

Comments from the Guest Editor . . .

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Serving as guest editor for this issue of *Educational Considerations* has been a multi-faceted learning experience. I had anticipated, even looked forward to, the numerous lessons to be learned regarding the logistics of journal publication. I was secure in these activities, however, because of the excellent guidance, counsel, and support provided me by Chad Litz and Dan Hardin—two veterans of such academic adventures. Much of the credit for this final product is due to their excellent coaching.

A lesson reinforced through work on this project has been of the "ask and ye shall receive" nature. A brief scan of the Table of Contents will confirm my assertion that cooperation was necessary in bringing this issue to reality. Each author listed deserves many thanks for agreeing to take time from an already busy schedule to share the wealth of information and insights presented here. Not so obvious are those individuals who did not author an article but who provided information regarding their LEAD projects to those who did write. Again, thanks need to be extended to

the many individuals in LEAD projects across the country who shared their expertise to assure the comprehensiveness you will find in these articles. Finally, special recognition must be given to Hunter Moorman. Hunter not only served as an author for this issue, but was instrumental in every phase of its development.

A third learning area for me was just how much I *didn't* know about LEAD. I have been active in the KanLEAD project for the past year and a half. In my own work environment at Kansas State University I considered myself and have been considered by my colleagues as the "resident expert" on LEAD. However, not long after initiating this project, it became increasingly clear that there was so much more to LEAD than I had ever imagined.

As a group, the articles in this journal tell a story that I would guess few know in the detail presented here. Information on the conceptual background on which LEAD is based, the fascinating story of the initiation of LEAD as legislation and its implementation once passed into law is an excellent "behind the scenes" look at the national level influence on education generally and the training and development of educational administrators specifically. The two works addressing pre-service and in-service development for educational administrators provide a broad background of the continuing concerns and the efforts being employed to address them. Other articles on the development and use of administrative surveys and assessment instruments, various program structures and special focus areas for LEAD projects hint at the scope of the content and delivery of systems tailored to local needs. The "Janus-like" perspective of the final piece presents a summary of where LEAD has been and where it may be headed.

I would hope that reading this issue will give you the sense of discovery that I experienced in requesting and reviewing the works presented.

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