Duke Power Company, Charlotte, N. C., Board of Directors

Enviro South Advisory Council, Montgomery, Ala.

Business and Industrial Board Membership, Current (cont'd)

The Furniture Library Board of Directors, High Point, N. C.

Greater Greensboro Housing Foundation Board of Directors

Jefferson-Pilot Corporation, Greensboro, N. C. Board of

Directors

Maryfield Nursing Home, Advisory Council, High Point, N. C.

USDA Representative to Cotton Board, Memphis, Tenn.

Business and Industrial Board Membership, Formerly:

Blue Bell, Inc., Greensboro, N. C., Board of Directors,

1973-1984

Ford Motor Co. Consumer Appeals Board for North Carolina

(Founding Member)

Scovill Manufacturing Co., Waterbury, Conn., Board of

Directors, 1971-75

Furniture Industry Consumer Appeals Panel, 1973-77

(Founding Member)

Charlotte Branch, Federal Reserve Bank of Richmond Board

of Directors, 1976-1982; Chairman 1980-82

U. S. Human Resources Corporation

Special Recognitions:

Graduated Cum Laude, Muskingum College

Chimes, Honorary Member, Ohio State University

Special Recognitions: (cont'd)

Who's Who in America

Who's Who in American Education

Chairman, Governor's Committee on Nutrition

Award of Merit, Gamma Sigma Delta, N. C. State University,  
Raleigh, N. C.

Honorary Member, N. C. Future Homemakers of America Assn.

Centennial Distinguished Service Award, Ohio State  
University, 1970

Diamond Anniversary Distinguished Service Award, School  
of Home Economics, Ohio State University, 1971

O. Max Gardner Award, University of North Carolina, 1971

President, American Home Economics Association, 1971-72

Golden Chain, Honorary Member, UNC-G, 1973

Distinguished Alumni Service Award, Muskingum College  
1973,

Member of President's Federal Energy Commission  
Committee for Consumer Affairs 1974-75

Honorary Life Member, N. C. School Food Service  
Association, 1975

Greensboro's Outstanding Woman of the Year by the Quota  
Club, 1977

Honorary Doctor of Law Degree, Muskingum College, 1983

Board of Trustees, Muskingum College, 1983-86

Special Recognitions (cont'd)

Member of N. C. Advisory Council for Home Economics,  
1983-85

Member of Betty Feezor Scholarship Selection Committee,  
1984-87

Recipient of 1984 Greensboro Chamber of Commerce Calvin  
Wiley Award

Research and Publications

Albanese, Naomi G. What is college-level teaching?

The 57th annual convention of the Association of  
Southern Agricultural Workers, Birmingham, Alabama,  
1960. pp. 144-146.

Albanese, Naomi G. Home economics in a land-grant  
university. N. C. Home Demonstration News Magazine.  
Durham, March 1960.

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present day culture. Annual Directory of North Carolina  
Organizations. Chapel Hill, 1961-62, pp. 16-17; 79-80.

Albanese, Naomi G. The hidden values. Journal of  
Home Economics. 54, no. 5, May 1962, p. 398.

Albanese, Naomi G. Home economics in higher education.  
Journal of Home Economics. 54, no. 7,  
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