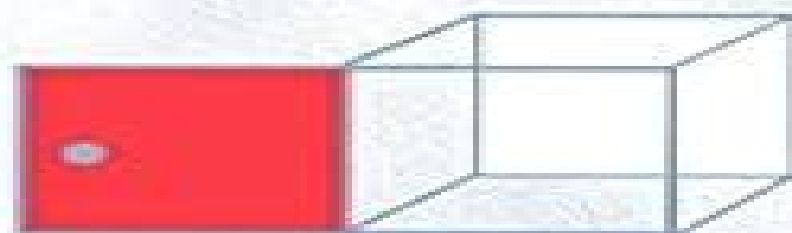


# Sacred Dreams

WOMEN AND THE SUPERINTENDENCY



EDITED BY C. CRYSS BRUNNER

# Sacred Dreams Women And The Superintendency Suny Series In Women In Education

**Scott C. Dulebohn**



## **Sacred Dreams Women And The Superintendency Suny Series In Women In Education:**

Sacred Dreams C. Cryss Brunner, 1999-04-23 Although women have dominated the teaching ranks at all levels of education since the turn of the century men occupy 93 percent of superintendency jobs Considering the nationwide concern that superintendency positions will be vacated faster than they can be filled during the next decade it s quite possible that women are the greatest untapped pool of capable candidates As women think about seek and accept superintendency assignments they need a resource like Sacred Dreams that offers both practical advice from those who have attained this rank and research results from those who have studied the situation Such an understanding has the potential not only to increase the number of women in the position but also to increase their likelihood of success Contributors include Judy A Alston Cynthia Beekley Jackie M Blount C Cryss Brunner Susan Chase Margaret Grogan Barbara L Jackson Debra Jackson Estelle Kamler Sylvia E M ndez Morse Flora Ida Ortiz Barbara Nelson Pavan Charol Shakeshaft and Marilyn Tallerico Also included is a foreword by Patricia A Schmuck *Sacred Dreams* C. Cryss Brunner, 1999-01-01 Offers practical advice and research results on women school superintendents a field traditionally dominated by men *Principles of Power* C. Cryss Brunner, 2012-02-01 Women who seek to be school superintendents or who want to improve their chances for success in the superintendency can clearly benefit from the insights and cultural wisdom of women who have attained the position Principles of Power shares perspectives from twelve successful women superintendents and puts them in a cultural context that highlights what they can teach us about their methods for success To illustrate the underlying behaviors that helped them succeed Brunner uses as a framework the system of beliefs gathered by Carlos Castaneda from Yaqui Indian warrior training Castaneda calls this system the riddle of the heart To understand the riddle of the heart women must be able to simultaneously comprehend and use two different perceptions of the world that which is and that which is becoming To be able to solve the riddle warriors develop mind set and a discipline that allow them to get the best out of any conceivable situation This book is the story of these warriors twelve women superintendents and how they have solved the riddle of the heart Resources in Education , 2001-10 Leading Professional Practice in Education Christine Wise, Marion Cartwright, Pete Bradshaw, 2012-09-05 This volume provides an overview of key contemporary themes in educational leadership It focuses on developing professional capacity organisation improvement and the implementation of change looking at theoretical frameworks and concepts recent research studies and case examples of effective practice The book covers leading learning and learner leadership change processes and distributed leadership leading professional development for educational contexts Designed to encourage critical analysis and debate this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners It is a companion to Educational Leadership Context Strategy and Collaboration also published by Sage **Theorising Identity and Subjectivity in Educational Leadership Research** Richard Niesche, Amanda Heffernan, 2020-03-11 Theorising

Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways. The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The book highlights empirical, theoretical, and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of gender, race, sexuality, class, power, and discourse on the identity and subjectivity formation of educational leaders. It provides global perspectives on educational leadership research and researchers and offers exciting new approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within offer readers new perspectives in understanding educational leaders, their work, and their identities.

**Centennial Series of the Association of Former Students, Texas A and M University** Kelley Marie King, 2010. In an era when the dominant ideology divided the world into separate public and private spheres and relegated women to the private, Anna J. Hardwicke Pennybacker ardently promoted progressive causes including public education, women's suffrage, social reform, and the League of Nations. A Texas educator, clubwoman, writer, lecturer, and social and political activist, whose influence in the early twentieth century extended nationwide, Pennybacker wrote *A New History of Texas*, which was the state-adopted textbook for Texas history from 1898 to 1913 and remained in classroom use until the 1940s. She was also active in the burgeoning women's club movement and served as president of both the Texas Federation of Women's Clubs and the General Federation of Women's Clubs, 1912-14. The latter position was considered by some to be the most powerful position for a woman in America at that time. Kelley King has mined the fifty-two linear feet of Pennybacker's archives at the University of Texas Center for American History to reconstruct the hidden history of a feminist's life and work. There she uncovered an impressive record of advocacy interlaced with a moderate style and some old-fashioned biases. King's work offers insight into the personal and political choices Pennybacker made and the effects these choices had in her life and on the American culture at large.

**Forthcoming Books** Rose Arny, 1999-04 **Journal of School Leadership**, 2003 **Continuing to Disrupt the Status Quo?** Whitney Sherman Newcomb, 2014-03-01. *Continuing to Disrupt the Status Quo: Young and New Women Professors of Educational Leadership* was conceptualized as a follow-up to *Breaking Into the All-Male Club: Female Professors of Educational Administration* (Mertz, 2009), a book about and by many women who were the first women faculty admitted into departments of educational administration, primarily in the 1970s and 1980s. This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences. *Continuing to Disrupt the Status Quo: Young and New Women Professors of Educational Leadership* is a literary way to preserve and continue the tradition of the sharing, addition of voices to the field of

educational leadership that was begun with Breaking Into the All Male Club It begs the question If the women from Breaking Into the All Male Club are firsts pioneers and groundbreakers then who are we the young and new women of the field If the entrance of women into the field of educational leadership was threatening enough for the veteran women and still is for many of the young and new women then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later Continuing to Disrupt the Status Quo represents a decade of stories 2002 2012 from young and new women to the field of educational leadership Bibliographic Guide to Womens Studies 1998 New York Public Library Staff,1999-08 **American Book Publishing Record** ,1999 **Destined to Rule the Schools** Jackie M. Blount,1998-03-19 Winner of the 1998 American Educational Studies Association Critics Choice Titles In 1909 when she became the superintendent of the Chicago schools Ella Flagg Young proclaimed that women were destined to rule the schools of every city After all women accounted for nearly eighty percent of all teachers by 1910 and their ascendance into formal school leadership positions could not be far behind After World War II however a backlash against single women educators and a rigid realignment of gender roles in schools contributed to a rapid decline of women school administrators across the country a decline from which there has been little recovery to the present Destined to Rule the Schools tells the story of women and school leadership in America from the common school era to the present In a broad sense it offers an historical account of how teaching became women s work and the school superintendency men s Blount explores how power in school employment has been structured unequally by gender It focuses on the superintendency because an important component of the effort to establish control of schools has occurred in contesting the definition of this position Unique and important contributions of this volume include the only published comprehensive statistical study describing the number of women superintendents throughout the twentieth century an analysis suggesting that the superintendency may have become an appointive position in part to remove it from the influence of newly enfranchised women voters a discussion of the role of homophobia in creating and perpetuating rigid gender divisions in school employment and a broad analysis that integrates the histories of teaching and school administration **Women in the Superintendency** ,2000 *The Dream and the Dialogue* Debra D. Cahoon,2001 **Women in the Superintendency** Joyce A. Dana,Diana M. Bourisaw,2006 Women in the Superintendency Joyce A. Dana,Diana Bourisaw,2006 The percentage of women in the superintendency remained stagnant over 80 years of the last century and has only increased slightly to just fewer than 14% of the public school superintendents in the U S today In other words the glass ceiling still exists The persistent reasons for lack of change are gender prejudice and gender structuring frequently referred to as sexism The selection and promotion process for the school district CEO is conducted by school boards and search groups the majority of whom are white men who tend to select other white men to carry on the heritage of the school superintendency Why do these low numbers still exist and what can be done to promote change These and other questions are addressed in Women in the Superintendency Leadership Denied This book

presents the essential ethic for women s leadership identifies the ideologies from which challenges to women s leadership emanate provides case studies to illustrate gender prejudice and gender structuring and finishes with ways for women to strengthen their leadership to reduce the discarding effect This book will be of interest to school leaders boards of education and superintendents as well as educational leadership preparatory programs and women s studies programs     **Women Preparing for the Superintendency** Colorado. Department of Education. Sex Equity Program,1984     Women and the Superintendency Jennifer Carol Perry,2021     **Women in the Superintendency** Ellen Anne O'Donnell,2001

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