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A personal philosophy of secondary educational leadership : a reflective essay

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A personal philosophy of secondary educational leadership : a reflective essay

Abstract

The ability to create and share a vision, knowledge of the data collection process, organizational effectiveness, and the ability to lead ethically are indeed four critical elements of effective educational leadership. However, I do not believe that these four elements alone will result in an educational leader that is truly great. The truly great educational leader will utilize these elements while helping those around them see more potential in themselves than they ever knew existed. In addition, the truly great educational leader will inspire those around them to fully realize or even exceed this potential. Ultimately, the truly great educational leader makes everyone around them better; better teachers, better students, and most importantly better people.

A PERSONAL PHILOSOPHY OF SECONDARY EDUCATIONAL

LEADERSHIP

A REFLECTIVE ESSAY

A Research Paper

Presented to

The Department of Educational Leadership, Counseling,

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Master of Arts in Education

by

John A. Netty, .II

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My name is John Netty and I am a native of Waterloo, Iowa. I was raised in a Christian home with strong moral and ethical values. I grew up on the East side of Waterloo in a middle class family. My father was a blue-collar worker who truly was a self-made man. He financed a shoe repair business some 50 years ago, which became the most prominent of its kind in Waterloo. My mother stayed home until I started school, and was then employed by a local credit union until her retirement. Together my parents taught me the importance of respecting others and having a strong work ethic. In addition, they both emphasized the importance of a quality education and made it a priority. In fact, my father refused to teach me anything about his shoe repair business. He was going to make sure that I had a better life by becoming the first in our family to earn a college education. Growing up, my father was always there when I would get down or lack the confidence to do something. He always told me there was nobody smarter and nobody better than me. He was wrong, of course, but in retrospect I understand what he was trying to do. He was trying to convince me that I had the ability to accomplish anything. He pushed me to constantly work hard and never give up.

In school I grew up primarily with children from blue collar, lower and middle class homes. I was in elementary school when desegregation was implemented and as a result the remainder of my education took place in an extremely diverse, multicultural environment. I was fortunate to have many

tremendous teachers throughout my education in Waterloo. However, there are two who stand out as truly the biggest reasons I chose to become a teacher. The first individual was Nancy Jacob, a junior high Language Arts teacher with a no-nonsense approach. I learned quickly that while I was in her class I was there to learn. She was extremely strict and demanding on the surface, yet truly someone who cared deeply about children and learning. Other than my father, she was the first person I recall that saw something in me that I did not see in myself. She convinced me that I could be an excellent student and demanded it thereafter. The second was Joe Albrecht, my high school advanced English instructor. Mr. Albrecht took the time to get to know me as a person. He was also the second teacher that saw something in me that I did not know existed. My experiences in his classroom gave me the confidence and work ethic to succeed in college.

As an athlete I also had many tremendous coaches. There were two, however, who had the greatest impact on me as a student athlete. In addition, they are a big part of why I decided to become a coach myself. First, Charles Riehle was my sophomore baseball coach. Coach Riehle was the best baseball coach I ever had. He was strict and demanding, while determined to squeeze the maximum amount of ability out of his players. He taught me to be a pitcher. More importantly, he made me believe that I was invincible. He gave me the confidence to do things I never thought possible. Coach Riehle taught me the importance of winning with dignity and respecting the game of baseball. The

second coach who had a major influence on me was my high school varsity football coach. Roger Kittleson, a hall of fame coach, was one of the strongest leaders I have ever been associated with. He was meticulous in his preparation and organization, morally and ethically sound, and able to inspire players to run through walls for him. He pushed me beyond what I perceived to be my limits and took me to a level both physically and emotionally that I never dreamed of reaching.

In essence, my parents, teachers, and coaches all played instrumental roles in my becoming a teacher and coach. Their ability to see potential in me, that I did not know existed, and cause it to be realized or even exceeded is truly why I became an educator. I believe that all students can learn, achieve, and succeed. However, I believe it takes great teachers to help students discover and believe in their hidden talents and abilities. I believe these great teachers make their students better by instilling the values of belief, hard work, determination, and never giving up.

Over the past 14 years as a teacher I have had the opportunity to work with nearly a dozen secondary administrators in both rural and urban public school settings. Over that time I have seen the good, the bad, and the ugly in terms of educational leaders. Unfortunately, what I did not see was an educational leader that I believed was truly great. In fact, in my experience I have only been associated with one educational leader that I considered truly great. He

was my high school principal and his name was Walt Cunningham, the first African American high school principal in Iowa. He was the greatest leader I have ever seen. He was tough, strict, and fair. He was a tremendous role model that walked the talk. East High School had a bad reputation due to racial tensions that took place in the 1970's. Walt Cunningham would not allow his staff or students to buy into that self-fulfilling prophecy. He instilled pride and belief in his staff and students. He preached about the necessity of hard work, determination, and never giving up. I know from experience that he saw more in people than they saw in themselves. His influence made me a better person, student, and athlete. Walt Cunningham was the total package. He had that special something and he left a lasting imprint on everyone he touched. He had the unique ability to make those around him better. In my career as a teacher and coach I have strived to make this type of impact on my students. I am confident that my students became better people after working with me. However, I do not feel that I have the opportunity to reach enough people as a classroom teacher and coach. I truly want to become an educational leader so that I, too, can make all those around me better. I believe I can help others realize potential and ability they may not even know they have. Walt Cunningham left an imprint and a legacy on all those he touched. It is through his inspiration and influence that I have chosen to pursue a career in educational leadership.

After careful consideration of the six ISSL Standards, three years of coursework, the influence of many knowledgeable instructors, and countless hours of practicum activities, I believe I have effectively narrowed my focus to four critical elements that indeed align best with what I believe will make me an effective educational leader. These elements include the ability to create and share a vision, knowledge of the data collection and analysis process, organizational effectiveness, and the ability to lead in an ethical manner.

Vision, according to Stephen R. Covey (1994) in his book *First Things First*, "...is the best manifestation of creative imagination and the primary motivation of human action. It's the ability to see beyond our present reality, to create, to invent what does not yet exist, and become what we not yet are" (p. 104). I truly believe that vision is what enables us to turn our dreams into reality. However, vision without action and collaboration is nothing more than a dream. I believe that in order for a vision to become a reality it must be shared with others. Richard L. Daft (2002) in his book *The Leadership Experience* stated:

When a vision for the organization as a whole is shared among individual departments, it has real impact. Therefore top leaders' real work is to share the vision with others, and to help them develop their part of the vision so that everyone has the picture. (p. 483)

As an educational leader I will utilize what I believe to be a school's most precious resource, its stakeholders. I will embrace the diversity these

stakeholders will provide and strive to share my vision of a learning environment with the entire school community. Together we will create a vision, develop a mission, practice consensus building skills, and implement strategic plans while continually striving toward school improvement.

Waterloo Community Schools Superintendent Arlis Swartzendruber, a tremendous visionary leader in his own right, was the force behind the decision of the voters in Black Hawk County to adopt a One-Cent Local Option Tax in 1999. Dr. Swartzendruber created a vision of much needed school building renovation and shared it with others. Shortly after the passage of the Option Tax I took part in a Site Council meeting held at East High School. Dr. Swartzendruber, building administrators, and staff members were all in attendance. The largest group that attended the meeting, which included students, parents, alumni, community leaders, and interested citizens, outnumbered them, however. All of these stakeholders were encouraged and given the opportunity to express their dreams and visions of a new and improved East High School. After a tremendous amount of collaboration, a shared vision of a new East High was presented to the Board of Education. The result was the initial phase of renovation, which was completed in the fall of 2002. It included a new commons/cafeteria addition at a cost of over six million dollars. Together, through collaboration, the stakeholders turned their vision into a reality.

Richard L. Daft (2002) in his book *The Leadership Experience* discussed the leaders' role in gathering input from all stakeholders. He stated:

To develop a shared vision, leaders share their personal visions with others and encourage others to express their dreams of the future. This requires openness, good listening skills, and the courage to connect with others on an emotional level. Good leaders give up the idea that vision emanates only from the top. A leader's ultimate responsibility is to be in touch with the hopes and dreams that drive people and find the common ground that binds personal dreams into a shared vision of the organization. (p. 484)

A personal example of a vision that I shared with stakeholders began five years ago with our baseball complex at East High School. In 1998, East High School had arguably the worst baseball playing field and complex in the Mississippi Valley Conference. When I accepted the position of Head Varsity Baseball coach that year I met with a group of parents and shared my vision. I wanted the kids at East High to play on the best baseball field in the city. My vision was to totally renovate the field and create a baseball complex. I believed this would build pride in all those associated with East High baseball. After sharing my vision, I encouraged all those in the group to share their visions and dreams of the future. Little by little, step by step, we began to proceed with our shared vision in the fall of 2001. On numerous occasions along the way we were told "no" or turned away. We were denied grants, but we kept writing them.

When we could not afford to have something done professionally, we turned to the community as a resource and found someone willing to donate the equipment or labor. We had several fundraisers and even had to finance some of the renovation. Nancy Isaacson (1992) in an article on visionary leadership stated “Shared vision can help transform difficult physical, mental, and emotional labor into creative acts” (p. 2). Indeed we refused to be discouraged and would not be denied until our vision became a reality. Covey (1992) discussed the strength of a shared vision stating, “It bonds people together. It gives them a sense of unity and purpose that provides great strength in times of challenge” (p. 219). It took five years, but in the spring of 2003 our vision had become a reality. A new fence around the complex, a newly sodded infield, and underground sprinkler system...over \$20,000 dollars and countless hours of painstaking labor and dedication had come to fruition. Together we turned our vision into a reality and the result was a baseball complex that is without question the finest in the metro area, and one of the best in the state.

I realize my shared vision of our baseball complex pales in comparison to the accomplishments of Dr. Swartzendruber. However, I believe both visions were based upon the same principles. In fact, I view our baseball complex vision as a microcosm of what I know I am capable of doing on a larger scale as an educational leader. Peter Senge (1990) in his book *The Fifth Discipline* stated, “The vision becomes the common thread connecting people, involving them

personally and emotionally in the organization” (p. 219). I believe the key word in Senge’s statement is “people.” People are the essence of any school, and without them a vision will forever remain a dream. I tapped into the schools’ greatest resource in order to renovate the baseball complex. That resource was people. I will do the same thing as an educational leader. I will involve people and together we will create a shared vision that can be communicated, promoted, recognized, and celebrated as a collaborative effort in progress. Together we will turn our vision into reality.

Another of my core beliefs is that data-driven leadership and effective educational leadership must go hand in hand. Victoria L. Bernhardt (1998) in her book *Data Analysis for Comprehensive School Wide Improvement* stated, “Data not only tell us where we have been, where we are right now, and where we are going. Data inform us of the ways to get there, sensibly” (p. 13). Over the three years I have been in the Educational Leadership program, I have become convinced that data collection and analysis is truly the way of the future in education, not just another trend, which will pass in time. Bernhardt (1998) went on to state that data can help identify and uncover powerful solutions to schools’ biggest problems (p.13). I have personally used data collection and analysis skills for a survey on school climate, student achievement analysis, and identification of student subgroups needing assistance.

In order to truly have my finger on the pulse of the school I lead, I believe I will need to conduct a school climate survey. I had the opportunity to conduct such a survey last fall at East High School. I developed a set of questions involving personal safety, satisfaction with school, and feelings toward teachers and administrators. It was my belief that analysis of the survey data would truly assist administrators in decision making in terms of school climate. Bernhardt (1998) stated, "Desegregation helps us understand if we are truly meeting the purpose and mission of our school"(p. 27). Using desegregation, I broke down the survey results in order to better understand all aspects of the school population in terms of climate and to look for problems and their root causes. The results of the survey were shared with my mentor. As a result, my mentor – along with the Smaller Learning Communities Committee – decided to use the same survey on a school wide scale. As an educational leader in the school I expect to lead, I will gather and analyze data which will help me to make informed decisions on issues such as school climate. Theodore B. Creighton (2001) in his article *Data Analysis and the Principals*hip stated, "Many school leaders make decisions about instructional leadership by using their intuition and shooting from the hip, rather than considering data collection and data analysis"(p. 52). I will not rely on any perceived intuition or gut feelings to make decisions. Rather, I will strive to make data driven decisions whenever possible.

The next aspect of data collection and analysis I strongly believe in is that of student achievement analysis. For years I collected many forms of educational data in my classroom and submitted it to the district office at the end of the year. I never saw or heard anything about any of this data ever again. Why? The reality is that this data was likely never utilized for any significant purpose, it was only collected. Creighton (2001) stated, "School districts across the United States collect and maintain data; nevertheless, most schools use the collection of these data to satisfy administrative requirements, not to assess and evaluate school improvement" (p. 52). Creighton (2001) went on to say that data collection without purpose is meaningless (p. 57). Data collection and analysis are the foundation of each school's Comprehensive School Improvement Plan. As an educational leader I will utilize data collected on student performance, analyze it, and in turn apply the results toward helping teachers improve student learning. Data analysis allows us to understand student results and what is working. More importantly, it allows us to determine areas that need to be fixed.

As an educational leader I will ultimately be held accountable for student achievement. Therefore, I will have extremely high expectations for both my teachers and my students. However, I believe the term accountability is too often perceived as a threat. William J. Slotnik (1999) in his article *Guiding Improvement* stated that accountability "...needs to be more than just an education term; it needs to be the foundation of educational improvement

efforts”(p. 11). Accountability should be presented with a more positive spin in that through data collection and analysis, accountability is the vehicle for understanding student performance, improving our classroom instructional practices, and increasing overall student achievement (Slotnik, 1999). As an educational leader I believe that the collection of student achievement data can point directly to what is working in our schools and to what is not. As a result, I will be able to make informed, data driven decisions in order to make meaningful changes toward student achievement.

In addition, I believe that data collection and analysis is extremely useful in identifying subgroups of students needing assistance. Last fall I decided to gather data on overall freshman numbers from the beginning of the school year until the end over a three-year period. I did so because I was aware of the fact that we lose nearly 100 freshman students each year. However, I wanted to find out what similarities, if any, existed within this group of 100. In doing so I had to break this group of students down through the use of data analysis. Bernhardt (1998) stated, “School-level data analysis should be about helping schools understand if they are achieving their purpose and meeting the needs of all students – and if not, why”(p. 21). The data I gathered, when analyzed, showed that the students we were losing nearly all had the same thing in common. They were below grade level readers. With this knowledge, I was able to create an instructional program designed to assist this subgroup of students needing

assistance. In fact, after sharing the data with my mentor, an entirely new program involving the Smaller Learning Communities approach is now in the planning stages for this subgroup of incoming freshman students. Creighton (2001) stated:

Using the many different kinds of data collected in schools to help make decisions legitimizes the goals and strategies educators create for change and improvement. These data help us to identify groups who are improving and groups of students who are not – and to help identify the reasons.(p. 57)

As an educational leader I truly believe that I must utilize data to improve the decisions I make in my school. Data collection and analysis skills will enable me to effectively measure, evaluate, and assess the learning community I expect to lead.

When I began the Educational Leadership program in the fall of 2001, I truly believed I had excellent organizational skills. After all, I had been teaching for 12 years with as many as 4 daily preparations, while also being a head varsity coach in as many as three sports per year. Daily planning, through the use of “Post It” notes and checklists, allowed me to believe that I was effectively getting the job done. However, after taking Personal and Professional Development with Dr. Else, I realized that my method of organization, although effective on the surface, was in reality an addiction to urgency. Stephen R. Covey (1994) in his

book *First Things First* stated:

Many of the traditional time management tools actually feed the addiction.

Daily planning and “to do” lists essentially keep us focused on prioritizing and doing the urgent. And the more urgency we have in our lives, the less importance we have. (p. 36)

I quickly realized that I truly needed to improve my organizational skills in order to become an effective educational leader. Through Covey’s model I soon began to understand the difference between what was urgent and what was important. I had been putting out fires, operating under pressure, rushing between places and events, and giving up quality time with important people in my life to handle crises. I have worked extremely hard to change my method of organization in anticipation of my new position as an administrator. My plan is to organize on a yearly, monthly, and weekly basis, while avoiding daily planning. I will utilize time zones, or large interchangeable blocks of time set aside for important activities. These zones will provide a template for more effective weekly planning. In addition, since they are interchangeable, I will have flexibility in my schedule. Covey (1994) stated, “Much of our frustration and anxiety come from the feeling of being unprepared. Many activities become urgent as a result of poor preparation. Through weekly organizing, we create a framework that allows for and encourages preparation”(p. 164). As an

educational leader I will be responsible for the day to day operational procedures in my building. This will include building supervision, handling discipline issues, teacher evaluation, lunchroom supervision, staff meetings, and frequent communication and interaction with parents and community members. In addition, I will also be required to attend many after school and evening activities such as site council, school board, and booster club meetings, extra curricular events, and academic ceremonies. Effective organizational skills, such as weekly, monthly, and yearly planning will allow me to be truly prepared to effectively manage all of these responsibilities while maximizing opportunities for successful learning. I will avoid focusing on issues that are trivial and focus on issues that are truly important, such as school safety and security, problem solving, conflict resolution, effective communication, and opportunities for successful learning. I will, as Covey (1994) stated, be able to “Keep the main thing the main thing” (p. 102). My belief, as an educational leader, is that the main thing is kids and making sure they learn, succeed, and achieve in a safe and effective environment.

In addition, in the summer of 2003, I was asked to create a twelve-month principal’s calendar as a practicum activity. After interviewing both my mentor and our athletic director, I found that a tremendous amount of planning and preparation go into this extremely important task. I utilized the book, *The High School Principal’s Calendar: A Month-By-Month Planner for the School Year* (Ricken, Simon, and Terc 2000). My mentor and athletic director gave me

various materials from past years. However, those materials did not address any future events. Ricken, Simon, and Terc (2002) stated, "Optimum planning involves more than assessing the past; doing that is a minimal expectation. The truly effective principal must be a visionary, and in July his or her focus should be directed toward developing strategic future plans" (p. 1). This book included monthly key tasks, checklists for communications, planning and personnel, a monthly section for reminders, and an excellent collection of sample memorandums. I found this book to be extremely useful and practical. In addition, it also reinforced many of Covey's beliefs on organization. I will consult both the book and my practicum activity when I begin my new role as an educational leader.

I view the construction of a class schedule as an extremely important aspect of organizational leadership. Allan A. Glatthorn (2000) in his book *The Principal As Curriculum Leader* stated, "Essentially the schedule can be seen as a mechanism by which resources are allocated – time, space, and personnel. In a sense, they who control the schedule control the school's resources" (p. 65). In my experience, schedules and the process of how they are built have been virtually etched in stone, allowing for no deviation from the status quo. It has been the old "we've always done it this way" routine. In fact, even if some sort of deviation is what's best for kids and will increase student achievement, it cannot be done because "the schedule will not allow it." Covey (1994) stated, "One

thing is for sure. If we keep doing what we're doing, we'll keep getting what we're getting" (p. 30). Should a schedule get in the way of what is best for student learning? Clearly the answer is no. It is my belief that the commitment to a Learning-Centered Schedule will create operational procedures designed and managed to maximize opportunities for successful learning. Glatthorn (2000) provides a list of characteristics of a Learning-Centered Schedule. Among these characteristics are first priority to students' learning needs, time to plan collaboratively, cooperation, student access to quality curriculum, teacher preferences about number and types of preparations, flexible, and responsive. In my experience, the schedule constructions that I have seen have been absent of most, if not all of these characteristics. In my experience, student learning, which is what matters most, has been at the mercy of the schedule, which in my opinion matters least. As an educational leader I will encourage input and feedback from my staff in developing a schedule that is truly constructed in order to maximize opportunities for successful learning. Glatthorn (2002) stated, "Obviously the schedule has a major influence on what students learn. Although not directly affecting the content of that learning, a learning-centered schedule can support a quality curriculum" (p. 75). Utilizing problem framing and consensus building skills, I will collaborate with my staff in order to create a schedule that is truly built around what is best for successful student learning.

In the fall of 2002, I attended a mandatory meeting for all Waterloo Community School District coaches and athletic directors. Bernie Saggau, Executive Director of the Iowa High School Athletic Association for the past 36 years, was invited to be the keynote speaker. Mr. Saggau spoke about his experiences in athletics, coaching, and integrity. All those in attendance received a copy of a journal article he wrote entitled *Honor & Dignity of Being A Coach*. After reflecting on his speech and reading his article, I came to understand that the essence of his message was that educational leaders – whether they are in the role of administrator, athletic director, teacher, or coach – must strive to behave ethically at all times. In his journal article on the importance of role models, Saggau (2002) stated:

I honestly believe, in my heart, there is no time in the history of our country that we need role models who cherish honesty, revere morality, and being a good example more than we do right now. Kids want their role models to be good people and to be professional. (p. 15)

Clearly, an effective educational leader must promote the success of all students by acting with integrity, fairness, and in an ethical manner. Educational leaders are responsible for hundreds, if not thousands of children everyday. K. Alexander and D.M. Alexander (2001) in their book *American School Law* defined *In loco parentis* as “In place of the parent; charged with the parent’s rights, duties, and responsibilities” (p. 985). The role of the educational leader,

then, is clearly that of a role model. Yet being a role model is much more than just doing things right. Larry Lashway (1996) in his article *Ethical Leadership* stated, "Real leaders concentrate on doing the right thing, not on doing things right. Doing the right thing? Now I believe that is exactly what Mr. Saggau meant. Yet how, as an educational leader, can I be sure that I am doing the right thing? I believe Starratt (1991) in his article *Building an Ethical School: A Theory for Practice in Educational Leadership* had the answer, stating, "First, leaders should have – and be willing to act on – a definite sense of ethical standards" (p. 185). I believe the moral and ethical set of standards I have developed over a 14 year teaching and coaching career have prepared me to be an effective educational leader. I have had to make many tough decisions over that time and I am comfortable with the decisions I have made.

In the past three years I have taken two courses that have focused on ethical leadership. Personal and Professional Development, with Dr. David Else, and Leadership, with Dr. Greg Reed, have presented ethical case studies or scenarios that have truly been beneficial in my development of ethical decision making. The term "ethical" is defined as "relating to or in accord with approved standards of behavior or a socially or professionally accepted code" (Webster's, 1986). Although this definition is extremely thorough, there is an often time more to ethical decision making than "right" and "wrong." I know full well that situations will arise that are not cut and dried, situations that could be considered

ethical dilemmas. Cunningham and Cordeiro (2000) in their book *Educational Administration: A Problem Based Approach* stated, “Administrators must reflect on and consider the moral consequences of their actions. Their decisions affect the interest and welfare of a large, diverse group of people” (p. 14). Clearly the position of administrator calls for decision making that will at some time or another have an adverse impact on an individual or group. I believe the bottom line is to first look at the legal ramifications of the decision. Next, I will seek out feedback from an ethical colleague whom I know I can trust. Third, I will consult the policy the school district has in place. I believe circumventing policy can cause huge problems and I will strive to avoid this at all cost. I realize the decisions I make are watched and scrutinized by others; therefore the last thing I want to do is open myself up for setting a precedent with one decision and then breaking it when making another. Finally, I will make a decision that is based on policy that I believe is fair and equitable, while treating all parties involved with dignity and respect.

Dr. Walter Cunningham, the first African-American high school principal in Iowa, was my principal at East High School from 1981-1984. I knew then, as I know now, that he truly demonstrated the values, beliefs, and attitudes that inspired teachers, parents, and students to higher levels of performance. Dr. Cunningham was the greatest role model I have ever known. He talked the talk, and believe me, he most certainly walked the walk. Spencer J. Maxcy (2002) in

his book *Ethical School Leadership* stated, "School leaders who lead their schools with moral character help provide a model of ethical behavior for every student, teacher, staff member, and parent associated with that school" (p.15). I understand the importance of being a role model and walking my talk. My personal code of moral and ethical values, along with my behavior, must be beyond reproach. It is only by practicing what I preach that I will be able to expect others to do as I say. I believe this applies to all facets of the job, such as attendance, punctuality, dress code, and following policy. A professor whom I respect greatly once told me that "Over time what the Principal does on a daily basis will become over time the most important thing in the school" (personal conversation, June, 2002). I can think of nothing more important that I can do on a daily basis than being a role model who demonstrates high moral and ethical values, beliefs, and attitudes that truly inspire all stakeholders to higher levels of performance.

In closing, I have articulated my values and beliefs about what it takes to be an effective educational leader. The ability to create and share a vision, knowledge of the data collection process, organizational effectiveness, and the ability to lead ethically are indeed four critical elements of effective educational leadership. However, I do not believe that these four elements alone will result in an educational leader that is truly great. The truly great educational leader will utilize these elements while helping those around them see more potential in

themselves than they ever knew existed. In addition, the truly great educational leader will inspire those around them to fully realize or even exceed this potential. Ultimately, the truly great educational leader makes everyone around them better; better teachers, better students, and most importantly better people. The truly great educational leader is one who, according to Covey (1994) has the ability, "...to live, love, learn, to leave a legacy" (p. 45).

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