principals as humorless bureaucrats no longer suffice. These images are socially constructed (Searle, 1995) and therefore can be reframed. It is not too late.

Notes

1. This project was supported by a grant awarded by Kean University's Released Time for Research Committee.

2. I am reminded of a cartoon, distributed at a principal's conference several years ago, that had an image of a rather funny looking man with humongous ears, buck teeth, and a long skinny neck. The caption read, "Six mune ugo I cutol eyn zpel principle an now I ar one." Apparently, principals themselves have internalized caricatures portrayed in popular culture. A study of the impact of negative images communicated through popular culture on principals themselves is warranted, although beyond the scope of this article.

3. An "ethic of caring" is not presumed to be a leadership model in and of itself. Rather, it can "provide an overarching framework to guide administrative decisions" (Marshall, et al., 1996, p. 278). Guided by an "ethic of caring," principals may then draw from appropriate and relevant leadership models to guide their choices. As Marshall, et al. (1996) explain, "That is, an ethic of caring can help educational leaders determine which elements of a particular leadership model or models are appropriate tools for solving the many situation—and context—specific problems they confront each day" (p. 278).

4. For a thorough discussion of fostering or "reclaiming" an ethic of caring in educational administration see Beck (1994).

5. Some viewers may, in fact, see the image of Joe Clark in positive and "caring" ways. The notion that African American teachers and principals often show "caring" by being strict autocrats that do not let a child, for example, slip through the cracks may be warranted. Yet, I believe that "tough love" methods are inappropriate when working with teaching professionals.

6. Notwithstanding these images, other viewers of principals have been portrayed. The image of Mr. Latimer (played by James Belushi) in the movie Principal, for instance, sharply contrasts the rather dull and harsh leadership styles of Mr. Warncke and Mr. Bestor. Uncharacteristic of most images of principals in films and television, Mr. Latimer is assertive, non-traditional, supportive, and optimistic. Riding a motorcycle to work, Latimer represents a positive, yet atypical image of a principal.

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The Terrain of Educational Leadership:

Ambiguities and Answers

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Abstract The educational leader is confronted by conflicting answers to complex questions. Dealing with competing philosophies and priorities characterizes the role. Effective leadership programs must emphasize tolerance for ambiguity and respect for divergent views. Program content and pedagogy must help leaders to analyze, articulate and act upon their own core values.

It risks tautology to state that positions of educational leadership are difficult and demanding. One compelling example describing the nature and complexity of the challenges facing contemporary educational leaders can be found in something as seemingly benign as our national motto. While *E Pluribus Unum* provides a wonderful vision for our nation, it also poses a monumental challenge for those who are charged with operationalizing it within our schools. The concomitant responsibilities of schools to respect and preserve ethnic and racial diversity while at the same time promoting citizenship training and unity provide a vivid example of the daunting nature of educational leadership. And as any school leader knows all too well this is but one challenge among many. The complexity and potential divisiveness of many of the issues which