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The Society appreciates those who shared their perspectives on the past, present, and future of Kappa Delta Pi to give this work its light and energy. Their work and that of their KDP colleagues has built—and continues to build—the Society.

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This booklet chronicles in detail the most recent 25 years in the life of Kappa Delta Pi, International Honor Society in Education. It aims to provide insight into the major events of those years, including the Societal and educational forces that shaped those events and the aspirations and perspectives of the Society leaders who carried out the work.

For a full understanding of the history of Kappa Delta Pi, refer to Alfred L. Hall-Quest’s *Kappa Delta Pi, 1911–1936* (1936), Hope Labisky’s *The Founding of Kappa Delta Pi* (1974), Judy Young’s *Historical Highlights of Kappa Delta Pi* (1997), *A Brief History of Kappa Delta Pi* (1997), and *Kappa Delta Pi Educational Foundation 25th Anniversary* (2005). This booklet is intended to serve as an appropriate addition and continuation of these valuable accounts.
On March 8, 1911, members of the Illinois Education Club on the campus of the University of Illinois, Urbana-Champaign, voted to establish themselves as a new organization: Kappa Delta Pi. Under the leadership of Dr. William Chandler Bagley (1874–1946), Dr. Truman Lee Kelley (1884–1961), and Dr. Thomas Edgar Musselman (1887–1976), these budding educators had a dream. They envisioned an organization of young educators from different campuses collaborating on shared ideals and goals for their chosen profession.

Little did they know how grand their fledgling organization would become.

**Formative Years**
From the outset, the leaders and members of Kappa Delta Pi kept their eyes on a critical prize: improving the practice and perception of education.

Though initially the organization was referred to as an honorary education “fraternity,” both men and women were members of the Alpha Chapter and the chapters that followed. That early inclusion of female educators would prove to be a sticking point in merger discussions in 1912 between Kappa Delta Pi and the like-minded Phi Delta Kappa (PDK). KDP’s inclusive membership ultimately meant no merger would occur.
In rejecting the idea of a merger, Phi Delta Kappa noted, “There will never be an opportunity to secure the admission of women. We believe that a real honor fraternity in education must . . . be confined to men. Women do not enter the work to make a profession of it, and they ought not.”

Though Phi Delta Kappa refused to allow KDP’s women into the organization (in fact, it would be decades before PDK admitted women), the leaders of KDP believed that its membership must, of necessity, reflect the nature of the teaching profession. The Society proudly maintained its inclusive membership and remained a separate Society. Moreover, Kappa Delta Pi made a commitment early in its history to welcome educators of all races into the Society.

1915

In 1915, the three chapters of Kappa Delta Pi convened for the Society’s first Biennial Convocation in Boulder, Colorado.

1920

**Early Development**

In 1920, when Bagley joined the faculty of Teachers College, Columbia University, the Society initiated its 10th chapter. At that same time, KDP launched its first publication, the *Kappa Delta Pi Record* (to be renamed *The Kadelpian Review* in 1926), to share Society and chapter news and ideas.

1924

In 1924, the Society elected Dr. Thomas Cooke McCracken (1880–1961) as its national president, a position he would hold for 24 years. McCracken is credited with establishing the Laureate Chapter, which nominated Dr. John Dewey (1859–1952) as its first member. The following year, a KDP national office was established in Tiffin, Ohio, with Dr. E. I. F. Williams (1886–1969) named secretary-treasurer.

1928

In 1928, the Society continued its development by offering the first address in its Lecture Series. That same year, Dr. Florence B. Stratemeyer (1900–1980) was elected as the Society’s executive first vice president, a position she held until 1942. Stratemeyer’s work focused on developing chapter activities, Society workshops, and discussion groups.
Positioning for Growth
The Society’s expansion continued with the launch of The Educational Forum in 1936. The journal has been the Society’s flagship publication ever since, featuring the best and most challenging ideas and authors in the field of education.

By 1942, the governance of the Society began to take a more formal structure with the Executive Council established to include the offices of president, two vice presidents, advisory counselor, and Laureate counselor. That same year, Williams assumed additional duties as KDP’s editor of all publications.

The Society suspended its biennial convocation in 1944 because so many lives and communities were impacted by the continued battles of World War II. Williams worked hard in this era to keep as many local chapters active as possible. By 1946, the records of 145 chapters and nearly 58,000 members were placed on “addressograph plates”—the latest technology available.

At the 1948 Convocation, the idea of adding a student representative to the Society’s Executive Council was first raised (but not instituted). By 1950, Kappa Delta Pi had blossomed to 167 chapters, and a student representative was added to the Society’s Executive Council. In 1962, a new national headquarters was dedicated in West Lafayette, Indiana.

Launched the Kappa Delta Pi Record (a publication unrelated to its predecessor of the same name), which featured news and practice-focused articles for teachers. The Society’s magazine—later to become a journal—has since won numerous awards and brought critical ideas and strategies to teachers across the nation and around the world.
In the 1966–1968 period, the Society’s Executive Council continued to change, with the office of president-elect added, term limits created for all officer positions, and the word “executive” dropped from the names of the various officer positions.

As the turbulent 1960s drew to a close, the Society remained a stable organization, with its undergraduate and graduate student members generally viewed as more conservative than their counterparts on college campuses.


A growing desire to expand on scholarship and giving opportunities for the Society led to the establishment of the KDP Educational Foundation in 1980, with former president Dr. Richard Judd as its first chair of the board. Kappa Delta Pi also named Ronald Green as the headquarters staff’s first business manager.

The Society’s growth and expansion was manifest in 1981 with the installation of its first international...
chapter at the University of Calgary. This increasing sense of internationalism was further evidenced in 1984, when KDP hosted its first international Convocation in Montreal.

By 1986, the Society’s 75th anniversary, Kappa Delta Pi boasted 399 chapters and 43,331 members. The dream of that first group of young educators had been realized and, indeed, surpassed. But there were new challenges and mountains to climb, and the Society was poised for even greater successes.

**1986**

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**Slow and Conservative Growth**

The Society celebrated its 75th anniversary with a grand Convocation and with numerous articles in its publications, which chronicled the growth of the Society and changes in education over three quarters of a century. In many respects, however, the Society maintained its course of slow and conservative growth, which several leaders argued had served KDP well.

**1988**

The addition of a field representative position to the headquarters staff was nonetheless indicative of a growing recognition that new directions and stronger links between the national office and the Society’s dispersed chapters were needed. Yet, for some officers of the Society, this step demonstrated a commitment to growth for KDP that was too slow. In 1988, after a decade of service, Dr. J. Jay Hostetler announced his retirement as executive secretary—setting the stage for unprecedented change and expansion.

As the 1980s drew to a close, Kappa Delta Pi’s assets exceeded $1 million, reflecting the stable leadership the Society had enjoyed.
New Directions

With the departure of Hostetler as executive secretary, the Executive Council saw an opportunity for the Society to reconsider its direction. Former KDP President Dr. Jerry Robbins was appointed chair of the search committee for a new executive secretary. Devising the job description was the first task, “a lengthy process that involved a lot of back-and-forth,” recalled Robbins.

The search process revealed, Robbins noted, two emerging camps within the Society regarding its future: one that favored a continuation of the conservative growth pattern of previous leaders and one that argued, “in order to survive and, more importantly, thrive, KDP needed to become something substantially different than what it had been before and that this change needed to occur as rapidly as possible.”

After a lengthy search, and despite the variance in views among KDP leaders involved in the search process, the search committee recommended Dr. Michael P. Wolfe. In 1990, Wolfe was named Kappa Delta Pi’s first executive director (reflecting a slightly updated title for this role).

“I first learned about KDP from Dr. Barbara Day and Dr. Marcy Kysilka,” recalled Wolfe. “When I learned about the opening, I thought the role seemed almost built for me. The job description fit who I wanted to be.”

Upon his arrival, Wolfe made a strong and persuasive case for change, while acknowledging that the best of the Society’s traditions must be maintained and built upon. In consultation with Robbins and Dr. Bruce Jorgensen, Wolfe moved quickly, initiating a strategic-planning process that could provide continuity between biennia, establishing area representatives to coordinate regional chapter activities, and taking steps to build the headquarters staff. During Wolfe’s initial year, Dr. Frank Marsh was named chair of the KDP Educational Foundation.

A year later, in 1991, KDP initiated a Society-wide strategic planning process reflecting Wolfe’s deliberative approach.

“I came to KDP to build a staff, to create a vision for the organization. I believed we could add some vitality to both the Society and the professional honor society community.”

—Dr. Michael P. Wolfe, KDP Executive Director, 1990–2006
Later in 1991, 50 “area representatives” were appointed across the country to serve the Society’s interests. In this same year, the National State Teachers of the Year organization was approved as an Honorary Chapter of KDP.

**Growth and New Connections**

As the last decade of the 20th century commenced, Kappa Delta Pi was entering an era of growth and expansion. The most obvious growth was reflected in the headquarters staff. The decision to bring the Society’s publications in-house created a need for a publications staff. Carol Bloom became the first director of publications and initiated a strategic-planning process for the Society’s overall publications program.

Beth Tankersley was hired as the Society’s first director of member and chapter services, and she and Wolfe worked to expand the size and scope of the field services program. The installation of new chapters was an important aspect of this expansion; in 1994, KDP installed its 500th chapter.

During these same critical years, KDP established partnerships with numerous other educational organizations: Reading Is Fundamental, Golden Apple, the Association of Teacher Educators, the American Educational Research Association, Disney Teacher Awards, and the National Teachers Hall of Fame. Each of these relationships offered new opportunities for Kadelpians, brought new members into the Society, and enhanced the Society’s visibility and reputation within the education community.

**NSTOY’s Ruth Campopiano**

Opportunities for KDP’s newest members became a key focus. The chapter at San Diego State University, for example, had developed a newsletter for its inductees that addressed concerns of beginning teachers. Kappa Delta Pi decided to incorporate a similar effort at the national level, launching the New Teacher Advocate. This quarterly newsletter, along with the New Teacher Institutes, the Student Teacher/Intern of the Year Award, and numerous chapter programs, gave the Society an additional purpose as it sought to serve new educators.
“We felt the organization needed to focus its energy on beginning teachers,” Wolfe said. “That’s where the bulk of our members were. Helping these young educators was key to membership renewal and offered tremendous potential for improving education in our country.”

Kappa Delta Pi also worked to move beyond its traditional U.S. borders. As early as the 1980s, KDP had tried to establish chapters in Great Britain. That effort did not succeed, in part because the American notion of an honor society didn’t translate well to the British educational system.

“KDP’s triumph came in Canada,” Wolfe maintained, when the University of Calgary hosted an annual Summer Research Institute on Teaching and Learning.

“For about six years, we participated in the Summer Research Institutes,” Wolfe said. “Each year, I’d take a Laureate with me to serve as a keynote speaker. At these institutes, we would initiate 50–100 Canadian educators. KDP really began to have an international presence.”

“I appreciated the opportunities to influence the thinking and action of teachers and administrators throughout the United States and beyond. We provided new ways of thinking, new ways of finding meaning.”

—Dr. Michael P. Wolfe, KDP Executive Director, 1990–2006
Specific highlights of the early 1990s:

• Golden Apple award recipients of Chicago were approved as an honorary chapter.
• KDP and the Association of Teacher Educators created the National Student Teacher/Intern of the Year Award.
• KDP and the American Educational Research Association established the National Award for Promising Young Researcher.
• The Society debuted New Teacher Institutes in Birmingham, AL, and Chicago.
• Kappa Delta Pi published Geneva Gay’s *At the Essence of Learning: Multicultural Education*.
• Disney Teacher Award recipients and National Teachers Hall of Fame recipients were approved as honorary chapters.
• The KDP Educational Foundation introduced an affinity card program.

**The Society Evolves**

The 1990s continued to display Society evolution and growth at unexpected rates and in new ways. Reflecting this growth, the field staff continued to change in order to serve an expanding number of chapters.

1995

The publications staff also grew, with new staff members and new products, including a book that was soon to become the Society’s best-selling title: Dr. Martin Haberman’s *Star Teachers of Children in Poverty* published in 1995. Haberman and the staff of his foundation took the book with them everywhere they went, promoting it as an essential tool for teachers of the most disadvantaged students.

*Martin Haberman’s Star Teachers of Children in Poverty set all-time KDP sales records.*

Kappa Delta Pi achieved an unprecedented level of recognition in 1996. The American Society of Association Executives recognized the Society’s
efforts for beginning teachers by awarding KDP its prestigious Summit Award. The Summit Award demonstrated that the Society had a national presence and that KDP membership offered, as Wolfe said, “more than just getting a certificate or a line on a résumé.”

“The highlight of my service as President was when the Executive Director and I represented Kappa Delta Pi at the August 1996 meeting of the American Society of Association Executives to receive their Summit Award.”

—Dr. F. Morgan Simpson, KDP President, 1996–98

In 1997, the Society embarked on an ambitious plan to reinvent itself. A teacher-development model from former Iowa State University education scholar Dr. Betty E. Steffy inspired Wolfe to imagine something greater. In talks with Steffy, Wolfe laid out the foundation of a new model for Kappa Delta Pi. The Life Cycle of the Career Teacher model was a perfect fit for the Society.

An editorial group of four—Steffy, Wolfe, and education scholars Dr. Suzanne Pasch and Dr. Billie Enz—drafted the overview for the project, then invited 18 people who had previously written for the Society on teacher development to a three-day meeting in Indianapolis. The group met to critique and reflect on the model.

“We had a spirited discussion,” remembers Wolfe. Writing teams were formed for the various chapters, and out of this meeting came a booklet, a book, supplementary materials, workshops, presentations at Convo and other professional meetings, and more.

“Best of all, this professional-development model continues to affect the direction of KDP and schools throughout the country,” Wolfe said.

Other major milestones were achieved as the decade drew to a close:

• The Educational Forum and New Teacher Advocate received honors from the American Society of Association Executives.
• The C. Glen Haas, Deborah Partridge Wolfe, and O. L. Davis Jr. scholarships were established.

Eleven KDP chapters received the first Achieving Chapter Excellence Awards.
• Kappa Delta Pi published the *Kadelpian* as an all-member Society periodical.
• The KDP Educational Foundation invited chapters to create scholarships within its auspices.
• KDP and the Mortar Board collaborated on Reading Is Fun Week.
• The Harold Drummond and Louisa Oriente scholarships were funded, and the Houston Alumni Chapter began to fund a new scholarship.

**Taking Bold Steps**

In the early 1960s, the decision to move KDP’s headquarters facility to West Lafayette, Indiana, had been a good one. That building offered expanded space and access to the facilities and amenities of Purdue, a large Midwestern university. Three decades later, however, it was increasingly clear that the building no longer adequately met the Society’s needs. The staff had outgrown the building, and the Society’s technology needs had surpassed the building’s capacity.

As Brian Rothenberger, former KDP business manager, noted, “The West Lafayette location was a challenge for the Society. It was inaccessible, far from the airport and even local hotels, most of which were across town.”

1998

In its last year in the West Lafayette facility, the Society published the 60th anniversary edition of John Dewey’s *Experience and Education*, the text of Dewey’s 1938 lecture in the KDP Lecture Series. The book was a page-by-page recreation of the original, along with a new introduction, margin notes, and an index. This special edition also included essays by four Dewey scholars and educational historians that reflected on what Dewey’s ideas mean for modern educators.
In 1999, the Society officially moved its headquarters about 70 miles down the road to its current location on the northwest side of Indianapolis. Sale of the West Lafayette property provided ample funds to purchase the larger headquarters facility outright. Nonetheless, adapting the building to KDP’s needs was a lengthy process.

Though necessary, the move was not an easy one. Many loyal and dedicated staff members made the difficult decision not to move with the Society. As a result, hiring several new staff members became necessary.

Coinciding with the move to the new headquarters facility in Indianapolis was the Society’s first capital campaign. Donations from Society officers, members, and staff members helped fund vital remodeling and development in the new building.

“The new facility creates exciting possibilities and ventures for the Society as we navigate into the new century.”
—Dr. Barbara D. Day, KDP President, 1998–2000
At the same time, Kappa Delta Pi continued to maintain its core goal of recognizing and rewarding the best in education while pursuing excellence in its own programs. The Society began sponsoring the Celebration of Teaching program, and established and presented its first Millennium Counselor Awards.

Recognition by the education community at large was plentiful in 1998 and 1999. The *Kappa Delta Pi Record* received the Distinguished Achievement Award from the Association of Educational Publishers, and the *New Teacher Advocate* received national recognition by the American Society of Association Executives. For initiatives in leadership development, the Society received the prestigious Pyramid Award from the American Society of Association Executives, as well as recognition for KDP’s Chapter Resource Notebook.

**2000**

In 2000, KDP published the *Life Cycle of the Career Teacher* book, with 18 KDP authors, in collaboration with Corwin Press.

*KDP’s Life Cycle of the Career Teacher, 2000*

**Focusing on Outreach and Change**

As a new century began, the world was quickly evolving, and Kappa Delta Pi was adapting to meet the changing needs of educators. Increasingly, technology was transforming the way the Society conducted its business. As reflected in e-mail communications and a newly relaunched Web site, the Society was defining itself and its purposes in new ways.

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**2001**

One important outcome of KDP’s increasing use of new forms of communication was a heightened respect for globalization and internationalism. Attending the annual Summer Symposium at the University of Calgary, Executive Director Wolfe tapped Canadian educator Dr. Charles Webber to succeed Dr. Marcella Kysilka as academic editor of *The Educational Forum*. Webber brought a valued international perspective to the position.

“I was taking on an important role with a strong, loved publication, but with a very American focus,” Webber said. “It took some negotiating. I needed to do it
right, maintaining the loyalty of our readers but engaging them in a debate that education was beginning to take on: globalization.”

Seeking a balance between U.S. voices and those of other nations, Webber championed a goal that was hardly new to KDP publications: offering a home to the best-known educators and the best ideas in the field. “We didn’t downplay the United States,” he noted. “We demonstrated the influence of the United States and its educational system in other nations and highlighted their ideas too.”

The New Teacher Advocate continued to draw recognition, receiving the Association of Educational Publishers’ Distinguished Achievement Award in 2001 and honored as a finalist for the same award in 2002.

The Society also initiated Counselor Academies in 2003 to bring together KDP counselors to network, share ideas and challenges, and celebrate achievements. That same year, in response to an invitation extended to the nation’s community colleges, the first community college chapter was chartered.

“No other organization confirms my status as a scholar and leader and keeps me connected to the best and brightest ideas and people in the field of education.”
—Kappa Delta Pi’s brand promise, created and adopted in 2001

Other milestones at the beginning of the 21st century:
• 2001—KDP hosted its first I TEACH Regional Conferences, its first annual National Day of Service, and its first online chats with educational and Society leaders.

• 2002—KDP’s branding sessions and Web site redevelopment process culminated in the launching of a new KDP Online, including new projects Tributes to Teachers and Student E-edition; KDP initiated an integrated marketing focus that addressed Society activities and services; and Dr. Patricia Phelps was named academic editor of the Kappa Delta Pi Record.

• 2003—The American Society of Association Executives honored Kappa Delta Pi with its Award of Excellence for three programs: National Day
of Service, Celebration of Teaching, and Reading Is Fun Week. Also that year, KDP established a Teacher Hotline, allowing veteran educators to respond to teacher inquiries.

Reading Is Fun Week offered great opportunities for service.

2004

Facing Challenges and Transitions

Technology continued to prompt many changes around the world, and the field of education and Kappa Delta Pi needed to respond to this shifting ground. In 2004, the Society introduced new electronic forms of communication, relaunched the Kadelpian as an online publication, and established a virtual chapter (aimed, in part, at reaching Society members who lived far from areas currently served by local chapters).

Societal changes impacted KDP in other ways—including a trend of decreased interest by undergraduates and others in community, educational, and fraternal member organizations of all kinds. KDP did not escape these challenges. Concerns over membership levels led KDP to seek creative new ways to attract and retain members. In addition to the virtual chapter, the Society approved professional membership and school-based chapters.

The introduction of the sweeping No Child Left Behind Act of 2001 prompted a series of town hall meetings, for which KDP achieved Honor Roll status from the American Society of Association Executives. Further, the economic strains teachers faced prompted publication of a book on job-hunting for educators, initiation of classroom teacher grants, and additional scholarship opportunities through the KDP Educational Foundation.

NCLB town hall meeting, Chicago

Membership numbers were declining, cultural and technology changes were placing immense demands on the Society’s resources, and education was
facing new crises with growing federal and state mandates for student achievement and ever-present funding challenges.

In this climate, the Executive Council and the headquarters staff held steadfastly to the organization’s commitment to support teachers and began to build a new path for the Society.

At a time when educators needed a reasoned voice and advocate, KDP was there. The Society, Laureate Dr. John Goodlad, and the Institute for Educational Inquiry worked together to promote the Agenda for Education in a Democracy through workshops and the publication of articles in KDP journals. *The Educational Forum* was redesigned to reflect its renewed mandate of serving as a catalyst for stimulating and encouraging dialogue and for transforming the thinking about education, both nationally and internationally.

“Many of the questions to be answered are without precedent in the field of education or the teaching profession. The demand continues for Kappa Delta Pi to be the reasoned voice in its advocacy for the education of children and for teaching professionals.”

—Dr. John D. Light, KDP President, 2004–2006

Building a new path for the Society also would mean focusing KDP services on new innovations, as well as existing ideas that still were winning acclaim. In 2004, the Educational Press Association honored Kappa Delta Pi with its Distinguished Achievement Award for its book *The ABC’s of Job-Hunting for Teachers*. In that same year, KDP launched a new e-publication for teaching professionals, *Ideas to Go*; chartered its first school-based chapters; and approved professional memberships. The KDP Educational Foundation offered its first funds for Classroom Teacher Grants, and the Foundation hired its first full-time Director of Development as it approached its 25th anniversary.

Always supporting academic achievement, the Society published *Experiencing Dewey: Insights for Today’s Classroom*, edited by Donna Adair Breault and Rick Breault, in 2005. Forty four KDP
educators contributed to this volume of essays. That same year, responding to the devastation caused by Hurricanes Katrina and Rita, KDP members across the country rallied to donate 30,000 books to replenish libraries in the southeast.

In the wake of the storms, Wolfe ended his lengthy tenure as Executive Director. He reflected, “I was able to do so many wonderful things in my 16 years with the Society. But it was time for me to step down, time for new challenges.”

Critical to a smooth transition was finding an appropriate leader. As President-Elect, Dr. Karen Nicholson became a key player in the search process. “It was often frustrating, but I feel good about being able to help,” Nicholson said.

The search committee decided on Dr. Pamela Buckley to become the Society’s first female Executive Director. As current KDP Executive Director Faye Snodgress recalls, Buckley “was connected to the national research labs and was more used to working at for-profit companies.”

Other highlights of this period:
- In 2006, KDP organized an informal Web site committee to provide resources, offer feedback, and monitor the Society's Discussion Board.
- The Society launched a virtual chapter, established an online community for members, and began hosting e-chapter Webinars with guest speakers.
- Resource Roundup, a monthly e-mail highlighting online teacher resources, and the Student Teacher Advocate, an electronic spin-off of the New Teacher Advocate, also were introduced.
- Through the KDP Educational Foundation, eight new scholarship programs were established.
- KDP initiated a greater focus on graduate student members by forming a national Graduate Student Committee.

A New Model of Leadership
Kappa Delta Pi had weathered a difficult transition, and new Executive Director Buckley faced immense challenges. Though Buckley was able to work with the Executive Council and the staff to make some needed changes, her tenure at KDP was short-lived.
Dr. Blossom Nissman and other Kadelpians had encouraged Snodgress to apply for the directorship upon Buckley’s departure and prevailed upon her to serve as interim director. Before long, the Executive Council made Snodgress’s position as KDP Executive Director official. Again, Nicholson played a strong role in helping with the transition.

“The transition required a lot of changes,” Nicholson said. “These changes involved a lot of work, and the task was really difficult at times. We were facing serious financial issues—there were huge expenses, and our membership numbers were declining. We had to move forward.”

As Nicholson recalled, the Society needed a strong and specific kind of leader. As she expressed it, “Where do you find an educator with the experience and ability to lead an organization of KDP’s size and budget?”

Out of the discussion about what type of leader was needed for KDP came a new model. Snodgress and Nicholson reenvisioned the Executive Council to “serve as the academic face of the organization.”

Using members of the Executive Council as liaisons to the Society’s standing committees, leadership and strategic planning began to be shared on a much broader scale than in the past. As Snodgress noted, “Making these changes is helping us to build our leadership capacity—and at a critical time in the history of our organization.”

“By sharing leadership and more effectively seeking new ideas from a widening sphere of educators,” Snodgress shared, “Kappa Delta Pi is facing the education of today—and tomorrow—with renewed confidence.”

“From my days serving at the local level, KDP has been about building strong relationships—getting to know students better, more personally, and recognizing that you’re a part of something bigger. KDP is also about reaching out for other perspectives and understanding the value of diversity.”


Working in concert, the Executive Council, committees, and headquarters staff committed to reframe some of the Society’s programs and introduce others to meet strategic goals that would move the organization forward.

In 2007, the Society moved the KDP Store completely online and outsourced its back-end operation for better efficiency. KDP also established a partnership with Routledge, a division of Taylor & Francis, to garner the reach of that publisher’s distribution and marketing engine, as well as its online submission, review, and production process. Continuing to stay current with the latest technologies, the Society established North Central University, the first online university chapter.
After many years of success, KDP renamed Reading Is Fun to Literacy Alive! and expanded the scope of this national community service project to include both reading and literacy.

**2008**

Technology continued to be instrumental in KDP’s advancements. In 2008, the Society established a mushrooming presence on networking sites Facebook, Twitter, and LinkedIn. In addition, the monthly electronic newsletter *Solutions* was developed to bring the best resources directly into members’ e-mail.

To fulfill the need for immediately accessible professional development and support, KDP began development of KDP Connect, an initiative that would serve K–12 teachers and administrators. Also launched that year was the Teacher of Honor certificate program to recognize practicing teachers.

Continuing earlier international efforts, the Society established a formal memorandum of understanding with Taipei Municipal University of Education in Taiwan to pursue new opportunities for joint professional development and research projects.

To better meet the needs of Society member segments, KDP launched a new Society Web site in 2009, featuring mini-sites for each interest group.

In recognition of chapter leadership, KDP awarded its first Distinguished Chapter Officer Award, the Phoenix Award for new chapters, and the O. L. Davis Jr. Counselor of Distinction Award. Sir David Santandreu Calonge, from...
Hong Kong, was named the first international Teacher of Honor, and Kappa Delta Pi installed a chapter in that region.

Also that year, the Association of Educational Publishers named KDP’s *The ABC’s of Wellness for Teachers* book as a finalist for its Distinguished Achievement Award.

Further expanding internationally, KDP chartered a chapter in Taiwan and became a non-governmental organization (NGO) with the Department of Public Information of the United Nations.

With the Committee on Teaching about the United Nations, KDP co-hosted the “It’s Our World: Lessons for Peace and Reconciliation” Conference in Indianapolis in 2010.

As part of a new leadership initiative, KDP launched a series of *iLead* regional conferences to help members learn to be better teacher-leaders.

As KDP Connect developed into a robust online resource tool to advance successful teaching, the Society emphasized the important role of teachers with five Teachers’ Lounge Makeovers.

In stiff competition with numerous volunteer organizations, KDP received $20,000 from Tom’s of Maine, allowing the Educational Foundation to fund 100 additional Literacy Alive! projects in honor of KDP’s Centennial.

To help teachers cope during difficult economic times, KDP published a second edition of *The ABC’s of Job-Hunting for Teachers*, expanded its online career center, and initiated a series of Webinars called “KDP Helping You Find the Way.”

KDP celebrated the Society’s Centennial at Convocation in Indianapolis.
The Society is still facing issues that in some respects are hardly new: meeting the needs of professional members, addressing membership recruitment and retention, expanding its focus for a more global perspective, and addressing cultural and technological changes in effective ways. But the Society is addressing these challenges in new ways, and there is good news: Membership numbers are up, and more educators are visiting the Web site than ever before, reflecting the “new” way members interact with and experience their KDP Society.

Kappa Delta Pi, a professional group of diverse and dedicated educators since 1911, honors and celebrates its legacy as it sets the pace for educators and their profession for the next 100 years.

Cherishing Our Past,
Celebrating the Present,
Creating Our Future
Kappa Delta Pi: The Next 25 Years

Making predictions about future events is always a risky business. Nonetheless, in developing this booklet the thought occurred that it might be an interesting exercise to ask some Kadelpians about their expectations for the future of the Society.

Some KDP respondents shared their vision of an exciting future for a vibrant, active Society. Others expressed concerns over challenges they anticipate in the seeds of today’s educational developments.

Dr. Judy Fiene says, “In 2035, I see Kappa Delta Pi as the leading professional organization in the world. Teachers will be lifelong members and will see their membership in KDP as a valuable necessity throughout their career.” She believes the Society will have stronger recognition than ever before: “Parents will know that if their child’s teacher is a KDP member, the school year will be exceptional for their child.”

Dr. Charles Webber sees “huge” opportunities for the Society. “Kappa Delta Pi will encourage the emergence of non-Western educational organizations as partners, promote intercultural expertise as educational innovators, pursue flexible partnerships with research institutions, and assert powerful influence on legislators in the United States and worldwide,” he says. “I believe the Society will have global influence and widespread international membership.”

Dr. Peggy Moch predicts a 50 percent increase in chapters by 2035, with the greatest growth in the Society’s alumni and professional chapters. Furthermore, she says, “KDP’s president will play a role in helping to shape and mold the face of education as an advisor to the United States Secretary of Education and leaders of other nations.”

But this success will not come easily. As Faye Snodgress notes, “Our survival depends on having strong, effective leadership. Yet, more and more, our nation’s colleges and universities provide no support to faculty members for their service. Everything is focused on research and publishing. In this climate, where do we find our counselors? A faculty member interested in serving as our chapter counselor is potentially risking tenure.”
Dr. Alan Schoenfeld says, “The challenges KDP faces are intimately tied to the challenges teaching faces as a profession. Over the past decades, some of the core values of education have been eroded as we focus on test scores and accountability. We need to address issues of equity and opportunity to learn, and we need to continue to seek ways to support beginning teachers so that they can survive and grow into the kinds of professionals who uphold the values we cherish.”

The teaching profession also is central to Dr. Madeline Kovarik’s thinking. “Imagine a country where citizens who earn at the level of second from the bottom annually for graduates with a four-year degree spend more than $500 a year of their own limited funds on items they need for their job,” she says. “Imagine this same country increasingly cutting funding, reducing staff, and promoting accountability while eliminating staff-development funds.”

Such is the state of education in the United States today, and Kovarik sees little sign that things will improve soon. “The future of KDP,” Kovarik argues, “rests in these facts. As the situation gets increasingly dismal, teachers need a place they can turn for inspiration, hope, and support. That place is Kappa Delta Pi.”

Technology likely will remain both an incredible tool and a tremendous challenge. Some respondents were concerned about the implications of education online. “This whole electronic generation, with online courses and teaching, is troubling. Where are the interpersonal gains?” asks Dr. Morgan Simpson. “Teaching is already kind of an isolated profession. Imagine 25 years of teaching online—it would be lonely for the students and the teachers. Once we have online schools, how do we form a chapter with interactivity and shared purpose? The online thing concerns me.”

Moch agrees that overcoming these concerns and challenges is critical to the Society’s success.

“Perhaps the major challenge of the next 25 years,” notes Dr. Jerry Robbins, “will involve tracking the demographics of the membership (and potential membership) and responding accordingly in terms of programming. Today’s 50-year-olds (which
include a lot of counselors and longtime members) will be 75 in 25 years. This group will be retired, but active, and will likely expect KDP to remain a lot like it is at the present time.

“On the other hand,” Robbins continues, “today’s 25-year-olds—our young members—will be 50. They will be highly tech-savvy, not much interested in print materials, and probably interested in a very different mix of products, services, and expectations than is now the case. And the young members of KDP in a quarter century are preschoolers now.” Staying relevant will be key.

Continual reinvention seems key to all of our respondents. As Wolfe puts it, “How can KDP inform and engage its membership, past and present, to ensure that we continually reinvent ourselves as problem-solvers for peace, social justice, high-quality education, and promise keepers of the planet?”

The Society has served its purpose successfully for 100 years.

“KDP offers what educators need,” says Karen Nicholson, “and we’re flexible. That’s why we’re still here—and why we’ll continue to be successful in the coming years.”

“As teaching becomes more challenging,” notes Dr. Mary Clement, “all teachers will need the help provided by a strong support network—and that’s what Kappa Delta Pi will continue to be.”

Perhaps Dr. Laverne Warner summed up the spirit of our respondents best: “I believe the Society will continue to find innovative ways to overcome problems. Don’t you think we’ll be around another 100 years?”
**Society Presidents**

1915–17  W. W. Denton (Grand President), University of Illinois
1917–19  Frank E. Thompson (Grand President), University of Colorado
1919–24  William Chandler Bagley (Grand President), University of Illinois
1924–48  Thomas C. McCracken (Executive President), Ohio University
1948–52  William McKinley Robinson (Executive President), Western Michigan University
1952–53  Frank L. Wright (Executive President), Washington University
1953–58  Katherine Vickery (Executive President), University of Montevallo
1958–64  John J. Harton (Executive President), California State University–Fresno
1964–66  Gerald H. Read (President), Kent State University
1966–68  Esther J. McKune (President), SUNY College at Oneonta
1968–70  W. A. Stumpf (President), Duke University
1970–72  Lorrene Love Ort (President), Bowling Green State University
1972–74  Frank E. Marsh Jr. (President), Northeastern University
1974–76  A. Keith Turkett (President), East Tennessee State University
1976–78  Clementine A. Skinner (President), Chicago Public Schools
1978–80  Richard L. Judd (President), Central Connecticut State University
1980–82  O. L. Davis Jr. (President), The University of Texas at Austin
1982–84  Jerry Robbins (President), Eastern Michigan University
1984–86  W. Ross Palmer (President), University of Alabama
1986–88  Marcella L. Kysilka (President), University of Central Florida
1988–90  Bruce H. Jorgensen (President), Monrovia (CA) Public Schools
1990–92  John R. Petry (President), University of Memphis
1992–94  George L. Mehaffy (President), Eastern New Mexico University
1994–96  Wallace D. Draper (President), Ball State University
1996–98  F. Morgan Simpson (President), Auburn University at Montgomery
1998–2000  Barbara D. Day (President), University of North Carolina–Chapel Hill
2000–02  Janette K. Rogers (President), Northeastern State University
2002–04  Blossom Nissman (President), Georgian Court College
2004–06  John D. Light (President), Union University
2006–08  Karen Nicholson (President), Manhattan College
2008–10  Pamela Kramer Ertel (President), East Stroudsburg University
2010–12  Nathan Bond (President), Texas State University

**Executive Officers**

1915–19  Robert M. Burns (Grand Recorder-Treasurer)
1919–21  W. W. Denton (Grand Recorder-Treasurer)
1921–26  Mabel I. Payne (Grand Recorder-Treasurer)
1926–62  E. I. F. Williams (Executive Secretary-Treasurer)
1962–78  J. Richard McElheny (Executive Secretary)
1978–90  J. Jay Hostetler (Executive Secretary)
1990–2006  Michael P. Wolfe (Executive Director)
2006–07  Pamela Buckley (Executive Director)
2007–    T. Faye Snodgress (Executive Director)