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## Can We Do It With Class?

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## Can We Do It With Class?

Marilyn L. Grady  
Barbara Y. LaCost

As we prepare this issue of the *Journal of Women in Educational Leadership*, we are struck by the commentaries about the life of Katherine Hepburn (1907-2003). She was certainly an accomplished actress. The one factor that continuously creeps out in discussions of her life is that as an actress, she was distinguished by the fact that she was a college graduate, a rarity among her stage and screen peers.

Among the comments about Kate Hepburn were the following. Katie Couric on NBC's Today Show noted that Hepburn "lived life on her own terms" (June 30, 2003). In a segment titled *Remembering Katherine the Great*, Hepburn said of herself, "I'm a very female person . . . I've had a wonderful life, a very fortunate life, very lucky, being born at the right year for my personality—that's the story of me—great timing." In a CBS News retrospective of Hepburn's life, it was noted that her film roles called for her to play strong-willed, independent women. The commentator remarked, "If the truth be told, she was playing herself" (June 30, 2003). Tom Brokaw's comments on the NBC Nightly News: "Kate Hepburn was always a memorable presence. Kate Hepburn lived life on her terms—her famously independent ways" (June 30, 2003).

We, like Hepburn, are fortunate to be educated—since education opens doors for women. The manuscripts in this issue, all attest to the significance of education in women's lives—education as opportunity. Hamrick presents a report of women who have achieved the highest rank in the academy—full professors.

The focus of the study by Montgomery, Sanger, Moore-Brown, Smith, & Scheffler is adolescent females. The authors surveyed speech-language pathologists, special educators, and teachers about their training and knowledge of the role of communication in violence. The findings of the study are significant to school leaders who must work to provide the best education possible for all students and in this case, especially for adolescent females who may be in trouble with the law.

Crippen and McCarthy describe the history of women in higher education in Manitoba. The historical perspective chronicles the path of women from 1825-2000. The momentum established by these women pioneers in their quest for higher education, according to the authors, must be maintained for present female students and women in academia because educational opportunity provides hope for their future.

Interviews with women community college presidents is the subject of the manuscript by Rhodes. The community college presidency is a promising role for women seeking leadership at the highest levels. According to a report of the American Association of Community Colleges, by 2001, the percentage of women in community college presidencies was 27.8%.

Title IX is the topic of the manuscript by Mather. A concern about the discontinuation of some men's non-revenue producing sports influenced the Department of Education to form the Commission on Opportunities in Athletics to review Title IX. The findings of the Commission are discussed and the possible impact of the Commission's recommendations are presented.

In an interview for an Arts and Entertainment Biography segment, Hepburn remarked, "Well, I think just being alive is a tremendous opportunity—it's what you do with it that matters." Hepburn certainly used the opportunity she was given. We should all work to achieve the ideal she stated in her final role in the 1994 television movie, *One Christmas*: "I can sit back in my old age and not regret a single moment, not wish to change a single thing." Kate Hepburn according to the A&E Biography segment was "An unconventional beauty who spoke her mind. She forever changed Hollywood and a generation of women." Hepburn "did it" with class; may we all do the same.