

**From the Editor -**

**WELCOME**

In keeping with the mission of the College of Education at The University of Iowa, the Division of Educational Policy and Leadership Studies is pleased to present the *Journal of Research for Educational Leaders*. The *Journal* is an electronic professional resource provided at no charge as a service to educational leaders, their boards, and their faculty and staff.

The goal of the *Journal of Research for Educational Leaders* is the timely dissemination of interdisciplinary research findings and their practical implications as they identify and/or affect best practice in K-12 schools. The *Journal* is focused on the improvement of America's schools, student learning, and educational leadership, knowledge and skills. Each issue contains articles on current research and informed opinion in a variety of disciplines and their practical applications important to educational leaders.

***About the Journal of Research for Educational Leaders***

All articles published in the *Journal of Research for Educational Leaders* are refereed and peer reviewed under the supervision of our Editorial Board Members. The Editorial Board of the *Journal of Research for Educational Leaders* is national in scope and is composed of both professors of education and public school practitioners.

School superintendents and principals are encouraged to share *Journal* articles with their colleagues, staff, board members, community members, and parents. Copyright will be waived for not-for-profit educational purposes.

*Journal* articles must meet three criteria:

1. The article must contribute to knowledge, theory, and practice
2. The article content must be accurate and scholarly
3. The article must conform to the editorial guidelines of the *Journal*:
  - Manuscripts should be written for a general audience of educators in a usable, easily understood format
  - Technical jargon should be avoided
  - Manuscripts should be interesting to a significant body of educational leaders
  - Manuscripts should focus on the relevance and implications of the research findings for educational leaders
  - Manuscripts should avoid detailed descriptions, technical information about methodology, and unnecessary details about data findings
  - Articles will include author contact information. Readers desiring technical information and details are encouraged to contact the author(s) directly.

### **You, the Reader**

While the members of the Editorial Board and The University of Iowa are pleased to offer the *Journal of Research for Educational Leaders* to the education community, we are quite dependent upon you, the reader in the following areas:

1. Manuscripts: In order to provide timely dissemination of interdisciplinary research findings and their practical implications for K-12 schools, the *Journal* requires at least 35 to 40 quality manuscripts annually. To date, the most difficult step in creating this publication has been the solicitation of appropriate manuscripts. If you have a manuscript describing recent research or views of a scholarly nature that are of value and interest to educational leaders, please consider allowing the *Journal* to review them for publication.
2. Readership: A publication is of value only when it is read. If you think the *Journal* has something to offer school leaders and others involved in educating children, please share news of this journal with your peers and colleagues.
3. Input and feedback: Your ideas on topics for future research, comments on articles we have published and suggestions on how we might improve our publication are desired and encouraged. Please contact us, either directly or through our Editorial Board Members.

Sincerely,

Gerald L. Portman, Managing Editor

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Something to share with administrators, board members, parents, legislators, professors of education, the general public, etc... (all teachers already know this!!)

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### **The New Teacher**

Let me see if I have this right:

You want me to go into that room with all those kids and fill their every waking moment with a love for learning. Not only that, I am supposed to instill a sense of pride in their ethnicity, behaviorally modify disruptive behavior, observe them for signs of abuse and T-shirt messages.

I am to fight the war on drugs and sexually transmitted diseases, check their backpacks for guns and raise their self-esteem. I am to teach them patriotism, good

citizenship, sportsmanship and fair play, how and where to register to vote, how to balance a checkbook and how to apply for a job.

I am to check their heads occasionally for lice, maintain a safe environment, recognize signs of potential antisocial behavior, offer advice, write letters of recommendation for student employment and scholarships, encourage respect for the cultural diversity of others, and, oh yeah, always make sure that I give the girls in my class 50 percent of my attention.

I am required by my contract to be working on my own time summer and evenings at my own expense toward advance certification and a master's degree; and after school, I am to attend committee and faculty meetings and participate in staff development training to maintain my employment status.

I am to be a paragon of virtue larger than life, such that my very presence will awe my students into being obedient and respectful of authority. I am to pledge allegiance to supporting family values, a return to the basics, and to my current administration. I am to incorporate technology into the learning, and monitor all Web sites while providing a personal relationship with each student. I am to decide who might be potentially dangerous and/or liable to commit crimes in school or who is possibly being abused, and I can be sent to jail for not mentioning these suspicions.

I am to make sure all students pass the state and federally mandated testing and all classes, whether or not they attend, school on a regular basis or complete any of the work assigned. Moreover, I am expected to make sure that all of the students with handicaps are guaranteed a free and equal education, regardless of their mental or physical handicap. I am to communicate frequently with each student's parent by letter, phone, newsletter and grade card.

I'm to do all of this with just a piece of chalk, a computer, a few books, a bulletin board, a 45 minute more-or-less plan time and a big smile, all on a starting salary that qualifies my family for food stamps in many states. Is that all?

And you want me to do all of this and expect me NOT TO PRAY?

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**Albert Einstein Quotes:**

"If we knew what it was we were doing, it would not be called research, would it?"

"The most incomprehensible thing about the universe is that it is comprehensible."

"Anyone who has never made a mistake has never tried anything new."

Try not to become a man of success but rather try to become a man of value.

"Gravitation can not be held responsible for people falling in love."

"You do not really understand something unless you can explain it to your grandmother."

"The wireless telegraph is not difficult to understand. The ordinary telegraph is like a very long cat. You pull the tail in New York, and it meows in Los Angeles. The wireless is the same, only without the cat."

"When asked how World War III would be fought, Einstein replied that he did not know. But he knew how World War IV would be fought: With sticks and stones!"

"Put your hand on a hot stove for a minute, and it seems like an hour. Sit with a pretty girl for an hour, and it seems like a minute. THAT'S RELATIVITY."

"Sometimes one pays most for the things one gets for nothing."

"Two things are infinite: the universe and human stupidity; and I'm not sure about the universe."

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