Introduction

Dr. Padmakar Sapre was the second of the "next four" at New York University. He was invited to join the Business Education program at NYU by Dr. Karen Gillespie in 1972 and remained at NYU in various faculty roles through his early retirement in 1988. But this is only the tip of the story of Padmakar Sapre's impressive career, one that began in his native country of India with his first professional job in 1950. And it is a career that is still ongoing as of 2013, the date of this writing.

Padmakar was born in Sagar, Madhya Pradesh, India on July 5, 1928. Due to his father's transferrable job, which dictated frequent moves, he completed his early education in many school districts in India, graduating from Maharashtra High School in Jabalpur in 1944. He continued with six additional years of education at that point: a two-year Intermediate Course at the K.P. Intermediate College in Allahbad and four years at the G.S. College of Commerce, Wardha, earning a Bachelor of Commerce degree in 1948 and a Master of Commerce degree in 1950. He also earned a Gold Medal from Nagpur University for achieving first place in the first division of his graduate work.

With his degrees in hand, he joined the Vivek Vardhini College in Hyderabad as a Lecturer in Commerce in 1950 and spent the next eight years teaching a variety of business and business-related subjects at the undergraduate level. He moved to Jalina, India in 1958 as the founding Principal of the Jalina Education Society's Arts and Commerce College, a school that succeeded significantly under his leadership and provided a wide variety of services to non-student populations as well. His early leadership experience clearly presaged his later contributions at NYU. Over the next decade, he continued to expand his levels of community service. For example, he was the Founder of the Rotary Club of Jalina and was the Chairman of the Board of Sports for Marathwada University, the parent of the Jalina Arts and Commerce College. In 1962, he was selected by the National Council of Educational Research and Training in India, to prepare teachers of technical and vocational students in schools, and he made his first significant trip to the United States to attend an intensive course in teaching training pedagogy at The Ohio State University. His final posting of that era in India was a move in 1963 to the Regional College of Education in Mysore in the role of head of the Department of Commerce Education. The materials that he prepared during that time are still being used in the colleges of education in India.

As his reputation increased internationally, he was invited by Northern Illinois University to teach undergraduate courses while pursuing his doctorate in Business Education at that institution. He completed all requirements in three years and earned his Doctor of Education degree in 1972. In very short order after completion, he was invited by Dr. Karen R. Gillespie to join the Business Education faculty of New York University as an Associate Professor. This move marked the fulfillment of a long cherished desire to teach graduate students—both masters and doctoral—and to guide their research. His teaching at NYU included the Doctoral Seminar in Business Education, Business Education at the College Level, Effective Teaching in Higher Education, Measurement and Evaluation, Improvement of Instruction in Collegiate Business Education, Evaluation of Current Business Literature, and research methods, as well as other graduate courses. He also taught a variety of undergraduate business education courses, as well. It was also the beginning of his many appointments to dissertation committees, including the committee of this author who was privileged to have Dr. Sapre serve in that role.

Chapter Structure

The design of this chapter presents selected highlights of Padmakar's work while at NYU in order to show the overall scope of his activities. Other materials during his three distinct phases that follow—Pre-NYU; NYU; and Post-NYU—incorporate his many contributions during each of these three periods, interspersed with his writings and presentations.

We then conclude with Padmakar's seminal work, his book Rewards of Teaching, and his many tributes from students, graduates, colleagues, and administrators who supported his nominations for his Great Teacher Award and related honors.

Karen Gillespie's Retirement (1975)

Reflecting on Padmakar's application to the Department in 1972, Karen Gillespie was delighted to have him apply and be such a strong candidate. As Professor Bronner was on track to complete his PhD in 1973, Padmakar would be a strong addition to the Department to help carry the expanding doctoral advisement and research load. Upon Karen's official retirement in 1975 (NYU's retirement age at that time was 65)—albeit remaining as a "super adjunct" with Business Education for a number of years following—Padmakar accepted the Chairmanship of the Business Education Department in that year. A "Program Designation" would come later as the School reorganized.

Upon Padmakar's arrival in 1972, he oversaw advisement for all of the MA students, which allowed Karen to focus on the doctoral students and Bronner to deal with the undergraduate business and teacher-education population. Alpha Chapter remained with Karen as its sponsor, and Michael sponsored the Undergraduate Business Student Organization (BESO).

Mary Sumner Appointment (1977-1980)

With Karen's formal retirement, a new faculty search was approved, and with its successful conclusion, the hiring of Dr. Mary Sumner from New Jersey, in the Fall of 1977. With Padmakar now assuming advisement of the doctoral students and Michael covering the MA groups, Mary moved into the undergraduate advisement role. She did, however, leave the supervision of student teachers to Michael, which was his passion. Mary's doctorate (EdD) was earned at Rutgers, New Jersey, and her business experiences dovetailed nicely with Padmakar's international background, and with Bronner's decade of high school teaching experience and his editorial service at McGraw-Hill Book Co., it made for a rich and effective team.

To cut her academic teeth at NYU, Mary also undertook the supervision of doctoral students beginning in 1978. Mary was also responsible for two major state-funded workshops for the summer and fall of 1978—Travel and Tourism, and Fashion Merchandising. Her publications appeared in the BEA Journal, the Business Education Forum, and the NABTE Review, the first coedited with Padmakar. However, Mary's time at NYU was short, as in 1980 she moved to join her husband, who had taken over the family business in the Midwest.

While Mary was only at NYU a short time, she began intake and early advisement of doctoral students and planned to carry through with them to their completion. Padmakar was always available to offer advice and counsel during Mary's initial year; however, expecting her second child, with a toddler at home, and with her husband then in St. Louis, Padmakar understood that Mary's long-term position at NYU was not to be. Mary was a dynamic young professor, and her departure was sorely missed by everyone.

Wanda Stitt Appointment (1980 -1984)

With Mary's resignation in the Spring of 1980, it allowed Padmakar's positive professional relationship with Dean Dan Griffiths to gain an early approval for a new faculty search for Mary's replacement. This approval led to the employment in the Fall of 1980 of Wanda Stitt, a recent EdD doctoral graduate of the University of Georgia, to fill the bill, and Padmakar's strong encouragement of her to the School's administration secured the position for her. Thus we now had all three ranks—a Full Professor, an Associate Professor, and an Assistant Professor—fully capable of dealing with undergraduate, MA, and doctoral student demands.

During Wanda's tenure at NYU, she undertook traditional teaching roles with undergraduate and graduate students and began to work with doctoral students, a critically important task with a large and growing doctoral cohort. Wanda also served on a number of school-wide committees and built a strong portfolio of contributions to professional publications, enhancing her emerging national visibility.

Bridget O’Connor Appointment (1984 to present)

But situations evolve and change over time, and with Wanda’s move in 1984, four years later to join the California State College System in Los Angeles, Padmakar was tasked again to gain approval to open a new faculty search in the same year. The application of Padmakar’s political and personal capital were instrumental in bringing Bridget O’Connor in from her faculty position at Southwest Texas State University in San Marcos, TX. Bridget had received her PhD from Indiana University in 1983 following a three-year assignment with the Peace Corps in Kabul, Afghanistan and a year teaching at the International School in Brussels, Belgium. It was to Padmakar’s credit that his strong international background, linked with his close contacts with the administration, served to pave the way for Bridget’s joining NYU as an Assistant Professor in 1984.

Padmakar’s faculty activities beyond the classroom included School and Department governance committees and the sponsorship of Alpha Chapter of DPE.

Governance Activities

While Padmakar had little enthusiasm for the shifting—and somewhat vague—political environments of educational leadership, he was outstanding in his management of it. He never truly sought out recognition or visibility; however, his quiet demeanor and his intellectual ability to cut through froth to the heart of the most weighty matters and offer cogent and supportive advice to resolve difficult issues was one of his clearly outstanding traits. Padmakar was a widely-sought addition to any committee facing thorny issues.

Padmakar served as an Associate Professor from 1972-1978 and was promoted to Full Professor in 1978. He served as the Chairman of the Department of Business

Education, 1975-1976; and from 1976-1978 as Program Director, a School-based title change. He was appointed as the Chairman of the Department of Curriculum and Instruction (C&I) from 1978-1984, a diverse department with 9 programs and 35 full-time faculty.

Padmakar also served at the Department and School levels as Chair of the Personnel Committee of C&I (1984-1986); as a Member of the Faculty Welfare Committee (1972-1974); the Educational Programs Standing Committee (1973-1975); the Faculty Subcommittee on Courses and Programs (1985-1987); and the Co-Chair of this subcommittee in 1987-1988.

During his first years at NYU, Padmakar's schedule was daunting. In addition to his MA student advisement load, his teaching new courses almost every semester, and his committee memberships, he also found time to accept the teaching of the newly-created Saturday-at-the-Square (SAS) program with six weeks of Saturday instruction; all this before his second academic year had passed. He served during his first year as an elected member of the Education Council from the Vocational Education Division and on the Council's various subcommittees. Padmakar was also elected to the School's important Doctoral Appeals Committee, where he served for a three-year term. He also taught an off-campus course in Farmingdale, Long Island in the spring of 1975, and he continued with his teaching in the SAS program in 1974 and 1975.

Padmakar was also a sensitive Program meeting host, informing the Business Education faculty about Indian culture and traditions, and supplying them with tasty Indian treats for lunch, prepared by his wife, Malini.

Alpha Sponsorship

Padmakar served as the head of the Business Education Program through the reorganization of the School (1975) and then as the Chair of C&I in 1978 into the Deanship period of Robert Burnham, who followed Dean Griffiths when he retired in 1982.

During that time, Alpha Chapter of Delta Pi Epsilon continued its strong growth and national recognition, with Padmakar as the Sponsor of this organization. His guidance was overtly laisse faire; however, his work with Alpha's leaders, both individually and with the Executive Committee, paved the philosophical path, which set Alpha apart from the other DPE chapters. While almost all of Alpha's members—all graduate students, of course—were part-time students, Padmakar managed to gather them for lunches and other social events at his and Malini's home in Mt. Vernon, which encouraged them to his way of thinking . . .that of raising the bar on the Chapter's professional contributions and stature. His leadership was recognized by the national organization, which invited him to become the first President of the national DPE Research Foundation, of which he was a Member from 1979-1981.

Department of Curriculum and Instruction

When Padmakar was encouraged by the Dean to take the challenging Department Chairmanship of Curriculum and Instruction in 1978, his day to day activities in Business Education lessened considerably due to the outside pressures of managing this large and diverse Department of 9 programs and 35 full-time faculty, which consisted of Programs in Business Education, Early Childhood and Elementary Education, Secondary Education, Social Studies Education, International Education, Foreign Language Education, Bilingual Education, Communications in Education, and Physical Education and Sport. As the Dean remarked in his Annual Report to the President in 1979, when commenting on the Department and its complexities, said that "In other words, the Department is SEHNAP's largest, single problem." However, he went on to praise Padmakar, saying, "The brightest part of the picture [in the Department of C&I] is the new chairman, Professor Padmakar Sapre, who has taken hold with vision, energy, tact, and leadership. He has put in place an organizational structure, generated innovative program ideas while at the same time elevating the level of morale. The Department gives many signs of moving to an exciting future. . . ." (Dan Griffiths Archives, page 60). A bit later in his report, when commenting on the Business

Education Program specifically, the Dean said of the Business Education Program, it was "An on-going, successful effort of the faculty is the constant scrutiny of course content, bringing new issues and different dimensions to instruction."

Padmakar's ability to weave disparate objectives and personalities into a coherent group resulted in not only a successful initial three-year leadership role, but a unanimous vote of the entire Department, encouraging him to serve another three-year term . . .an expression of enthusiastic faculty support, echoed by the Dean.

While these faculty matters occupied much of Padmakar's academic agenda during those early years, his work with our Puerto Rico Residence Center as a teacher and graduate advisor provided a wide variety to his other NYU Washington Square assignments.

During his second year as Chair, Padmakar also coordinated the significant 1979-1980 doctoral review process, which began with an intensive self-study for each of his nine C&I programs in 1977. This was a major undertaking under his watch very early on. It was a notable accomplishment for the Business Education Program—with but two additional faculty members—to be ranked Number One, the highest ranking, by consultant Dr. Ruth Anderson (TX) along with the huge Early Childhood Program, which also matched the Business Education Program as well. The other seven programs were ranked either Number Two or Three with recommendations for improvement provided by their respective outside consultants.

Work with Puerto Rico

While the NYU Residence Center, located in San Juan, Puerto Rico, was officially begun in 1947 (DEG, State of the School Address, 9/27/1971), the early1970s showed significant growth. The mission of the Center offered as its core a wide variety of graduate courses, among them several business education classes not offered in colleges and universities in Puerto Rico. The underlying philosophy of the Center for business education was to prepare qualified college and university professors to teach post-secondary business education courses and to become effective business faculty on the Island. NYU's overall mission was to prepare MA graduates primarily, and develop the groundwork for those who wished to undertake work toward a doctorate at the Washington Square Campus. Padmakar taught courses at the NYU Center, which were offered at Segrado Corazon (Sacred Heart) University. Courses were offered on alternate Saturdays, one set each term, from 8:30 a.m. – 10 a.m. and from 10:30 a.m. to noon. Students could take two such courses every term for six credits as well as two courses during a month-long summer program, which amounted to 18 credits (or points as NYU called them) or one-half of the required MA curriculum during each year. Students then traveled to the New York City campus during a six-week summer session to earn eight credits, the minimum required for residency. Course tuition on the Island was based on half the Washington Square rate; however, the on-campus summer tuition in New York City was pegged at the higher standard residency rate. The Department of Instruction in Puerto Rico supported this and other NYU programs with substantial scholarships and grants for a significant number of students.

Besides Business Education, other graduate programs were offered at the Center and these included Higher Education, Educational Administration, Science Education, and Teaching English to Students of Other Languages (TESOL). Higher Education, Educational Administration, and TESOL also offered a doctoral curriculum in residence beyond the MA in their respective areas; however, while courses could be taken on the Island that would lead to the fulfillment of the doctoral requirements, the majority of courses, candidacy and proposal reviews and, of course, the final oral defense, were Washington Square, mainland requirements. To round out the offerings in Puerto Rico, service courses in Educational Sociology, Psychology, History, Statistics, and electives in Research, Nutrition, Dance, and Elementary Education were also offered. As with other faculty, business education faculty would alternate teaching during the Fall, Spring, and Summer terms.

With the foregoing as background, Padmakar began his teaching on the Island during the summer of 1973, his second year at NYU, with two graduate courses; this teaching rotation continued for him during 1975 and 1977 and during the spring term on Saturday weekends in 1977 as well. He also developed and conducted a number of workshops and seminars in effective teaching for the University of Puerto Rico's College of Business at the Mayaguez campus as well as at their Ponce campus, in 1985. These seminars were first offered via a course called "Effective Teaching" for NYU's Graduate School of Business Administration (GBA), in September, 1984, exhibiting local experiences that traveled well.

Exciting as the Puerto Rico experiences were, the 3600-mile round trips—a month each during the summer and six times during a traditional semester, took a huge chunk of time out of his personal and professional life. And while flights, ground transportation, apartments, hotels, and meals were included with the Puerto Rico assignment, when factored into the traditional faculty load, it was still a daunting undertaking.

While teaching and student advisement were Padmakar's passions, his administrative talents were no less impressive for their effectiveness. Witness the following examples:

When Karen Gillespie retired in 1975, Dr. Sapre was appointed Chairman of the Business Education Department. This role was followed three years later, in 1978, when a major reorganization was undertaken by the School of Education; one in which [now] eight programs, including business education, were brought into a single department under the title Curriculum and Instruction (C&I). Following Dr. Robert Clausen's interim assignment as the head of C&I—he was also the Director of the Puerto Rico Residence Center at the time—as mentioned previously, Dr. Sapre was appointed Chairman of this new department for an initial three-year term. At the end of his first term, he received a formal citation and a vote of confidence from the faculty of the department at the end of his first term, which read as follows:

"In grateful acknowledgment of outstanding leadership during critical times; For constant display of moral integrity, unfailing strength, gentle patience, helpful guidance, honesty and forthrightness in dealings with faculty, as well as providing a model of determined optimism, dignity, and dedication to constructive behavior;

We, the faculty of Curriculum and Instruction, hereby extend a vote of absolute confidence on this day, the eighth of April, nineteen hundred and eighty-one."

The document was signed by every faculty member in the department, a very unusual and extremely strong support of his leadership. In 1984, at the conclusion of his second three-year term as department chair, he received another document—a poem written by the C&I faculty, another unusual gesture and to this writer's knowledge, unprecedented in the history of NYU. Padmakar requested and then returned to his professorial role until his decision to take early retirement from NYU in 1988.

Professional Accomplishments

During his NYU years, Padmakar Sapre acquired several unique faculty experiences: directing a Study Abroad program in his native India; the aforementioned teaching at the NYU Puerto Rico center; visiting professorships at several colleges in the U. S. and in India; his Great Teacher Award at NYU; and the title of Professor Emeritus, earned upon his retirement in 1988.

His professional activities during the NYU years were numerous, including serving as a reviewer of faculty appointments to the Department and Program. Among these, of course, were Dr. Mary Sumner (1977-1980), Dr. Wanda Stitt (1980-1984), and Dr. Bridget N. O'Connor (1984 – present).

In addition to his memberships in the many traditional business education organizations, locally, nationally, and internationally, he also served as an editor for the *Journal of Business Education* and for the *Delta Pi Epsilon Journal*. He was an early president of the national Delta Pi Epsilon Research Foundation and also served as a member of the Policies Commission for Business and Economic Education. During this period, he also used his one and only sabbatical leave effectively and traveled extensively to international locales, including Japan, Hong Kong, Thailand, India, UK, Norway, Sweden, Denmark, France, Spain, Italy, Switzerland, Austria, Germany, Belgium, and the Netherlands, in many locations often to present his research findings and/or his teaching philosophy.

Following his retirement in 1988, in 1990, after a year as a visiting professor at the University of Lincolnshire and Humberside in the UK, he returned to his birthplace in India. While many individuals might have retired and rested on their laurels following a successful career, not so for Padmakar Sapre. From 1990 until the present time with but a single exception, he has continued his professional work based on three early post-retirement pledges that he has followed: not to accept paid employment; not to guide any PhD students (this was the one exception); and not to accept an executive position in a professional organization. And so he has continued to lecture, continued to edit, continued to write, continued to attend professional conferences, and simply, as he has said, continued on a journey without a destination. He has retired only from employment, not from activity, and not from life.

We now turn to Padmakar's pre-NYU years with more excerpts from his remarkable legacy that are contained in the following pages, interspersed with his writings and presentations. As Burt Kaliski, one of Padmakar's early advisees wrote:

I am delighted to have the chance to contribute to this chapter about the work of Dr. Padmakar Sapre. He was one of my committee members when I was working on my dissertation and was extremely helpful in enabling me to finish it in an effective and timely manner. I always remember him as most professional and supportive.

The order of the following works presented here is chronological, so that you can see how his writings evolved over his professional career. They are divided into three phases: pre-NYU; NYU, and post-NYU.

Pre-NYU (1956-1972)

While many of his writings prior to his time at NYU are unavailable, as they are primarily in publications in India or in international journals, those that are *presented here are representative of his thoughts in his early days of being part of the Pre-NYU educational scene.*

Dr. Sapre often raised questions about the value of educational decisions. One strong example of this occurred in his 1966 article that discussed a concept called the Demonstration School that was attached to newly developed Regional Colleges of Education in India. Dr. Sapre opens the article with the following thoughts:

The concept of a laboratory school, by whatever name we call it, attached to a College of Education engaged in preparing teachers, is by no means new. Teacher Educators have always realized the need for such a school on the campus of the college where prospective teachers can obtain first-hand learning experiences through observation and practice. Any sound programme of professional education must contain within itself three essential elements: --

1. Study of theory;

2. Observation of good practice; and

3. Direct participation in the practice of teaching and allied activities.

A good laboratory school ought to provide those learning experiences that are of most value to prospective teachers. It should also enable them to test the validity of the theories discussed in the pedagogical classes. It implies that a laboratory school must necessarily be experimental. To function, it needs to have a certain amount of academic freedom. It could then evolve its own programmes in relation to the College.

It should not be considered "yet another school" in the community. It ought to reflect the philosophy and the programme of the College.

The establishment of the four Regional Colleges of Education has opened a new chapter in the history of teacher education in this country. These Colleges are designed to meet some of the emerging needs of Secondary Education, with special reference to diversification and vocationalization. These Colleges are expected to provide leadership in bringing about necessary changes in the structure and organization of secondary and post-secondary education by preparing competent teachers for subjects not adequately covered by existing teacher colleges. These colleges are experimenting with new programmes of teacher education, new instructional materials and new ways of teaching with special emphasis on skill development. . . . Attached to each Regional College of Education is a Demonstration School. . .

(*"The Demonstration School: What Should it Demonstrate?" National Institute of Education Journal, September, 1966, 32.*)

In this article, a major section is later presented that lists ten processes of commerce education that should be demonstrated in the demonstration school.

(i) The School should demonstrate the effectiveness of a sound terminal vocational programme in Commerce.

(ii) The School should help in developing a proper understanding and appreciation of the true function of business as a service organization in meeting the economic needs of the community.

(iii) The School should demonstrate a close working relationship with progressive business organizations in the community.

(iv) The School should demonstrate to the pupils and their parents that a career in business can be as satisfying and rewarding as in any other field.

(v) The School should demonstrate new curriculum patterns to provide effective skill training for office and business occupations.

(vi) The School should demonstrate new and dynamic teaching techniques, which emphasize skill-development with the minimum expenditure of time and energy.

(vii) The School should develop and use instructional materials, which are functional in character and which provide ample opportunities for the application of theory to real business situations.

(viii) The School should set for its students standards of achievement on the basis of job requirements in the community.

(ix) The School should demonstrate an efficient programme of *work experience* in and out of school.

(x) The School should demonstrate the effective use of community resources for enriching classroom instruction.

(*Op. cit., 34-36.*)

Dr. Sapre was never hesitant to take a stand on issues important to business education and to India. His 1971 article entitled "Business Teacher Education in India: Retrospect and Prospect." *presents an excellent view of the growth of and challenges to business teacher education in his native country. He wrote this article from his position as Chair of the Department of Commerce Education at the Mysore Regional College of Education. Excerpts from the article follow:*

The Background

Business teacher education is a comparatively new development in the educational structure of India. Despite substantial growth of business education, both at secondary and post-secondary levels, facilities for preparing business teachers have been practically non-existent. Teacher education has been confined largely to the preparation of teachers of the purely academic, college preparatory subjects. The typical pattern has been the one-year program leading to the Bachelor of Education degree. The prospective teacher first obtains a degree from a college of arts, science, or commerce and then enrolls in a college of education. Subject-matter competence is taken for granted; the college of education limits its program to foundation courses, methods of teaching two school subjects, and student teaching. Less than five percent of all colleges of education offer a course in methods of teaching business subjects.

A Landmark

The establishment of the Regional Colleges of Education in 1963 can truly be considered a landmark in the development of business teacher education in India. These colleges owe their origin to the Secondary Education Commission which recommended the setting up of multipurpose schools in order to achieve the twin objective of diversification and vocationalization of secondary schools. With the progressive upgrading of high schools into multipurpose schools, offering employment preparatory courses in agriculture, business, home economics, and technology, it was recognized that no scheme of vocationalization would succeed in the absence of suitably trained teachers. The Regional Colleges were established primarily to prepare competent teachers of vocational subjects.

The Plan and Program of the Regional Colleges represents one of the finest examples of international cooperation in education. In addition to university professors, teacher educators, secondary school teachers, and educational administrators in India, outstanding teacher educators from the United States participated in the development of the project. In particular, the contribution of The Ohio State University faculty team (*Dr. M. H. Freeman, Dr. J M. Hanna, and Dr. Theodore Woodward*) in India merits special recognition.

(*"Business Teacher Education in India: Retrospect and Prospect." International Review for Business Education, November, 1971, 16-17.*)

After this positive opening section of the article, Dr. Sapre discusses the business teacher education program itself, including its objectives and its evaluation, noting that the program was at that point too early in its growth to evaluate effectively. The article then concludes on a less optimistic note from its earlier parts with the following words:

The Dilemma

During the last three years, there has been considerable uncertainly and vacillation in regard to the direction that the Regional Colleges should take. Some of the ad hoc decisions taken recently are indicative of a shift from the original commitment to vocational education. The latest of these decisions relates to the phasing out of the four-year program of business teacher education by 1973. No indication is yet available of any alternate plan to prepare business teachers.

Assumptions Still Valid

The issue is sometimes confused by stating that since multipurpose schools are no longer to be developed, there is no justification for the vocational teacher education program in the Regional Colleges. A multipurpose school is an organizational concept. Even if this has been abandoned, the concept of multipurpose education has not been given up. In fact, education, to be truly democratic, has to be multipurpose. The report of the Education Commission, which provides the ideological background to the future development of education in India, clearly indicates that vocationalization of secondary education will receive high priority.

The basic assumptions underlying the Regional Colleges project are, therefore, still valid. If the National Policy on Education is to be implemented effectively, efficient programs of vocational teacher education will be needed.

Looking Ahead

What is the future of business teacher education in India? The answer depends upon the response that the leadership in the Ministry of Education and the NCERT chooses to make to the challenge of vocationalizarion. India is probably the only exception, among the developing nations, to have launched a well thought-out program of vocational teacher education. Termination of the existing programs without an alternate plan would be a retrograde step. Who should do the job is not the vital question; the fact is that the job is important and needs to be well done. Failure to consolidate and build on the experience already gained would be a luxury the country can hardly afford. (*Op. cit., 21-22.*)

Not surprisingly, Dr. Sapre's EdD dissertation topic related to business (commerce) education in India. An abstract of his dissertation, completed at Northern Illinois University in 1972, follows:

Dissertation Title: "Guidelines For A Differentiated Curriculum in Commerce Education For The Higher Secondary Schools of India"

Abstract

The purpose of this study was to develop guidelines for the design, implementation, and evaluation of a differentiated curriculum in commerce education for the higher secondary schools of India. The study was essentially a library research, which largely followed the British model of dissertations.

Review of current literature on curriculum development indicated a trend to move away from "pure" subject matter as the only ingredient of a curriculum. Recognition of the varied and changing needs and goals of the individuals and society, advent of educational technology, and democratization of educational opportunities have made curriculum planning more challenging. Problems of defining the roles of participants in curriculum change have assumed added significance.

The philosophical discussions of need and justification for commerce education programs centered around India's economic goals and manpower projections and the research pertaining to the contribution of education to economic growth. The need was established for a philosophy of education that would emphasize the positive rather than the negative aspects of vocationalization, provide a better perspective for the selection of future pursuits in life, and reconcile the individual and social purposes of useful and productive work

Review of educational developments in selected Asian, African, and Latin American countries indicated that deliberate attempts were being made to diversify secondary education and to make it vocational for a large majority of students. The experience of these countries, however, has not been long enough to permit the emergence of curriculum patterns in secondary vocational education in general and commerce education in particular. India has had the benefit of an earlier start in regard to the vocationalization of secondary education. The developments of the last two decades have set the pace for effective vocational programs. These gains would be consolidated through the development and implementation of new curriculum patterns.

The principles and assumptions underlying business education in the United States were examined with particular reference to the philosophical foundations, curriculum planning, selection of content, selection of students, selection of teaching methods, and selection and use of facilities, equipment, and instructional technology.

Specific guidelines for the development, implementation, and evaluation of secondary commerce education programs for the higher secondary schools of India were developed on the basis of the broad concepts and findings of the study. Criteria were set up for determining the need for commerce education programs. Within the framework of overall philosophy and goals of commerce education, six specific career objectives were identified: Manager/Owner Career Objective; General Office Work Career Objective; Secretarial Career Objective; Distributive Occupations Career Objective; Accounting Career Objective; and College-Preparatory Career Objective. A curriculum pattern was developed for each career objective, indicating the core and elective courses, grade placement and duration, and criteria for evaluation. Specific objectives, in behavioral terms wherever possible, duration and grade placement, prerequisites, and measurement techniques were suggested for each course of study. Criteria for developing and implementing work experience programs were also listed.

A checklist was developed for the evaluation of commerce education programs. The items in the checklist covered need and justification, curriculum content and organization, selection of students, selection of teaching method, selection and use of facilities, equipment, and educational technology, methods of evaluation, and home and community relations.

Roles of the various agencies in the design, implementation, and evaluation of commerce education programs were examined and specific recommendations were made with respect to the Central government, State governments, local community, professional organizations, Universities, supervisors, administrators, teachers, and students.

It was recommended that the guidelines developed in this study should be considered as suggestive. Educators and administrators interested in implementing commerce education programs should critically evaluate and modify the guidelines in the light of their own special needs and resources. Continuous evaluation of the curriculum should be built in so that the challenge of change can be effectively met.

("An Abstract of Guidelines for a Differentiated Curriculum in Commerce Education for the Higher Secondary Schools of India." Doctoral dissertation. Northern Illinois University, DeKalb, IL, 1972. (Unpublished)

NYU (1972-1988)

The Peter L. Agnew Foundation (1975-1988)

Padmakar's professorial role at NYU also made him a prime candidate to serve as a member of the Peter L. Agnew Foundation's Advisory Committee, which provided extensive support to the Business Education Department/Program throughout its existence. The Foundation was created by Dr. Agnew in 1969 and prior to his untimely death, to support business education activities not only at NYU but also nationally. The Foundation, which is extensively profiled in a later chapter, was a formidable force in providing funds in support of a wide variety of business education activities.

Padmakar, at the invitation of Administrative Trustee Arthur Rubin, agreed to serve as a member of the Advisory Committee from 1975 to his retirement in 1988, joining Adrienne Frosch, Edward Tutak, and Franklin J. Hansen. His work with the Foundation was instrumental as the editor of the 1981 book, The Early Leaders in Business Education at New York University, which was sponsored by the Foundation and published by NBEA.

In honor of his many contributions and service to business education, Padmakar was invited to deliver the 13th Annual Peter L. Agnew Memorial Lecture in March of 1988. His topic: *Towards a Redefinition of Business Education*, was later published as a monograph with the same title and was widely distributed as an agenda for the future for our field. The entire monograph is reproduced later in this chapter.

International Work

Padmakar, with his history and early education in India, was obviously already very involved in international education. His many activities abroad, while serving as an active professional at NYU, included many seminars and workshops presented including, but are not limited to, the following: Two invited presentations concerning research and curriculum in Bombay, India in 1986; three targeted lectures at the College of Commerce, SNDT Women's University, Bombay, India in late 1988. In India, he also served as an Examiner, Doctoral Dissertations in the Department of Commerce, Berhampur and Utkal Universities, the Department or Industrial Management and Labor Relations, Berhampur University, and the Department of Education, Poona University, thus serving as a research bridge from his New York University appointment to his Indian academic roots. While Puerto Rico is not truly an 'international venue,' Padmakar's many presentations to graduate programs and academic professionals in Puerto Rico were widely acclaimed and well received there.

Padmakar continued his professional activities following his official retirement from NYU in 1988 by lecturing and writing broadly in his native India. The following samples, which bridge his NYU and Post-NYU years illustrate the focus of these contributions beginning with his retirement date but also includes those periods of his sabbatical service while at NYU. They are presented with his post-retirement years first.

Pursuit of Excellence in Teaching, SNDT Women's University, Bombay, India, January 18, 1989

Education and the World of Work, Regional Conference of the World Council for Curriculum and Instruction, Bombay, India, December 3, 1988

Tools and Techniques of Modern Management (2 lectures) at the College of Commerce, SNDT Women's University, Bombay, India, December 6 & 7, 1988

Integrating the Computer in the Curriculum, Seminar of Principals of Conducted and Affiliated Colleges of the SNDT Women's University, Bombay, India, December 12, 1988

Performance Appraisal of College Teachers, Seminar of Principals of Conducted and Affiliated Colleges of the SNDT Women's University, Bombay, India, December 13, 1988

Managing Human Resources: The Emerging Challenge in Business Management, Graduate Faculty and Students Colloquium, Department of Commerce, SNDT University, Bombay, India, September 24, 1986

Planning and Conducting Research in the Social Sciences, Graduate Faculty and Students Colloquium, Departments of Economics, History, and Sociology, SNDT University, Bombay, India, September 18, 1986

Trends in Higher Education in the United States, Rotary Club of Bombay, India, July 24, 1984

Research Methodology, University of Poona, India, April 1, 1983

In addition to Padmakar's many presentations, seminars, and workshops, he also served as a Visiting Professor at the University of Minnesota, June 1989; SNDT Women's University, Bombay, India, March, 1983 and October 1988 through January 1989 under the USIA-Funded Faculty Exchange Program; Berhampur University, Berhampur, Orissa, India, April, 1983; Marathwada University, Aurangabad, India, January, 1983. Padmakar directed NYU's Study Abroad Program in India, 1978, 1982, 1984, 1986, and 1988. He also served as the Co-Director of NYU's affiliation program for faculty exchange with SNDT Women's University, Bombay, India, also funded by the USIA, 1987-1989.

While on sabbatical in 1983, Padmakar also participated in the Annual Conferences of the International Society for Business Education (ISBE) in Germany (1980), Canada (1981), and Switzerland (1983). Prior to his NYU work, he earlier also directed intensive workshops in Mysore, Bhopal, and Bangalore with two All-India Summer Institutes in Mysore and Bhopal, and he served as the Resource Person at the First Summer Institute for University Teachers of Commerce at Bangalore University in 1969. His work as the Founder and President of the Rotary Club of Jalna, India, 1960-1962 and his administrative and elected posts to the Rotary Club of Mysore, India, 1966-1969 also served to broaden his professional and external activities prior to coming to the United States.

The writings of Dr. Sapre during his New York University years focused on four areas: research,teacher education, business education, and international business education. As with his Pre-NYU writings and presentations, what he said had a strong base in his philosophy. In the same manner as he expected his doctoral students to have a theoretical base for their research, he exhibited such a foundation for his articles. And so, as we look at examples of his contributions during his years at NYU, you will continue to notice the thoughtful, thought-provoking, and beautifully flowing prose of his articles and talks.

One of the earlier articles that he contributed during this time period was a well documented demonstration of the need for adding an international dimension to business education in the United States. The introductory portion of this 1974 article follows:

One of the more recent trends in the field of business education in the United States is the increasing awareness of, and interest in, business education programs in other countries. This is evidenced by the growing volume of published material and research studies dealing with various facets of education for business in developing countries. Two factors in particular seem to have contributed to this trend: (1) a steady rise in the number of foreign students enrolled in business education programs in the United States, and (2) the involvement of many American business educators in overseas projects under the auspices of the United States Agency for International Development, the Ford Foundation, and other similar agencies.

Business education, as distinguished from commerce or business administration, is a comparatively new development in most Asian, African, and Latin American countries. It is only in their post-Independence years that these countries have pursued democratization of educational opportunities and have attempted to diversify their programs. Secondary and post-secondary institutions are now accepting responsibility for providing education for business and office occupations. In the absence of institutions for training teachers of vocational subjects, many countries have been sending their prospective business educators to the United States for professional preparation. Not infrequently, foreign students have become interested in business education as a field of study after they have had an opportunity to explore several possibilities. Thus, the number of sponsored and non-sponsored foreign students in business education has increased considerably over the years.

During the fifties and the sixties, business education projects were launched in over 20 countries of Asia, Africa, and Latin America. More than 60 business educators, sponsored by about 17 universities and state colleges across the United States, participated in these projects as consultants.

("Business Education in Developing Countries." The Journal of Business Education, May, 1974, 326.)

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Padmakar then goes on to express three justifications for adding an international dimension to business education in the United States, and other countries.

1. Over the years, business education in the United States has grown and become highly diversified in response to emerging needs. Contemporary economic and social concerns, changing needs of business in a highly technological society, and the educational needs of a diverse student body have all influenced the pattern of growth. Providing opportunities for the systematic study of business education in other countries will reflect the same sensitivity to newer demands and will add a desirable dimension to an already dynamic field.

2. The primary motivation of many of the foreign students is to examine the interaction between business and education in the United States, to analyze the factors that have shaped the structure and content of business education programs, and to identify the principles which sustain these programs. The foreign student expects to derive, from this analysis, a set of criteria and guidelines which he can apply to the totally different cultural, technological, and institutional setting of his own country. An opportunity to carry out this exploration as part of his formal degree program would make the entire experience highly relevant. Besides, it is not unlikely that some of the American students enrolled in business education programs might be interested in careers abroad and might therefore find this opportunity worthwhile.

3. The involvement of genuinely interested faculty in teaching and guiding research in international business education will result in the emergence of a core of experts possessing a high degree of knowledge, understanding, and sensitivity in relation to a specific country or region. They will be equipped, both in terms of expertise and attitudes, to accept assignments abroad. (*Ibid.)*

Padmakar continued with suggestions of five significant areas of concern around which courses in international business education might be built.

1. Business in a planned economy.
2. Image of "Business" in developing countries.
3. Business education for self-employment.
4. Attitude toward work and productivity.
5. Choice of technology and techniques. *(Op. cit., 327-328.)*

He then concludes with the following paragraph:

Adding an international dimension to business education in the United States will be a great step forward. It seems reasonable to expect that universities that attract large numbers of foreign students, and are otherwise interested in making their programs more comprehensive and challenging, will consider the possibilities outlined above and develop others. The United States chapter of the International Society for Business Education could also promote a fuller discussion of ideas and proposals on this subject. *(Op. cit., 328.)*

Dr. Sapre gave many talks and wrote many articles, but only a few of his efforts were devoted to American business education organization yearbooks. One of these early efforts was coauthored with Roscoe D. Perritt of Governors State University, Illinois. The lengthy 1976 article in the 14th NBEA Yearbook, on the historical development of both accounting and data processing began with these two paragraphs:

From the Colonial period to date, instruction in some aspects of bookkeeping and accounting has always been considered the backbone of any educational program intended to prepare individuals for business employment. The past 200 years have witnessed the extension of accounting education at all levels in public and private schools, as well as a diversification of course offerings, and an increased professionalization of accounting and accounting education. And more recently, a growing concern for an adequate response to the impact of automation on accounting operations.

Accounting involves the recording, classifying, summarizing, reporting, and interpreting of financial information. Although the term “data processing” is relatively new – it came to be recognized as a distinct field of study only after the advent of the computer – bookkeepers and accountants have always processed data. . . . The computer signifies a landmark in man’s relentless search for new tools, techniques, and devices to serve his needs; it has revolutionized the handling of accounting information. The following pages represent an attempt to provide an overview of the development of accounting and data processing education, the socioeconomic and political forces that have influenced this development, the contributions of leaders of thought and professional groups, and the impact of research on this vital segment of business education. *(“A Historical Development of Accounting and Data Processing,” NBEA Yearbook 14: 1-2.)*

Padmakar continued to exhort his students and colleagues to think beyond the current environment and extend themselves philosophically. In a 1980 message to business educators in the Journal of Business Education, he presents an interesting assessment of business educators with the following words:

. . . let me review what I consider the strengths and weaknesses of business educators in terms of their orientations, professional preparations, and performance. I must emphasize, however, that these are generalizations based on my observations and experience; like all other generalizations, there are exceptions to these.

Business education has come a long way since its early beginnings. It is now recognized as a necessary and valuable component of the total educational enterprise in the country, rendering a useful service to society. Business educators have earned their rightful place among professional educators in their communities.

As a group, we are student oriented, with major emphasis on serving their needs. We have a sense of belongingness to our profession that is reflected in the warmth of fellowship one experiences at any gathering of business educators. We are sensitive to the needs of society and are always engaged in what may be called program development for meeting these needs. We are generally well organized, fairly articulate, pragmatic, and practical. In other words, we can be described as democentric and practicentric.

On the other hand, as a group, we are somewhat narrow in our perceptions and often take a limited view of reality. We seldom relate to other disciplines or interact with other professional groups in a meaningful way. The literature we read is also somewhat limited. Rarely do we find a discussion in our professional literature that is truly interdisciplinary in nature. Finally, we tend to rely more on personal experience and conventional wisdom than on validated knowledge and theory. Our emphasis on the "practical" often results in our students acquiring skill at the cost of the power to keep on growing. *("My Message." The Journal of Business Education, December, 1980, 86-87.)*

The article continues by discussing the implications of these strengths and weaknesses in the years ahead.

A review of pertinent literature suggests major changes in the environment of business and the world of work. Business is already changing from a totally private institution, judged against financial criteria, to a semi-public institution, evaluated against a wide range of social and ethical, as well as economic, norms. Societal values are changing from considerations of quantity to concerns for quality, from technical efficiency to social justice and equality, from independence to interdependence, and from private wants to public needs. Job opportunities will increase at a much faster rate in service industries than in productive; the key to occupational success in service industries will necessarily be numeracy and literacy. There is increasing evidence that the relationship between education and jobs is loose, not tight. Content of work in many jobs will be determined increasingly by the application of technology; improvement of working conditions will be the major vehicle for reducing job dissatisfaction.

What perspectives do we need in shaping business education for the future? First let us remember that business education does not, and will not, exist in a vacuum. We cannot afford to isolate ourselves from other segments of the education enterprise. Greater interaction with others will add to our vision. Second, let us not overestimate the importance of physical and financial resources as determinants of quality education. Human beings are known to be capable of their best thinking and effort under adverse conditions. It is easier to spend money than thought. Third, let us not forget that the value of an educational experience is more important than the route followed in obtaining that experience. We ignore this fact in our concern for territoriality. And finally, a student's curriculum improves largely in accordance with improvements in the teacher's insights, skills, and attitudes.

I have attempted to present in this brief message some of the ideas that I think are important for us to reflect on. Let me leave you with one final thought. Education is a heart breaking, back breaking job. But it can be done, as it ought to be, under favorable conditions if possible, without them if necessary; there is no job which offers so much reward and satisfaction. As you work with your students in the typewriting laboratory, or teach them to be better bookkeepers, salespersons, or word processors, or guide them through their student teaching, or advise them in their clubs and associations, I urge you not to lose sight of a parallel assignment, that of making each student a somewhat more perceptive, rational, and responsible citizen than he would be if he did not have you for a teacher. *(Op. cit., 87.)*

Work with Doctoral Students

Padmakar's work with his doctoral candidates was both demanding and rewarding on both sides; his students were frequently forced to 'think for themselves' and 'outside the envelope,' for which some had little experience—but they learned how to write and think to meet his exacting requirements, and their resulting dissertations showed this high level of final performance. Many student dissertations, in fact, directly or indirectly resulted in publications in the popular press and books, college and university texts, and important research and policy papers, both here in the U.S. and abroad. Graduates who met these criteria are indicated with an asterisk (*) following the date of completion. The divisions following reflect the two separate Doctoral Abstract publication dates. Omissions or errors, unfortunately, are the responsibility of this writer.

From 1972: Burton Kaliski 1974* (member); Rosanne Reiff 1974*; Harold Marion 1974 (member); Howard Brown 1975; Marion Wood member (1975); Bill Coffey (member) 1976; Myrna Fischman (member) 1976; Victor Quinones-Cintron (member) 1977; Mark Friedman 1978; Robert O'Pray 1978; Vincent Skudrna 1978; William Rankin 1979*; Julio Torres 1979; Melvin Unger 1979; John Gorham 1980; John Griffin 1980; Roberta Rosenbaum 1980* – total from 1972 to 1981 = 17.

From 1981: Jacob Goodman 1981; John Nichola 1981; Gregg Whyte 1981; Ann Turner 1982; William Bernhard 1983; Sanford Apfelroth 1984; Howard Budner 1984; Victor Maiorana 1984*; Johnathan Schiff 1984; Helen McClenahan 1985; Walter Rosenthal 1985; Charles McNerney 1986; Harold Perl 1986 (member); Gene Goldstein 1987 (member); Zeinab Habashi 1987*; Saolabiu Kale-Adenowo 1987; Nicholas Mauro 1987*; Edda Perfetto 1987*; Michael Ulinski 1987; Michael Camardello 1988; Daniel Marrone 1988*; Carmen Caruana 1989* – total from 1981 = 22 for a grand total of 39.

These totals are very impressive for the number of doctoral candidates advised over such a short period of time; however, they may not include those candidates from other programs at NYU as well as in India, on whose committees Padmakar served. Thus these numbers may be even greater than indicated.

Work with Professional Organizations

While academic authorship in his early years at NYU was not extensive, Padmakar worked hard at developing larger significant contacts with professional organizations and associations. Among these was his work with national groups such as DPE and the Policies Commission for Business and Economic Education (PCBEE), both of which enhanced his stature and eventually led to more articles in professional journals and related publications.

Padmakar served as a member of the Executive Board of the Business Education Association of Metropolitan New York, 1975-1988; and of the U.S. Chapter (Eastern Business Education Association--EBEA region) of the International Society for Business Education (ISBE) 1983-1984. Padmakar also served as an influential member of the National Task Force on Business Teacher Education's Model Curriculum in 1985-1986 and also served as the NYU representative to the National Association for Business Teacher Education (NABTE), and as a member of NBEA's Business Teacher Education Model Curriculum Oversight Committee, 1987-1988.

In addition to his many roles as an influential member of a wide variety of business education professional organizations here and abroad, Padmakar also made significant contributions to our professional publications. These included serving as the Editorial Board Chairman for TIPS, DPE's research-based publication, 1986-1987; he served as the Executive Editor (1981-1985) and Consulting Editor (1978-1980) of the *Journal of Business Education*, later the *Journal of Education for Business* (1986-1988). Padmakar was also a Member of the *DPE Journal's* Editorial Board and the Section Editor for Accounting in NBEA's *Business Education Forum* publication (1979-1980). His service to publications in India was highlighted by his significant work as a member of the Advisory Board, *Education in Asia*, from 1982 to the time of this writing.

Padmakar also served as the Editor (1978) and Co-Editor (1979) of the Annual Yearbook of the Business Education Association of Metropolitan New York.

Perhaps Padmakar's most influential contribution under this category was his work as the Editor of the book, Early Leaders In Business Education at New York University (1981), published by NBEA and underwritten by The Peter L. Agnew Foundation.

Research—Presentations, Effective Teaching, and Professionalism

Dr. Sapre's interest in research focused on both quantitative and qualitative aspects of that research. An interesting comparison of the two approaches to research is found in a 1981 talk. The R in the following listing refers to Rationalistic Inquiry, a quantitative type. The N in the following listing refers to Naturalistic Inquiry, a qualitative type. While the talk goes into extensive depth about these two types of research, the excerpt that follows discusses one aspect of the differences between the two positions in terms of approach to research.

1. Preferred Methods:

R: Prefer quantitative methods because of their greater precision, and the advantage of mathematical manipulation.

N: Prefer qualitative methods because they promise the most holistic products and are more appropriate when the human is the prime data collection instrument.

2. Sources of Theory:

R: Insist on a priori formulation of theory; hypotheses are derived from theory and then tested to support, extend, or invalidate the theory.

N: It is not theory but the problem that guides the inquiry; theory is more powerful when it rises from the data rather than being imposed on them.

3. Knowledge Types Used:

R: Insist on knowledge that is prepositional, that can be stated in language form,

N: Admit knowledge – insights, intuitions, apprehensions – that cannot be stated in language form but are nevertheless "known" to the inquirer. This is appropriate because of the use of the human as instrument.

4. Instruments:

R: Prefer nonhuman devices for data collection; they are more cost efficient, have a pattern of objectivity, and can be systematically aggregated.

N: Prefer human as instruments; they are insightful, flexible, and responsive; they can take a holistic view of their situation.

5. Design:

R: Use a predetermined design, even dummy tables that they will use for recording data.

N: Unable to specify a design except in the broadest terms; the design emerges as the inquiry proceeds.

6. Setting:

R: Prefer to conduct studies under laboratory settings that can be controlled.

N: Prefer natural settings.

("Qualitative Research: An Overview." Keynote address, National Research Seminar, Dhule, India, 1981, and reported in Chapter 15 of Rewards of Teaching, Pune, India, 2010, 171-172.)

The year 1981 was also the year in which Dr. Sapre was asked to be the editor of a publication that presented the history of the business education program at NYU and the contributions of the "Big Four." In addition to serving as editor of this landmark publication, one that is the predecessor to this current volume, he wrote the opening chapter on the history of the program with Dr. Karen Gillespie. Much of the historical part is reflected later in this current chapter when Dr. Sapre's Agnew Lecture is presented, so the part that we will look *at here is an excerpt from the introductory section of the book, with him in his editorial role. The first two paragraphs and the very last paragraph of that work follow.*

New York University occupies a place of pride in the history of business education in the United States. It was here that Paul S. Lomax established, in the early 1920s, one of the most effective business teacher education programs in the country. For over four decades, NYU was privileged to have on its faculty four outstanding leaders –Paul. S. Lomax, Peter L. Agnew, Helen Reynolds, and Herbert A. Tonne – whose impact on the profession was profound. Known collectively as the "Big Four," they influenced business education through their teaching, writing, speaking, and other professional activities. They attracted graduate students from all parts of the country and prepared them for positions of leadership. Business education programs were of course being developed in other parts of the country. Some of these also attained national reputation. However, the leadership that emerged from New York University during that period has few parallels in business education. The continued stability and strength of NYU's business education program, and the national recognition it enjoys to this day, are in a large measure due to the solid foundations laid by the pioneers.

The retirement of Dr. Tonne is 1966 marked the end of the era of the "Big Four" and the beginning of a new chapter. It seemed appropriate to do something that would make it possible for succeeding generations of business educators to get a sense of this history and an appreciation of the contributions of the early leaders in the context of the prevailing conditions. The idea was first discussed by a small group of individuals assembled at New York University in February 1977 to plan memorial services for Helen Reynolds. There was immediate and enthusiastic support for undertaking a publication that would capture the essence of the contributions of the early leaders of business education at NYU. Dr. Tonne and Arthur H. Rubin, the latter in his capacity as the managing trustee of The Agnew Foundation, offered to finance the publication. I was asked to assume overall responsibility for planning the project as well as for its successful completion.

("Early Leaders in Business Education at New York University: Contributions of the "Big Four." Reston, VA: National Business Education Association, 1981, iii.)

The concluding paragraph of the introduction reads as follows:

We hope business educators of today and tomorrow will find the book useful and that it will be a valuable addition to our professional literature. It is amazing how some of the problems and concerns we have today also occupied the minds of our early leaders. In fact, a good deal of what these visionaries said decades ago is still as fresh as the morning dew and will continue to provide us with a sense of purpose and direction in the years to come. *(Op. cit., vi.)*

A constant theme of Dr. Sapre's articles and talks over the years was on international business education. An interesting analysis of the attitudes of American business educators toward internationalization was written in 1982, thirty years before the date of this writing. It is interesting to see his thoughts on reconceptualization back then and compare them with the reality of today in that area. He was extremely perceptive in his thoughts about what needed to happen in that area. Following is an excerpt from a 1982 Business Education Forum article:

Need For Reconceptualization

In order to place the need for reconceptualization in the proper perspective, it seems appropriate to briefly review how international education has been conceptualized in professional schools over the last four decades.

Schools of education have emphasized the liberal function of promoting international understanding and goodwill. Prompted mostly by idealistic and ideological considerations, the foundational areas of history and philosophy --- and the content area of social studies in particular – seems to share in this view as part of the concept of "total education." . . .

Schools of business, whose appearance on the international scene is comparatively more recent, have been motivated primarily by the practical consideration of responding to America's economic growth and the expansion of its business interests abroad. The needs of the American transnational corporation appear to be the major determinant of programs in international business. Research and training are designed to produce knowledge and manpower that will help enhance the effectiveness of business operations abroad. . . .

Barring few exceptions, the underlying rationale for the study of other countries seems to highlight the superiority of American institutions and practices and the special role of the United States in world affairs. It is believed that the knowledge of other peoples and cultures is necessary more as a facilitator of America's leadership role in shaping the destiny of the world than for its own intrinsic value. Seldom is the possibility recognized that we might learn something worthwhile from the knowledge and experiences of other cultures. *("Toward a Reconceptualization of International Business Education," Business Education Forum, 37:3, December, 1982, 5-6.)*

His article continues with a presentation of four major developments in recent years that lead to the need to reconceptualize our approach to international business education.

1. Growing international interdependence. As the Joint Economic Committee of Congress pointed out: "Goods, money, people, ideas, and problems are traveling across national boundaries as never before." Problems associated with population, food, natural resources, inflation, unemployment, recession, economic growth, energy, and environment can no longer be analyzed and solved except in a global context. Interdependence among nations will continue to increase as a result of advances in communication and transportation and the progressive integration of world markets. . . .

2. Cultural pluralism. Most societies and communities are becoming multicultural. Acceptance of, and sensitivity to, cultural differences are critically

important. The need to change ethnocentric attitudes was perhaps never greater. Ignorance of "other" societies leads to stereotype images of people and culture, attitudes, and beliefs.

3.New concentration of power. The energy crisis, more than any other single factor, has brought into sharp focus the significant rise in the relative political and economic power of several developing countries. The demand for a "new economic order," designed to rectify years of neglect and exploitation of vast masses of people through colonialism and imperialism, and to ensure justice and equity in the use of the world's resources, is being heard repeatedly at the United Nations as well as at summit conferences of world leaders. Traditional roles of the "givers" and the "receivers" of resources, both capital and human, are changing fast. . . .

4. There is a fourth reason, of a different kind from the three discussed so far, for reconceptualizing international business education. Comparative education and international study have emerged as distinct fields of inquiry in their own right. Drawing on some of the best scholarship available in sociology, anthropology, and history, scholars have developed tools and models for analysis. We now have the opportunity to benefit from the contributions of relevant disciplines in developing a conceptual framework for international business education. *(Op. cit. 6-8.)*

An oft repeated theme of Dr. Sapre's writings and talks was a comparison of the two "schools" in which his work resided – education and business. A 1984 article reflects on how they are similar and how they are different. The key point of the article is that there is a strong difference in the image of the two schools within the university community and in the larger society with the school of business having the perceived stronger image. The article points out five basic similarities between the two schools.

1. Although both schools have a professional orientation, neither business nor education can, as yet, claim the status of a truly mature profession. . . . At the present time, both education and business management seem to fall short on one

major criterion of a profession: the existence of an identifiable body of knowledge which, by consensus, is a prerequisite for professional practice and which is generally acquired through an extended period of schooling. . . .

2. Neither schools of business nor schools of education were traditionally characterized by high scholarship or a theoretical orientation. Both have been the targets of severe criticism on essentially the same grounds . . . . Both have responded to these criticisms by upgrading their faculties in terms of academic qualifications and scholarship, by requiring research and publications for tenure and promotion, and by making curricular content more rigorous in terms of the theoretical and conceptual. . . .

3. Leading schools of business as well as education engage in the process of identifying and validating knowledge that might eventually become the foundation for practice in their respective fields and thus bring them closer to the status of mature professions. In developing this knowledge base, both draw heavily on theories and models from the behavioral sciences. . .

4. As schools of business and schools of education become more research and theory oriented, they face the dilemma of maintaining a proper balance between theory and practice. . . . In their day-to-day activities, both managers and teachers seem to be guided more by previous experience, intuition, common sense, and conventional wisdom than by theory and research. . . .

5. Both teaching and managing are performing arts. Performance in both fields requires a core of cognitive abilities, technical knowledge, and skills. Both managers and teachers are concerned with people. Both face the same challenge of motivating people to higher levels of performance. . . .

("Schools of Business and Schools of Education – Reflections on Two Cultures," Journal of Business Education, 59:7, June, 1984, 267-268,)

The article concludes with the following paragraph:

It is for these reasons that those who are engaged in preparing managers and educators should view their work as comparable and complementary. Both have acquired special skills and insights that can be shared to mutual advantage, notwithstanding the significant differences that characterize the two environments of education and business in terms of social norms for status, prestige, and rewards. *(Op. cit., 268.)*

Dr. Sapre spoke extensively about educational research. A 1985 talk at a research conference in Nashik, India focused on strategies for bridging the gap between research and practice in order to enhance the utilization of valid research findings and to improve the quality of education. These strategies are presented next.

1. Researchers should recognize that theory need not always be the starting point for research. Analysis of practice also can be a useful approach to identifying research problems. As Lawler (1985) points out, "unless scholars and researchers are aware of practice, they may miss out on some important breakthroughs that are relevant to theory and research. Indeed, staying in touch with what is happening in the world of practice may be one of the best ways to develop new theory and to discover new research issues."

2. Researchers need to address questions that have meaningful implications for practice. The research tradition emphasizes generalizability of findings; this has implications for the way data are collected and analyzed. Representativeness of data has to be ensured. While the power of a research finding may lie in its generalizability, such generalizability may also limit the usefulness of the finding for specific situations. "By consciously formulating research questions in terms of managerially controllable variables, researchers are more likely to produce results which can prompt action." (Shrivastava and Mitroff, 1984).

3. While the application of the scientific method to the solution of educational problems has yielded results, researchers need to recognize its limitations and explore other approaches and methods. Research methodologies, like most issues in human affairs, do not lend themselves to an either/or approach.

Not all problems can be solved by the same research strategy. Different approaches to data gathering and data analysis need to be used for different types of problems. Quantitative methods should be complemented with qualitative, ethnographic methods in order to understand broader and real-life situations.

4. A logical corollary of the qualitative approach is the use of appropriate language in research reporting that captures the imagination of the practitioner. As Eisner (1984) points out: "To increase the capacity of educational research to capture the qualitative, a language capable of conveying qualities must be permitted to be developed. Such a language needs permission because it is often regarded as impressionistic and non-scientific – and therefore unworthy of our respect and admiration. Such a language is both impressionistic and nonscientific, but it is nonetheless worthy of our respect and admiration when its instrumental utility is high."

5. For their part, teachers and other educational practitioners should develop an informed and positive view of educational research. They need to appreciate the promise, the performance, and the limitations of research as a way of discovering knowledge. More importantly, they should develop sensitivity to operational problems in their fields and help researchers to pursue relevant and important questions.

6. For an effective partnership to develop between researchers and practitioners, the knowledge gap between the two must be narrowed. Practitioners must acquire the body of knowledge that helps to understand and interpret research reports. With this knowledge comes the ability to re-examine ideas, practices, beliefs, and opinions in the light of research findings and the willingness to change in the face of powerful and convincing evidence.

("*Educational Research: Promise and Performance," Keynote address at YCM Open University research conference, Nashtik, India, 1985, and reported in Chapter 14 of Rewards of Teaching, Pune, India, 2010, 164-166.)*

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A constant theme of Dr. Sapre's writings and talks was that of excellence in teaching. In 1986, he gave a series of lecture-demonstrations at the Academic Staff College (ASC) of Nagpur University and at other ASCs in India. Two excerpts from those talks follow, the first dealing with the myths and realities of college and university teaching and the second with the pursuit of excellence.

There are quite a few myths surrounding college and university teaching. I would like to explode three of these by pointing out the reality in each case. The most common myth that has taken deep roots in the culture of higher education is that effective teaching is a natural byproduct of sound scholarship. Universities have tended to believe that if they recruit scholars for the teaching positions, it will necessarily take care of all dimensions of the professorial role, including teaching. That this is a myth should be obvious to all those who have seen many a brilliant scholar who is less than effective in the classroom. Students, for whom effective teaching – that which results in meaningful learning – is crucial, often point out that scholarship which does not relate to, and does not in any way seem to make the learning more effective, is irrelevant to them. The fact is that while scholarship is undoubtedly essential, it is not sufficient for effective teaching. One needs to know a lot more about teaching that goes beyond knowledge of subject matter.

The second myth is that effective and ineffective teaching cannot be distinguished objectively. Believers in this myth point out that there are no objective criteria for assessing the effectiveness of teaching. "Beauty is in the eye of the beholder," they point out! This is not true at all. Every institution can, and does, identify its effective teachers. This was fully confirmed in my visits to a representative group of colleges and universities, both in India and the United States, where students as well as faculty had no hesitation in naming teachers who enjoyed a reputation for excellence. No one said that effective teachers could not be identified because there are no objective criteria.

The third myth is that teaching is too complex an activity for analysis; teaching competence cannot be developed through training. "Teachers are born, not made." According to this view, effective teaching is a mystery and should be accepted as such. Any attempt to analyze it – to break it down into its components for the purposes of training – will result in destroying its beauty and integrity. "To analyze a rose, one will have to break it apart; in the process of studying it part by part, one destroys its beauty and fragrance," they point out. Although there is an element of truth in this view, accepting it entirely is unhelpful in the context of preparing and developing teachers. Effectiveness is a matter of degree; one can be effective in some ways and ineffective in others. Basic skills associated with effective teaching are well documented and are no longer a mystery. These can be developed through a good training programme; they can be practiced and eventually mastered by anyone who is committed to self development. It is individual teaching styles that are somewhat mysterious and do not lend themselves to training. Given that teaching is a performing art, this matter of style holds good in all similar arts.

("Pursuit of Excellence in Teaching," Series of Lecture-Demonstrations at Academic Staff College, Nagpur University, India, 1986, and reported in Chapter 1 of Rewards of Teaching, Pune, India, 2010, 4-5.)

The first step toward the attainment of excellence in teaching is the acquisition of basic skills that are known to be associated with student learning. These relate to planning and organization of instruction, classroom management, effective speaking, questioning, and discussion techniques, use of chalkboard and other aids to instruction, and the like.

Next, a teacher should develop the habit of reflective practice which is the basic requirement of one's professional growth. A few minutes of reflection, following each teaching session, is a wonderful way of looking back critically and constructively at one's performance. It can be very revealing. Reflective practice provides useful new directions for future performance.

Mastery of basic skills and the habit of reflective practice result in rediscovering oneself in relation to the profession. One becomes self confident and self directing. One also becomes consciously aware of one's innate strengths and limitations, basic convictions about teaching, learning, and meaningful relationships. These are the makings of a personal philosophy. It derives from competence, self esteem, and values. Subsequent development founded on a personal philosophy blossoms into a distinct individual teaching style that characterises every great performance.

Let me conclude by cautioning members to be aware of, and avoid . . . the seven "**deadly sins"** that, in my opinion, hold good for all professionals engaged in the delivery of business service. (see p. 12, *The Rewards of Teaching)* These are:

arrogance; boredom; laziness; rigidity; insensitivity; hypocrisy; stagnation

I wish you Good Luck in Your Pursuit of Excellence. Remember, it is a journey without a destination! *(Op. cit., 11-12.)*

In his role as an ex officio member of the DPE Golden Anniversary Planning Committee, Dr. Sapre wrote an article for the Business Education Forum in 1986. Much of the article was descriptive of the functions of DPE, but the opening paragraph presented the historical perspective of the society.

The year 1986 marks the fiftieth birthday of Delta Pi Epsilon, the national honorary professional graduate society in business education. While special events to celebrate the golden anniversary will be organized by all chapters throughout the country, Alpha Chapter at New York University has the privilege of sponsoring the inaugural events on January 17 and 18. It was there 50 years ago that Paul S. Lomax and his colleagues established the Business Education Club of NYU. It is a tribute to the vision and faith of these early leaders that Delta Pi Epsilon soon became a national organization. Members of the DPE National Executive Board will be present as Alpha Chapter hosts a leadership conference and honors its charter members. As these business education pioneers reminisce, younger members of the profession will be inspired by a sense of history. *("Delta Pi Epsilon, 1936-1986 – A Golden Past: Foundation for the Future." Business Education Forum, November, 1985, 9.)*

A 1986 address at Barrister Wankhede College of Education of Nagpur University of India is summarized in the following paragraph. Once again, the theme of this talk from this most professional man was professionalism.

The central theme of this paper is that teachers colleges, like most other educational institutions in our country, are characterized more by the features of a bureaucratic-administrative model than by those of a professional model. Given the promise of management concepts and techniques in improving organizational effectiveness, we need to understand both the essential components of the management approach and the process by which professionalization of teacher education can be achieved. The basic assumptions and reality of teacher education programmes are reviewed and a reform agenda is proposed showing the role of individual teacher educators, colleges of education, and teacher organizations who are the major partners in this endeavour. Each must formulate a strategy for bringing about the transformation. Unless teacher educators perceive their role as professionals and unless conditions for professional practice become a reality in colleges and departments of education, lasting qualitative improvements are unlikely to occur. The need for reconceptualizing the role of state agencies toward this objective is emphasised. ("*Toward the Professionalism of Teacher Education." Valedictory address at Academic Staff College, Nagpur. India, written in 1986 and reported in Chapter 8 in Rewards of Teaching, Pune, India, 2010, 85.)*

Post-NYU (1988-2012)

One of the highlights that marked the formal conclusion of Dr. Sapre's career at NYU was his delivery of the 13th Annual Peter L. Agnew Memorial Lecture in 1989, entitled "Toward a Redefinition of Business Education." It is so full of remarkable insights that we are reproducing the bulk of the lecture in the following pages. After opening remarks, Dr. Sapre gets right to his theme and expounds on it as follows:

The basic premise of my presentation tonight is that Business Education as a field of study and as an organized profession is in urgent need of redefinition and that such a redefinition must include both a new name and a reconceptualized mission and philosophy.

I will share my ideas in three parts: In this first part, I will argue that our name is not serving us very well anymore. In fact, I would venture to say that we chose a wrong name to begin with. Neither of the two words in our name lends itself to precise definition. Each is used to describe a variety of activities and institutions in society. When put together, they become even more imprecise. Too many people outside of our group have difficulty understanding who we are and what we do. Even insiders are occasionally raising questions as to the meaning and scope of Business Education. It is time that we change our name to something that is more precise, that people can understand, that relates to the body of knowledge we teach, or otherwise captures the essence of what we do.

There is nothing wrong in changing one's name. When I came to New York University, this school was called the School of Education; today it is called the School of Education, Health, Nursing, and Arts Professions (SEHNAP); in the near future, we will probably have renamed it once more [currently, The Steinhardt School of Culture, Education, and Human Development]. In India, a bride's name is changed at marriage; perhaps to reinforce the point that she has a different identity! In fact, business educators too have indulged in this game, as I will recall for you in part one; unfortunately, the various names we have used in conjunction with business education have only added to, not reduced, the confusion.

In the second part, I will analyze four major factors, or developments, that support my argument for the reconceptualization of our field:

- The impact of technology and its implications for the training of office and support personnel;

- The latest wave of reform movement in American education with its emphasis on basic skills and the academic subjects;

- The promise and performance of vocational education; and
- The discovery of new knowledge and the emergence of new institutions and programs that both fragment our field and make new demands on us.

In the third part, I will present a set of propositions for your consideration. The first three of these factors relate to secondary and post-secondary levels of schooling at which we prepare people for employment; the fourth has implications for University-based programs that prepare business teachers and support service professionals.

Part 1 - About Our Name: Business Education

To define a term is to determine the limits or nature of; to describe exactly; to state the meaning of (*Webster's New Collegiate Dictionary,* 1979). If we accept this definition literally, I am not sure business education has ever been clearly defined. Statements about the role and mission of business education do appear in our literature from time to time, but they are often not precise enough. Surely, the term has an acquired meaning for us insiders. Over the years we have organized ourselves as business educators, we have developed courses and programs that we call our cup of tea, we communicate with each other at conferences and through literature, we discuss problems, issues and trends affecting our field, and encourage our students to do the same.

Every established profession has a history, a mission, a philosophy; it is characterized by its organizations, its leadership, its literature, its research, and its educational programs. Business Education does seem to meet all of these criteria; ask any doctoral student well prepared for candidacy and you will get a good profile of business education as a distinct profession. Besides, those of us who have given many years of our lives to business education have come to cherish this association and have developed a sense of belongingness to it.

Why, then, should we think of changing our name? Writing about business education in the *International Encyclopedia of Education* in 1984, Dr. Judith J. Lambrecht said:

> In spite of a long history in the public and private education sectors, many people understand neither the overriding goals nor the fundamental content of business education. This is not surprising since there is neither consensus nor complete understanding among business educators on these two topics.

According to Nanassy, Malsbury, and Tonne (1977), "Business Education means many things to many people. . . . We will reserve the term business education for those business programs and courses taught ordinarily at the secondary level, and business teacher education will be used to describe professional preparation." Another of our leaders, Professor Calfrey C. Calhoun (1988) writes:

> Business education is interpreted in many ways. To some, it pertains only to those occupations that are carried out in the office by the office workers. Others interpret its scope to include not only the jobs performed by office workers but also the functions of management and/or advancement in occupations related to the office.

At its inception in 1959, The Policies Commission for Business and Economic Education defined our scope as follows:

> Business Education in American Secondary Schools consists of both general education and vocational preparation for store and office occupations . . . . If the American secondary schools were to curtail in any way the programs that prepare young people for store and office occupations, business, industry, and government services would suffer materially for lack of competent office and store help.

Nearly twenty years later, the Commission broadened its definition. According to a 1977 statement: “Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understandings.”

While we have attempted to project the most comprehensive image of business education through some of our pronouncements (what can be more global than “education for and about business”?), typical business education programs do not reflect this image. There is a certain uneasiness that explains our constant effort to coin new names either as substitutes or additions.

It would be useful to briefly review our historical development, how we started and how we evolved over the years.

Our first name was Commercial Education. The term Commerce is British in origin and was first used in education to describe pre-university level courses designed to prepare people for employment in trade and commerce. Secretarial and office courses were added later. I wonder if the term commercial education was chosen over commerce education to indicate the motivation of those who operated private schools for profit! Be that as it may, we arrived on the educational scene in response to the need for trained employees to perform *support services* to business and industry. I think it is important to recognize that our focus has always been on the support function rather than on the central mission or activity of any organization, including business. This distinction has enormous implications for our future; I will return to it later.

In his introduction to *Business Education – A Retrospection, The 75th Anniversary Publication of South-Western Publishing Company,* Bernard Shilt (1978) wrote:

> In the 17th and 18th centuries business enterprises in this country were small and generally simple in their operations. Usually one man owned and operated the business. The few employees needed were usually obtained

through an apprenticeship system of training. By the 1700's businesses had grown both in number and in size thus increasing the demand for employees. To supply such employees, a few of the "Grammar Schools" as early as 1730's began to teach arithmetic, handwriting, and bookkeeping. Bookkeeping was one of the required subjects for all students when Benjamin Franklin founded the famous Franklin Academies in the 1750's.

The term commercial education was used up until the 1930s. Dr. Paul S. Lomax used it in describing the teacher education program that he developed at NYU in 1924. In his preface to the special bulletin of the School of Education (1924), he said:

> Commercial education has had a phenomenal growth during the past twenty-five years. It today represents one of the major divisions of secondary and higher education. This situation calls for a broad, differentiated, and intensive commercial teacher training program leading to baccalaureate and graduate degrees. Such a program is represented in the commercial education curricula which are offered by the School of Education in cooperation with the School of Commerce and Retailing of New York University. These curricula are designed to prepare teachers of bookkeeping and accounting; shorthand and typing; and retailing.

It should be clear by now that business education has been clearly identified with the preparation of office and retailing occupations at the secondary level and the preparation of teachers for these courses at the university level.

Despite the inclusion of store employment and retailing, Distributive Education arrived on the scene as a separate entity. According to Meyer and Furtado (1976), Paul H. Nystrom, Professor of Marketing at Columbia University, and a member of the Federal Board for Vocational Education, is credited with having named the instructional program distributive education. In 1935, Nystrom wrote a pamphlet titled *Vocational Training for Workers in Distributive Trades.*

According to Peter F. Drucker (1974), the only function of business is to create a customer. This makes marketing the central mission of any business. Why then did we let distributive education get separated from business education? The only possible explanation is that, in the minds of many people, business education was identified with office education.

In the 1970s, we added the terms Office Administration or Administrative Systems to university-based programs in business education. More recently, another kid has arrived on the block; we call it Office Systems.

It seems to me that our real problem lies in the unique interpretation we have made of the words business and education. Let us see what these words mean to those outside our field.

For most people, not only in this country but the world over, the term Business Education suggests not a specific program but rather the educational process through which people acquire the knowledge and skills needed to organize and manage a business enterprise.

To corporate executives, in particular, the term is synonymous with Management Education. The word education, however, is never used with reference to collegiate schools of business; they are typically called Schools of Business Administration or Management. A recent report on Business Education released by the accounting firm of Touche Ross illustrates this usage:

> For this special report, we invited business leaders, educators, and students to consider business education today. The contributors focus on a variety of subjects, ranging from the role of international management schools to the value of the MBA degree in today's business environment. Some contributors criticize the manner in which business students are educated. Others describe highly successful programs of management education.

Still others look at the needs and aspirations of today's students. All affirm the ultimate value of business education.

The Gordon and Howell (1959) and Pierson (1958) Reports also used such wording as "Higher Education for Business" and "The Education of American Businessmen." Their focus was exclusively on collegiate schools of business. In 1987, Dean Daniel E. Diamond of NYU's College of Business and Public Administration spoke from this platform on "Business Education Challenges and Opportunities." [1987 Peter L. Agnew Memorial Lecture] He focused essentially on the education of managers, which is the generally accepted mission of collegiate schools of business.

Though a precise date is hard to find, we changed from commercial education to business education in the early 1930s when the need to add the general education dimension was recognized by some of our leaders. The vocational objective, however, continued to be predominant. In response to an invitation from the National Council of Business Education, Dr. Lomax (1935) wrote a series of articles titled, "What is a sound philosophy of Business Education?" He stated that:

> We believe most decidedly that the truly distinctive place of business education in this total plan of American school education is that which has to do with the vocational objective. We do not say that it is the exclusive phase; we do say that it is the distinctive phase. As soon as business teachers in general cease to know and teach business as it is vocationally organized and practiced, then in our judgment, such teachers will cease to be distinctly business teachers . . . .

It is the interpretation of the word "business" in the following statement of Dr. Lomax that is somewhat intriguing:

> Business, as an aggregate of business transactions, embodying fundamental business principles, is essentially a mental process of persons who are

> making judgments or choices in exchange of values based on the money concept. The kind of thinking or quality of action or both which a person reveals in a business situation constitutes the acid test of any business education. It is essential to know thoroughly the *techniques of business,* such as typewriting, shorthand, bookkeeping, penmanship, selling, telephoning, and a multitude of others.

Why did our early leaders choose the name business education but interpret it as office skills? I can think of two possible reasons:

1. The knowledge-base relative to the operations of business enterprises was very limited; it was assumed that successful entrepreneurship was essentially a product of personality characteristics and material resources rather than of education and training. Professional management had not arrived on the scene. The only jobs in business that required any training at all were office jobs. Consequently, education for business meant education for employment in business offices.

2. A large number of office jobs existed in the business sector and there was a distinct need for educational programs that would prepare young people for these jobs.

While business educators were defining us in terms of office education, one forward looking Dean in a school of education, Professor Ellwood P. Cubberly (1926), presented his vision as follows:

> We have been reasonably successful in providing practical training for boys and girls in the high school period in order that they might find their place in stores, in industries, and in mercantile shops . . . . We need to develop programs for training managers. We should seek out the high school and junior college students who may be trained for leaders in the business world. Such students need sound training in world history, practical type of economics and commercial geography, a language other than our own, a

> knowledge of biology of commerce, chemistry as it is related to manufacturing, and a course in physics.
>
> These students should be given some training in actual business practice, but typewriting and stenography are not so important for this type of student . . .

The use of the word education in our name is equally inappropriate. The word has two connotations: education as process and education as content. As a process, it is used to describe an institution or setting where teaching and learning take place. When one talks about medical education, one is thinking of the teaching and learning of medicine, not of education. The word education is not used to describe either the teacher or the subject matter. English is taught by English teachers, not English education teachers, chemistry is taught by chemistry teachers, not chemistry education teachers.

Why then is accounting taught by business education teachers? It seems to me that shorthand teachers teach shorthand, not business, much less education.

As content, education refers to the body of knowledge that is taught in professional schools of education. The explicit use of the word education is therefore appropriate in referring to education courses and education professors.

I know there is some advantage to ambiguity, but not to the extent of a lack of identity!

Part II - Need for a Reconceptualization of Business Education

Let me now turn to the four major developments that I think provide a compelling argument for the reconceptualization of our field. Whether we change our name or not, we certainly need to understand these forces and respond to them in some appropriate way.

A. Technology and the Modern Office

Seen in a historical perspective, we have been eminently successful in preparing young people for office work. The bulk of the people who have traditionally worked in offices have been trained in business education programs. The office of the past was a stable place; the role of the secretary or typist was clearly defined and job requirements as well as performance standards were fairly well known. It was recognized that effective office workers needed technical skills (shorthand, typewriting, office practice, business communications, etc.), positive attitudes toward work and good work habits, and the ability to get along with people. Our programs emphasized these areas of knowledge and skill. No one need remind us that basic skills are important to us, they have always been important. In fact, we were often more effective in developing them since we did that in context, through our subject areas, and not in isolation as is so often the case. Preparing people for office work has been business education's most important contribution to American economy over the years. It is inevitable, therefore, that if the nature and functions of the office change, we must respond to those changes. We cannot continue to teach what is no longer needed on the job.

The one factor that has almost revolutionized the business office is information technology. Consequently, nowhere is the challenge of technology more profound for business education than in the area of office education.

As I reflect on the promise of information technology, I am both excited and worried; excited because of the wonderful opportunities it can and will offer to process office work faster, more accurately, and at reduced cost; worried because it may eventually eliminate the office as we know it. It is conceivable that, while the need for the right information, at the right place and at the right time will continue to increase, technology might make it possible for the processing of such information without human intervention. This is a troublesome thought indeed. The problem with any office is that is performs a *support function* to whatever is the major activity or mission of an organization. Running an office is not the purpose or goal of any organization. An office is often seen as a necessary evil involving costs but not generating income. In any effort to reduce costs, noncritical functions and personnel, such as support services, provided by the office, are likely to be on the top of the list. It is this prospect that we need to keep in mind.

As Janet L. DeMott (1985), Research Analyst with the U. S. Public Health Service, pointed out in a paper presented to the National Conference on the Future of Business Education:

> Office automation, like other computer and communication technologies, is often regarded as a double-edged sword. On one side, it is seen as a means to raise productivity by fueling economic growth and job creation. On the other side, it is seen as a source of labor displacement, potential unemployment, and disruption to the labor market.

And it is not a prospect that is too remote or far fetched by any means. As technology becomes more and more user friendly, people will develop the necessary skills to operate it through self learning. I know of business executives who are learning computer operations on their own by using available software. My own experience at NYU, since I began using the personal computer, has been that my dependence on the secretary has progressively declined. When our network becomes fully operative, with all the databases in place, and, more importantly, if I ever get adequately trained by my two colleagues, I wonder if there will be any need for me to use secretarial help in the discharge of my functions.

As the Hudson Institute report on *Workforce 2000* points out:

> The continuing evolution of computers will mean that it will be trivially cheap to apply staggering amounts of machine intelligence to jobs that are currently handled by people. Silicon secretaries that can take dictation and edit letters, reservation clerks that understand speech in any language, or robots that can load a truck or pick strawberries are easily within reach of

> technologies being developed now. By the year 2000, such machines will be coming into wide use.

Referring to communications technology, the report goes on to say:

> By the year 2000, the nation will be blanketed by a digital telecommunication network that will connect most businesses and many homes with fiber optic links of enormous capacity. Most homes will have some sort of home terminal, in addition to a traditional telephone for accessing this system. The network will make realities out of current dreams such as home shopping and banking, working from the home, and even dial-up music or video entertainment. (Johnson, 1987)

I realize that while technology eliminates certain jobs, it also creates new ones. The question is whether or not the new jobs will require the same knowledge and skills that we have been teaching in our business education courses. I am afraid not.

Traditionally, typewriting instruction has been identified with business education programs. The advent of the microcomputer has made keyboarding skills indispensable for everyone. Consequently, computer literacy as well as a variety of data processing skills are increasingly being taught across curricula in schools and colleges. Elementary schools are teaching keyboarding. Even the so-called academic subject areas like language and social studies are exploring the promise of computerized instruction with students obtaining hands-on experiences.

"Technology Education Moves Center Stage" was the title of an article by Lloyd W. Kline in a recent issue of *Curriculum Update*, the newsletter of the Association for Supervision and Curriculum Development. Kline (1987) reported that:

> In 1985, the International Technology Education Association outlined a "Curriculum to Reflect Technology" that is applicable from kindergarten

through high school. It proposed that in grades K-6, technology should build and reinforce technical awareness, in middle and junior high schools it should encourage orientation and exploration and throughout high school it should prepare all students to use technology.

This sounds exactly the way the career education concept invaded our schools in the early 1970s!

As business teachers in New York know it only too well, the 1984 New York State Board of Regents' action plan emphasizes, throughout K-12, the understanding, use, and control of technology; concrete experiences and motivational activities; critical and creative thinking, decision making, problem solving, and activities that reinforce basic concepts and skills from other subject areas.

What all of this really means is that we can no longer assume that development of technological and, especially, computer-related skills will be exclusively our domain in the future.

B. The Reform Movement and the Emphasis on Academic Subjects

One of the consistent themes in all of the recent proposals for the improvement of schools and schooling in America is the emphasis on the academic subjects – more or less a return to the classical curriculum with heavy doses of language, mathematics, science, and social studies. It is assumed that this is the only sure route to the development of the mind.

One has to know the perspective and motivation of the reformers in order to understand the recommendations they are making.

Writing in the *Harvard Education Review* some years ago, Fred. M. Newmann (1981) identified four reform perspectives in education: the conventional role perspective, the developmental perspective, the cultural emancipation perspective, and the professional- technological perspective.

In the conventional role perspective, education is viewed as encouraging pro-social behavior through the development of competencies and attitudes for citizenship. The developmental perspective focuses on individual growth, especially cognitive skills. Education becomes a dialectical process that promotes reasoning, self concept, and affect. From the cultural emancipation perspective, education must contribute to social justice. Also referred to as the liberal or neo-Marxist perspective, it encourages social critique and individual freedom from oppression.

The professional-technological perspective views education essentially as an instrument of economic growth and emphasizes need for skilled manpower to ensure high levels of productivity, employment and growth. This is precisely the perspective of most committees and commissions that have critiqued American education and made recommendations for reform. Apart from the question as to whether this should be the only perspective from which to view educational reform, the problem lies in the fact that there is little understanding among the various reform groups as to what constitutes education for economic growth. There is a real possibility that some of the recommendations of the reformers might result in the elimination of educational programs designed to prepare people for productive employment.

Much of the recent criticism of our schools has been prompted by America's decline in international competitiveness in relation to countries like Japan. Once again, it is assumed that this decline is the direct outcome of the failure of our school system. If we have to compete with the Japanese, the argument goes, we must improve our schools. That this is an oversimplified explanation of our decline in international economic competition is not hard to see for anyone who knows better. This is the typical American reaction; in the face of any major challenge facing our society, we turn our attention to our schools, both to explain the problem and to seek a solution. Remember Sputnik? When the Russians launched it, American educators began a campaign to fill the high school curriculum with mathematics, science, foreign language and other “solid subjects” that would permit our high school graduates to compete with their Russian counterparts. As someone has said, the next wave of educational reform will come when the Japanese put a Toyota in space.

Fortunately, not everyone seems to think that a standardized academic curriculum is the answer.

In a report on *The Forgotten Half: Non-College-Bound Youth in America*, the William T. Grant Foundation Commission on Work, Family, and Citizenship (1987), calls attention to the approximately 20 million Americans between the ages of 16 and 24 who are not likely to embark on a college education:

> The Commission disagrees with some of the recommendations in the current reform movement (focused on the college bound) that public school curricula be standardized in order to prepare the college bound for higher education. However, for young people who have not fared well in school, more of the same means less learning.
>
> Research has confirmed what teachers have long recognized as fact: children learn in different ways, some who do not absorb much from books and lectures, perform much better when allowed to learn through hands-on activities at their own pace. The system rewards those who learn well through conventional paper and pencil tasks, but the system should not penalize those who learn in other ways. They may have skills and abilities to become highly productive adults but they need help in getting started. Schools need to offer varied learning experiences that take advantage of students’ abilities rather than ignore those young people who do not fit the proper mode.

In a paper presented at the Delta Pi Epsilon National Research Conference in 1986, Dr. Judith J. Lambrecht analyzed issues relating to academic preparation for business. She pointed out that linkage of the terms academic and business has conflicting connotations: that academic preparation may be necessary for sound preparation for business and that business preparation might be appropriately considered part of academic preparation. The challenge to us is to show the potential of our subject matter to contribute to academic competence.

Business education is viewed as non-academic, non-essential for graduation and college entrance, based on a narrow view of our field as specific job training. We do not accept that view, Lambrecht says. We have an excellent track record of developing basic skills; we do this in context. Verbal skills through shorthand and transcription; numeracy through business mathematics and accounting; communication through business English or business writing and so on.

Since some of the education reforms have been implemented through legislation, they are here to stay. Among them is an increase in high school graduation requirements, especially in mathematics and science and the consequently reduced scope for electives such as business education. As Floyd L. Crank (1986) pointed out recently:

> Even though business educators make a claim for contributing to the general education outcomes of schooling, little or no evidence exists that specifies exactly what those contributions are. Perhaps our claims can be substantiated by a thorough study of the general education contributions of our courses.

The reform movement has thus challenged us to reexamine and articulate the general education value of business education.

C. The Promise and Performance of Vocational Education

The case for integrating work with education is usually built on three grounds:

1. Meeting the human resource development needs of society (preparing people for jobs – vocational education);

2. Increasing the options available to each student; and

3. Serving as a motivating force for all types of learning.

Although the need for some form of training for employment is recognized in most societies, there is no consensus on what preparation for work means. Technical skills can be identified for certain jobs, not for others. Even if they are identified, there is no consensus that they need formal schooling for their development. Our definitions of vocational and general skills are fuzzy too. In fact, I submit that no body of knowledge or skill is inherently general or vocational; these are only two perspectives from which one acquires any knowledge or skill.

In her paper on "Academic Preparation for Business," which I cited earlier, Dr. Judith Lambrecht summarized the frequent criticisms of vocational education programs as follows: inability of students to obtain employment related to their preparation; to obtain employment in good jobs as against low paying, low skill jobs offering few opportunities for advancement; the inability of vocational courses to develop or improve basic skills; and the large proportion of lower ability and minority students enrolled in vocational education programs.

These criticisms are directed against vocational education in general; evaluations of specific programs are not known. And whenever data are presented, business education comes out as relatively more successful in providing vocational preparation. In a paper prepared for the National Conference on the Future of Business Education, Kenneth Hoyt (1985) cited the following figures from a 1985 Bureau of Labor Statistics publication:

Of the 25 occupations with the largest numbers of workers who utilized training obtained in school programs, secretaries ranked number one;

Of the 25 occupations with the largest number of workers who utilized high school vocational education programs, secretaries ranked number one;

Of the 25 occupations with the largest number of workers utilizing private post-high school vocational training, secretaries ranked number two;

Of the 25 occupations with the largest number of workers utilizing public post-high school vocational training, secretaries ranked number one.

While few will argue that secondary school programs can or should turn out finished products for the labor market, there seems to be a fair amount of support to the idea that schools should develop generally transferrable skills useful in the world of work.

As Frank C. Pratzner (Kline, 1987) says:

> While schools cannot prepare students for all unknown future contingencies, it does seem reasonable to expect them to help students develop generally applicable, transferable skills and individual attributes to levels of proficiency useful in a wide range of situations. . . . At least through high school, vocational education should emphasize individual student growth and development with the aim to prepare youth for a lifetime of work in a dynamic economy where the only real certainty is the certainty of change itself.

According to Ernest L. Boyer (Kline, 1987), President of the Carnegie Foundation for the Advancement of Teaching, "Our goal should be a quality education that helps students understand that life is a blend of work and further education."

John Goodlad documented the bias of most teachers and administrators who tend to favor the verbal and quantitative academics of college-bound students at the educational expense of students strong in manual abilities. Goodlad (Kline, 1987) wrote:

> Most educators recognize "handedness" not as an alternative mode of learning to "headedness" but as inferior to it. I want the college-bound students to include vocational studies just as I want to be sure that students not going to college secure a balanced program in academic subjects.

Ann Bastian (1989), social policy analyst with the New World Foundation in New York, makes an even more pertinent observation relative to vocational training:

> Most young people now entering the workforce will have a number of different jobs across their working lives. Technologies will change at an accelerating pace, opportunities will shift across economic sectors, and most specific skills training will occur on the job. We continue to promote narrow vocational training, increasingly in trades or technologies that are obsolete. We have also widely succumbed to early tracking based on presumed labor market destinies, to test-driven and quantifiable curriculums, and to the mastery of highly segmented specific skills. School counseling, which is chronically understaffed, offers too little, too late, and in too many separate places. If we want to prepare students for the world of work, we have to help them investigate its real problems; it is a world of many conflicts – wealth, power, health, and security.

The important message in all of this for business educators is that we need to broaden the scope of our courses by including more substantive content reflective of the world of work.

Two recent best-selling books have attacked educators for paying insufficient attention to the content of the curriculum and emphasizing, instead the process. Diane Ravitch and Chester E. Finn, Jr. (1987) charge that:

> There is a tendency in the education professions to believe that what children learn is unimportant compared to how they learn, to believe that

> skills can be learned without regard to content, to believe that content is in fact irrelevant, so long as the proper skills are developed and exercised.

In the *1988 Yearbook of the Association for Supervision and Curriculum Development,* the contributors have addressed the question of content from the viewpoint of their particular disciplines: language, mathematics, science, social studies, home economics, and industrial arts. Because so many of our business education courses focus on skill development, we are particularly in danger of ignoring questions about content. From time to time, we need to identify important ideas, concepts, and generalizations that must be taught in our classes.

D. The Discovery of New Knowledge and the Emergence of New Institutions and Programs

Let me now turn to university-based business education programs that seem to be facing some of their greatest challenges in recent history. These challenges arise from several sources. Among these are: their location (whether they are in schools of business, schools of education, or some other units); declining enrollments in business teacher education which used to be their exclusive mission; and the fragmentation of the business teacher educator group consequent to the development of new knowledge in technology, communications, organizational theory, and management information systems. It seems to me that it is in the colleges and universities that business education, as we have known it, faces a real identity crisis.

Let us briefly review how we got here. We started as business teacher educators. Until about the 1970's, business teacher education programs flourished as business education saw its greatest growth at the secondary school level and the demand for teachers was high. Despite our early beginnings in schools of education, subsequent development of business teacher education programs occurred in collegiate schools of business. In fact, business education was the forerunner of many colleges of business, such as my own alma mater, Northern

Illinois University. Some of the early deans of colleges of business were business teacher educators.

The reports of the Ford Foundation and the Carnegie Corporation in the late 1950s brought about major changes in the philosophy and mission of collegiate schools of business. In their new orientation, business teacher education did not quite fit. The preparation of teachers for the public schools did not seem to be an appropriate mission within a school that was committed primarily to research and scholarship in organizational behavior and quantitative analysis appropriate to the development of management science.

In the 1970s many business education departments introduced a non-teaching option. It was given such names as Office Administration or Administrative Services. There were two reasons for this move: first, to offset the decline in business teacher education enrollments, and second, to establish a functional area within the school of business that might be accepted as consistent with the mission of the school. Involvement in the training of business personnel, rather than teachers alone, was expected to earn recognition as an equal to the other functional areas in the school. The fact that this change in name occurred only where business education programs were in schools of business supports my reasoning.

A more recent development in university-based business education programs is the emergence of Office Systems as a distinct field of study, first in the school of business at Indiana University, and, later, perhaps as a result of one of IU's graduates – Professor Bridget N. O'Connor – bringing it to New York University. What is Office Systems and how does it relate to business education?

According to Georgia B. Miller (1986), a leading professional in the field:

> The Office Systems concept has evolved from traditional office management and office automation roots. Office management suggests a paper-based system; office automation mandates that the system be computerized. Since

> most organizations are neither entirely paper- nor entirely computer-based, the term office system is offered as a more descriptive term.

If I may be allowed to read between the lines, I see this field as somewhat transitory, that total computerization of the office is the goal and that it is only a matter of time.

That this field is broad and interdisciplinary, and not an extension of the secretarial studies curriculum, becomes clear as one reads Dr. Miller's (1986) analysis of career preparation for office systems:

> Since office systems is another application of a systems approach to solving business problems, the various system subsets claim it as part of their areas. MIS specialists are expanding their areas of application, DP specialists are claiming the office as an extension of the technology movement, and office management specialists are holding their claim based on tradition. . . .Perhaps other groups will establish attributes that suggest success in managing office systems before a specific career is determined as the best fit.

Another major factor that has long-term implications for us is what Cameron Fincher calls the "managerial revolution." In an article titled, "The Demise of Administrative Mystique," Fincher (1975) says:

> The major implication of the managerial revolution is the pervasive belief that management methods are so highly rationalized that they can be disassociated from their origins and transferred from one organizational setting to another, that they are unitary and trans-organizational. This traditional model of the executive with broad experience, mature judgment and good grace is no longer considered viable. The emphasis now is on technique and analytic skills that diminish the role of subjective opinion, intuitive judgment, and previous experience. With the increasing interplay of behavioral science in management, there is an intensified awareness of

> the importance of organizational theory and a receptivity to such movements as organizational development in which the resistance to change is reduced through behavioristic concepts and methods.

We are witnessing increasing application of these new management concepts to non-business settings, including education. Also, the technological progress in the processing of information and the development of management information systems in industry and business are influencing educational programs. In SEHNAP alone, we have seen the proliferation of courses in computer technology and management across departments and divisions.

An inevitable consequence of this development has been the fragmentation of our field. Several business teacher educators have shifted their professional association to business communications, consumer economics, office systems, information processing and decision sciences. They have joined other organizations, are less frequently seen at business education conventions, and often write for journals outside of business education.

A somewhat unrelated development, but one that is making new demands on us, is the new interest in advanced degrees in business education on the part of people who had no prior association with the field. The changing population of doctoral students at NYU is one example. A typical doctoral student in business education is no longer the prospective business teacher educator; rather, he or she is a college teacher of business subjects, often in such functional areas as accounting, marketing, and management. In the past, such candidates would have generally opted for a doctorate in their discipline.

The reasons for their seeking business education degrees are less clear than the domain of their future professional work. In the interest of their career advancement in collegiate schools of business, these individuals are more likely to pursue their scholarly activities in their discipline rather than in business education. If this trend continues, along with the decline of business teacher education programs and the fragmentation of our field, the traditional source of leadership in business education will soon dry up.

Part III - Propositions for Consideration

And now to the last part of my presentation. Based on the above analysis of some of the major forces, I offer the following propositions for your consideration:

1. Teaching of New Technology at the Expense of Basic Skills is Shortsighted.

We must dispel the myth that basic skills will not be important as technology develops further. Why worry about spelling when SpellCheck is readily available? Or, at a more advanced level, why bother to learn the procedures of statistical analysis when SPSS can do the job? Since the glamour of technology is far more attractive than the learning of basics, which is often considered tedious and boring, we must find effective ways of integrating the two.

2. The Relationship Between Education and Work is Complementary, Not Competitive.

As instruments of personal growth, education and work have a great deal in common. Both shape our life styles, values, and culture; both help us discover ourselves in relation to our environment; both are exciting and fulfilling when they are meaningful; conversely we tend to resist both when they are devoid of meaning; both perform psychological, social, and economic functions; both constitute fundamental human rights; denial of either has serious social and economic consequences. The more we understand this relationship, the less we will fight the notion that integration of meaningful work can contribute to quality education.

3. The Value of an Educational Experience is More Important Than the Route Followed in Acquiring That Experience.

The predominant organizational model in educational institutions is discipline-based. Departments are organized around disciplines, teachers identify themselves with their particular department, and administrators view departments as “units” for financial accountability. The increasing interdependence of knowledge and the compelling argument for finding interdisciplinary solutions to problems makes this model obsolete. We must dismantle territorial barriers and seek new alignments with programs and people so as to serve our students better. The effectiveness of a course of study derives from its content and methodology, not from its location in the organizational structure.

4. Learning in School and Outside Are Sufficiently Different to Warrant Careful Investigation.

Rupert Evans (1971) suggested, many years ago, that nothing should be taught in schools that can be learned adequately in another of society’s institutions. The question as to what is learned more effectively in school and what should be left for later on-the-job learning is by no means settled.

Lauren B. Resnick, in her presidential address in the 1987 American Educational Research Association Convention identified four points of distinction between learning in school and learning outside:

- Schooling focuses on the individual’s performance, whereas out of school mental work is often socially shared;

- Schooling aims to foster unaided thought, whereas mental work outside school usually involves cognitive tools’

- School cultivates symbolic thinking, whereas mental activity outside school engaged directly with objects and situations; and

- Schooling aims to teach general skills and knowledge, whereas situation-specific competencies dominate outside. We need more research on the development of competence in people who are becoming experts in their fields.

Resnick (1987) continued by stating:

> We know a good deal about the differences between good and poor students in reading, mathematics, and science and between those who generally do their school studying effectively and those who do not. But we know little about how these findings translate to learning in practical settings or on the job.

We can benefit from the emerging research and scholarship in the area of school and outside learning. As business educators respond to the various pressures for curriculum reform and the often conflicting demands for depth, breadth, rigor, and flexibility, they will have to make informed judgments as to the knowledge and skills that are best learned in school and those that should be left for later, on-the-job learning.

5. While the Ability to Solve Problems is Important, Equally Important Is the Ability to Transcend Problems.

Ian Mitroff (1986) makes a distinction between solving, resolving, and dissolving a problem. We often define a problem rather narrowly in our quest for precision and then seek an exact solution to it. When one broadens a problem to make it more amenable to solution, one dissolves the original problem. Within the broadened definition of the problem, one looks not for the best solution but for a solution that is good enough, a solution that allows a problem to be managed as it changes over time. This is resolving a problem.

Schumacher (1978) presented essentially the same idea at a philosophical level when he distinguished between problems that can and need to be solved and those that cannot be solved and need to be transcended. While I do not dispute the emphasis being placed on the development of problem solving skills at all levels of education, I do believe that students should be able to distinguish between convergent and divergent problems; the former usually produce a solution, the latter do not.

6. Important Social and Human Problems Cannot be Solved Through the Application of the Scientific Method Alone.

John Ziman (1978) has developed this point beautifully:

> Science has become the central culture of modern society. As traditional ethical and behavioral systems disintegrate, leaving fragments that diversify and mutate endlessly, only the principles of material rationality and technical competence remain and cohere . . . . While the reliability of scientific knowledge in engineering, medicine or manufacturing is not in doubt, the application of scientific methods to the niceties of human emotion and social organization must be questioned. Since the social world is fundamentally different from the natural or physical world, we need other sources of insight and other guides to action beyond the reach of the scientific methods.

The scientific approach, with its emphasis on logic, objectivity, and precision, has undoubtedly yielded spectacular results within the sphere of inquiry it is best equipped to handle and analyze. But we need also to recognize the limitations of the scientific method in the context of investigations that involve the world of meaning, experience, and values. (Sapre, 1981).

7. Teaching and Managing Are Both Performing Arts Based On a Core of Cognitive Abilities, Technical Knowledge, and Skills.

We need to see the basic commonalities between teaching and managing and, as an extension of this thought, between the training of teachers and managers. Both are concerned with the development of people, both face the challenge of motivating people to higher levels of performance. Both must strive to create conditions that foster human development and growth. Both need effective human relations skills. Both need to develop leadership qualities so as to provide good role models. Both face the dilemma of maintaining a proper balance between theory and practice (Sapre, 1984).

Management education and educational management programs must collaborate in their common pursuit of developing human service professionals. As a corollary to this idea, business educators should extend the scope of their service to the human resource development function in business as well as non-business settings. Developing and managing people is perhaps the greatest challenge American business faces. Any contribution that educators can make to the development and delivery of meaningful human resource development programs will be worthwhile.

8. No Education is Worthwhile If It Does Not Go Beyond the Factual, the Immediate, and the Superficial.

In our efforts to develop programs that meet the needs of society, especially of business where many of our graduates are employed, it is easy to lose sight of an equally important function: to reflect on existing reality, to raise normative questions, to reinforce fundamental values without which no society can endure. The conflicting pulls and pressures of a pluralistic society and the increasing concern for individual over societal goals have weakened a collective sense of basic values. Many teachers find it safe to assume a posture of neutrality when confronted with controversial issues that have a moral or ethical dimension. Business teachers should not shy away from this responsibility. Speaking from this platform in 1986, Professor Karen R. Gillespie made an impassioned appeal to business teachers to include ethics whenever business situations under discussion involved moral values.

The current situation about the teaching of values reminds me of a story. This is a story of four people named: *Everybody, Somebody, Anybody, and Nobody.*

There was an important job to be done and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody would not do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Concluding Observation

Let me bring this rather long and winding talk to a close. Business education is facing some of its toughest challenges ever. Powerful forces are making unprecedented demands on us and it is not easy to respond. The electronic age is too complex to be manipulated by any one of society's institutions, including education. Yet, it is too pervasive to be ignored. We must augment our resources and make a concerted effort to find a renewed sense of purpose and direction. Given the strength of our commitment to serve our students with care and competence, we should be able to weather *this* storm as well.

Thank you.

("Toward a Redefinition of Business Education," 13th Annual Peter L. Agnew Memorial Lecture, New York University, 1989, 1-41.)

Padmakar's invited lecture was universally well received, as he presented the 'not-so-obvious' issues in such a straight-forward and logical manner, with which few could argue. It was unfortunate, however, that it came so late in our professional environment that the die had already been cast in many parts of the country; those most able to respond effectively were hobbled by a lack of a strong local and regional power base to effect these recommendations.

Each of us enjoys the chance to thank, in a professional manner, those who have had a significant positive impact on our career. Such was the case in 1994 when, in Nagpur University in India, Dr. Sapre had the chance to do this for a British economist, E. F. Schumacher. Dr. Sapre funded and then introduced the first speaker at a lecture series to honor Schumacher in that country.

This occasion marks the fulfillment of a long cherished desire of mine. Ever since I decided to take voluntary early retirement from New York University and return to India for good, I have had a compelling desire to do something to commemorate the many contributions of E. F. Schumacher whose impact on my intellectual development has been profound. . . . Among the ideas generated, an endowment for instituting a Schumacher Memorial Lecture Series emerged as the most desirable project . . . And here we are . . . .

To quote the eminent economist Barbara Ward, "Schumacher belonged to that intensely creative minority who changed the direction of human thought. And his two books, Small Is Beautiful and A Guide For the Perplexed would alone ensure that his ideas will remain very much alive. . . ."

In Small Is Beautiful: Economics As If People Matter, Schumacher challenged every assumption of economic science, right down to its psychological and metaphysical foundations. His work belongs more to the tradition of what we in India call Gandhian Economics. He spelled out the essential good sense of a third world economic policy that rejected imitation of Western models. His primary concern was value, not money. This is reflected in his wide range of writing on ecology, resource utilization, technology, education, and work. . . .

In A Guide For the Perplexed, Schumacher offers a philosophical framework for understanding and making the most of the human condition. In a class by itself, this book has contributed more to my intellectual development than any other piece of his writing, and has helped me to understand the "beautiful human being.". . .

When Schumacher died on September 3, 1977, Hazel Henderson, the renowned environmentalist, observed: "the world has lost a calm voice of sanity and humanity. His best memorial will be in the continuation of his work by the growing global movement for the wiser, more humanly and ecologically use of technology." If this humble project helps even in a small measure to achieve that objective, and add to the intellectual and cultural life of the University and the city of Nagpur, I will be more than fulfilled.

("Inauguration of The E. F. Schumacher Memorial Lecture Series," Nagpur University, India, 1994 and reported in Chapter 30 in Rewards of Teaching, Pune, India, 2010, 318-321.)

Recognitions and Awards

During Padmakar's 16-year academic career at NYU, he was recognized numerous times for his scholarship and professional contributions, both by NYU and beyond. Perhaps the most lustrous recognition was in 1988 with his Great Teacher Award, given annually to only five members of the entire University faculty after a rigorous vetting and evaluation process. Other awards, too, were of high professional value; however, the Great Teacher Award ranks among the very highest. The following are a select few such honors:

Great Teacher Award, New York University Alumni Federation, 1988

Outstanding Contributions to Business Education Award, Alpha Pi Chapter, Delta Pi Epsilon, Northern Illinois University, DeKalb, IL, April 16, 1986

Outstanding Business Educator Award, Business Education Association of Metropolitan New York, May 12, 1984

Outstanding Leadership In Critical Times Citation, Faculty of Curriculum and Instruction, New York University, April, 1981

Estelle L. Popham Award, Alpha Xi Chapter of Delta Pi Epsilon, Hunter College, City University of New York, 1978

Creative and Dedicated Leadership Award, Alpha Chapter, Delta Pi Epsilon, New York University, 1978

Authors' note: The remaining materials--Padmakar's continuing authorship and publications, presentations and commentary--largely occurred during his post-NYU retirement period and while residing at home in India. However, many of these contributions had their genesis and were honed during his NYU years, and as such, they are included here. The reader will note the integration of his thinking and his philosophy with his experiences both in the U.S. and in India.

Cultural Beliefs and Philosophy

A good deal of Dr. Sapre's writings and talks concerned the cultural beliefs of India as they related to business and business education. An interesting talk presented in 1996 focused on the Vedantic perspective as it relates to management. The opening sections of that paper are presented here.

What is Vedanta

Vedanta is a body of knowledge found at the end of the Vedas, perhaps the most ancient of Indian scriptures. There are four Vedas, each of which is divided into sections. The first section of each Veda deals with a wide range of human activities prompted by the desires for pleasures, economic security and religious and moral well being. The last section, called Vedanta (anta means end, hence the end section), reveals knowledge about the individual self, about the external world in relation to oneself, and about God, whose manifestation is found in the creation itself. Together, this knowledge is called Self Knowledge, unfoldment of the reality of the Self in relation to the Non-Self, comprised of everything else.

Vedantic knowledge has been unfolded in India from ancient times through a long and unbroken teacher-student tradition. The source of this knowledge is not known, but it is Shankaracharya, acknowledged by many as one of the greatest teachers of all time, who wrote extensive and masterful commentaries on the major texts that have been continued to enrich the teaching of Vedanta to this day. Two primary sources of Vedantic Knowledge are the Bhagavad Gita (hereafter referred to as Gita) and the Upanishads. The Gita is comprised of 700 verses, presented in 18 chapters. It is a dialogue between Arjuna and Lord Krishna, initiated by Arjuna's dilemma. Perhaps the best known of all Indian Scriptures worldwide, the Gita is a treatise on management of one's own life as a whole.

Vedanta and Management

Management, as . . . understood today, refers to concepts, skills, and techniques needed for the effective functioning of organizations. Primarily developed and validated in the West, and in the context of business and industry, this body of knowledge is being increasingly applied to a variety of non-business organizations as well, including education. Education Management thus emerged as a distinct field of study and research in higher education throughout the world.

The focus of modern management concepts and skills is on managing "others" resources, other than oneself, although there are occasional references to self management in the context of such topics as leadership and business ethics. Vedanta, by definition, is Self Knowledge – understanding the reality of oneself. The basic premise of Vedanta is that ignorance of the reality of one's true nature is the cause of the fundamental human problem – the persistent feeling of inadequacy, insecurity, and limited entity that create the desire to "become" adequate and secure through the pursuit of a wide range of activities, economic, social, and cultural. It is only through an understanding of one's true nature that an individual grows out of this feeling and liberates himself from the perceived bondage of human existence. The Gita deals exhaustively with the fundamental human problem which is universal; the insights that the Gita provides are also universal and valid for all time.

This paper is a modest attempt to (1) delineate selected concepts from the Gita and Upanishadas that have implications for management and (2) examine how they relate to some of the issues and trends in modern education management. *("Education Management: A Vedantic Perspective." Paper presented at the CCEAM Regional Conference, Kuala Lumpus, Malaysia, 1996, and reported in Chapter 19 in Rewards of Teaching, Pune, India, 2010, 207-208.)*

Padmakar's personal philosophy included afternoon "quiet time," a meditation period, and he frequently asked questions in class and of his students concerning larger philosophic issues of purpose that transcended individual concerns, which attempted to move his students into larger and deeper global concerns.

Management Training and Content Knowledge

A wonderful editorial written in 1996 was directed at the topic of management training. It was so perceptive in its commentary that it is reproduced in its entirety here.

"Physician, heal thyself." This is an old saying that we all have heard. Perhaps the underlying idea is that people with specialized knowledge and skill (experts), who engage in the delivery of human services, often do not seem to follow, in their own life, the advice they give to their clients. Whether it is in the context of dealing with a specific situation, or solving a particular problem or, in general, enhancing overall effectiveness, credible professionals in various fields of human activity know the right answers and can prescribe appropriate do's and don'ts to those who seek their advice. That, in many cases, such advice is indeed effective in producing the desired outcomes is also common knowledge. Why is it then that so many of such "professionals" do not appear to live their own lives by the same code? Are they saying "Follow what I say, not what I do?" What are the implications of this dichotomy between what people in authority tell others to do and what they do themselves? Is this necessarily "bad?" Does this constitute hypocrisy? We need to look at it a little more carefully before making a blanket generalisation and putting a "value" on it. The relationship between a physician and his/her patient is always on a one-to-one basis. A patient comes to a physician for the treatment of a specific problem. It is diagnosed in relation to the patient's overall physical condition, its historical background, and other related factors. The treatment prescribed is specific in each case. It has nothing to so with what the physician prescribes to others. What health related guidelines the physician himself lives by is also irrelevant to the effectiveness of the treatment prescribed for a given patient.

The situation is substantially different in other areas of professional service. Let us look at management and teacher education, two areas of primary interest to us. How would we respond to the following situations? (a) In a management training programme, a resource person invited to speak on time management comes half an hour late and is so disorganised that he is unable to cover the topic. (b) A professor is delivering a scholarly lecture on motivation but half the class has gone to sleep in sheer boredom. (c) A teacher educator is discussing the merits of participatory methods of teaching (discussion, group work, case study, role-playing, etc.), but all he does is "lecture" about these. Admittedly, the professional in each of these cases is highly knowledgeable; his expertise is not questionable (at least, let us assume so). Is it not true, however, that in each of these cases, our expectation goes beyond mere knowledge? We expect that we should be able to "see" that knowledge come to life during the presentation. We expect the experts to "demonstrate" some of what they are talking about. In the time management session, we should be able to experience effective budgeting and utilization of time by the resource person; the lecture on motivation should be able to hold our attention to the exclusion of other distractions; the methods class should result in giving us a feel of the participatory methods to the point that we would want to try some of them in our own classes. When these expectations are not met, the presentation has little impact, if any. In our frustration, we draw the wrong conclusions: that what is taught is not doable; it sounds good in theory but is not practical. Needless to say, we return from these "learning experiences" without really learning much let alone feeling enthusiastic. Once again, it is "business as usual."

The syndrome described above has serious consequences. We are living in an age when the need for continuing education is being emphasized in all fields. In-service education, professional development, training are household terms.

Many such programmes have become institutionalized . Universities have academic staff colleges [ASC]; banks have staff training colleges, and so do other institutions, both public and private. The assumptions underlying these efforts are that: (a) those for whom the activity is intended are in need of upgrading of their performance-related competencies – knowledge, skills, attitudes, work habits, personality traits, and the like; (b) such competencies lend themselves to development through training, that people can indeed change; and (c) those involved in providing the training are competent as well as credible – they already have achieved for themselves the level of competence that they are trying to develop in the trainees. How often do we pause to check the validity of these assumptions? We have seen so many of the programmes where one or more of these assumptions do not obtain.

Awareness of the need for upgrading competence requires an understanding of what constitutes expected or optimum performance as well as an objective assessment of one's current level of performance. In the absence of this awareness, a training programme in which one is asked to participate becomes an "imposition" from an external source. This perception spells failure from the very beginning in as much as the participant limits his role to mere physical presence and compliance with rules and regulations. It is a ritual one goes through either in response to an external directive or because there is an assurance of some material rewards at a later date. For example, the UGC stipulates "attendance" at ASC courses – orientation or refresher – as a requirement for salary increments. No one seems to be concerned about the content of the experience and its outcome – not the participant, not the institution where he works, not the UGC. What is the "return on investment" in such programmes? Who is the real beneficiary, if there is one, in terms of the substantive purpose of the programme, not its instrumental value in relation to salary increments? Many training programs are focused on "behavior modification." They seek to bring about "desirable" changes in people's ways of thinking and doing. Here again, there are two assumptions: (a) that one can actually "change" another person and (b) that the one responsible for changing has the capability to do so. As for the first assumption, we need to understand the subtle difference between actually "changing" someone and "helping" someone change. In the context of teaching or managing, it is the latter that we have in mind. Change can occur only if one has the WILL to change oneself and also make an appropriate effort in that direction. Motivating people to want to change and then providing the necessary assistance is what teachers and managers are supposed to do. Their credibility to do this effectively derives from their conviction about the desirability of the needed change and their competence to guide another person through the change process. If either of these is lacking, the credibility of teachers and managers is substantially lost.

A word about the "limits to change" is perhaps warranted. Popular wisdom ranges from "human nature is fixed and cannot be changed" to "human beings have an infinite capacity to learn and change; the sky is the limit." In his recent book titled "What You Can Change and What You Can't," Martin Seligman observes: "The change from a deep belief in the unchangeability of character to an equally deep belief in the capacity to change is recent, and it represents one of the most fundamental and important revolutions in modern thought. Strangely, this is a history that has gone unwritten."

Many of our current ideas and practices in education and management seem to be based on the notion that, given the will, there are no limits to what people can accomplish. We are inspired by the ideals of human rights and equality. We talk about "education for all," but often fail to recognize the difference between equality of opportunity and equality of achievement. The former can be ensured through public policy, the latter cannot. The self improvement movement is inspired by the faith that we can change anything. But, as Seligman points out, "our very personality – our intelligence and musical talent, even, our religiousness, out conscience (or its absence), our politics, and our exuberance – turns out to be more the product of our genes than anyone would have believed a decade ago. Our biology frequently makes changing, in spite of all our efforts, impossible." An individual's achievement is the combined result of natural endowments and self-effort. Recognizing the potential as well as the limitation of the former, it seems to me, can help arrest the current trend of unrealistic goals and misdirected efforts on the part of teachers, students, parents, managers, and the people they manage. The cost of shattered hopes and wasted resources due to our failure to recognize the nature and limits of change in human behaviour are enormous, both to the individual and to society at large. A well known prayer captures ancient wisdom about change: "Oh God, give me courage to change the things I can, strength to endure those I cannot, and wisdom to know the difference."

("Management Training: Who is Training Who, and for What?" Editorial, The CTE Journal, Vol. 6, No. 4, 1996 and reported in Chapter 24 in Rewards of Teaching, Pune, India, 2010, 278-282.)

Dr. Sapre's own thirst for knowledge resulted in extensive reading of the works of others which then resulted in his sharing a number of theories on a topic as he gave a presentation. A good example of this approach is seen in a 1998 talk at the National Council for Teacher Education as he shared the categories of knowledge related to teacher education presented by two different individuals: Shulman (1987) and Eraut (1994). Shulman suggested seven categories of knowledge, while Eraut suggested six. Here are their suggestions, which include Dr. Sapre's interpretations relative to India.

Shulman:

Content knowledge: This refers to the knowledge of the subject matter taught. Teacher educators are typically called upon to teach one of more of the foundation courses – history, philosophy, sociology, psychology – and a methods course. The foundation courses are more in the nature of academic disciplines; those who teach these courses must demonstrate sound scholarship as well as the ability to relate the fundamental concepts to the teaching-learning process. Those who teach special methods courses must have a mastery of the subject matter.

Knowledge in any field has two dimensions: the product dimension and the process dimension. The first refers to knowing the concepts, principles, theories, and generalisations that constitute a given body of knowledge. When one learns a body of knowledge from a textbook, the learning is limited to the product dimension. The process dimension deals with a different set of questions, such as: What are the sources of this body of knowledge? By what process is it discovered"

How does it grow and develop? By what process are new concepts validated and included, obsolete concepts and explanations identified and eliminated? Who makes these decisions and on what basis? How does learning occur in a given subject area? The process dimension is particularly important for teacher educators. In fact, a teacher educator cannot be said to have acquired mastery of a subject matter until he/she has developed an insight into the process by which such mastery is gained.

Pedagogical content knowledge: This is perhaps Shulman's greatest contribution and comes close to what we in India refer to as content-cum-methodology. It represents the blending of content and methodology into an understanding of how particular topics, problems, or issues are organised, represented, and adapted to the diverse interests and abilities of learners and presented for instruction.

Pedagogical content knowledge includes, among other things: knowing the common errors and misconceptions about a given subject matter that students have picked up along the way and the appropriate strategies for correcting these; knowing what makes the learning of a particular topic difficult for most students and how it can be simplified and facilitated; and knowing how to build on the exciting and developmental aspects of the subject matter so as to enhance students' motivation to learn. Pedagogical content knowledge is what distinguishes the teaching of special methods courses from that of general methods courses.

General pedagogical knowledge: This refers to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter. This is what we teach in our general methods courses.

Curricular knowledge: This refers to knowing the relationship between the course being taught and other courses that students are taking, have taken before, or will take in the future as part of their total curriculum. There are two dimensions to curricular knowledge, vertical and horizontal. Vertical refers to relationship with earlier (elementary) and future (advanced) courses in the same subject area; horizontal refers to relationship with courses in other subject areas being taken concurrently.

Knowledge of learners and their characteristics**:** This refers to being able to recognise individual differences among learners and respond to these with a view to facilitate and enhance learning. Learning theories, learning styles, motivation and readiness fall into this category.

Knowledge of educational contexts**:** This includes workings of the group or classroom, the governance and financing of the school, organisational culture, internal and external environment and the like.

Knowledge of educational ends, purposes, and values, and their historical and philosophical grounds. This is the province of the foundation courses.

Eraut:

Knowledge of people is largely acquired unintentionally, as a by-product of encounters that have other purposes. These may be direct encounters with the person concerned or encounters with third parties who provide indirect information. Such information, in most cases, is disorganised , somewhat random, and partly subconscious.

Situational knowledge is acquired by being it situations, sometimes by accident, and sometimes with a purpose. The quality of information depends on how it is filtered through the receiver's perceptual framework and on whether it is based on an adequate sample.

Knowledge of practice covers the whole range of policies and practices from which practitioners choose methods and approaches, organisational structures, staff development activities, external relations, and so on.

Conceptual knowledge includes a set of concepts, theories, and ideas that a person has consciously stored in memory and which are available for use in analysing issues or problems. The real work of learning comes when one tries to use an idea in the reality of a complex situation.

Process knowledge features prominently in management courses. Management is about getting things done and management books are largely about management processes such as planning, organising, coordinating, assessing, and team building.

Control knowledge refers to knowledge that is important for controlling one's own behaviour, and excludes that which is concerned with controlling others. It is, essentially, self knowledge; it is the means by which one uses all other forms of knowledge. Control knowledge is rarely given much explicit attention in professional education.

("Toward a Knowledge Base of Teacher Education," Special Address delivered at 12th Annual Conference of Council for Teacher Education, 1998, at Kishori Raman Teachers Training College, Mathura, India, 10-13.)

The role of women in management was addressed by Dr. Sapre in a 1999 lecture delivered at St. Ann's College of Education in Mangalore, India. It was the annual Mother Josephine Memorial Lecture so the topic was quite relevant to the lecture series. After reporting extensive amounts of research on the subject, the concluding section of the talk, presented here, suggests implications for women's career choices.

While the foregoing review of literature is by no means exhaustive, it is adequate for my purpose this morning. What is important is to draw some conclusions that can guide young women who might aspire for managerial and leadership positions in organisations -- public and private, profit and non-profit – including Education. I realise that the research and writing that I have reviewed is largely Western; its validity for India can be questioned. In my judgment, however, some of it is fairly universal.

Looking at women professionals in medicine and education, for example, it is clear that gender is hardly relevant to either the level of performance or the nature of interpersonal relationship. There was a time when women in need of health care were reluctant to go to men doctors but because female doctors were few, there was no choice. Over the years, the number of women doctors has increased and people have a choice. In fact, there is a reverse trend that I notice.

Today, female physicians have a number of men among their patients. I am one of them, and I have found gender to be of no consequence in our doctor-patient relationship. Is the same not true in education? We have both men and women teaching in coeducational institutions. Does gender make any difference in the way teaching and learning occur in their classes as compared with men?

Let me conclude by offering a few “tips” for our young friends.

First, career opportunities for women are multiplying rapidly. Women will have more career choices than ever before in history. In sheer numbers, women dominate the information society; they have reached a critical mass in virtually all the white-collar professions. They may have missed out on the industrial age, but they have already established themselves in the industries of the future – knowledge and service. And, as entrepreneurs, they are already leading their own businesses.

Second, society has accepted the reality of the “working woman.” Non-economic reasons for women to pursue careers have gained legitimacy. Families are encouraging girls to obtain education as a source of economic security and independence for uncertain times in the future. Increase in opportunities and options requires making choices. Intelligent choices result from knowledge, especially self-knowledge.

Third, despite the advances made by women in the world of work and careers, their fundamental role in the family has changed little. Barring a few notable exceptions, men continue to see women as housewives and expect them to discharge their traditional duties as before. Inevitably, the combined demands of the “two worlds” take their toll, in both physical and emotional terms. Not infrequently, working women attend to their domestic chores and responsibilities more vigorously to assuage their feeling of “guilt” for having to be away from the family for extended periods of time. This phenomenon becomes more pronounced in abnormal situations such as illness in the family or in-house guests.

Fourth, it is important to recognise that every choice has its pros and cons. One has to give up something in order to get something. For most women, the relationship between family and job is not an “either . . or.” They attempt to strike a balance with which they can be comfortable. They may not be able to reach the top of the organisational hierarchy, but this is [correctly] interpreted as a result of their conscious choice and not a reflection on their competence or gender. For those at the other extremes, it would be wiser to stick in one role. If career is seen as the only way to a fulfilled, realised life, staying single would be helpful.

On the other hand, if devoted family life is crucial and fulfilling, a job, if at all sought, must be secondary – such that would complement, not compete with, the primary role.

Fifth, those of you who aspire for managerial and leadership positions should remember that the ultimate criteria of effectiveness and success are competence and commitment. There is no need to be overly self conscious in terms of your gender, nor a need to project a different image than what is. Let your femininity find a natural expression in conjunction with your high performance informed by knowledge and skill. You will develop your own distinctive style of managing that will reflect an integration of competence, values, and personality. Comparing yourself with male counterparts, or trying to mould yourself in someone else’s image, would be an unrewarding exercise. If you permit me to share a personal observation: While women have gained competence and confidence to do almost any job with the same efficiency and effectiveness as men, they bring the added dimensions of dignity, beauty, and grace.

("Women and Management." Mother Josephine Memorial Lecture, St. Ann's College of Education, Mangalore, India, 1999, and reported in Chapter 21 in Rewards of Teaching, Pune, India, 2010, 240-242.)

Educational Leadership

While Padmakar focused the above presentation on women and management, it was the latter issue in which he took personal interest, especially the contrast—or even compatibility—with Eastern and Western leadership thought. He wrote extensively, especially during his post-NYU-retirement years about management thoughts, particularly in the educational realm. The following article reflects this concern.

In the year 2000, Dr. Sapre wrote a very scholarly article in which he synthesized Western and Indian perspectives on management and leadership. Several selections from this article follow. The first is the introductory paragraph of the article.

This paper analyses the dilemma of developing countries in the non-Western world in their struggle to achieve economic and social development. The dilemma results from two opposing pulls that accompany the urge for modernization: the application of new knowledge and technology from the West and the preservation of cultural identity, enduring traditional values, and wisdom that have held the society together over the centuries. The analysis is focused on India where the dilemma and the tensions inherent in the transition are quite pronounced. The debate over tradition and Westernization is examined against the background of India's exposure to Western ideas through its system of higher education. To realize the potential of management, a shift is proposed from the predominantly centralized, bureaucratic model of educational administration to a managerial-professional model that would synthesize Western and indigenous perspectives. Attempts to discover the "Indianness" of Indian management are reviewed. The concept of leadership is examined in terms of Western theories and compared with the traditional view projected in Indian scriptures. The recent shift in Western management thought is reviewed in terms of its promise for a synthesis with the Eastern perspective. *("Realizing the Potential of Management and Leadership: Toward a Synthesis of Western and Indigenous Perspectives in the Modernization of Non-Western Societies, International Journal of Leadership in Education,2000, 3:3, 189.)*

The major part of the article presents a thorough comparison of the concepts of administration versus management, as shown below, and includes a strong condemnation of Indian educational institutions.

A great deal of ambiguity surrounds the use of the terms 'administration' and 'management.' While some see them as synonymous and use them interchangeably, others see them as different and use both, along with the conjunction 'and.' The preeminent degree in management studies is called Master of Business Administration. The Commonwealth Council of Educational Administration (CCEA) , a prestigious professional organization, was renamed Commonwealth Council of Educational Administration and Management (CCEAM) in 1994. Management literature does not help either; in fact, it seems to confirm that words have no meaning; people give meaning to words. Educational administrators in different countries have their own definitions; for most, this is not an issue at all. In India, most professional educators had to take a course in educational administration where they learned the values, assumptions, and procedures found in the departments and agencies of the government. The first question they ask in a management-training programme is: how does management differ from administration?

One way to resolve the dilemma was to trace the roots of the two words. Since language is a reflection of culture, the root of a word generally provides a clue to its cultural association. Administration, a much older term, owes its origin to the institution of the State. It reflects, therefore, the dominant culture of a government organization. Management, a relatively newer term, has come from business and industry. In fact, for most people, at least in India, management means business management. It reflects the dominant culture of business organizations. Once this was understood, it was easy to compare the assumptions, values, and modes of operations that define the two cultures.

The administrative model that was introduced in India primarily for the governance of the country made its way into most other organizations, including education. It was very effective during the pre-Independence period when government was the only institution that really mattered,; institutional infrastructure in the non-government sector was minimal and enjoyed little autonomy to recognize the need for alternative models. Rules, regulations, and operating procedures in educational institutions were the same as in government departments. There was unquestioning adherence to the assumptions of bureaucracy. . . .

The following characteristics by and large describe the organizational culture within Indian educational institutions today. I have identified these as I studied (through observation and interaction with faculty) the pattern of administration in schools and colleges in India.

1. Essentially reactive in their response to issues and problems, educational administrators tend to develop reform proposals on a one-at-a-time basis, unmindful of the consequential changes necessary for their effective implementation. This isolated, single-issue approach is reflected in such recent initiatives as internal assessment of students, performance appraisal of teachers, autonomous colleges, and, more recently, accreditation. For any of these to succeed, significant other changes must occur. In a system where pay scales and annual increments are predetermined and automatic, performance appraisal is either seen as irrelevant or not taken seriously. This is precisely what happened when the University Grants Commission first introduced the reform. Today, hardly anyone even talks about it.

2. Administrators appear to be overly concerned with resources. An increase in resources is often considered synonymous with progress. Annual reports of heads of institutions typically highlight additions to inputs made during the year:

library books and journals, equipment and technology, space and facilities, and personnel. In comparison, references to the process and product dimensions are minimal.

3. Administrators' accountability follows the chain of command within the hierarchy. Maintenance and control are the twin responsibilities of administrators, who are answerable to their immediate superiors for the proper deployment of financial and physical resources and the execution of all policies and directives. Lines of authority and jurisdiction are sharply drawn and rigidly observed. There is no audit of performance and little accountability for results produced.

4. Inefficiency in the maintenance and control of resources is considered a more serious breach of duty than poor performance and ineffectiveness. Inaction is safer than using initiative or judgment, taking risk, and committing an error.

5. Interpersonal relationships are determined strictly by hierarchical status, authority, and jurisdiction. Except perhaps among people at the same rank, relationships are typically impersonal, cold and passive. Dissent is scrupulously avoided in dealing with higher authority.

6. Rules, regulations, and precedent are the determinants of major decisions. They are viewed, not as means, but as ends in themselves. A rigid, rule-based mode of governance is used more to limit employee freedom than to encourage and facilitate action.

7. Seniority is the principal, often the exclusive, basis of the reward system. Promotions and other privileges are earned in proportion to the length of service. Open, data-based and participatory performance appraisal systems have not yet replaced 'the confidential report' which plays a major role in shaping one's career. The confidential report is a subjective evaluation of an individual's performance and conduct written by the boss and filed in the individual's service record without requiring a feedback. The formative dimension of evaluation is absent.

8. Efforts to bring about change and improvement in efficiency are centered on structure and form, rather than on content and people. It is assumed that when an organization is restructured, reorganized, or given a new name, it results in increased efficiency. 'Reculturing' the people in the organization does not find a place in the reform agenda.

9. Since the structure is highly centralized, changes occur only when perceived as necessary by, and initiated at, the highest level of administration. Subordinates are encouraged to neither identify needed changes nor propose improvements.

(Op. cit., 196-199.)

The article concludes with a discussion of the implications for educational leadership in India based on the research done in preparing this article.

What then are the implications for educational leadership development in India of the new global agenda for the 21st century, the emerging scholarship on organizational development and change, and the multiple and complex demands on education in developing countries? While there are no easy answers, a few things seem to be clear.

First, educational leaders and policy makers have to understand how the future of any entity is shaped. Future is not something that descends on us suddenly, caused by some unknown and mysterious forces. Future is only an extension of the past and the present; it is determined partly by history and physical reality, partly by human choice, and partly by chance. History refers to tradition, culture, and values; physical reality refers to geography, demographics, and resources. Since these factors distinguish one society from another, the nature and magnitude of change are variable. The choices people make in a given society are influenced by their acculturation, their ability, and their will. In India, it is the lack of collective will (individual will is fairly strong), more than lack of resources or knowledge, that explains substandard performance. A lot of talent, therefore, remains unutilized because the 'system' is incapable of bringing out the best in people.

Second, educators need to recognize that they have to accept the major responsibility for making education responsive. They cannot continue to be at the receiving end of change and reform. United under effective professional organizations, they can make significant contributions to the theory and practice of management in India.

Third, knowledge does not suffer from the limitations of nationality, religion, colour, caste, or gender. Relevance of any knowledge is not necessarily confined to where it was generated or developed.

Fourth, even in the realm of ideas and values, where the heritage of the past has a special significance, there is need for the reinterpretation of the nature and mode of their impact on the new realities of national life. And as the world has been drawn closer and human problems intimately interlinked, it is from the world heritage that we must draw our inspiration and strength. *(Op. cit., 204-205.)*

A presentation given in 2001 focused on leadership and change. The concluding two sections from this talk follow. They give us a chance to see, once again, how Dr. Sapre merged Indian and Western concepts in his thoughts.

The Traditional Indian View of Leadership

The concept of leadership as reflected in Western literature is not truly indigenous to India. No equivalent term for leadership can be found in ancient scriptures, although translators and commentators have used it often. A verse in the *Bhagvadgita* comes close since it speaks to the example set by a *srestha* (an important person such as a king) which, in turn, influences the behavior of the rest of the people. "Whatever an important person does, that alone the other person does. Whatever that person sets as proper, the world (of people) follows."

In his commentary on the verse, Swami Dayananda writes about leadership. A person who is looked up to sets the trend for how everyone else lives. There are three kinds of leaders. One is an opportunist who assumes leadership to promote a cause in which he or she has a personal interest. Driven by the desire for power or wealth, such a person uses an available opportunity to organise the situation so that he becomes a leader. Another, who is even more dangerous, is the idealist. This type of leader looks upon society as being full of problems that have to be solved by him or her, for which that person has a particular system – political, economic, or religious. Communists, nationalists,, and terrorists fall into this category. They make contentions that their culture, religion, or system is the greatest; it has the only answer to the world's problems.

The third type of leader is one who leads, not because he or she wants to lead, but because there are people who want to follow. Such a person lives his or her life, always ready to reshuffle his or her ideas in order to live according to what is true. The person may not even know that he or she is a leader. This is the type of leading that makes one a real leader. (Dayananada).

In the *Bhagvadgita*, Lord Krishna says to Arjuna: "Whether you like it or not, there are people who look up to you as their leader." Arjuna was supposed to set an example; he could not just walk away from it all.

Educational Leadership and Change: What Are the Prospects?

One of the more pronounced effects of India's contact with the West during the past two centuries, made possible by the system of higher education, is the tendency to imitate the West, be it in economic policy, industry, trade, science, technology, media, or even literature. "This mindset seems to persist. We seem to have a blind admiration of anything done outside our borders and very little belief in our own abilities." (Kalam, 1998). This "captive mind" syndrome ("Alattas, 1996) explains the paucity of bold and imaginative leadership in education – leadership that is informed by knowledge, both indigenous and Western, that is blended with original thinking and deeply rooted in moral and ethical values.

It may be too farfetched to expect the likes of a Vivekananda, a Gandhi, or a Tagore to provide visionary leadership to Indian education in the new millennium. What can and must be done, however, is to give the highest priority, in the preparation and professional development programmes for teachers and administrators, to those elements that account for the greatness of these and other great men that our country has produced. Foremost among these is a vision that translates into a passionate commitment to the 'greatest good of the greatest number;' a conviction that education must be designed to make an individual richer in the inside than on the outside; an understanding of the sacred and spiritual aspects of human life; and a total integration of thought, speech, and action in personal life, all of which make for a role model. There is a great deal in India's cultural tradition that is wholesome and timeless, that needs to be understood and preserved, and that is already known, consciously or unconsciously, to most Indians. This foundation must be deliberately and studiously captured and made the foundation of programmes designed to prepare individuals for leadership roles in the years ahead. Even in the realm of ideas and values, where the heritage of the past has a special significance, there is need for reinterpretation of the nature and mode of their impact on the new realities of national life. And, as the world has been drawn closer and human problems intimately linked, it is from the world heritage that we must draw our inspiration and strength. *("Leadership and Change, J. P. Naik, Memorial Lecture, CTE's Millenium Conference, Ram-Eesh Institute of Education. New Delhi, India, 2001, 12-14.)*

Padmakar's leadership, not only within the Department of Curriculum and Instruction, reflected his philosophy of management. This philosophy was also reflected in his many leadership roles outside the Department and within NYU. In the former, his leadership in curriculum committees and courses and programs, his memberships on personnel and faculty welfare committees and, of course, his leadership of the Business Education Program as well as the Department of Curriculum & Instruction served to illustrate his work within the NYU community.

In the latter instances, his outstanding and far-reaching contributions to the leadership as the National President of the DPE Research Foundation (1979-1982); his Executive Board membership of the Business Education Association of Metropolitan New York (1975-1988) and similar roles for the U. S. Chapter of the International Society for Business Education (1983-1984); his role as member and then chairman of the National Publications Committee of DPE (1984-1987); his work as contributing member of the National Task Force on Business Teacher Education's Model Curriculum (1984-1988); and finally, as an effective member of the nationally-renowned Policies Commission for Business and Economic Education (1985-1988) were well known and respected.

It is obvious that one can see that Padmakar "practiced what he preached" on the large national stage of our field. These experiences not only contributed to his outstanding recognition but also greatly informed his doctoral classes as well. Everyone benefitted from his leadership orientation.

Moral Leadership

A wonderful article written in 2001 summarizes the Indian perspective on moral leadership in education and the leadership thoughts of Gandhi. Thus, two sections from this article follow.

The Indian Perspective

The term "Indian perspective" is used in this article to refer to a religious-cultural tradition that is distinctly Indian. Essentially, it is derived from Hinduism, the oldest religion in the world, going back over five thousand years. It is the world's largest pluralistic tradition. As a religion, Hinduism acknowledges many seers and scriptures and validates many ways of knowing God. As a culture, Hinduism has its own detailed traditions that are ancient, venerable, and intricate. "Its wealth of teachings on self-realization is perhaps unparalleled in the world" (Frawley, 2000). Since the term "Hindu" has a religious connotation, many prefer the more general term “Indian” when referring to India’s cultural traditions. However, the culture of India is primarily Hindu and Sanskritic. As Frawley (1995) explained:

> The music of India is based upon Hindu and Sanskrit works going back to Sama Veda. The dance is based upon a Hindu temple dance. The native medicine, Ayurveda, is rooted in the Vedas themselves, as is astrology. The poetry and drama traditions revolve around Hindu mythology. The literature and philosophy all look back to Sanskrit, which derives from the Vedas. The spirit and forms of the religion permeate all aspects of Indian culture, far more than Christianity permeates the culture of Europe.

“The distinctiveness of a culture is revealed in the type of man in whom the culture finds its own highest excellence embodied” (Ranganathananda, 1959). A culture is worldly if material success is what its most admired heroes represent. A culture is spiritual if renunciation and spirituality are what its most admired heroes embody. A pronounced aspect of Indian culture is the centrality of religion and spirituality in human life. A revered individual is one whose life manifests spiritual excellence – a steadfast adherence to dharma (moral code), total integration of thought, speech, and action in all pursuits, and subordination of material to spiritual goals. In Ranganathananda’s (1995) words:

> The ideal man of India is . . . the free man of the spirit, who has attained insight into the universe by rigid discipline and practice of disinterested virtues; who has freed himself from the prejudices of time and place. It is India’s pride that she has clung fast to this ideal and produced in every generation and in every part of the country, from the time of the rise of the Upanisads and Buddha to Ramakrishna and Gandhi, men who strove successfully to realize this.

Universality, non-aggressiveness, and humanism are three of the essential values which Indian culture derived from the spirituality of her scriptures. The Upanisads gave a permanent orientation to the Indian cultural experiment, and initiated a scientific and non-dogmatic tradition in the field of religion. Much that affects and afflicts the Indian people, and those in countries influenced by Indian culture, is the fruit of this Upanisadic orientation. The stress on inner depth had one special consequence for Indian culture, in that all its expansive outward movements throughout history have been non-aggressive; every word of its message for man "has been spoken with a blessing behind it and peace before it, and, therefore, we live." (Ranganathananda, 1995).

The following are some of the important teachings of ancient scriptures that are often cited in describing Indian culture.

- The course of one's life is determined partly by karma (past actions) and partly by purushartha (self-effort).

- Human beings are endowed with the faculty of choice; they are not programmed like other species. One is free to choose a course of action but not free to determine the result of that action. Results are determined by universal laws that govern the 'order'

- The faculty of choice raises questions of values, ethics, and morality and also of rights and duties. Ancient scriptures, such as the Bhagvadita, provide elaborate guidelines for human conduct based on dharma and eternal universal values.

- The whole creation is a manifestation of Ishvara (God). In this sense, everything in the creation is worthy of man's reverence. This explains why sun, moon, rivers, trees, and animals are objects of worship in India. Wanton destruction of any part of the natural endowment is viewed as a violation of dharma.

- Religion and spirituality provide the basis for organizing human life, individually and collectively; they pervade all aspects of life. This is evident when one looks at Indian literature, sculpture, music, dance, and everything else that forms part of culture.

- Knowledge of the reality of oneself is the key to gaining freedom from all forms of bondage. Ignorance and confusion about the reality of oneself are at the root of man's pursuit of material objects as a means to security and happiness.

(with Mridula D. Ranade, "Moral Leadership in Education: An Indian Perspective," International Journal of Leadership in Education, 4:4, 2001, 262-264.)

Gandhi

Mohandas Karamchand Gandhi, popularly known as Mahatma (great soul) Gandhi, dominated the Indian political scene during the first half of the twentieth century. He led India's struggle for independence during the last three decades of British rule, a role that earned him the title "the father of the nation."

Gandhi was born in 1869. After completing his high school education he went to England to study law, and returned as a barrister. He went to South Africa, to appear in an important legal case, but stayed there for 20 years. His political feelings were awakened by the plight of those deprived of dignity, freedom, and political rights. In 1903 he shifted to Transvaal, where he experimented with his educational ideas on the Tolstoy Farm. His major emphases were: self-discipline and character; the mother tongue as the medium of instruction; the integration of manual work with the academic; learning to foster the dignity of labour; the use of activity and free communication rather than textbooks as sources of learning; and the role of the teacher as a living example of a virtuous life defined by austerity and high moral principles.

Gandhi returned to India in 1915 and continued his educational experiments, briefly at Shantiniketan (Tagore's institution), and then at his ashrams, Sabarmati and Sewagram. His major contribution to Indian education is today referred to as "basic" or "craft-centered" education. He believed that in the history of human civilization, all learning comes from doing, from interacting with the physical world in order to meet man's basic needs of food, clothing, and shelter. In the process, man or woman acquires knowledge, which he or she finds meaningful. There is nothing abstract or theoretical about this knowledge, he argued, since the results of its immediate application are visible. The craft should become the medium of learning; it should be taught scientifically, not mechanically, by competent teachers who can show the child the why and how of every process.

Gandhi's ideas of manual and productive work were sometimes criticized as being anti-intellectual. Gandhi, however, saw immense possibilities for correlating crafts with important human activities and interests, and extending the relationships to all content areas in the school curriculum. He visualized an educated person as one whose life was fully integrated, one where no artificial boundaries separated the mind, the heart, and the hand, and one where there was no dichotomy between intellectual, emotional, and physical activity. He was convinced that craft-centered education had this promise.

Why Gandhi proposed the introduction of productive handicrafts into the school system was also pragmatic. He wanted schools to be self-supporting, as far as possible. There were two reasons for this. First, a poor society such as India cannot provide education for all children, and schools need to generate some resources. Second, the more financially independent schools become, the more politically independent they can be. What Gandhi wanted to avoid was dependence on the state, which he felt would mean interference from the center. Above all else, Gandhi valued self-sufficiency and autonomy. These were vital for his vision of an independent India made up of autonomous village communities. A state system of education within an independent India would have constituted a contradiction.

Given the highly structured and centralized system of education in India, Gandhian schools are rare among the "mainstream" institutions, which are governed and substantially funded under state policies. There are, however, a number of institutions in the country run by dedicated Gandhians – men and women who have been deeply influenced by Gandhi and have an abiding commitment to continue his work. The following description of one such school is representative.

Sita School, on the outskirts of Bangalore, was started by Jane Sahi. She is a committed educationist brought up in a Quaker family in England, who came to India in 1968 out of her interest in Gandhi's life and ideas. The school is outside the formal educational system and follows its own curriculum and methods of teaching. Most students are poor commoners who would otherwise have gone without education.

Work such as gardening and printing are an integral part of the school curriculum. Art and craft help the children to use their hands, heads, and hearts to make learning a live and dynamic experience. There is a framework of projects related to such themes as house building, "the food we eat," and "the history and geography of the village," each of which is explored for one to three months. Books are used as a resource but rarely as conventional textbooks. Although the school avoids any sectarianism, different religious festivals do play a major role in the school and give a rhythm and joy to the school's round of activities. (Sahi, 2000).

Gandhi's basic education embodied his ideal society as consisting of small, self-reliant communities. His ideal citizen was an industrious, self-respecting and generous individual living in a small cooperative community. He also proposed an economic order to complement basic education that accorded the highest place to the person in a context of decentralization and rural development. Villages, he argued, had to be made self-sufficient and attractive to arrest the growing migration, which posed a threat to villages and cities. He also recognized the importance of developing village-based industries (often referred to as small-scale or cottage industries) that would complement agriculture, the only means of subsistence in many rural areas.

This line of thought soon came to be known as Gandhian economics, and began to make a positive impact on groups of economists and social reformers in other parts of the world. One of those to be influenced by Gandhian thought was E. F. Schumacher, whose Small is Beautiful: Economics as if People Mattered became an international best seller (Schumacher, 1973). Martin Luther King, Jr. was greatly influenced by Gandhi's ideas of equality, social justice, non-violence and truth.

Gandhi was a deeply religious person. He believed in the spiritual origin and destiny of man. He sought to build the India of his dreams by raising the individual to higher spiritual and moral levels rather than through institutional changes. This perspective informed all of his teachings. His appeal was powerful because he was himself fully integrated; he practiced everything that he preached. He was a living example of austerity, of the voluntary renunciation of material objects that do nothing to enrich human life. Gandhi's life was founded on truth, non-violence, and the recognition of God as the ultimate, changeless reality that creates, sustains, and dissolves everything. *(Op. cit., 269-272.)*

A reflective personality, Padmakar would often—usually, one might say—close his office door each afternoon when possible, and spend a few minutes in deep contemplation . . .meditation. He said that it was his method to focus on the important things—those that truly mattered—whether it was in preparation for a forthcoming class or the state of the University or the world in general. It was this "quiet time" that translated Ghandian concepts into the Sapre practice, which as a personal aside, deeply moved his colleagues.

Much of Dr. Sapre's work in India has been centered on his editorship of the Council for Teacher Education Journal. In 2001, he wrote a very thoughtful piece expressing his thoughts on a different type of sabbatical. This reflection is presented next.

As a Professor at New York University, one of my privileges was a sabbatical leave. The idea is to provide an opportunity to academics to catch up on their reading, carry out a research project, or undertake travel – all designed to recharge their batteries, to enhance their professional growth. One can take a semester off after every three and a half years or two semesters after seven years of continuous service. Of course, one cannot claim it as a matter of right; sanction of sabbatical leave is subject to the ongoing responsibilities of the individual, the needs of the department, and other priorities of the School. In my 16 years, I could avail of a formal sabbatical only once (1982-1983). I combined study, teaching – different groups of educators in different countries – and travel. From New York on to Hawaii, Japan, Hong Kong, Thailand, India (visiting professorships at SNDT, Marathwada, and Berhampur Universities), Norway, Denmark, and Sweden – around the world in six months! It was a professional experience unlike any other.

Since moving to India after my retirement from NYU, I have found a substitute for a sabbatical – an annual visit to the USA. Thanks to CTE, I have the responsibility of editing its newsletter, a responsibility that makes it imperative that I continue my own study and professional development. I, therefore, combine "business with pleasure" when I come to New York. Visits to the NYU library to review educational and management journals is a 'must.' Over the years, I have found useful material that merits dissemination among CTE members. References and bibliographies reveal important books that I select for review – some of these I buy for my own library that are then shared with colleagues in India. Self interest and professional obligation are not mutually exclusive; in fact, they are complementary. Finally, I renew my contact with key people and organisations, either over telephone or by mail, and share recent issues of the CTE newsletter.

During the three weeks since I arrived here [in the U.S.], I have done some work in each of these categories. A more complete assessment of this year's "sabbatical" will be possible only after my return to India. Since the April [2010] issue is about ready to be sent to Mumbai for printing, I thought I should share some of my thoughts with you through this column. *("Reflections on a "Sabbatical," written in 2001 and reported in Chapter 27 in Rewards of Teaching, Pune, India, 2010, 303-304.)*

Padmakar then goes on to report on two articles that he read during his "sabbatical" and discusses their implications for business education in India. The article concludes with the following paragraphs. These impacted his editorship of 'his' CTE Newsletter.

A few other highlights. For my own benefit, and the benefit of readers of the CTE Newsletter, I have entered my subscription to two other leading journals – the *Harvard Educational Review* and the *Journal of Teacher Education*. Along with ASCD and Phi Delta Kappa, I will now receive material from four organisations. Besides, membership gives me access to their "restricted" materials on websites – materials that only dues paying members can access. I will also be kept informed about new publications and professional events; those relevant to us will be disseminated through the newsletter.

As a beginning, I found out about two seemingly important books on Teaching, published by the Harvard School of Education. I have bought both of them; they will be reviewed in subsequent issues of the newsletter after I complete my reading.

In retrospect, this year's "sabbatical" kept me busier than any of the previous ones; it was also occasionally stressful when I desperately awaited needed information from India to keep my deadlines. Not everyone responded promptly; some did. There is a saying in management parlours: "The biggest challenge for managers is to make reasonable decisions on the basis of incomplete information." I struggled with this challenge during most of my sabbatical "leave" this year. Anyway, I did the best to prepare an acceptable newsletter under somewhat unusual circumstances and am deeply appreciative of the timely assistance "volunteered" by a couple of enthusiastic members who care deeply about the newsletter. *(Op. cit. 306.)*

Dr. Sapre has kept his sense of humor eternally. A very creative, enjoyable introduction is found to a keynote speech that he gave to the India Council for Teacher Education at the organization's fifteenth annual conference in 2001.

Mr. President, distinguished guests, fellow teacher educators, ladies and gentlemen:

I keep wondering why CTE so often asks me to deliver one of the major presentations at its annual conferences. Why are you not content to see me as just another member who may or may not want to present a paper, may just want to sit with the audience to listen and learn? I cannot recall a conference in which I played that role. If it is not the keynote address, it is the valedictory speech. If neither is available, then it is called a Special Lecture, whatever that may mean. Is it because I am readily available? On some occasions, I was picked up as a substitute for a dignitary who had to cancel his visit at the last moment. I was once introduced as the most readily available substitute speaker with the added advantage that I come free of charge! Be that as it may, here I stand before you once again, this time to deliver the keynote address. I admire both your tolerance of me and your hope that I won't disappoint you, at least this time.

("Teacher Education: Global Challenges in the 21st Century," Keynote Address, September 30- October 2, 2001, XV Annual Conference of Council for Teacher Education, Indore, India, 1.)

The serious substance of the talk is then outlined as follows:

The theme that you have selected for this year's conference – Teacher Education: Global Challenges in the 21st Century – is certainly relevant. Globalisation is one of the buzzwords of the day and you see it in the media almost everyday in one context or the other. It also has its share of controversy as is reflected in the speeches and writings of influential people who either advocate it or see it as a threat and warn against it. We need to examine and understand the concept in some depth in order to take an informed position, which is neither exclusively rational nor exclusively emotional. Further, we need to identify the so called challenges that transcend national boundaries and are truly global, and that may provide the context for globalization. Finally, we need to determine how they impact teacher education in our own country and elsewhere. This is a tall order: handling a loaded theme within the time constraints of a normal keynote address is not easy. I make no claim that my presentation is either exhaustive or definitive. What I do claim is that it will bring in focus the multiple dimensions of interdependence among nations of the world and help us see some new realities that are bound to affect the way we live our lives and discharge our professional obligation. *(Op. cit., 1-2.)*

After a thorough discussion, Sapre's talk concludes with seven questions that need to be answered.

1. What is the rationale for global contacts in teacher education?

2. How should we identify countries and organisations with whom we wish to establish linkages?

3. What are some of the areas in teacher education that need to be strengthened, even reconceptualised, and where input from more developed programmes can be particularly profitable?

4. What can we offer teacher education in other countries that would be of benefit to them?

5. What lessons, if any, can we learn from earlier projects that were launched with assistance from international organizations?

6. What is our own standing as a national professional organization in terms of credibility and representation? Are we equipped in terms of knowledge, experience, vision, and capability to work effectively with professional organisations abroad to the mutual benefit of both partners?

7. What is the mission of our Bureau of International Relations and the strategy it proposes to achieve it? What kind of leadership and support does the Bureau need in order to function as a vibrant wing of CTE? *(Op. cit., 12.)*

A significant new role for Dr. Sapre in 2002 was assuming the editorship of the CTE Journal. The first issue, which came out in April, 2002, was focused on accreditation of teacher education. In an opening editorial, Dr. Sapre began by defining accreditation. The opening paragraph of that editorial follows.

Accreditation is the process of assessing and enhancing academic and educational quality through voluntary peer review. Accreditation informs the public that the accredited institution or programme operates at an acceptable level of quality and integrity. It indicates also that the accredited institution has accepted the responsibility for periodic self-examination to improve quality. The key words in this definition are voluntary peer review and self-examination. Institutions seek accreditation voluntarily; it is not imposed or mandated by an outside agency. The motivation is internal; it results from a compelling need to attain and maintain high quality and gain societal approval and recognition. The peer review principle distinguishes it from other types of programme evaluation in which state officials carry out formal, impersonal inspections and render a judgment. In accreditation, professional educators interact with their counterparts in the institution seeking accreditation with a view to obtain objective and credible evidence on which to base their recommendation. Finally, it demonstrates the institution's willingness to accept responsibility for attaining and continually improving the quality of its educational programmes. Quality is not something that is bestowed by others', it is attained and maintained as a result of ceaseless striving. (*"Accreditation: Instrument of Quality Assurance" Editorial, The CTE Journal, Vol. 1, No. 1, 2002, 1.)*

Following a thorough description of accreditation in the United States, particularly with the NCATE model, the editorial turns to the prospect for accreditation of teacher education programs in India.

Accreditation as an instrument of quality assurance has created a great deal of expectation among those who care deeply about quality and standards in higher education. The creation of the National Assessment and Accreditation Council (NAAC) in 1994 was a welcome initiative on the part of the University Grants Commission.

As the first Director stated: "The mission of NAAC is to contribute to the maintenance and improvement of quality at all levels of teaching and research in institutions of higher education in India. Through its activities, it will encourage self-evaluation, accountability, and innovation in higher education on a voluntary basis." (Nigavekar, 1995.)

For teacher education in India, the establishment of the National Council for Teacher Education (NCTE) is perhaps the single most important development since Independence. The Council's statutory status distinguishes it from other comparable agencies such as the NAAC.

NCTE has both the challenge and the opportunity to inspire and lead a turn around in teacher education. Its impact will be determined by how it perceives its role; either to control and govern teacher education in accordance with state mandates, using all the powers at its command, or to create and foster a climate conducive to the professional development of teacher educators and the emergence of a professional culture in colleges and departments of education. It must discharge its responsibility to ensure that substandard teacher education programmes are not allowed to shortchange the future of school education in the country by providing ill-trained and ill-equipped teachers. By the same token, it should enlist the cooperation of professional organisations and individual teacher educators who have demonstrated their competence, commitment, and dedicated service over the years. Their knowledge and experience constitute a valuable resource that merits optimum utilisation in the challenging task of strengthening teacher education in the new millennium. *(Op. cit., 5.)*

No matter how long Padmakar was involved in education, his passion for quality never waned. An editorial written in 2002 in his role as the editor of the CTE Journal in India shows his views on quality and, in the second excerpt, how quality relates to accreditation.

Before we examine the concept of accreditation, and assess its potential in the content of Indian higher education, we need to look at the concepts of quality and quality audit. Quality refers to the basic or essential character, the distinguishing element or characteristic, of something – a product, service, organization, or entity. Consumers look at these elements in deciding whether or not to buy particular products or services. . . . . Quality and excellence are often clubbed together in the same discourse. In a sense, they trigger the same response when we experience them. . . .

Let us look at some of the characteristics of quality.

First, quality is a matter of perception, not logic. While those offering products or services make claims of quality by citing "hard facts" in support, it is the perception of users of those products and services that really counts. Drucker (1998) conveys this idea aptly when he says: "The results of an organization are always outside the organization. Inside, there are only costs. The result of a business is a satisfied customer, the result of a hospital is a healed patient, the result of a school is a student who has learned something of value which he can use ten years later." That quality is a perception that resides outside the product, service, or organization is an important understanding for those striving to deliver quality.

Second, like effectiveness, quality is relative, not absolute; it is a matter of degree. Theoretically, there are no minimum or maximum limits. Quality improvement, like the pursuit of excellence, is a journey without a destination. There is nothing that cannot be made a little better in some way or the other.

Third, since quality is a matter of perception, it is necessarily subjective. The criteria for judging quality can vary substantially from people to people, based on experience, values, and culture.

Fourth, quality is a contextual idea. Indicators of quality have to be institution-specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional programmes, but would not hold for humanities or liberal arts education. Each institution has a mission, a clear understanding of what it is, why it exists, and what its primary obligation is. All functions and activities are informed by this mission. Assessment of performance and quality are valid only in terms of mission and goals.

Fifth, like intelligence, motivation, attitude and other educational outcomes, quality can be measured only inferentially; indicators of quality are established that serve as the basis for measurement.

Sixth, although the concept of quality can be applied to each component – the inputs, the process, and the product – it is the overall perception of quality held by "outsiders" that really matters.

("Quality, Accountability, and Accreditation in Teacher Education," Editorial, The CTE Journal, Vol. 1, No. 2, 2002, and reported in Chapter 10 in Rewards of Teaching, Pune, India, 2010, 120-121; 127-128.)

A really interesting question was posed in a 2003 monograph that Dr. Sapre wrote. If all teacher education institutions were eliminated, would anyone notice? The monograph presents an international perspective on the question, not just an Indian one. A part of the article is presented below, that which deals with alternative models, threats, and opportunities for teacher education. It is clear that Dr. Sapre takes a strong position about the behavior of some of his colleagues.

Whenever an existing educational program is faced with the possibility of extinction, it is usually for one or more of the following reasons:

- Poor quality, leading to loss of credibility and derecognition.
- Lack of demand (paucity of takers) due to demographic, social, economic, technological, or cultural change.
- Obsolescence of the knowledge/skill that the program was designed to impact.

- Inability or unwillingness to adapt to changing needs and environment and failure to capitalise on new opportunities.

- Emergence of alternatives that provide relevant service more efficiently.

Teacher education in the United States has been impacted by almost all of these factors in recent years. The impact has not been uniform and neither has the response. Major universities have made several experiments with reorganisation to streamline programmes, including teacher education, in their schools of education. Some have eliminated undergraduate teacher education altogether; others have moved it up to the graduate level. Still others have merged teacher education with other departments such as educational technology, educational psychology, or administration.

A significant development in the last two decades, one that is perhaps universal, is the emergence and growth of training programmes in both public and private sectors. Both profit and non-profit organisations have moved human resource development to the centre stage and are spending huge amounts of money on capacity enhancement programmes for their employees. Although not as spectacular, yet not unrelated, is the initiative of colleges and universities in instituting orientation programmes for their faculties in academic disciplines in arts and sciences, technology, and management, with a view to enhance their effectiveness and productivity in teaching, research, and other dimensions of the professorial role. In India, the academic staff colleges, sponsored and supported by the University Grants Commission, seem to be engaged in similar, or comparable, work. Both these developments could have been considered as great opportunities by the teacher education community, given their background, knowledge, and experience with training and pedagogy.

By and large, barring a few exceptions, the teacher education community seems to have ignored this development totally, and not without detriment. While university professors constitute the bulk of resource persons in most training and development programmes, participation of teacher educators is marginal. Preference is given to experts in the academic disciplines of social and behavioural sciences. Along the same lines, one would think that the academic staff colleges in India would have a preference for teacher educators as resource persons in orientation programs for college and university teachers. But, sadly, this is not the case. The primary reason for this, as reported by many Directors of these colleges, is that teacher educators are not capable of rising above their limited and narrow view of teaching methodology to meet the needs of college teachers. Confining their presentations to the routines and procedures of school level teaching, lesson planning, chalkboard work, questioning mode, and the like they fail to create the intellectual excitement generated by the power and relevance of the subject matter that are critical for effective teaching at the university level.

The emergence of alternative routes to teacher preparation in the United States has posed an even greater threat to conventional, university-based teacher education than have some of the other developments mentioned above. In the April, 2002 Contextual Scan, a periodical position paper written for the American Association of Colleges for Teacher Education, AACTE President and CEO, David Imig (2002) discusses the implications of this development. "The advocacy for alternative certification and the advent of a number of alternative providers has both long-term and short-term consequences for teacher education programs." Often led by their Governors, "many States are pushing to end the monopoly of university-based teacher education programs in preparing teachers for the nation's schools.

An idea that has gained considerable support is to orient career switchers to the rigours of teaching in a few weeks. Other alternatives include for-profit institutions and corporations that promise teacher preparation through short-term courses to overcome the hurdles of State programme approval and licensure." The array of e-commerce providers of professional development is growing too. Teacher education faculties continue to question the viability of this movement, arguing that distance learning (on-line or canned programmes) and proprietary institutions cannot provide the intellectual discourse needed for effective teacher preparation. These market driven developments will result in a lowering of quality and a turning away from serving the most needy of children. Others, however, now recognise that the alternative providers are an accepted part of "mainstream" teacher education.

The current debates about teacher education (in America) are increasingly cast as representing a dichotomy between professionalism and anti-professionalism, regulation and deregulation. Linda Darling-Hammond and Chester Finn are clearly identified as the spokespersons for the respective "camps." The former view professionalism as a way to bring status and respect, remuneration and recognition to teaching; the latter decry university-based teacher education and state systems of licensure and national standards for accreditation.

Yet another trend that will impact on teacher education is the call for outcome-based accountability for teachers. According to O'Day (2002), accountability systems differ in the way they respond to four central questions: who is accountable? to whom are they accountable? for what are they accountable? with what consequences? In this formulation, the "**who**" is generally the school or a collective entity; the "**whom**" is always the district or state agency (higher levels in the system's hierarchy); the "**for what**" has traditionally been the delivering of designated educational inputs and processes. Thus, traditionally, teachers have never been accountable individually, and not for the results/outcomes produced. The shift to outcomes-based accountability changes all this. Drawing support from both theory and practice, O'Day provides a comprehensive analysis of bureaucratic (school- and outcome-based) accountability and professional accountability and makes a case for combining the elements of both to create an environment that would foster long-term school improvement.

Concluding Observation

Against the background of the far reaching changes that are impacting education, it is difficult to imagine how the old ways of doing business in faculties of education, critiqued so thoroughly and found so wanting, can possibly survive. Teacher education has perhaps reached a turning point in its history.

Changes in the lives of individuals come about more readily because individual will is strong and so is the motivation to exercise it. Organisational change is far more difficult to achieve because, in most cases, collective will is either non-existent or not strong enough. In India, most initiatives for educational change have emanated from state agencies. The absence of a strong professional culture is evidenced by the lack, or ineffectiveness, of professional organisations and the indifference of individual teacher educators to whatever is happening in and around their field, a role that Seshadri (2002) refers to as "helpless observers" and "passive followers." The desire to invest time, thought, energy, even money, in one's own professional growth is either non-existent or occupies the lowest place in teacher educators' agenda.

A simple answer to the question posed in the title of this chapter could be: "If you are not conspicuous by your presence, you cannot be conspicuous by your absence. If you think your absence does not make a difference, it is because your presence does not either." If teacher educators have not made their presence felt in the academic community, or in the field of their practice, their disappearance will certainly go unnoticed. The choice is for teacher educators to make. If they do not act, individually, institutionally, or through their professional organisations, someone else will act on their behalf, and not necessarily in their interest. And if the action includes elimination of existing programmes, teacher educators will have only themselves to blame for it.

("If All Teacher Education Institutions Were Eliminated, Would Anyone Notice?" Pune, India, Vidya Prakashan, 2003, 25-32.)

Values and Personal Integrity

A 2005 talk at the Intellect Club in Bhopal, India included a section of five items that are directly related to our sense of happiness or unhappiness, self esteem, and our security and well being. These five are itemized and described below.

Action and Reaction

Action is something we choose to do. It always involves choice. We have a choice to do it, not to do it, or do it differently. Thus we have control over our actions. Every action stems from an individual's choice which in turn is determined by his or her knowledge, experience, and culture. Reaction, on the other hand, is an emotional response to external situations. Anger, sadness, laughter, hatred, fear are reactions. They are mechanical and do not involve choice. We do not choose to be angry, fearful, or sad. Reactions do not have our sanction; that is why they occur repeatedly. Ability to distinguish between action and reaction is the first step toward responsible human behaviour. One assumes responsibility for one's actions, not one's reactions. . . .

Expectations

It is natural for human beings to entertain some expectations as they deal with situations and relationships in their lives. When these expectations are not realised, they cause disappointment, anger, or pain. If we can learn not to focus on expectations and deal with situations and relationships realistically, the most disturbing factor of our peace of mind will cease to operate.

Change

In our pursuit of happiness, we make all kinds of attempts to change people, especially the most significant people in our lives – our spouse, our children, our boss – whose behaviour irritates us. Although we know from experience that no one changes because we want him to, we do not give up. This is due to the mistaken belief that a "favourable" change in other people or situations will bring us happiness. The truth is that an individual will change his behaviour only if he wants, not at someone else's asking or mandate. Similarly, we have no control over most external situations and cannot change them for our sake. A famous Chinese proverb captures this wisdom admirably. "Oh Lord, give me the courage to change what I can, the grace to accept what I cannot, and the wisdom to know the difference."

Freedom

A sense of freedom from bondage is a very powerful urge in humans. The bondage is not real or physical. No one binds us in chains of steel. The bondage is imagined, it is born of a sense of emotional dependence. We experience emotional dependence on people and factors that give us a sense of security. This bondage creates a lot of problems. With reference to relationships, the most common sources of unhappiness are the feelings of hurt and guilt. Hurt comes from the actions of others, guilt comes from our own. When someone does something that he should not have done, or fails to do what he should have, we feel guilt. Similarly, when we do something that we should not have done, or fail to do what we should have, we suffer from guilt. No other factor causes us more pain and anguish than hurt and guilt. We may not lose sleep over physical or material deprivations, but we certainly do when we are hurt or feel guilty. It is said that no one can inflict hurt or guilt on us unless we let them. Correctly understood, this means that the problem lies inside us, and so does the solution.

Values

Complaining, even lamenting, about the declining moral and ethical values in human affairs has become an obsessive phenomenon in recent times. Loss of credibility in social institutions – family, neighborhood, education, business, government – has left the individual totally confused. One does not know who to believe, let alone trust. Growing cynicism has led people to dismiss the concept of universal human values and validate, instead, a personal belief system either by choice or out of helplessness. The devastating consequences of a personal belief system are evident in all walks of life.

(Conflicting Messages, Paradoxes of Life, and the Confused Individual. Is there a way out? Perhaps there is a "way in." Intellect Club Lecture, Bhopal, India, 2005, and reported in Chapter 29 of Rewards of Teaching, Pune, India, 2010, 314-316.)

Padmakar's views certainly reflected his personal philosophy of leadership and educational management. Conflicts exist everywhere, he noted, and it is the role of the educated person to be able to parse out those activities that can and should be taken as contrasted to those that should be considered, yet not taken. A fine line often exists between these two opposing views.

Evaluation and Assessment

Padmakar was also concerned about the evaluation process . . .not only for individuals in the academy, but also for the larger educational environment as well.

An interesting expression of his views on standardized testing was written in 2005 as the concluding section of a full chapter on student assessment, which appeared in a Marathi journal.

What conclusions, if any, can be drawn from this . . . portrayal of the nature, purpose, and method of student assessment and the debate over state-level standardized testing as a model of school accountability in the USA? Do we see any parallels in India?

First, it should be clear that the last word on testing has not yet been said, that we will hear more in the days ahead. As a result of the . . . legislation, the issue has gotten politicized. This is reflected in quite a few journal articles, which I refrained from reviewing. Educational decision-making has its own share of political influence in India too.

Second, schools and teachers must accept the challenge of accountability for learning outcomes and equip themselves to deal with it effectively. Traditionally, teachers and schools have been immune from accountability. Have you ever heard of a lawsuit against a teacher for ineffective teaching or against a school for poor results? Conscientious teachers and schools, nevertheless, assume moral responsibility for the outcomes of their efforts. This should now be considered history; the new reality is going to be very different. Calls for accountability are universal and, of course, they make a lot of sense. Calls for greater autonomy are also being heard from professional quarters. Both of these issues have surfaced prominently in India in the context of accreditation. We cannot have autonomy without being accountable. Making effective use of autonomy also requires competence; in fact, without competence, autonomy becomes a burden, even a threat.

Third, if teachers have to be more accountable, even partly if not wholly, for student learning, they need to become more innovative in their teaching, more sensitive to individual needs, more responsive to students' learning styles and habits. We need also to think of real learning and preparation for tests as complementary rather than competitive. In India, it is said, the coaching classes focus on the second aspect and make no secret of it. They advertise their successes in terms of hundred or near hundred percent results. The enormous student (and parent) response to these classes conveys a popular perception that school work is not good enough preparation for the external examination. Does this mean that schools are concentrating on promoting real learning which, in the long run, is far more useful to students than the short term exam preparation? Or, could they be failing on both counts? This calls for a lot of reflection on the part of schools and teachers.

Finally, despite the many differences in structure, form, and content, educational issues across nations and cultures are not all that different. The timing and intensity certainly differ, but all have had to deal with comparable, sometimes similar, problems. The same is true of trends as well. They originate in a given context, but soon spread to many others where they get modified and adapted but are still identifiable.

("An International Perspective on Student Assessment," Sangati, a Marathi Journal, Pune, India, written in 2005 and reported in Chapter 5 in Rewards of Teaching, Pune, India, 2010, 62-63..)

Dr. Sapre has maintained a concern for serious academic issues throughout his career. Following is an open letter that he wrote in 2006 to teachers, writers, reviewers, editors, publishers, research scholars and their guides in the field of teacher education. The title of the letter is Academic Integrity.

Let us wake before it is too late; our integrity is at stake

Convinced that academic integrity is an indispensable component of professional ethics and morality, I have spoken and written about it repeatedly in many different contexts. As the Chief Editor of CTE Newsletter, I carried this message to contributors in my feedback on the manuscripts they submitted for publication. To be more helpful, I prepared specific guidelines on "Writing for Publication" that appeared in the October 1995 issue. And, when I chaired paper presentation sessions during CTE Conferences, I emphasized the importance of appropriate documentation, both in support of one's claims as well as to acknowledge the work of other scholars that has informed and influences the paper presenter in her effort. And yet, I am amazed by how few writers seem to be sensitive to this ethical and moral requirement that should be a defining characteristic of the true professional.

What prompts me now, you may wonder, to write this letter? Two recent incidents, on two different continents, and obviously unrelated to one another, have been equally effective in stirring me up. One occurred in the USA in September; the other in Pune, shortly after my return in October.

During my last visit to the USA in September, my eyes caught the heading on a handout that my grandson, a senior (12th class) in high school, was reading as he was doing his homework one evening and I happened to be standing behind his chair for a short while. The heading was too close to my professional interests and concerns. I waited until he had finished, then picked it up and read it. My grandson's history teacher had distributed it in class. Its purpose was to alert students to the risk of plagiarizing material.

I felt great and miserable, at the same time; great that teachers in America are sensitizing their students as early as the high school years to an important value – to not appropriate (steal?) other people's work as their own; miserable that so many of us in India continue to be callous, indifferent to this requirement even after obtaining the highest credentials and practicing a profession for a number of years.

I am appalled by the number of journals that carry articles without citations or references. One never knows whether these were missing from the manuscript itself or were removed by the editor/publisher to "save space." This is a poor excuse, especially for Journals that claim to publish research reports and substantive articles on matters of professional interest and relevance. We continue to flout all norms and standards of academic integrity; no one raises their voice against it. People who indulge in "plagiarism" move about freely, go unchallenged when they speak or write, and seem to feel no sense of guilt. Whose fault is this? Does an individual not know that it is an offence to plagiarize? If so, what are we doing in our classes, in our inservice seminars and workshops, in our "guiding" sessions with doctoral students, and in vivas where we serve as examiners of theses and dissertations? How can we tolerate the situation that so many among us who regularly publish and have the Ph. D. qualification, are ignorant of the basic rules of documentation, a fact that is evidenced by the absence of any references in their articles? If we connive, does that not make us partners in crime? Are we proud of this description? It is high time we become introspective, ever self critical.

The second incident is even closer to home. It has to do with my article that I happened to read in an educational journal in Marathi. The article is almost a reproduction of selected sentences and paragraphs from the first two chapters of a book, recently published by a University. The author says absolutely nothing about the book and has even ignored references cited in the book. In the absence of an "expert review process" there is no way for an Editor to detect such cases of blatant plagiarism; the readers seem to be even less knowledgeable. Those who suspect (or even know for sure) that the material is plagiarized are reluctant to speak up. Neither the author nor the editor hears any adverse comment; ironically, they often receive favourable comments on plagiarized articles! It requires no extraordinary intelligence to see why this happens. It would be amusing if it were not so sad!

Having expressed my anguish and distress as strongly as I feel them, let me now offer some constructive suggestions for redress. First, I quote relevant observations from the handout my grandson received from his history teacher:

Plagiarism means submitting work as your own that is someone else's.

1. Copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is Plagiarism.

2. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation.

3. If you use someone else's ideas, ***even if you paraphrase the wording***, appropriate credit should be given.

4. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.

Teachers have many ways to detect violations of academic integrity:

1. We have read a great number and wide variety of historical works.

2. We are familiar with the way you write in class and will recognize drastic changes in style and voice as it concerns papers produced outside the classroom.

3. We can ask for the explanations as it concerns materials and details within your paper.

4. We are familiar with on-line sources of term papers. We may make use of plagiarism detection sites such as "Turnitin.com."

Teachers have a critical interest in preserving and safeguarding the academic integrity of their classroom. In the words of William Taylor, a professor at an Illinois college,

"Academic integrity, as with so much in life, involves a system of interconnected rights and responsibilities that reflect our mutual dependence upon one another. The success of our individual efforts depends on all of us conscientiously exercising our rights and living up to our responsibilities. The failure of any of us to do what is required will diminish, however slightly, the opportunity for the rest to achieve their goals."

("Academic Integrity." Written in 2006 and reported in Chapter 16 in Rewards of Teaching, Pune, India, 2010, 175-178.)

A 2007 article focuses on the teaching function at colleges and universities. While the article addresses knowledge and reflection, a telling section of it discusses values. It is that important section that is presented here.

Concern about the decline of traditional values has surfaced in most societies in recent years. People are witnessing a catastrophic loss of credibility in their institutions – business, government, the professions, education, and, to some extent, even the family. They do not know who to believe, let alone trust. Unable to make sense of the wide gap between the rhetoric and activities of those in positions of authority and responsibility, people are increasingly validating a personal belief system that appears pragmatic in meeting the challenges of life or simply drifting as a necessary evil without meaning and purpose. The major components of this belief system appear to be: (a) money is the most important resource for me to have a "good" life; I am defined in society by the wealth and power it bestows; (b) I must engage in those pursuits that ensure the maximum monetary rewards, regardless of the means employed; (c) To be successful, I must have the “guts” to manipulate people and situations to my advantage; (d) Everyone around me in position of wealth and power reinforces my perception. If everyone can get away with it, so can I; (e) All talk of ethics and morality, values and norms, is devoid of any content. Values belong to the domain of religion or philosophy, have no relevance to life on earth, and are therefore not practical.

The devastating consequences of such a personal belief system are manifest in varying degrees, in all societies. The paradox is that even those who have adopted this belief system do not endorse it when it comes to the actions and behaviours of others toward them. This paradox results from gross misunderstanding of the source and purpose of values in human societies.

Because moral values are treated in ancient scriptures, they are mistakenly construed as arbitrary rules of conduct, prescribed by some unknown source, having no objective reality and therefore not accepted as valid knowledge. Nothing can be farther from the truth.

A value indicates a regard for a thing, situation, or attitude, which for some reason is esteemed or prized by an individual. Applied to human relationships, this means that one will value those norms of behavior that work to one’s advantage. What one wants or expects from others becomes one’s norm or value (Swami Dayananda, 1985). If one does not want to be hurt by others, one is placing a value on non injury; if one does not want to be cheated, one is placing a value on honesty; if one does not want to be knocked down by a speeding vehicle, one is placing a value on responsible driving. It is obvious that values stem from an inherent common regard for one’s own interest and comfort. There is thus an element of universality to these values in terms of expected human behavior. The source of ethical values lies in how one wants others to behave with reference to oneself. There is nothing farfetched or arbitrary about it Ayn Rand (1961) put it candidly: “Ethic is not a mystic fantasy . . . . it is an objective, metaphysical necessity of man’s survival, not by the grace of the supernatural but by the grace of reality and the nature of life. The standard of value – the standard by which one judges what is good or evil – is man's life, or, that which is required for man's survival as man . . . . That which his survival requires is set by nature and is not open to his choice. What is open to his choice is only whether he will discover it or not. He is free to make the wrong choice, but not free to succeed with it. Man is the only living species that has the power to act as his own destroyer. "

Besides the universal ethical and moral values referred to above, teachers must commit themselves to a code of professional conduct that is consistent with these values. Eraut (1994) treats professionalism as an ideology. "Like all effective ideologies, the ideology of professionalism embodies appealing values, in this case those of service, trustworthiness, integrity, autonomy, and reliable standards." I would like to add accountability to those we serve as another important value.

("Unexplored Dimensions of Knowledge, Values, and Reflection in the Pursuit of Excellence in Teaching." Written in 2007 and reported in Chapter 2 in Rewards of Teaching, Pune, India, 2010, 18-20.)

A fitting summary of the work of Dr. Padmakar Sapre is his own 2010 compilation of 31 talks and articles of his under a single cover in Rewards of Teaching. He opens the book with the following paragraphs.

As I reflect on my 56 years of professional life, fulfillment, excitement, and gratitude compete for my attention. Fulfillment manifests itself in the end of all seeking, becoming and the pursuit of worldly gains. I have had them in abundance. Excitement results from the novelty and magnitude of experiences that destiny has provided. And for all this, I am grateful.

My greatest discovery has been the infinite variety and diversity of opportunities for personal and professional growth that a teaching career offers. Discovery of knowledge, dissemination of knowledge, and translation of knowledge into behaviour constitute the threefold mission of higher education. In turn, these give the teacher a sense of purpose and direction and define his agenda.

In my 38 years of teaching, split equally between India and the United States, I have experienced almost every dimension of the professorial role – teaching, research, writing, editing, administration, service to professional organizations at local, national, and international levels, and community service. Each one had its rewards in terms of new learning, team work and fellowship, competency enhancement and self empowerment.

With this equipment, one never truly retires, regardless of aging. In fact, I have found out that one can only retire from employment, not from activity, and certainly not from life.

Given this background, it should not be surprising that, even after my retirement from New York University in 1988, my professional activity did not diminish; in fact, in some cases it increased manifold. Service to professional organizations is a good example. It was after my return from the United States that I immersed myself neck deep in two organisations -- The Council for Teacher Education (India) and the Commonwealth Council of Educational Administration and Management (CCEAM) with its Indian affiliates. I edited publications, wrote extensively, and spoke widely at seminars and conferences on diverse themes in education and management, in India and abroad. Incidentally, but not insignificantly, I traveled far and wide, saw new places and institutions, made new friends, and had the time of my life. Work, leisure, and fun never combined so beautifully for me. . . .

My professional life has been blessed far more by internal rewards and I am deeply grateful for these. I consider them as rewards of teaching because they have all come from my preoccupation with teaching, the 'heart of the matter' in a teaching career. In its most comprehensive sense, teaching includes all teacher behaviours intended to cause student learning. While the learner is the primary beneficiary, the teacher benefits too. Every interaction with a student makes one appreciate the truth that 'one has to have a great deal of knowledge in order to realize how little one knows.'

("Rewards of Teaching." Pune, India, Abhijeet Prakashan, 2010, iv-vi.)

And a fitting tribute in the Foreword to that volume, which is presented next.

Foreword: "He's the man" they said…

1994: in which a lady President searches for a board member to represent India in the Commonwealth Council for Educational Administration and Management (CCEAM)

"He's the man" they said…
"Who is?" I asked.
"Padmakar Sapre", they said.
"Why is he?" I asked.
"He's a polymath," they said.
"A distinguished professor type of polymath", they added.
"Now in India, recently of the USA, expert in educational leadership in practice and theory, cross-culturally able to indigenize and globalize, specialist in teacher education, a man of research guidance…"
"A man…" I interrupted "so what is his standing on the subject of women in leadership?"
"You will find him the perfect servant leader, a self-effacing, encouraging mentor, he will hold his counsel unless asked but can offer guidance with the lift of an eyebrow" they said
"But isn't he retiring from academic life?" I asked.
They smiled. "Retirement is a new phase of life for Padmakar. Ask him to be your Board member."
So I did.
And he served for eight years and we awarded him a Fellowship.
And they were right;
his quiet erudition made him a respected man of our organization whose support I valued.

And they were right.

Without a doubt, Padmakar Sapre gave as much, in these first years of his retirement, as he did in those previous career years.

Padmakar's book, much of which has been included in this chapter, is the outcome of his so-called "retirement." It provides scholarly reflection on the main themes of his academic career as a professor in the USA. But in leaning backwards into his life's experiences, he takes us forwards because he has kept abreast of what has been happening in the various branches of the education discipline that have framed his contributions to theory and to practice. He examines the past to find not only what we might transfer to the present but what we should also jettison. He's used his retirement time to further develop theories of western origins by incorporating sources such as the Vedantic scriptures. He has also been committed to practical contributions to spreading new ideas in India through his work both for CCEAM and for the Council of Teacher Education. This collection shows him as teacher, researcher and practical activist; it is a calm summation of his life though but a tiny selection from his many works. Through this book, I hope you will come to feel you have as erudite and good a friend as I found Padmakar to be.

Emeritus Professor Angela Thody, President, CCEAM 1994-2000
University of Lincoln, England.

(Op. cit., vii-viii)

Accolades From Students and Colleagues:

Responses from students and colleagues concerning his tenure support in 1975 and his nomination for the Great Teacher Award in 1988:

Recommendation for tenure comments from colleagues and administrators: 'He is viewed by the students as a scholar, a challenging teacher, a disseminator of considerable wisdom, and a fine person.'(Karen Gillespie, Robert Clausen, Head of Puerto Rico Residence Center, Roger Phelps, Chair of Appeals Committee); 'He is meticulous in his reading of proposals and dissertation material. He brings great thought into such reading, and the students find his perspicacious thinking an advantage in their development of outlines and dissertation writing.' (Ibid) ; everything he has written is scholarly, thoughtful, and worthy of being read [and] he has been sought by editors of scholarly journals for articles.' (Ibid) 'Dr. Sapre is a splendid team worker. He communicates activities and actions, he proposes new ideas to be investigated, he cooperates on everything of mutual interest, and he is at all times dependable, reliable, concerned, thoughtful, and responsive.' (Ibid) From Joan Byorek, PhD representing five doctoral students and the Graduate Student Organization) 'To me, Dr. Padmakar Sapre is a very excellent professor . . .he has excellent ability at eliciting class discussions, presenting informative, stimulating materials to the class as well as giving personal counsel to students . . .having taken course work with [him] and having enjoyed the benefits of his wise counsel of a period of several years, I have come to the realization that the Department is indeed fortunate to have him on its full-time faculty. He is both a fine classroom teacher and a proven scholar in his field . . .[and] his greatest attribute, however, is his personal insight and empathy toward students. Not all fine teachers and proven scholars are essential humanists as well.' 'Dr. Sapre is a model teacher—he is prepared, enthusiastic, motivating, concerned, innovative, instructive, and knowledgeable.' (Ibid) From John Mayher, Head, Division of Education: 'His work on the Education Council, although clearly only the tip of the iceberg of his contributions, demonstrated clearly the incisive quality of his mind and his willingness to work hard at very sticky problems.' 'Dr. Sapre's knowledge of the local, national, and international problems in business education, his extensive search for knowledge about teaching methods and techniques, his care in advising students, his scholarly development of a wide variety of courses since joining the Department, his excellent rapport with students, his willingness to help them at their convenience, his patience in going over their research, his careful consideration of matters when he serves on committees for the Department or for the School of Education, his modest manner, his enthusiasm, and his forward thinking are the qualities that mark him as a most valuable member of the Department of Business Education.'

On teaching, from the above report—by colleagues: [Padmakar] '. . .is a dedicated, sincere teacher who brings extensive scholarship to his class preparations. He believes in development of the individual and participation of class members. He is meticulous in grading and in making everything competency-based and relevant. He is flexible, versatile, and dependable.'

On teaching—by students: 'Ratings obtained by student representatives were uniformly positive and full of accolades for his teaching. He is commended for his meticulous preparation, his enthusiasm, his concern for students, and his high standards.'

On committee membership: 'Those who have served with him on committees agree that he is extremely articulate and that he makes real contributions to any committee on which he sits. He has the unique characteristic of speaking only when he has something of importance to say.'

From students—first from the then-President of Alpha Chapter on December 10, 1974—tenure application (Audrey Goodfriend, writing for the Executive Board as a result of interviews with eleven graduate students who were members of Padmakar's classes during the previous three years: 'He is a warm, dedicated person, and had a fine rapport with the class.' 'His lectures were always structured to meet the ability of the class. He used many methods and various media to present the topics. He involved all members of the class in discussion.' 'Many of the courses taken were new ones that had been developed by Dr. Sapre, for which he prepared and distributed a wide range of material to supplement the texts; the students found this material very helpful. . . .they continued reading in the subject area after the course(s) were/was completed.' 'The consensus of opinion was that Dr. Sapre is a dedicated, interesting instructor, deeply involved with the interests of his students, who has a great deal to offer to teachers of business education.'

The following was presented during his nomination for the Great Teacher Award in 1988. Excerpts from a wide variety of graduate students and colleagues follow:

‘As an international scholar, consultant, and teacher, his understanding and contributions to business education is well documented. His classroom ability to lead students to subject matter mastery is shown by his ability to present material in a way that preserves respect for the past while encouraging the innovations that shape the future. Not an easy task; and one accomplished only by those who are truly gifted. His willingness to accept and encourage change allows his students freedom to explore their own ideas but always within the context of scholarly performance and accountability.’ (Victor Maiorana, PhD) –at SUNY Stony Brook.

‘As a teacher in the classroom, Dr. Sapre addressed his students with the utmost respect, consideration, and expertise. He was always thoroughly prepared, laden with materials, and ready for a stimulating session. His students received his teaching with great motivation and appreciation. He challenged our thinking, instilled in us a great respect for learning, and always asked us to keep an open mind on all issues presented.’ ‘Dr. Sapre is also known internationally as a scholar, consultant, and instructor. He embodies many fine attributes such as dependability, cooperativeness, tactfulness, thoughtfulness, kindness, sincerity, and dedication. These are all combined into the totality of a rare individual—Professor Sapre. He truly personifies an outstanding educator and humanitarian.’ (Helen McClanahan, EdD – now retired Assistant Principal, NYC business teacher; letter also signed by six members of the faculty at New Utrecht High School in Brooklyn).

‘Dr. Sapre has been an ideal role-model to, literally, thousands of students. These students have benefitted from the wisdom and ethical values he has imparted in his lectures and articles. He has been asked repeatedly to lecture new instructors at NYU’s Graduate School of Business Administration. Prof. Sapre was chosen because of his extraordinary skills as a communicator and “teacher of teachers.” His teaching style embodies a broad knowledge of pedagogy combined with a clarity of presentation. Dr. Sapre has genuinely earned a place among the international leaders of business education. He has taught and lectured worldwide and has been responsible for developing instructor training programs in several countries . . .we are honored to nominate his as [a] Great Teacher for 1987.' (Dan Marrone, PhD; letter signed by 20 student members of the Business Education Program)

Coda

Temple Renovation Project

One of the latest, and totally unrelated to Padmakar's other professional and social activities in India, was the renovation of a two-hundred year old temple (place of worship) in a small town in Madhya Pradesh (Central Provinces). The temple was dedicated to Bhagavan Vitthal, the most widely worshipped Hindu God in Maharashtra. One of Padmakar's forefathers, a Sapre, was brought from Western Maharashtra and appointed as the Pujari (Priest).

The temple was constructed by Laxmibai Kher, herself a staunch devotee of Vitthala. She generously donated several acres of land to develop a large temple complex as well as to ensure permanent financial support for the maintenance and development of the temple. The fertile agricultural land was divided into plots which were auctioned annually. The funds generated were marked exclusively for the temple and the Kher family faithfully carried out their responsibility, generation after generation. But this was not to last forever.

Succeeding descendants, lacking in devotion and commitment, began to divert funds for their personal and other uses. Severe cuts in temple maintenance and upkeep, elimination of several jobs and total indifference to traditional rituals reduced the temple to a neglected, isolated place that attracted no one. All past glory was gone, and families who lived in the Temple complex migrated to other locations. The Kher family lives in Jabalpur, a major city 150 miles away, and no one bothers to drop in, even occasionally.

Unable to witness this sorry state of affairs any more, a few members of the families closely related to the Temple, decided to take legal action to set matters right. They went to Court with the appeal that the Temple be declared a Public Trust, for that was the original intention of the donor. That was clearly demonstrated for over a hundred years by the way the early descendents of the donor managed the Temple and its properties as a sacred Trust. The appeal was upheld and the Court appointed a Board of Trustees with seven independent and respectable members, some of whom had pioneered the legal battle.

Padmakar was invited to join the Temple Board in the year 2000. Within a year, he submitted a proposal to the Board that they undertake a complete renovation of the temple and its surroundings, since they are urgently in need of repair and a facelift. No one opposed the proposal but had major reservations about the ability to raise adequate funds for such an ambitious project. After a great deal of persuasion and, almost a guarantee that it would be his (Padmakar's) personal responsibility to see that the project, once launched, would be carried to completion, the proposal was approved. The Temple Renovation was launched ceremoniously in October 2002, and completed in 2005.

The renovation project included the complete renewal of the main temple, the construction of two new buildings, a beautiful guest house, and a residential unit for the Priest and the Manager of the Trust and his office.

This three-year period turned out to be one of the most demanding, time consuming, and testing time for Padmakar. But, at the end, he thinks it was also one of the most worthwhile and fulfilling experiences of his life. He is grateful to all who responded to his appeal for funds, both in India and abroad. In particular, he is most appreciative of the support he received from students, colleagues and friends from His NYU days!! A temple in such a remote area, which they will never see, hardly deserved their support. It was indeed a support to Padmakar, and he cannot thank them enough.

And, here at the end, is the real 'secret' of Padmakar's interest in this 'distant' undertaking. Not only was the first Priest, (Pandit Waman), a Sapre, but every successor since then has been a Sapre. The Sapre family has the unique distinction of creating a two hundred year, unbroken tradition of serving the Temple as the Head Priest!! The last one, who died at the age of 94, was Padmakar's first cousin.

Unfortunately, he did not live to see the Temple in its full glory restored; however, the Temple stands as a tribute to one man's dedication to history and his faith.

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