A COMPARATIVE ANALYSIS OF THE CURRICULAR CONTENT
OF CANADIAN PREPARATION PROGRAMS FOR EDUCATIONAL
ADMINISTRATORS TO THE MASTER'S DEGREE LEVEL, AND
AN EVALUATION OF THE RELEVANCE OF THE GRADUATE
DIPLOMA PROGRAM IN EDUCATIONAL ADMINISTRATION AT
MEMORIAL UNIVERSITY OF NEWFOUNDLAND AS PERCEIVED
BY DIPLOMA GRADUATES

FREDERICK N. BUTLER

385592

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

A COMPARATIVE ANALYSIS OF THE CURRICULAR CONTENT

OF CANADIAN PREPARATION PROGRAMS FOR EDUCATIONAL

ADMINISTRATORS TO THE MASTER'S DEGREE LEVEL, AND

AN EVALUATION OF THE RELEVANCE OF THE GRADUATE

DIPLOMA PROGRAM IN EDUCATIONAL ADMINISTRATION AT

MEMORIAL UNIVERSITY OF NEWFOUNDLAND AS PERCEIVED

BY DIPLOMA GRADUATES

A Thesis

Presented to the

Department of Educational Administration

Faculty of Education

Memorial University of Newfoundland

In Partial Fulfillment

of the Requirements for the Degree

of Master of Education

---

by

Frederick N. Butler

August, 1974

ACKNOWLEDGEMENTS

ABSTRACT

The primary concern of the study was an analysis of the curricular content of the educational administration graduate courses to the Master's Degree level at Canadian universities. Also, a related aspect of the study was to investigate the degree of preparation that Graduate Diploma students in Educational Administration received from their preparatory program at Memorial.

At a more specific level, the problems examined in the study were: (1) to determine if there were core curricular courses common to the educational administration programs at the Canadian universities; (2) to determine the realms and the sub-realms of educational administration course concentration; (3) to compare Memorial's Educational Administration program with the programs at other Canadian universities; (4) to determine the admission requirements in the educational administration programs at Canadian universities; (5) to determine the course areas that Memorial's Graduate Diploma students in Educational Administration selected to fulfill the program requirements; and (6) to determine if there was a difference in the degree of preparation that Memorial's Graduate Diploma students received in the various course areas.

This study was organized around the curricular philosophy of Philip Phenix(1964a). Phenix contends that the six realms of meaning (symbolics, empirics, esthetics,

synnoetics, ethics, and synoptics) must be used as the foundation in the making of a curriculum.

The statistical procedures utilized included the calculation of frequencies and percentages. The chi-square test of independence was used to analyze the relationship, if any, between the degree of preparation and the course areas of preparation.

Analysis of the data revealed that (1) basic educational administration and statistical courses were common to most university programs; (2) educational administration courses were drawn mostly from the sub-realm of social sciences in the empirical realm; (3) Memorial's Educational Administration program was compatible with the programs at other universities; (4) similar admission require-ments existed at most universities; (5) Memorial's Graduate Diploma students in Educational Administration selected most of their courses from the course areas of General, Staff, and Public Relations; and (6) Graduate Diploma students in Educational Administration at Memorial reported receiving the greatest degree of preparation in the course areas of School Law, Research, General and Staff. Generally speaking the Graduate Diploma students felt their Educational Administration training at Memorial was adequate.

TABLE OF CONTENTS

CHAPTER   PAGE

LIST OF TABLES

LIST OF FIGURES

Chapter I

THE PROBLEM AND ITS SIGNIFICANCE

I. INTRODUCTION

Man in his quest for knowledge, for understanding, and for meaning passes through various degrees or stages of inquiry. This innate drive to understand, to organize and to predict is unique to man among all other organisms and enables him alone to be the master of his destiny and not totally at the mercy of his environment. This rationality or awareness by man is not a stamp which automatically classifies him as an intelligent and logical being, but rather is a process which must develop through various degrees of maturation and readiness.

Figure 1 shows how Downey(1965) illustrates the various phases of man's educational growth(p. 71). According to Downey the pre-primary phase of learning is quite random, but becomes more systematized as the skills necessary for orderly acquisition of knowledge are mastered during the primary phase. The secondary phase of education sees the process becoming even more ordered as the learner acquires specialized strategies of inquiry which he can apply in his approach to different fields of study. The learner's exposure to many strategies may result in his preference for a particular strategy which may lead to a more pronounced form of specialization during the post-secondary phase.

Higher
Education

Specialized
Inquiry

Secondary
Education

Strategized
Inquiry

Primary
Education

Systematized
Inquiry

Pre-primary
Education

Random
Inquiry
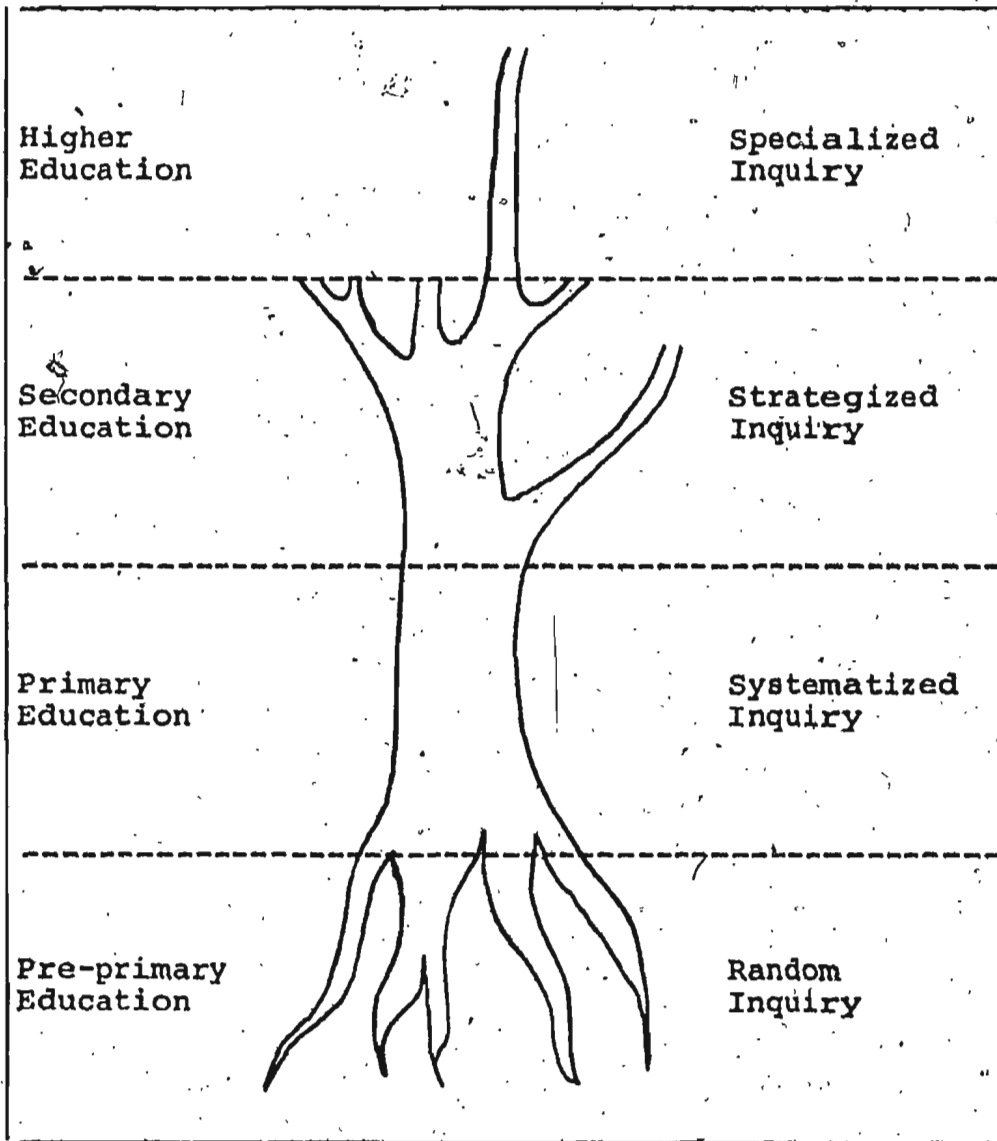
Figure 1: Phases of Inquiry

This increase in specialization, due in part to the rapid expansion of knowledge, has become a dominant feature of modern higher education.

Preparatory programs in educational administration are becoming more specialized than general. Some administrators claim that if they are to be trained as research designers, then, they should specialize in techniques of educational research. However, if the administrator is a practitioner, then, it is necessary that he be exposed to a more general education, one which draws on the expert's knowledge from the other disciplines. A general education curriculum for training educational administrators must be structured so as to relate to other components of the curriculum and to fit into a comprehensive pattern. Quite often, however, very little attention is given to relationships, and disciplines are taught as entities. Hughes said (1962)

> ...curriculum has been organized as an identity,
> with little or no reference to other curricula.
> To assume that the organization of subject matter
> in a given discipline may be made in this
> independent fashion would seem to cut across the
> intention of developing a general education, not
> circumscribed by the particular context of instruction(p. 192).

However, to have a more general curriculum, Phenix stated(1964a) that,

> A philosophy of the curriculum is necessary. By
> such a philosophy is meant a critically examined,
> coherent system of ideas by which all the constituent
> parts of the course of instruction are identified and
> ordered(p. 4).

Phenix(1964a) continued by saying that this can only be achieved if it includes the six distinctive modes of human understanding, which he has designated: symbolics, empirics, esthetics, synnoetics, ethics and synoptics(p. 6). If the six realms cover the range of possible meanings, they may be regarded as comprising the basic competencies that general education should develop in every person.

Phenix's six major categories which are considered the essential components of a curriculum for general education are illustrated in Figure 2.

The tendency towards specialization is apparent in the preparatory programs for the training of educational administrators. With application to Phenix's modes of classification, Farquhar(1973) and Miklos(1973) said that in the past ten or fifteen years the field of administration in Canada has drawn heavily on the social sciences. Farquhar (1973) listed the social science disciplines in decreasing order of frequency as sociology, political science, psychology, economics, anthropology and social psychology(p. 3).

This emphasis on social science in the planning of preparatory programs for educational administrators has narrowed the scope of the educational administration program to a specialized curriculum. Falkenburg(1959) sees it as "constructing a Science of Administration(p. 11)." Neverthe-less, Farquhar(1970) does not see the domination of the social sciences in the curricular content of educational administration programs as permanent, but contends that in recent years the

5

SYNOPTICS SYMBOLICS

History

Ordinary Language

Religion

Mathematics

Philosophy

Nondiscursive Symbolic Forms

ETHICS

Moral Knowledge

Biology

Personal Knowledge

Psychology

SYNNOETICS

Social science

Music

Visual Arts

Arts of Movement

Literature

Physical science

EMPIRICS
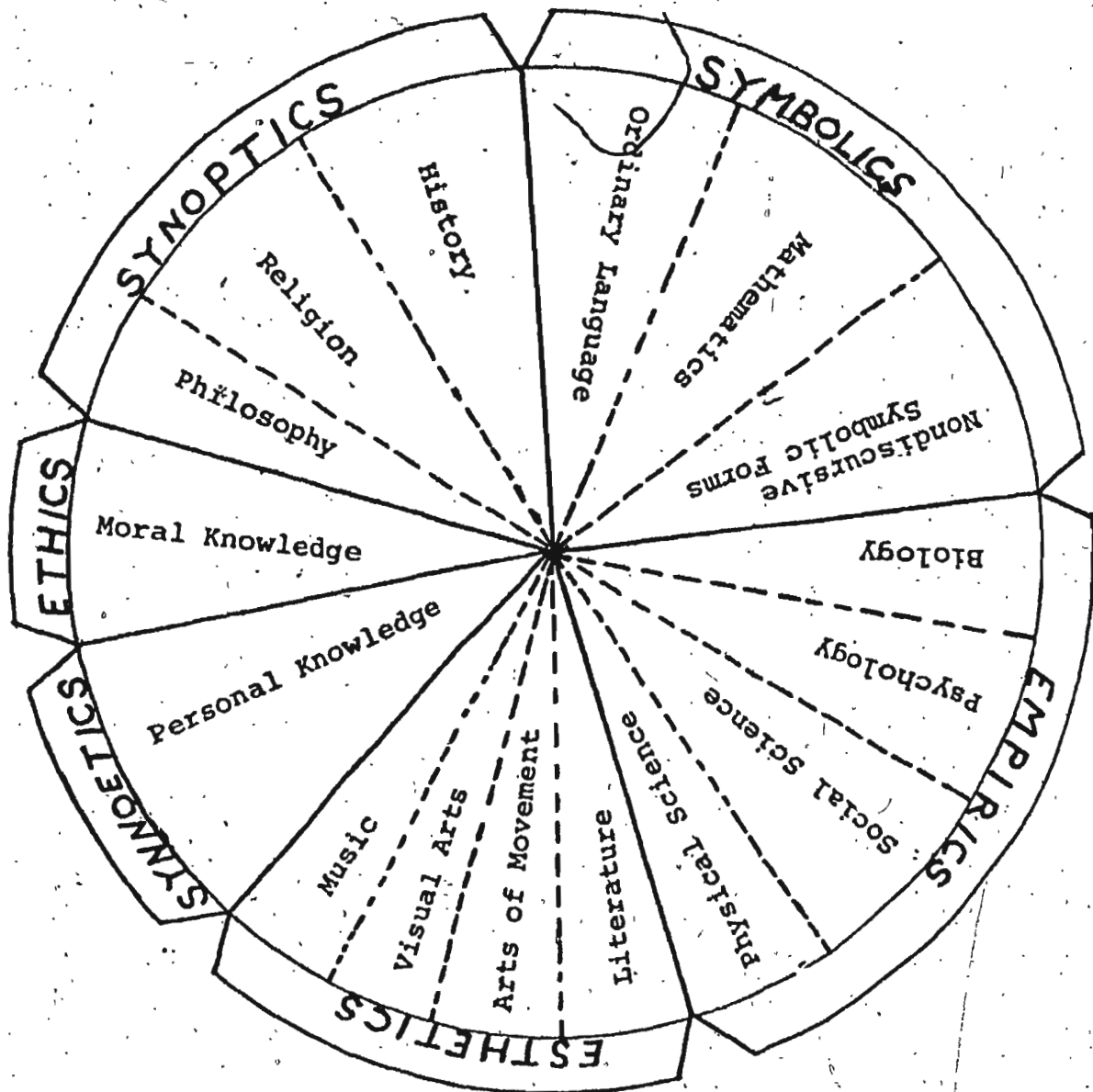
ESTHETICS

Figure 2: AN ADAPTATION OF PHENIX'S REALMS
OF MEANING BY F. N. BUTLER

REALMS

First:-
Symbolics
  -language
  -mathematics
  -nondiscursive
   symbolic forms

Second:-
Empirics
  -physical science
  -social science
  -psychology
  -biology

Third:-
Esthetics
  -music
  -visual arts
  -movement arts
  -literature

Sixth:-
Synoptics
  -history
  -religion
  -philosophy

Fourth:-
Synnoetics
  -personal knowledge

Fifth:-
Ethics
  -moral knowledge

curriculum is reaching out into the area of humanities.

> The knowledge in prospect indicates that the
> present slow but steady trend toward increased
> use of the humanities in preparing educational
> administrators will continue...

> Thus, as educational administration enters its
> adulthood as a field of professional preparation
> and scholarly inquiry, it appears likely that
> preparatory programs will reflect an increasing
> emphasis on the essential humanity of educational
> leaders (Farquhar, 1970, p. 54).

Farquhar indicated that the preparatory experiences in education administration are directed towards a general education. This would be in accordance with Phenix's six realms of meaning. (See figure 2). Phenix(1962) contended that, "Concentration should not proceed to the point of neglecting any of the essential human capacities, since the fullest mastery itself requires all these abilities (p. 271)."

II.   STATEMENT OF THE PROBLEM

The major thrust of this study is to determine if the curricular content of Canadian university preparation programs for training educational administrators was composed of disciplines from the social sciences and/or the humanities.

The minor problem was to analyze the degree of preparation that Graduate Diploma students received from the preparatory program offered by the Department of Educational Administration at Memorial.

More specifically, the study attempted to answer the following questions:

1. Are there certain core curriculum courses that may be common to most Canadian university training programs for educational administrators?

2. Are the educational administration graduate course offerings and course requirements for the Pre-master's and the Master's programs concentrated in certain realms and sub-realms as used by Phenix?

3. Is the curricular content of Memorial's graduate courses in Educational Administration similar to the curricular content of graduate courses in educational administration at other Canadian universities?

4. Are the qualifications of prospective candidates for admission into the preparatory program in educational administration at Canadian universities similar?

5. From what course areas did Graduate Diploma students in Educational Administration select courses to satisfy Memorial's regulation requirements?

6. Did Graduate Diploma students in Educational Administration at Memorial receive a greater degree of preparation in some courses than in others?

III. HYPOTHESES

According to Farquhar (1973) and Miklos (1973)
the curricula of educational administration programs at the
graduate level are concentrated in the Symbolic realm
and the Empiric realm. This statement suggested the
following hypotheses:

    1. Techniques of educational research is the
        prime discipline in the Symbolic realm.

    2. Social science and psychology are the two
        prime areas in the Empiric realm.

Minor hypotheses to hypothesis 2.

    (a) The major emphasis in the social sciences
        are on sociology, anthropology, economics,
        and political science.

    (b) The major emphasis of the psychology
        discipline is on social psychology.

The following null hypotheses were tested on the
date obtained from the survey of Memorial University's
Graduate Diploma students in educational administration;

Major

    1. There will be no relationship between the areas
        of preparation and the degree of preparation.

Minor

1. The degree of preparation is independent of the "General" area of preparation.

2. The degree of preparation is independent of the "School Plant" area of preparation.

3. The degree of preparation is independent of the "Pupils" area of preparation.

4. The degree of preparation is independent of the "Finance" area of preparation.

5. The degree of preparation is independent of the "Staff" area of preparation.

6. The degree of preparation is independent of the "Curriculum and Instructional Improvement" area of preparation.

7. The degree of preparation is independent of the "Public Relations" area of preparation.

8. The degree of preparation is independent of the "Research" area of preparation.

9. The degree of preparation is independent of the "School Law" area of preparation.

IV. DEFINITION OF TERMS

The following terms are defined as they apply to this study.

Memorial

The Memorial University of Newfoundland.

Participant

A student who has received the Graduate Diploma in Education with a speciality in Educational Administration from Memorial.

Preparatory Program

The formal part of the program which is usually found in university calendars, and consists of formal courses.

General Education

Samford(1968) has described it as "the knowledge, skills, and attitudes needed by all of our citizens irrespective of the nature of the economic activities which they will perform(p. 556-7)."

The Harvard Report(1945) stated:

The term general education ... is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen ., General education has chiefly to do with ... the question of common standards and common purposes ... with preparation for life in the broad sense of completeness as a human being(pp. 51-2)."

Phenix(1964a) said that, "General education is authentic disciplined knowledge(p. 314)."

General, School Plant, Pupils, Finance, Staff, Curriculum

and Instructional Improvement, Public Relations, Research,

and School Law.

Course areas of the questionnaire.

Graduate Student

Any student who has completed the requirements

for a Master's Degree in Education with a speciality in

Educational Administration from Memorial University or a

Graduate Diploma in Education with a speciality in Educational

Administration from Memorial University.

Discipline

An association of specialized inquirers who follow

certain common rules of procedure governing the scope and

methods of inquiry. e.g. The discipline of Physics.

King and Brownell(1966) said that, "A discipline

is a corps of human beings with a common intellectual commit-

ment who make a contribution to human thought and to human

affairs(p. 68)."

V.   SIGNIFICANCE OF THE STUDY

In the United States and Canada educational adminis-

trators are co-operating in an analysis of the curricular

content of preparation programs through such organizations

as the Ontario Institute for Studies in Education, the Ontario

Council for Leadership in Educational Administration, the

University Council for Educational Administrators; the American Association of School Administrators, and the Canadian Education Association-Kellogg Project in Educational Leadership.

This study, while drawing upon the knowledge of these associations and various individuals, should enable Canadian graduate departments of educational administration to (1) equate the curricular content of their programs with the Canadian trend; and, (2) re-appraise the educational administration curriculum to determine if it provides for the total development of the individual.

Furthermore, the results of the appraisal of Memorial's Graduate Diploma program in Educational Administration by former students should be useful in promoting modification and improvement to the program.

Chapter II

REVIEW OF RELATED LITERATURE

I. CONCEPTUALIZATION

Phenix's Philosophy for a General Education

Philip Phenix(1964a), who is a philosopher by training and an educator by vocation, maintained that the scope, content and arrangement of studies for a general curriculum must be derived from certain fundamental considerations about human nature and knowledge. "Human beings are essentially creatures who have the power to experience meanings. Furthermore, general education is the process of engendering essential meanings (Phenix, 1964A, p. 5)."

However, Phenix is aware of the forces in our modern society that are attempting to destroy meaning. He sees these as the spirit of criticism and skepticism, the depersonalization and fragmentation of life, the "sheer mass of cultural products, especially knowledge, which modern man is required to assimilate(p. 5)," and the rapid rate of change in the conditions of life with the consequent feeling of impermanence and insecurity. To weaken these sources of meaninglessness in contemporary life, one must design a curriculum "so as to counteract destructive skepticism, depersonalization and fragmentation, overabundance, and transience(p. 5)".

It is Phenix's(1964a) contention that the primary
goal of a philosophy of the curriculum is to analyze the
nature of meaning.

> Hence, a philosophy of the curriculum requires
> a mapping of the realms of meaning, one in which
> the various possibilities of significant
> experience are charted and the various domains
> of meaning are distinguished and correlated.
> (Phenix, 1964a, pp. 5-6).

From the analysis of the basic modes of human understanding,
the curriculum for a general education, as perceived by
Phenix(1964a) must be based on six principal domains of
human intellectual understanding. These six broad fields
of specifically human interest, experience, and activity are
essential in the curriculum since general, as distinguished
from specialized, education aims at developing the person
"in his essential humanness(Phenix, 1964a, p. 21)".

Phenix's(1964a) six realms or domains are:
symbolics, those symbol systems including language, mathematics,
rituals, gestures, and all organized patterns by which we
communicate; empirics, the data of the sciences and the world
of man and nature; esthetics, which includes music, the visual
arts, i.e., painting, drawing, graphics, sculpture, architecture,
the arts of movement, and literature - poems, plays, novels,
stories, essays; synnoetics, the concrete, unconceptualized
tacit knowledge of particular personalities, including one's
own; ethics, moral meanings that have to do with personal
conduct "that is based on free, responsible, deliberate
decision(Phenix, 1964a, p. 7)"; and, finally, synoptics,

those integrative meanings that include religion, history, and philosophy, through which we make coherent experiences that are separate or fragmented.

If a curriculum for a general education has the basic ingredients of the six realms of meaning then it will "...satisfy the essential human need for meaning." Instruction in language, mathematics, science, art, personal relations, morals, history, religion, and philosophy constitutes the educational answer to the destructively critical spirit and to the pervasive modern sense of meaninglessness.

"... Because the realms of meaning form an articulated whole, a curriculum based upon them counteracts the fragmentation of experience that is one of the sources of meaninglessness(Phenix, 1964a, pp. 8-9)."

The selection of the curricular content from the mass accumulation of knowledge must be made on the basis of the principles of disciplined inquiry, the key ideas representative of the discipline, the methods of inquiry that are exemplified in the discipline, and that which arouses and stimulates the imagination. Phenix(1964a) attempts to demonstrate that "knowledge in the disciplines has patterns or structures and that an understanding of these typical forms is essential for the guidance of teaching and learning (p. 313)"; in short, the curriculum is to be built upon the work and the behavior of the scholars in their own fields.

The Nature of the Discipline

The discipline as a community.

A discipline has been described as a defined area of study (i.e. mathematics, chemistry, etc.); Broudy (1961) saw it as a "network of facts, writings, and other works of scholars associated with the field(p. 291)"; or, the corps of human beings who have a common intellectual commitment, and who make a contribution to human thought and human affairs.

These individuals who comprise a scholarly discipline, are the original sources of authoritative knowledge. These communities of scholars are interested in furthering the work of their individual discipline, criticizing each other's work, and testing theories and studies. According to Phenix(1964a) "It is not unusual for authorities to disagree among themselves (giving good reasons for doing so) and to revise their findings as further disciplined inquiry directs(p. 313)."

However, it is the major task and concern of the members of the disciplines that too often a colossal gap exists between the creation of new knowledge and its eventual appearance in society. If these disciplines are going to continue their contribution to man's development, the specialists must devise a process that will quicken the cycling of new knowledge.

A discipline is an expression of human imagination.

The success of a discipline is due in part to the creative, imaginative, ingenious ideas of its members. These mental images may emerge in various symbolic forms, such as: ideas, sentences, concepts, figures, etc.

R. G. Collingwood(1956) claimed that historical imagination is central to the historian's inquiry: the imagination of an historical fact, the verification of these facts, and the creation of historical interpretation. He argued as follows:

> The web of imaginative construction is something far more solid and powerful than we have hitherto realized. So far from relying for its validity upon the support of given facts, it actually serves as the touchstone by which we decide whether alleged facts are genuine. Suetonious tells me that Nero at one time intended to evacuate Britain. I reject his statement, not because any better authority flatly contradicts it, for of course none does; but because my reconstruction of Nero's policy based on Tacitus will not allow me to think that Suetonius is right. And if I am told that this is merely to say I prefer Tacitus to Suetonious, I confess that I do; but I do so just because I find myself able to incorporate what Tacitus tells me into a coherent and continuous picture of my own, and cannot do this for Suetonious.
>
> It is thus the historian's picture of the past, the product of his own a priori imagination, that has to justify the sources used in its construction... He does it, and can only do it, by considering whether the picture of the past to which the evidence leads him is a coherent and continuous picture, one which makes sense. The priori imagination which does the work of historical construction supplies the means of historical criticism as well.

> Freed from its dependence on fixed points
> supplied from without, the historian's
> picture of the past is thus in every detail
> an imaginary picture, and its necessity is
> at every point the necessity of the priori
> imagination. Whatever goes into it, goes
> into it not because his imagination passively
> accepts it, but because it actively demands
> it. (pp. 244-5).

The role of imagination in art is a somewhat different type of symbolic activity than imagination in history. Cassirer(1967) discussed imagination exhibited in artistic endeavours with a sort of imagination which characterizes play activity:

> In play we have to do with stimulated images
> which may become so vivid and impressive as to
> be taken for realities. To define art, as a
> mere sum of such simulated images would
> indicate a very meager conception of its
> character and task ... Play gives us illusive
> images; art gives us a new kind of truth--a
> truth not of empirical things but of pure
> forms. (p. 164).

Imagination plays a vital role in the discovery of new ideas in the disciplines, but, according to some authorities, much is owed to chance. Priestly(1776) stated that,

> More is owing to what we call chance, that is,
> philosophically speaking, to the observation
> of events arising from unknown (unsuspected)
> causes, than to any proper design or pre-
> conceived theory in the business. This does
> not appear in the works of those who write
> synthetically upon these subjects ... (p. 257).

Holton(1952) contended,

> Superficially one cannot help but be impressed
> by the role of chance in scientific work, but
> chance favours the prepared mind; witness the
> obvious fact that great discoveries in science
> are in general not made by people previously
> ignorant of these fields. It is only the
> master of his subject who can turn to his
> advantage the irrational and the unsuspected.
> (p. 258).

Bruner(1960) seems to agree with Holton's(1952)
analysis:

> The good intuiter may have been born with some-
> thing special, but his effectiveness rests upon
> a solid knowledge of the subject, a familiarity
> that gives intuition something to work with ...
> emphasis upon the structure or connectedness of
> knowledge increases facility in intuitive
> thinking. (pp. 56-7).

In the final analysis one may say that human
imagination in a discipline cannot be predicted, or held
within a boundary.

The discipline as a history.

The past of any discipline normally consists of
hard intellectual work which eventually culminates in
significant intellectual discovery. Tagliacozzo(1960)
with the support of several philosophers, among them,
Bertrand Russell in his book Wisdom of the West takes the
position that "leading intellectual trends, once born, tend
to survive indefinitely(p. 9)."

Tagliacozzo(1960) continued,

> ...the fact that the different intellectual
> trends that coexist today are variously old,
> jointly lead to the inference that what is
> generally called a 'discipline' is often in
> fact a mosaic of variously old, often radically
> different strains of thought, which have little
> in common beyond a supposedly analogous subject-
> matter and a name. (p. 10).

Phenix(1964b) took a somewhat different per-

spective on the history of intellectual activity.

> The history of thought makes it clear that new
> species of knowledge emerge from time to time
> as a result of structural mutations that prove
> viable. In recent times, with the rapid
> expansion of knowledge in all fields, many new
> disciplines have sprung up, and there is every
> reason to expect that these developments will
> continue at an accelerated pace.

> Furthermore, just as species in the world of
> living, things may run their evolutionary
> course and disappear through maladaptation,
> so it is possible that disciplines that have
> been fruitful may gradually exhaust their
> possibilities of development within the total
> context of human inquiry at a particular stage
> of intellectual evolution. (p. 49).

Whether permanent or temporary, the intellectual

trends of a discipline were discovered and developed through

the ingenious work of scholars, who have dedicated their

lives to the expansion of knowledge within a discipline for

the benefit of mankind.

A discipline as a structure - conceptual and syntactical.

The term structure has become one of the key terms in education. Jerome Bruner(1960) uses structure of a discipline to mean the interrelated ensemble of principles in a field of inquiry. (p. 31). However Phenix(1964a) sees the structure of a discipline as arranging its ideas according to their relative range of application and degree of depth. (p. 55).

Schwab(1964) has posited two structures which characterize disciplines, the conceptual (substantive) structure and the syntactical structure. (pp. 8-11).

The conceptual structure of any discipline consists of all the immediate ideas in that discipline. It may be said that a structure is dynamic and in a state of development. Holton(1952) indicated this in his comments:

> ... an advance in any one part of science is
> tentative until the rest of the system absorbs
> the advance. For example, a newly discovered
> law may disturb the hitherto accepted relation-
> ship between concepts or even the usefulness of
> some old concept. There will be a period of re-
> arrangement until the new discovery is fully
> incorporated into the evergrowing structure.
> (p. 272).

Schwab(1964) looking at another aspect of the conceptual structure saw it as the origin of enquiry.

> This structure determines what questions we shall
> ask in our enquiry; the questions determine what
> data we wish; our wishes in this respect determine
> what experiments we perform. Further, the data,
> once assembled, are given their meaning and
> interpretation in the light of the conception which
> initiated the enquiry. (p. 9).

This theorizing becomes the investigator's guide for enquiry, whether it's in the humanities or in the sciences. Stern(1956) commented on its role in history: "In the last analysis what will shape a particular history is the historian's conception of the past, whether or not he has formulated it, whether or not he is fully conscious of it (p. 13)."

While the conceptual structure of any discipline is concerned with the total set of ideas in a discipline, the syntactical structure places more emphasis on the form or arrangement of these ideas within each discipline.

The syntactical structure of a discipline, according to Schwab(1964), refers to the characteristic ways in which the scholars in a discipline work at the cluster of problems in each discipline.

> There is the problem of determining ... what it does by way of discovery and proof, what criteria it uses for measuring the quality of its data, how strictly it can apply its canons of evidence, and, in general, to determine the pathway by which the discipline moves from its raw data to its conclusion. (p. 11).

He continued:

> The syntactical structure of a discipline is not to be equated to method, at least not to method as a highly schematized and abstract exposition. Rather, syntactical structure concerns itself with concrete descriptions of the kinds of evidences required by the discipline, how far the kinds of data required are actually obtainable, what sorts of second-best substitutes may be employed, what problems of interpretation are posed, and how these problems are overcome. (p. 28).

A discipline is a specialized system of symbols.

The language of a discipline is usually very technical. The vocabulary is so specialized that, at times, it prevents the flow of new knowledge across disciplinary lines, and to the general populace. Holton(1952) noted that,

> The words of daily life are usually so flexible
> and undefined, so open to emotional color and mis-
> understanding, that our first task here is to get
> use to the specific vocabulary of the sciences and
> to the apparently picayune insistence on its rigorous
> use--that enormously successful habit which
> scientists borrowed from scholastic logicians. (p. 19).

Cassirer(1967) commented that,

> Scientific terms are not made at random; they
> follow a definite principle of classification.
> The creation of a coherent systematic terminology
> is by no means a mere accessory feature of science;
> it is one of its inherent and indispensable elements.
> (p. 209).

Philosophy, and to a limited extent the sciences, use verbal language with highly specialized meanings; but other disciplines, such as mathematics, music, dance, arts, economics and psychology use a system of symbols. The symbols used, especially in mathematics, tend to establish a close relationship between the term and the meaning.

Then, in summary, Phenix(1962) said that a discipline is

> ...a conceptual system whose office was to gather
> a large group of cognitive elements into a common
> framework of ideas. That is, its goal is the
> simplification of understanding. This is the
> function of the techniques, modes, and theories
> which are characteristic of any discipline. They
> economize thought by showing how diverse and
> apparently disparate elements of experience can
> be subsumed under common interpretive and explanatory
> schemes. (p. 60).

...to reveal significant patterns and relation-
ships (through synthesis). By synthesis is meant
the construction of new wholes, the coordination
of elements into significant coherent structures.
(p. 61).

...a living body of knowledge, containing within
itself a principle of growth. Its concepts ...
invite further analysis and synthesis. A discipline
contains a lure to discovery. Its ideas excite the
imagination to further exploration. Its concepts
suggest new constructs which provide larger
generalizations and re-constituted modes of co-
ordination. (p. 62).

Phenix's Categorization of Knowledge

"The Basic realms are such that all of them are
required if a person is to achieve the highest excellence
in anything at all (Phenix, 1964a, p. 271)." Furthermore,
it is Phenix's (1964a) contention that,

The first principle for the selection of the
material for instruction is that all of it should
be drawn from the organized scholarly disciplines...
Hence, it is to the disciplines that the teacher
should turn for the content of instruction. (p. 314).

Phenix (1964a) believed that every individual must
have some degree of training in all six realms of meaning
(See figure 2), if he is to do his best in any human under-
taking. These six domains are essential for the construction
of a general or a specialized curriculum.

For example, a person cannot attain maximum mastery
in any scientific field without having some
competence in language, the arts, personal relations,
morals, and synoptics; since scientific activity in
its own structure includes symbolic, esthetic,
personal, ethical, and integrative factors.
(Phenix, 1964a, p. 271).

Such an analysis also applies to an individual who hopes
to attain specialized competence in the area of the arts.
That individual must "know how to communicate, understand
facts and generalizations, relate insightfully with others
and with himself, (possess) a sensitive conscience, and
(attain) a certain perspective on the whole. (Phenix, 1964a,
p. 271)."

According to Phenix(1964a) the basis for an
individual to receive a general education is for him to be
exposed to the disciplines that are contained in the realms
of meaning.

> This aim presupposes that each of the fundamental
> disciplines, no matter how technical it may be at
> the advanced levels, is pertinent to every person
> as a person, and therefore that it is possible to
> present its humanly significant leading ideas for
> general educational use. (p. 54).

Symbolics - first realm

The disciplines that are concerned with the
expression of meanings constitute the realm, symbolics.
Three main types of disciplines comprise this realm.
Ordinary languages, the first type, are essentially
symbolic forms that are designed for purposes of communication.
"They (languages) are social conventions developed for the
purpose of effectively sharing life within the world as it
actually is and for projecting common activity toward what
is possible (Phenix, 1964a, p. 64)." The important function
that language performs is exemplified in the following quote:

> Language is ... the foundation and cement of
> society. Words are instruments for communication,
> without which there could be no community, and
> without community there could be no man. For man
> is not only in essence reasonable but also social.
> (Phenix, 1960, p. 310).

Mathematics is the second type of discipline in this realm. It, like language, deals with the symbolic systems constructed on the basis of certain undefined terms. Furthermore, the resulting formal structures of language and mathematics are available for interpretation and application in an indefinite variety of particular cases. While ordinary language is used for the purpose of communication of a practical nature, "mathematical symbolisms are essentially theoretical. They constitute a purely intellectual discipline, the forms of which are not determined by the exigencies of adjustment to nature and society. (Phenix, 1964a, p. 71)."

In another article Phenix(1960) said that,

> The object of mathematical study in liberal learning
> is to afford an acquaintance with processes of
> rigorous logical deduction, the nature of coherent
> postulate systems, and methods of symbolic
> representation and manipulation.

> For example, a basic education in mathematics should
> include some true insight into what numbers are,
> including a knowledge of the definitions and
> postulates generating a number system and the
> successive generalizations of the idea of number
> involving the negative, rational, irrational,
> transcendental, complex, and transfinite varieties.
> It would also provide an understanding of types of
> symbolic forms and transformations, both geometric
> and algebraic, not principally concerned with specific
> numbers as such. (p. 308).

The third essential discipline in the symbolic realm has been designated by the term nondiscursive symbolic forms. While language and mathematics are discursive forms that is they are used for factual statements in the sciences; the "nondiscursive symbolic forms are chiefly used to express meanings in the realms of esthetic experience (music, painting, sculpture, architecture, and dance), personal knowledge, and synoptic insight (Phenix, 1964a, p. 82)."

The three forms that are included in the symbolic realm are all instruments for the expression of meaning through a different system of symbols. Phenix(1964a) maintained that, "The emphasis in learning any symbolism is not on the content of the meanings expressed, but on the conventional expressive forms used to objectify and communicate meanings(p. 91)."

Empirics - second realm

The empirical realm deals with disciplines of science that relate to material truth. "Science, or systematic empirical inquiry, is concerned with the matters of fact, not with symbolic conventions(Phenix, 1964a, p. 91)." The empirical disciplines deal with generalizations that unite many particulars, with laws that describe certain invariant conjunctions of properties and certain probable sequences of events, and with general theories from which the laws can be deduced and that are productive of further hypotheses for inquiry. (Phenix, 1964a, pp. 95-6).

The physical sciences, comprising such fields as physics, chemistry, geology and astronomy, are concerned with observation, experimentation, systematic description, and theoretical explanation in the world of material objects. "The essence of physical science is the discovery and formulation of general patterns among quantities derived from the process of physical measurement (Phenix, 1964a, p. 105)."

The educational goal in the physical science disciplines, according to Phenix(1960), "is the co-ordination into a coherent and fertile system a host of apparently isolated, observed phenomena(p. 308)."

The life sciences, like all other species, are empirical, factual and descriptive. The life sciences are specialized to describe the properties of a relatively small part of the real world - living things.

The inclusion of the biological sciences in the curriculum is for the purpose of essentially providing "an understanding of distinctive types of explanatory models, more concrete and more concerned with wholes, relationships, process, and direction(Phenix, 1960, p. 308)."

The discipline of psychology is even more limited than the domain of life sciences, it is concerned with the study of the mind. The specialists in this area are interested in the facts of mental life and the explanations for these facts. An exposure to the discipline of psychology will enrich man's understanding of why he reacts differently to different stimuli.

The behavior of the human world is studied in Phenix's fourth type, social sciences. This domain is divided into various disciplines, among which are sociology, anthropology, political science and economics. Each of these special social sciences is concerned with somewhat different aspects of human life, some, with the exception of economics, deal with very intangible concepts. The discipline of economics, the most highly developed and precise of the social sciences, "combines the mathematical and mechanistic considerations of the physical sciences, the organismic ideas of the life sciences, and the distinctive human factors of the human sciences(Phenix, 1964a, p. 137)."

A student of the social sciences can acquire "a wider acquaintance with some of the possible modes of individual and corporate existence and some understanding of the interrelations of factors influencing human behavior (Phenix, 1960, p. 309)."

Esthetics - third realm

The realm of esthetic meanings is composed of a class of disciplines - music, the visual arts, the arts of movement, and literature - which include meanings that are perceived in the imagination, without any necessary reference to actual fact or consideration. Phenix(1964a) said that, "meanings in this realm are concerned with the contemplative perception of particular significant things as unique objectifications of ideated subjectivities(pp. 6-7)."

Each of the esthetic disciplines uses different expressive material to stimulate the individual's intrinsic interest. Music uses sounds; painting and drawing use colors, contours, light and shade; sculpture and architecture use masses, volumes, surfaces, and textures; the arts of movement use the positions, rhythms, and tensions that are communicated by the movement of the human body; and, literature uses words.

The study of the arts helps to develop the student's sensitivity to form and his powers of perceiving and implanting forms in individual created objects. It opens to him the richness of possible things and encourages him to recognize, accept, and use his capacities as a free agency to create something new under the sun. (Phenix, 1960, p. 310).

Synnoetics - fourth realm

In Phenix's (1964a) fourth realm of meaning, synnoetics, he concentrates on the immediate awareness of another being or a greater understanding of oneself.

The exposition of synnoetics requires the use of an assorted selection of movements that grow out of existential philosophy, existential theology, existential psychology, and certain literary works - poetry, drama, etc. This has been made necessary because, "It is not customary to

offer courses in relational insight, personal knowledge, or

existential awareness, nor are there standard scholarly

associations devoted to the pursuit of such knowledge(Phenix,

1964a, p. 187)."

Meanings in the synnoetic realm are subjective,

concrete, and existential. Phenix(1964a) reported:

> Knowledge in symbolics, empirics, and esthetics
> is objective, or better it depends on a subject-
> object relationship. Synnoetic meanings relate
> subjects to subjects. Objectivity is eliminated
> and is replaced by subjectivity. (p. 194).

> Meanings in this personal realm are concrete
> rather than abstract, as in language, science,
> and art ... Personal meanings are concrete in the
> sense that relational understanding is not a frag-
> ment, a perspective, or a transformation of some
> other more complete experience. (p. 194).

> Language, science, and art are concerned with
> essences, while personal knowledge is existential
> ... The formal fields deal with various kinds and
> qualities of being, while the latter has to do
> with being itself, that is, with concrete
> existence. (p. 195).

Phenix(1964a) stressed the importance of receiving

an adequate understanding of meaning within the synnoetic

realm, when he said:

> Persons grow to healthy maturity through their
> encounters with others....If personal meanings
> become impaired, relationships become manipulative
> and impersonal; estrangements and fragmentations
> occur, and the self loses its integrity and creativity
> ... Various conceptual patterns ... provide a basis
> for disciplined understanding in the synnoetic realm,
> making possible reliable education in a domain that
> is of fundamental importance for the life of man and
> society. (p. 211).

Ethics - fifth realm

The ethics deal with moral meanings that express obligation rather than fact, perceptual form, or awareness of relation. Phenix(1964a) wrote, "The essence of ethical meanings, or of moral knowledge, is right deliberation action, that is, what a person ought voluntarily to do (p. 215)."

Goss(1967) interpreted the ethical philosophy of Phenix(1964a) as "an extension into the ethical realm of the self-transcendence and rational control which characterize human nature generally(p. 41)." Goss(1967) said that, "The process of ethical behavior can be genetically described as follows:

1.   The universe is pervaded by the principle of obligation or 'ought-ness'; although experienced by individuals, the principle itself is always universal.

2.   All men feel obligated to seek man's highest good, the realization of meanings. Although man, seeker of the ideal, is a biological organism, the highest good itself is an ideal and not a fact; it is therefore discovered and pursued by rational rather than empirical means.

3.   Equipped with this single ideal or highest good, a person can then turn to the source of moral ideal, viz., the moral traditions and goods of mankind, and rationally evaluate and arrange them in an hierarchical order. Conflicts between values can then be resolved by reference to this hierarchy.

4.   Actual decision-making in ethics involves the rational consideration of possible consequences and weighing their relative worth. The right action is then the one that produces

the best results; but merely pragmatic considera-
tions are avoided because in this rational
teleology there is always a clearly defined
highest good.

There is a general reluctance among educators
to introduce moral inquiry into the curriculum of an
educational institution. This is in part the result of a
multiplicity of value-convictions among individuals, groups
and organizations. However, this conflict should not be
a deterrent because seldom is there agreement in the
teaching of history or social sciences.

The integration of ethical inquiry into the
curriculum is important. Phenix(1960) believed that,

> The study of morals should furnish the student
> with an illuminating array of well-analyzed
> options and principles for the guidance of
> responsible action. He would be keenly aware
> of the choices he must make and of the paths of
> life which thoughtful and dedicated men before
> him have been moved to recommend. He would
> thus be provided with a broader foundation for
> his own character and conduct(p. 309).

Writing elsewhere on the same topic, Phenix(1958)
stated:

> The curriculum should provide ample opportunities
> for the student to exercise intelligence in
> choosing, and opportunities to assume responsi-
> bility for his decisions. This moral instruction
> is generally not provided in specific segments of
> the curriculum.... Its efficacy depends upon
> preserving the right balance, at every stage of
> maturity, between freedom and authority, so that
> the student has enough guidance to give him some
> foundation for choice yet enough liberty to make
> the alternatives genuine and the responsibility
> his own(p. 60).

Synoptics - sixth realm

The integrative disciplines of history, religion and philosophy comprise the sixth realm. These disciplines combine empirical, esthetic, and synnoetic meanings into coherent wholes.

In the discipline of history it is the historian's task when constructing the past that he employ knowledge from the realms of synnoetic, esthetic, symbolic, empiric, and ethic. Phenix (1964a) stated:

> History is the study of what human beings have
> deliberately done in the past. Its content is
> not, as in science, generalizations about
> observable occurrences, but particular events
> ordered temporally. These events are conceived
> as outcomes of personal existential decisions
> at particular times. Hypotheses about what
> happened are formed by the imaginative re-creation
> of the past, using relevant empirical knowledge
> from every field, together with personal under-
> standing and ethical insight. Finally, these
> hypotheses are tested and progressively improved
> by checking them with effects of the past in the
> form of present evidence. (p. 243).

A student who is exposed to this type of education can receive, at least, three benefits as seen by Phenix (1960):

> 1. It should provide invaluable training in the
> critical employment of evidence.
>
> 2. It should impart a profound conviction about
> the plurality and contingency of events and a
> deep distrust of simple solutions or black and
> white judgements, culminating in the persuasion
> that there can be no final analysis.
>
> 3. It should awaken the student to the intimate
> connection between facts and values, to the
> realization that truth involves not simply
> factuality, but also relevance and importance.
> (p. 309).

Religion, like history, is a synoptic discipline that integrates all the realms of meaning. The thesis of Phenix's (1966a) book <u>Education and the Worship of God</u> concerns the faith which is manifested chiefly in the regular subjects. Considering the various subjects in the curriculum, Phenix(1966a) attempts to show that in the ultimate perspective, language may be seen as the Word of God, science as the Widsom of God, art as the Work of God, ethics as the Will of God, and history as the Way of God.

In this book Phenix(1966a) sees religious knowledge as "an apprehension of the Ultimate Good-a-Harmony of the Whole, a Complete Truth-that is not contained in any of the more limited ways of knowing(p. 27)."

The study of religion, according to Phenix(1960), is essential to the development of an individual.

> (It) should awaken the student to ... ultimate
> questions about the source and sustenance of
> the created world, the nature and destiny of
> the human person, and of society, and the cause
> and cure of evil. (It should) acquaint him with
> the principal answers embodied in the religious
> traditions of mankind. He should emerge from this
> study better prepared to fashion a faith of his
> own, more intelligent in establishing meaning and
> assuming commitment in the human situation with
> which he is presented. (p. 311).

Philosophy which is concerned with every kind of human experience is the final discipline in the synoptic realm.

> It is concerned with the reflective analysis of
> the statements made in all other fields of
> learning. Such a philosophical analysis serves

to clarify the nature of the various domains of human experience, in their similarities and differences, and to show interrelationships among them. To this analytic function of philosophy one must observe the synthetic approach, which is a conception of the entire world structure and process. (Phenix, 1960, p. 310).

After all, The aim of philosophic study so conceived is to develop in students the skill to ask searching questions about methods and meanings in every department of intellectual endeavour and to construct a comprehensive rational outlook on the totality of human experience. (Phenix, 1960, pp. 310-11).

II. SPECIALIZED - GENERAL EDUCATION

Introduction

The rapid expansion of knowledge has made specialization both indispensable and inescapable. However, such a stress on specialized education has been made to the detriment of a general education. Prominent intellectuals, while agreeing that a specialized education is necessary in our technological society, do not condone its advancement at the expense of sacrificing a general education for the individual. Henry Winthrop(1967) warned that,

The growing need for specialization is reducing the ideas of intellectual and social well-roundedness to an anachronism. The growing pragmatic temper of Western life, dictated by the pace of social change and the need to adjust to the modern crisis mentality, makes a pre-occupation with ideas seem to be a luxury. The spread of mass culture is reinforcing rather rapidly a kind of cultural and educational know-nothingism, aspects of which Richard Hofstadter has described in his Anti-Intellectualism In American Life. (p. 25).

Huber(1966), commenting upon a paper by D. R. G.
Owen's(1962) entitled <u>The Presuppositions of a University</u>,
said that Owen argued that the universities have lost the
original bases on which the idea of a liberal education
was founded.

> The great universities which sprang from the
> medieval church saw that 'the divine purpose
> for man includes essentially the cultivation
> and general enlargement of the mind carried on
> by and within a community(Owen, p. 138)'.

> The belief that the nurture of the human mind is
> good, 'found its original justification within
> the framework of the set of beliefs that con-
> stitute Christian theology(Owen, p. 139)'. The
> presuppositions of the universities were there-
> fore Christian truths. But today, he goes on,
> 'the theological justification of liberal
> education has gone into eclipse(p. 140),' and
> the modern university's presuppositions are
> determined-where they are determined at all-
> largely by the demands of science.

> Owen argues that there is implicit in this new
> orientation 'a view of man that sees him as
> nothing more than a socio-economic unit. The
> kind of education appropriate to the human
> being so conceived is purely utilitarian... The
> purpose of education is then to produce well-
> made cogs(p. 145)' for a collectivist society.
> 'We are afraid of official philosophy, of dogmas,'
> writes Owen, and hence 'we are apt not-to have any
> clearcut definition of man, and well-defined goals
> and objectives either for our society or for our
> educational system...(p. 146)'.(Huber, p. 382).

Jacques Barzun(1964) claimed that colleges
are being transformed by the driving spirits of special-
ization.

> The reality is that the best colleges today are
> being invaded, not to say dispossessed, by the
> advance agents of the professions, by men who
> want to seize upon the young recruit as soon as
> may be and train him in a 'tangible skill'(p. 214).

In our massive, technological society special-
ization makes manageable the human effort to advance man's
knowledge. At the same time, concentrated specialization
produces problems of lack of integration and causes man to
feel less wise (or competent) than if he were able to
integrate adequately. Kroll and others(1970) said that,

> Through the process of integration, we retain a
> concept of wholeness and completeness. A complete
> person is thought of as well-rounded or possessing
> some knowledge in all the disciplines of knowledge.
> Wisdom is the result of differentiation and
> (especially) integration, plus experience in
> deciding. Differentiation allows one to see an
> idea, event, or thing in the perspective of all
> other knowledge, while integration permits one to
> use the knowledge gained in one discipline to
> furnish greater insight and power in another.
> (p. 176).

Huber(1966) wrote that, "The effort to see life
steadily and see it whole cannot help but be a function in
part of current knowledge, current concerns and current values
as well as the ongoing characteristics of the human condition
(p. 26)."

In relation to the organization of the curriculum,
specialized education must be thought of within a framework
of general education. This line of thinking would coincide
with the philosophy of Phenix(1964a):

> It follows that learning in the six realms is
> necessary even when the goal of specialized
> mastery guides the construction of the
> curriculum. Concentration should not proceed
> to the point of neglecting any of the essential
> human capacities, since the fullest mastery
> itself requires all these abilities... A person

cannot understand his place in the whole and
behave accordingly unless he is aware of the
basic functions of civilized man. He must
possess the powers of speech, description,
creation, relation, choice, and integration if
he is to play a significant part in the human
commonwealth. (p. 271).

In summary, the first concern of curriculum
builders should be with the education of the 'whole'
person, and not a total concentration on a specific segment
of the individual as Winthrop(1967) said:

Man will never have a future worth striving for
or a millenial dream which moves him, unless he
insists upon seeing life steadily and seeing
it whole. This is, after all, the ultima
ratio of the Western tradition of liberal
education. In the house of education there
are many mansions - some for specialization
and some for intellectual integration. It is
a false posture to pose a choice between these
two ends as the major problem of a philosophy
of education. Man and history will need to
travel down both of these educational roads.
(p. 31).

The Specialists' and the Generalists' Roles in Curriculum Development

The roles that generalists and specialists
should play in developing the curriculum have been a matter
of dispute. Specialists claim that the curriculum should be
concerned with helping "students to achieve a body of con-
cepts which give understanding of the subject as a field of
study(Caswell, 1966, p. 214)." The generalists argue that
concentration in one area is detrimental to the development
of the whole person, which should be the sole aim of education.

If a sound curriculum is to be developed, the cooperation of the generalists and the specialists is essential. Caswell(1966) and Winthrop(1967) indicated in their writings that a cooperate venture is needed in curriculum development. Caswell(1966) elaborated further: "There are three areas in particular in which over-emphasis on specialization leads to weakness(p. 213)." These are the areas where the generalists can make vital contributions:

> 1. The development and consistent implementation of sound general objectives that will provide an educational program with direction and unity. "If the student is to achieve an optimum education, the teacher must understand how each specific objective in a subject fits into a configuration of purposes which foster a sequence of development that contributes to the accepted general goals of education. It is a central responsibility of the general curriculum worker so to work with the many specialists who are essential to developing a good curriculum that this outcome is realized (p. 214)."

> 2. The development of a sequential curriculum within the concept of the total educational experience. "A curriculum developed on a single subject basis with primary concern for achieving understanding of the subjects as fields of knowledge lacks the kind of continuity that enables the student to relate learning to living or knowledge in one field to that in another. Many of the most significant problems and concerns of life require subject matter from more than one field for understanding (p. 214-5)."

> The generalists must lead the specialists who should contribute to the curriculum because of their unique ability to reach beyond their subjects, and view their subjects in relation to the total educational process.

3. The implementation of an impartial review
of the educational potentialities of all fields
of study at each level of instruction, and
formulate a guiding set of priorities. The
priorities should be determined by "an analysis
of the comparative contribution each field of
study and activity may make to the growth of
individual students and to social well being(p. 215)."

The generalists should take the lead in co-ordinating
the contributions of specialists in subject matter fields,
in developmental psychology, in educational philosophy, and
sociology, and in methods of teaching.

Fraser(1962) contended that the contribution which
the professional educators and the nonprofessionals make
to curriculum development will depend upon the degree of
cooperation.

Teachers and administrators bring to the job a
firsthand knowledge of their pupils, the schools
in which they work, and the educational goals they
are trying to achieve. Specialists in the academic
disciplines bring a knowledge of the structure,
method, and content of their fields. Scholars
in the educational disciplines can bring to bear
the latest research in learning, human development,
and school-society relationships, and informed
analyses of philosophical problems that are
involved in the decision-making process. Informed
lay persons can raise pertinent questions and
contribute to balanced judgements. Each group
can make its contribution, however, only if it
understands its appropriate role and is willing
to stay within it and respect the competency and
the contributions of the other groups that are
involved. (p. 19).

III. THE CURRICULAR CONTENT OF EDUCATIONAL ADMINISTRATION PREPARATION PROGRAMS

Theoretical Formulation

During the last decade there has been a growing body of knowledge on various aspects of programs for preparing educational administrators. Probably, the aspect most often discussed was the curricular content of these programs which would determine whether educational administrators should be trained as specialists or generalists.

The thesis of an article by Jack A. Culbertson (1962) entitled New Perspectives: Implications for Program Change indicates that the ideal image of the administrator, now and in the foreseeable future, should be that of a 'perceptive generalist', which is one who tends to emphasize the intellectual aspects of administration(p. 151).

Sometime later, Howsan(1968) took a somewhat different position.

> ... The level of specialization has increased greatly and no person is able to stay atop these new developments. Teachers are becoming more knowledgeable concerning the teaching-learning process and do not require the same type of supervision as once was necessary(p. 12).

Howsan(1968) then described what he feels should be the role of the administrator.

The administrator encourages teacher self-
realization through this specialization process
but works as an administration specialist in
developing interdependence among the education
specialists and in presiding over the decision-
making and other administrative processes.

Expertise in administration is a must for the
effective administrator regardless of which world
he finds himself in. There is a science of manage-
ment for all kinds of organizations whether they
are populated by semi-skilled workers, skilled
workers, or professionals. Part of the science is
adjusting managerial style to suit the situation
and the nature of the work force. (pp. 12-13).

While Laski(1931), at the time, may have been

referring to specialists in general, his statements can be

applied to specialized training of educational administrators:

For special knowledge and the highly trained
mind produce their own limitations which, in the
realm of statemanship, are of decisive importance.
Expertise, it may be argued, sacrifices the insight
of common sense to intensity of experience. It
breeds an inability to accept new views from the
very depth of its preoccupation with its own con-
clusions. It too often fails to see round its
subject. It sees its results out of perspective
by making them the center of relevance to which
all other results must be related. (p. 108).

If one may theorize, the educational administrator

who receives a general education is able to see the inter-

relationships of the values in each specialization, and his

educational background will enable him to weigh the importance

of the values in each specialized area in relation to the

whole educational scene.

In its 1960 yearbook the American Association of
School Administrators (AASA) devoted a section to a pre-
paration program for educational administrators. The
essentials of the preparation program were described in
three parts: the technical, human, and conceptual skills.
The technical skills are still an important part of a
fully prepared administrator. Among the skills listed are
the following: "...organizing instructional programs,
scheduling classes, procuring supplies, making budgets,
projecting enrollments, assisting (or finding assistance for)
teachers with specific instructional problems...(p. 175)."

The second area, human skills, was deemed more
difficult to develop.

> The crucial task of the school administrator
> is that of helping people make good decisions.
> The well-prepared school administrator, then,
> not only must understand people and how they
> work and live and get along together; he also
> must be able to use that understanding in
> getting the best out of people, individually
> and in groups (p. 176).

The third category dealt with the development of
the conceptual skills.

> Well-developed conceptual skills enable one
> to see the totality of an enterprise as well
> as its parts, to grasp the interrelationships
> among the elements in a complex situation, and to
> establish and maintain the delicate balance
> that fosters both unity and diversity in an
> organization. The conceptual skills become
> relatively more and more important to an
> individual as he ascends the hierarchial ladder
> to the superintendency.

The preparation program that could seriously
presume to develop the conceptual skills would
be characterized by activities leading to:
(a) adequate functional knowledge in each of
the major areas of the curriculum, (b) thorough
grounding in all of the services required in a
program of modern education, (c) understanding
of the social order in which schools operate,
(d) understanding of the psychological makeup
of the children, and (e) a strong and con-
sistent philosophical basis for action. It is
at the conceptual skill level that a prospective
school administrator is most likely to be found
wanting. It is at this level that the difference
between training and education is most apparent.
(pp. 176-177).

Goldhammer (1963) advocated courses and programs
which combine elements of the concepts and findings of the
social sciences along with the accumulated research and
experience of the educational profession (pp. 30-38).

According to the 1973 University Council for
Educational Administrators' Report (UCEA), the preparatory
program for the training of educational administrators for
the sixties seem to have followed the trend advocated by
Goldhammer, rather than the guidelines proposed by the AASA.

During the sixties the content of preparatory
programs became considerably more specialized
and staffs in departments of educational
administration acquired more discipline-and
interdisciplinary-based knowledge and skill.
Specialization has been influenced
significantly by the use of content in social
science disciplines. Thus, in contrast to
ten years ago, there are now bodies of con-
cepts and findings on the economics of
education and the politics of education.
Specialization has also been shaped by concepts
developed and tested initially within the con-
text of organizations other than schools. For
example, systems analysis and operations
research, which has had increasing use in

educational administration, were developed
initially within business and military
organizations and diffused into the educational
arena.

Professors during the last decade have had more
specialized preparation than previously and
resident on-campus preparation has increased
markedly. Thus, there are fewer individuals
in departments who teach a wide array of courses
from a generalist perspective than previously
and a much greater number that specialize in
selected aspects of knowledge bearing upon
educational administration. This means that
there is greater diversity of perspective on
the part of professors with a resulting frag-
mentation in outlook which has created problems
in achieving professional cohesion. (p. 12).

During the sixties the trend toward incorporating

into preparatory programs concepts, theories and research

findings from the social and behavioral sciences was clearly

established. Miklos (1969) suggested that incorporating such

content in administrator preparation programs "may be seen

as liberalizing, as supplementary, or as basic (p. 3)."

In more recent years, however, there has been

some criticisms directed at the relevancy of the social

science content to the practice of educational administration.

Most scholars and practitioners are concerned with the

specialized nature of the social sciences.

Culbertson (1964), while acknowledging the valuable

contribution that social science plays in the development

of preparatory programs in the area of educational administra-

tion, stated that leaders must ultimately rely upon basic

human values that are treated more adequately in philosophy

and other humanities rather than in the social sciences.

Farquhar(1970) stated that the humanities offer potential for improved preparation of educational administrators. He supports this view with three rather distinct arguments:

> The general liberalization approach is based on the belief that to develop the special intellectual, personal, social, and ethical qualities essential to effective leadership, the prospective administrator must be exposed to the best classical and contemporary expressions of man's relationships to his fellow man and to the world of ideas, feelings, and matter around him.
>
> Since purpose is a chief distinguishing feature among organizations, since the determination and realization of organizational purpose requires the administrator's skill in making value judgments, and since this skill can be developed through exposure to content depicting value conflicts and moral dilemmas, the prospective administrator should study the humanities, where such content abounds.
>
> Since creativity is essential to effective educational leadership, the prospective school administrator may benefit from exposure to pure expressions of the creative process, particularly the arts. (pp. 40-41).

In his position paper for the University Council for Educational Administration(UCEA) Culbertson(1963) stated that there should be a better-organized recruitment procedure to attract quality people for school leadership. In sum, he concluded that administrators must be liberally educated as well as technically competent. (p. 140).

Shaw (1962) stated that the kinds of knowledge
needed by school administrators were principally in the
behavioral and social sciences. He de-emphasized the
development of skills and techniques. (p. 9).

Counts (1954) reiterated the importance of the
social and human sciences:

> ... the school administrator should be well
> grounded during the period of pre-service
> training in these sciences--in history,
> anthropology, sociology, economics, government,
> law, social psychology and philosophy. The
> program should be designed, not to develop the
> specialist but rather the generalist who will
> know when to turn to the specialist for expert
> counsel and assistance. If the quality of
> decision making in education is to be improved,
> the resources of the social and human sciences
> will have to be incorporated into the process.
> (p. 10).

Reller (1962), writing in Preparing Administrators:
New Perspectives, stated:

> In conclusion, it may be noted that educational
> administration is caught up in a changing
> world. Such forces as demographic changes,
> technological changes, increasing mobility,
> extension of communication, intensifying con-
> tacts between diverse people, extension of
> governmental interest and action, and increasing
> value attached to research, operate to fashion a
> new setting within which the public school must
> function. The new administrator must be aware
> of and be able to provide leadership within this
> setting. (pp. 108-109).

In a discussion of the qualifications of the
administrator which follows, Reller (1962) said:

> Specifically, this educator will need a high
> level of competency (knowledge, technical
> skills, conceptual ability, human or leader-
> ship skills) in the following areas:

1. The changing world, and the forces at work within it.

2. Culture and education in societies other than his own - with strength in at least one other.

3. Historical and philosophical backgrounds and sociological conditions of his own society.

4. The local community, its composition, and the forces at work in it; community organization, how various institutions may cooperate in their efforts.

5. Human growth and development.

6. The process of education.

7. The organization and functioning of formal education and its relation to informal.

8. Large-scale organization, theory, and practice of administrative organization, structure, functioning in general (i.e., in other selected areas) and in education in particular.

9. The behavioral sciences and their contributions to an understanding both of the individual and of groups (Large and small), leadership, power, authority, motivation, change.

10. The character and potentialities of research; research design, administration, and utilization as applied to a wide variety of issues in education and related areas. (pp. 109-110).

The evolving nature of the task of educational administration was best summarized in the publication, Preparing Administrators: New Perspectives (Culbertson and Hencley, 1962) when the authors made the following recommendation for an educational administration preparatory program, which is quoted in part;

A Preparation Program in Totality

The program of professional preparation for
the school superintendent should be supported
by content from the fields of economics, taxation,
and related finance; political science and anthropology,
and sociology and psychology, plus a good overview
of philosophy, literature, and history. The program
should lead to a thorough understanding of human
relationships and personnel policies, public
relations problems and procedures, principles and
practices in supervision, and essentials in school-
house design. In addition, it should include pre-
paration in curriculum planning and in selecting
instructional materials. It is upon these and other
disciplines and bodies of practical experiences
that the total program of professional preparation
should be based if the overall competence and
leadership qualities necessary to directing a school
system are to be developed. (pp. 12-13).

Research Findings

The departments of educational administration of
universities are responsible for preparing effective
educational administrators. Periodically research has been
carried out to determine if the department of educational
administration at a university is adequately performing
its function.

Ocker (1968) while at the University of Nebraska
analyzed the curricular content of the administrative
program. He surveyed a total of thirty seven educational
administration text books on the basis of 614 content
variables, and found that the major categories were: History
and Philosophy of Education; Educational Administration;
Control and/or Organization of Schools; Local Board of

Education; Office Administration; Transportation of Pupils; Extra-Curricular Activities; Teacher Personnel; School Plant; After-Hour Education; Financial Operation; Pupil Personnel; Curriculum; Instructional Materials and Equipment; Public Relations; and School Law.

In a similar study, Waltz (1967) found that programs for the Specialist in Educational Administration, Doctor of Education and Doctor of Philosophy degrees contained three basic areas of study; (1) administration; (2) human relations; and (3) interdisciplinary approach. The administration of study for the Doctoral degrees has three components: (1) basic core supporting administration; (2) internship; and, (3) areas of specialization.

Paroz (1972, p. 29) reported in his doctoral thesis the findings of Donald Sater (1959) in which Sater conducted a follow-up study of Master's Degree graduated at the University of Arkansas. Sater queried the education and background of each respondent and his opinion concerning the program. The findings revealed that the graduates were not entirely satisfied with the education courses. Also, students found courses to be too theoretical and that instructors were not totally aware of the actual on-the-job situations that exist in the public schools. A very small percentage of the graduates used the university placement bureau for assistance. Approximately thirty-two percent of

the graduates took course work beyond the Master's Degree.

Three courses considered least useful were History of

Education, Statistics, and Philosophy of Education.

Thompson(1970, pp. 10-11) reported the findings

of Moscato's(1962) study as follows:

> Moscato studied the publications from thirty-three
> universities in the United States to identify the
> characteristics of the program of studies recommended
> or required by the department of educational
> administration for attaining the superintendent's
> certificate and the doctoral degree. He also
> analyzed questionnaire forms that were returned
> by 253 superintendents.

Thompson quoted two of Moscato's findings as

follows:

> (a) ...
>
> (b) The broad areas of study outlined to the
> students generally are in the order of their
> frequency, as follows: the principles, problems,
> and trends of educational administration; the
> student's particular field of specialization
> (supervision, instruction, administration, etc.);
> the technical areas (finance, law, school plant
> planning, etc.); the educational foundations
> (curriculum, philosophy and history of education,
> educational psychology); research methods and
> statistics; electives in education; and
> electives in the cognates (economic, sociology,
> political science, public administration, etc.).
>
> (c) The descriptive materials and publications
> indicate an increased concern and emphasis for
> the cognate and interdisciplinary courses.
> These include course work in the related dis-
> ciplines to education, e.g., political science,
> sociology, government, anthropology, geography,
> history, psychology and philosophy. The purpose
> for recommending and requiring work in these
> areas is to help the doctoral students achieve

broad understandings of man and society, especially
the place and importance of education and the school
in perspective.

Prasad(1970) supported Thompson's(1970) reporting
of Moscato's(1962) research, and added that Moscato's study
dealt with one major concern, "How effective was the
curriculum in preparing local school administrators(pp. 44-5)?"

Pond's(1973) study of the reactions of Master's
graduates toward their preparatory program in Educational
Administration at Memorial revealed that the program was
perceived by the respondents as adequate. However, the
graduates did indicate their strongest degree of preparation
was in the course areas of Staff, Public Relations, Research,
and School Law.

Paroz(1972, p. 30-1) reviewed Salisbury's(1957)
Indiana research and Pannier's(1971) Montana research.

> Salisbury developed a list of needed competencies
> of a school administrator using the recent
> literature and a panel of experts to refine the
> list. Recent graduates of Indiana University
> (doctorates and students who had sufficient credit
> to obtain a superintendent's certificate) were
> then asked to determine how adequately they felt
> their programs developed these competencies. Of
> the 102 questionnaires sent eighty-one (79%) were
> returned. The findings showed that both groups
> (doctorates as compared to others) had generally
> the same perceptions of the strengths and weak-
> nesses of the program. Among the items of greatest
> weakness were the lack of preparation for inter-
> personal relationships and relatively poor con-
> tributions from the related disciplines of sociology,
> government, economics, anthropology, and law...
> (p. 30).

Pannier's survey of the Master's degree graduates
from Montana State University was conducted to
determine the career development patterns, the
opinions of the graduates as to the strengths
and weaknesses of the program, and any suggestions
for improvement. A seventy-five percent return
revealed the following pertinent information:
graduates considered the internship to be a
necessary experience, a need was expressed for more
information on management and budget systems in
education and public relations, graduates noted
that courses were generally too theoretical,
School Law and School Finance were very valuable
in light of the responsibility they encountered
on the job, the History of Education was considered
the least useful courses, and that there were no
apparent differences in the ranking of the value
of courses between the perception of the early
graduates as opposed to recent graduates. Approximately
sixty-seven percent of the graduates entered the
administrative field. (p. 31).

Paroz's(1972) study of the Master's Degree program

in Educational Administration at Kent State University

analyzed, among other things, the usefulness of selected

courses, and the strengths and weaknesses of the program.

His findings disclosed that administrative courses were

rated as the most useful, especially Fundamentals of School

Law. The philosophical and historical theory courses were

rated the least useful. Also, the most frequently mentioned

skill that graduates felt they needed in their first

administrative position, which was not provided in the

program, was human relations.

These surveys, among others, have revealed that

certain aspects of the administrative preparation programs

are frequently held in low esteem by practising administrators

who protest their irrelevance and obsolescence:

...to a man, they felt that both their preparatory
programs and the in-service educational opportunities
which they have had since entry into administrative
posts were far from adequate for preparing them to
resolve the problems which daily confront them.
(Goldhammer, et al, 1967, p. 154).

IV.   CONCLUSION

In our current society, when educational institutions
are coming under increasingly severe attack, there is no
longer room for the ill-prepared administrator. It is the
present writer's hope that the findings of the current study
will influence scholars in educational administration to
turn their attention to the curricular content of the pre-
paratory programs for the training of society's educational
leaders.

Chapter III

THE DESIGN OF THE STUDY

I. THE PURPOSE

This study has two parts. The primary purpose
of the research was to investigate the curricular content
of the graduate program for the training of educational
administrators of the Master's Degree level at Canadian
universities. Secondly, the researcher was interested in
the degree of preparation that Graduate Diploma students
perceived that that they received from the preparatory
program offered by the Department of Educational
Administration at Memorial.

II. THE INSTRUMENT

The research instrument for the second aspect of
the study was first used by Earl Pond in his 1973 Master's
Thesis entitled "A Study of the Development of the Graduate
Programs and an Evaluation of the Relevance of the Master's
Program in Educational Administration at Memorial University
of Newfoundland as Perceived by Graduates". The basic format
of the instrument with some minor adjustments was adapted
from the data-gathering instrument used by Richard Allen
Figuhr (1965) in his Evaluation of the School Administration
and Supervision Programme at Arizona State University.

The instrument consists of nine course areas in the following order: General, School Plant, Pupils, Finance, Staff, Curriculum and Instructional Improvement, Public Relations, Research, and School Law. Each course area consists of a number of pertinent questions that relate to administrative functions or duties. The participants were required to check (√) one of the following columns that are provided for each statement: Appropriate Course Not Taken, Appropriate Course Not Available, Strong Preparation, Satisfactory Preparation and Poor Preparation.

Eight of the nine course areas mentioned in the instrument were used by Figuhr: Pond added the course area, "Research".

A copy of the instrument with directions for completing it is included in Appendix A.

III. COLLECTION OF DATA

Source of Data

In the first section of the investigation, twenty-nine Canadian universities were contacted by letter requesting information on their Pre-master's and Master's graduate degree programs in educational administration.

Follow-up letters were sent to the Canadian universities three weeks later. At that date the necessary response had been received from fifteen universities. The follow-up letters resulted in a response from ten more universities.

The second part of the study involved sending the questionnaire, along with a covering letter from the researcher which outlined the purpose of the study and a pre-stamped addressed envelope, to ninety-two Graduate Diploma students in Educational Administration from Memorial.

Three weeks later follow-up letters, questionnaires, and pre-stamped addressed envelopes were mailed to the Graduate Diploma students. At that date, 33% of the participants had returned the questionnaires. The follow-up letters resulted in another 33.3% response bringing the total number of responses up to sixty-one or 66.3%.

Copies of the letters to the Canadian universities and the Graduate Diploma students are included in Appendix A.

Analysis of Data

The graduate courses offered at Canadian universities were fitted into a check-list as their descriptions were received. The check-list consisted of four headings: Compulsory Core Educational Administration Courses, Other Internal and/or External Compulsory Courses, Internal Administration Elective Courses, and External Elective Courses. An examination of the check-list informed the researcher in what realm(s) of meaning (Phenix, 1964a) the greatest number of courses were concentrated.

In the survey of Graduate Diploma students, the chi-square (X^2) test of independence was used to determine the relationship, if any, between the degree of preparation and the total preparatory program; and, the chi-square (X^2) test of independence was used to determine the relationship, if any, between the degree of preparation and each course area of preparation.

Chi-square values obtained were deemed significant at the .01 level.

IV. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations

Any interpretation of the results of this study must take into account the following limitations:

1. The analysis of each course will be made on the basis of the course outline in the graduate calendar at each university. This study does not permit a more indepth analysis of the course.

2. The organization of the instrument, e.g. Course Area 1 - General, Course Area 2 - School Plant, may be interpreted by the participant that an hierarchical preference exists. This is not the intention of this instrument.

3. In most universities there are a number
    of electives allowed outside the depart-
    ment of educational administration; these
    are left to the student's choice, subject
    to departmental approval. Thus, this study
    cannot determine what elective courses the
    students selected.

4. The three categories of classification
    (strong preparation, satisfactory pre-
    paration, and poor preparation) in the
    research instrument may limit the
    participants choice of selection.

Delimitations

This study emphasizes the curricular content of
graduate courses that are designed to train educational
administrators at Canadian universities. It also hopes to
determine if there is a relationship between the degrees of
preparation that Graduate Diploma students in Educational
Administration received from their training at Memorial and
the course areas of preparation.

The specific delimitations are:

1. This study is concerned with the scope of
    the curricular content of the preparatory
    program for educational administrators at
    Canadian universities.

2. The survey is restricted to how ninety-
    two Graduate Diploma students in
    educational administration perceived
    their completed preparatory program
    from Memorial.

Chapter IV

PRESENTATION AND ANALYSIS OF THE GRADUATE
PROGRAM IN EDUCATIONAL ADMINISTRATION
TO THE MASTER'S LEVEL AT
CANADIAN UNIVERSITIES.

I.   THE POPULATION

A total of twenty-nine Canadian universities
were contacted by letter requesting information on their
Pre-master's and Master's graduate degree programs in
educational administration. Twenty-five responses were
received; seven universities reported that they do not
offer a graduate program in educational administration;
while only fifteen of the remaining eighteen institutions
sent sufficient information to be included in the study.

These fifteen universities and the levels of
their involvement in the graduate programs in educational
administration are listed in Table 1. This table indicates
that five universities offer programs at the Pre-master's
level, while the greatest number of programs are available
at the Master's level. Two universities offer only the
Master of Arts Degree in Education with a speciality in
educational administration; seven universities offer the
Master of Education Degree with a speciality in educational

administration; while six universities offer educational
administration programs leading to the Master of Arts in
Education, and the Master of Education Degrees.

Table 1

DIPLOMA AND DEGREE PROGRAMS IN

EDUCATIONAL ADMINISTRATION

AT CANADIAN UNIVERSITIES

University	Pre-Master's	Master's
Acadia		M.Ed.
Alberta	Graduate Diploma	M.Ed.
British Columbia		M.A.(Ed.) M.Ed.
Calgary	Graduate Diploma	M.A.(Ed.) M.Ed.
Dalhousie		M.A.(Ed.)
Manitoba	B. Ed.	M.Ed.
McGill		M.A.(Ed.) M.Ed.
Memorial	Graduate Diploma	M.Ed.
Moncton		M.A.(Ed.) M.Ed.
New Brunswick		M.Ed.
Ottawa		M.A.(Ed.) M.Ed.
OISE		M.A.(Ed.) M.Ed.
Queen's		M.Ed.
Saint Mary's		M.A.(Ed.)
Saskatchewan (Saskatoon)	Postgraduate Diploma	M.Ed.

II. PRE-MASTER'S AND MASTER'S PROGRAM
ADMISSION REQUIREMENTS AND CHARACTERISTICS

Pre-Master's Program Admission Requirements

The programs at the Pre-master's level receive various designations as is shown in Table 2. The Universities of Alberta, Calgary, and Memorial offer a Graduate Diploma program while the University of Saskatchewan has provision for a Postgraduate Diploma. The University of Manitoba has a Bachelor of Education Degree program that provides for a major in educational administration.

The various Pre-master's programs have many similar features in their admission requirements. An approved undergraduate degree is a common feature at all the universities. In addition Memorial requires a "B" standing in at least ten undergraduate education courses, and Saskatchewan prefers that its students have a 65% standing in the last two years of undergraduate study.

Table 2

ADMISSION REQUIREMENTS AND PROGRAMS OF STUDY

IN PRE-MASTER'S LEVEL PROGRAMS

University	Diploma	Admission
Alberta[1]	/.	(1) An approved degree (2) Teacher certification
Calgary	/	(1) An approved degree
Manitoba[2]	/	(1) An approved degree (2) Teacher certification
Memorial	/	(1) An approved degree (2) Ten courses in Education with at least "B" standing.
Saskatchewan (Saskatoon)	/	(1) Bachelor's Degree (2) At least 65% standing in last two years of undergratuate work.

1. The Graduate Diploma in Educational Administration at the University of Alberta has been gradually phased out. It is not included among the list of programs that are available in the 1974-75 "Faculty of Graduate Studies and Research Calendar". The program has become inactive.

2. The Department of Educational Administration at the University of Manitoba is gradually phasing out the Bachelor of Education Degree with its specialization in Educational Administration. No candidates will be permitted into the program after July 31, 1976.

Master's Program Admission Requirements

The general academic criteria for admission to the Master's program at the fifteen universities in Table 3 ranges from a Baccalaureate degree to a more specialized degree such as the Bachelor of Education. Furthermore, the undergraduate degree with a second class certificate, "B" or a 65% minimum standing, is common.

Teaching experience which ranges from one to four years is highly desirable at most universities. Dalhousie specifies two years of teaching experience prior to graduation, not prior to admission. The Universities of Alberta, Memorial and Moncton consider teaching or administrative experience desirable while Saskatchewan does not make any reference to this condition.

Only a few institutions make specific references to aptitude test scores; OISE requires a Miller Analogies score while Acadia, Dalhousie, and New Brunswick make reference to the Graduate Record Examination (GRE). Some universities listed in Table 3 specify that letters of reference and interviews are required.

Table 3

ADMISSION REQUIREMENTS FOR MASTER'S LEVEL PROGRAMS

University	Academic Requirements	Teaching Experience	Test Scores	Other
Acadia	B.Ed. with an average grade of B.	2 yrs.	G.R.E. or Miller Analogies Test	3 letters of reference
Alberta	Baccalaureate degree with a GPA of 6.0 in the last two under- graduate years.	Desirable		
British Columbia	Bachelor's degree with honours in field of spec. for 3rd. & 4th. years and not less than 72% in 45 selected senior course units.	1 yr.		1 yr. residence for M.A. students.
Calgary	An approved degree with a GPA of 3.0 in the last two years of undergraduate work.	2 yrs.		3 letters of reference (1 of which must be from university professor).
Dalhousie	2nd class Bachelor's.	2 yrs. before graduation	G.R.E.	2 letters of refence.
Manitoba	-Bachelor's degree with GPA of 2.5. -Or B. Ed. GPA of 3.0. 2 full courses in educational administration & 6 credit hrs. of statistics.	2 yrs.		

Table 3 (continued)

University	Academic Requirements	Teaching Experience	Test Scores	Other
McGill	-Undergraduate Degree -2nd. class standing in at least one continuation subject.	2 yrs. or less for exceptional students.		2 letters of reference.
Memorial	-Undergraduate Degree with a 2nd. class standing. -Ten Ed. Courses with "B" standing.	Preferred.		3 letters of reference and a possible interview.
Moncton	Ed. Degree with an average of 65% for M.Ed. candidates; and, 70% for M.A. (Ed.) candidates.	Desirable		2 letters of reference with a possible interview.
New Brunswick	B.Ed. Degree with an average of 65%.	2 yrs.	G.R.E.	
Ottawa	Bachelor's Degree with 2nd class standing.	1 yr.		
OISE	B.A. Degree with at least a "B" standing.	1 yr.	Miller Analogies Test	2 letters of reference.
Queens	4th. yr. Hon. Degree with 1st. or 2nd. class standing	2 yrs.		

----------------------------OR----------------------------

| | General Bachelor's Degree with 1st. or 2nd. class standing. | 4 yrs. | | |

Table 3 (continued)

University	Academic Requirements	Teaching Experience	Test Scores	Other
Saint Mary's	B.Ed. Degree with 2nd. class standing.	1 yr.		2 letters of reference. Personal interview.
Saskatchewan	Baccalaureate degree or a general Baccalaureate degree with a GPA of 3.00.			2 letters of reference.

Program Characteristics

The Pre-master's and the Master's programs with a specialization in educational administration offered at Canadian universities are presented in Table 4 and Table 5. These tables disclose the composition of the programs that are available at each of the fifteen universities.

The Pre-master's program of study at the Universities of Calgary, Manitoba, Memorial, and Saskatchewan consist of course components under the classification of full courses, or semester courses. Each program at the four universities requires a certain amount of specialization in educational administration, and it also provides its students with opportunities to select elective courses that are internal or external to the Department of Educational Administration. For example, at the University of Calgary, as indicated in Table 4, Graduate Diploma students are required to complete four full courses. These courses consist of one core educational administration course, one other compulsory educational administration course, and one course external to the Department of Educational Administration.

At the Master's level two clearly differentiated patterns or routes emerged in the programs summarized in Table 4 while Memorial has three. The greatest amount of program differentiation is between the thesis and the non-thesis routes. Some universities further differentiate in

the awarding of degrees. Calgary, McGill, Moncton, Ottawa,
and OISE grant Master of Arts in Education Degree to those
who follow the thesis route; and, the Master of Education
Degree to the others. Similar differentiation in routes
is provided in the programs at Alberta, Manitoba,
Memorial and Saskatchewan, but they offer the same degree,
Master of Education. The University of British Columbia
permits candidates to qualify for the Master of Arts in
Education and the Master of Education Degrees with or
without the completion of a thesis.

The course requirements for the thesis program,
as illustrated in Table 4, range from the equivalent of
three full courses at the University of Manitoba to six
full courses at the University of Calgary. The course
components usually include core educational administration
courses, a statistics and research methods course, elective
courses in educational administration, and options that can
be external to the Department of Educational Administration
and/or the Faculty of Education. For example, at the
University of Alberta, as indicated in Table 4, students
are required to complete ten courses, a thesis, and stay in
residence for eight months. The courses consist of one
core educational administration course, two statistical
courses, three internal elective courses, and four elective
courses external to the Department of Educational
Administration.

Table 4

PRE-MASTER'S AND MASTER'S LEVEL PROGRAM REQUIREMENTS AND COURSE COMPONENTS

University	Number Courses Required 3	Core	Other Compulsory	Internal Electives	External Electives	Other
Acadia M.Ed.	8	1 – School Admin. 1 – School Organ. 1 – School Supervision	1 – Statistics 1 – Curr. Devel. 1 – Curr. Organ.	2	0	Thesis and Oral Exam. Preferably one year in residence.
Alberta M.Ed. (Thesis)	10	1 – Evolving Concepts in Ed. Admin.	2 – Statistics	3	4	Thesis and Oral Exam. Eight months of full time study required.
(Non-Thesis)	16	1 – Evolving Concepts in Ed. Admin. 1 – Admin. of Ed. Personnel. 1 – Admin. of Public Ed. in Canada. 1 – Admin. of the Ed. Program.	1 – Statistics	8 (6 of a spec. nature)	3	
British Columbia M.Ed.	15 units	3 – Foundations for Inquiry in Ed. Admin. 3 – Basic Contributions to Admin. Thought.	Statistics are an integrated part of most course work, especially the course Lab. Practicum.	6[4]	3[4]	Major Essay and Comprehensive Examination.
M.A.(Ed.)		Same as above		3[4]	3[4]	Thesis (3 units)
Calgary G.D.	4 full	½ – Admin. as a Field of study. ½ – Evolving Concepts in Ed. Admin.	2 – Ed. Admin.	0	1	
M.Ed.	8 full	Same as above	1 – Ed. Admin. in Res. Seminar. Two courses from one of the following areas:		2	Written and/or Oral Comprehensive Examination.

73

Table 4 (continued)

University	Number Courses Required	Core	Other Compulsory	Lateral Electives	External Electives	Other
Calgary (continued) M.Ed.			(a) Admin. of Human Resources; (b) Program Devel. and Evaluation; (c) Admin. of Econ. Resources; (d) Governance of Education.			
M.A. (Ed.)	6 full	Same as above	1 - Statistics	2	2	Thesis, and one academic year in residence.
Dalhousie M.A. (Ed.)	10	1 - Admin. of Public Ed. in Canada.	2 - Statistics; 2 of - Admin. of Ed. Personnel - Admin. of the Ed. Program. - Ed. Finance in Canada.	0	4	Thesis
Manitoba B.Ed.	5 full	1 - Principles of Curr. Organ. & Admin.	1 - Statistics	2	2	
M.Ed. Thesis	3 full	1 - Principles of Curr. Organ. & Admin.	or	1	1	Thesis
Minor Thesis	5 full	1 - Topics in Ed. Admin.	Two from: 4 - Politics of Ed. 4 - School Finance 4 - School Law 4 - Organ. Theory in Education 4 - School Facilities	0	2	Minor Thesis and comprehensive Examination.
McGill M.Ed.	8 full	1 - Principles of Ed. Admin. 1 - Case studies in Ed. Admin. 4 - Admin. of Ed. in Quebec.	4 - Ed. Measurement	2½ to 3½	1½ to 2½	

The combination of Lat./Ext. Electives above must equal 5 full courses.

Table 4 (continued)

University	Number Courses Required	Core	Other Compulsory	Internal Electives	External Electives	Other
McGill(continued)						
M.A.(Ed.)	4½ full	1 - Principles of Ed. Admin. 1 - Case Studies in Ed. Admin.	½ - Ed. Measurement		2	Thesis
Memorial G.D.	8	1 - Basic Concepts of Ed. Admin. 1 - Admin. of Ed. Personnel.	2 of 3: - The Ec. Context of Ed. Admin. - Pol. Context of Ed. Admin. - Soc. Cont. Ed. Admin.	0	4	
M.Ed.	10	Same as G.D. Program.	Same as G.D. Program plus 1 - Statistics.	2	2	Thesis or Project.
	10	Same as above.	Same as above.	2	2	Internship
	14	Same as above.	Same as above.	5	4	Oral and/or Written Comprehensive Examination.
Moncton M.Ed.	10	1 - Theories of Ed. Admin. I 1 - School Sup. 1 - Organ. & Admin. of Sec. Schools.	0	4	3	Research Paper.
M.A.(Ed.)	10	Same as above	0	4	3	Thesis and Oral Exam.
New Brunswick M.Ed. Program 1	10	1 - Admin. Theory 1 - Sup. of Inst. 1 - Practicum: Sup. of Instruction 1 - Curr. Theory and Practice.	1 - Methods of Res.	4	1	Ed. Research Paper & Oral Comprehensive Examination.
M.Ed. Program 2	6	Same as for P1	Same as for P1	1	0	Thesis and Oral Exam.

Table 4 (continued)

University	Number Courses Required	Core	Other Compulsory	Internal Electives	External Electives	Other
Ottawa						
<u>M.Ed.</u>	8	1 - Theories of Ed. Org. & Admin. 1 - Admin. & Org. Psy. Applied to Ed. Admin.	1 - Research Methodology.	5	0	Oral Comprehensive Examination.
<u>M.A.(Ed.)</u>	8	Same as Above.	Same as Above.	5	0	Thesis
OISE						
<u>M.Ed.</u>	8	1 - Admin. Problems I: The School. 1 - Admin. Problems II: The School in Society.	One from: - Clinical Analysis of the Admin. Process. - Interpersonal Relations in School Systems. - Clinic in Admin. Relationships.	1	4	
<u>M.A.(Ed.)</u>	6	1 - Seminar in Ed. Org. & Design.	1 - Soc. Sc. Seminar 1 - Res. Methodology Seminar. 1 - Elements of Statistics.	1	0	Thesis
Queen's						
<u>M.Ed.</u> Non-thesis	8	1 - Principles of Ed. Admin. 1 - Program Organ. 1 - Supervisory Patterns.	One from: - The Politics of Ed. - The Ec. of Ed.	4 (1 from Ed. F.)	0	
Thesis	6	Same as Above.	Same as Above.	2 (1 from Ed. F.)	0	Thesis or Project
Saint Mary's						
<u>M.A.(Ed.)</u>	8	1 - Intro. to Ed. Admin. 1 - Problems in Admin. 1 - Intro. to Sup. 1 - Problems in Sup.	1 - Research Techniques. 1 - Design of Experiments	0	2 (Curr. Studies) (Problems in Curr.)	Thesis
Saskatchewan						
<u>C.D.</u>	10	1 - Evolution of Org. Theory. 1 - Org. Theory.	1 - Sup. of Personnel 1 - Change Theory and Innovation in ed. 1 - Ed. Finance. 1 - Ed. Planning 1 - Research	0	2	

Table 4 (continued)

University	Number Courses Required	Core	Other Compulsory	Internal Electives	External Electives	Other
Saskatchewan						
<u>M.Ed.</u> Thesis	9	Same two above, plus 1 – Org. Behaviour 1 – Sup. of Personnel	1 – Statistics and Research Methods.	0	3	Thesis
Non-thesis	15	Same as G.D. above.	Same as G.D. above	0	7	Comprehensive Examination

[3] Courses are all based on semesters, unless otherwise stated.

[4] These electives may be chosen from the candidate's undergraduate program, provided these courses have not already been used for an undergraduate degree.

The non-thesis routes have a larger course component
than do the thesis routes. These additional courses provide
for some degree of specialization in a particular aspect of
educational administration. For example, students at the
University of Alberta are required to complete sixteen courses,
for the Master of Education Degree with a specialization in
educational administration. Table 4 illustrates that these
courses consist of five core educational administration courses,
one statistical course, eight courses within the Department of
Educational Administration which include six courses of a
specialized nature, and three courses outside the Department of
Educational Administration. Five of the eleven universities
on the non-thesis route require a comprehensive examination which
may be oral, written or both. Two of these five Universities
(Manitoba, and New Brunswick) also require an educational
research paper. The remaining six institutions do not have
a comprehensive examination, but one (Moncton) does require
its students to complete an educational research paper.

Table 4 indicates that Memorial is the only university
that has a three pattern program leading to the Master of
Education Degree. One of Memorial's patterns which is
unique from other national programs is its full-time intern-
ship.

The residence requirement for completion of the Master's program varies from Memorial's no residence condition, to Saskatchewan's recommended one year requirement, to Calgary's compulsory one academic year. The minimum period of time in universities appears to be twelve months of full-time study while the average is about fourteen months.

Table 4 indicates that most of the core educational administration courses at the fifteen universities revolve around organizational theory, organizational behaviour, supervision and curriculum, while the courses that are classified in the category of "Other Compulsory Courses" deal with some aspect of research, human relations, and/or social science.

Table 5 presents a percentage analysis of the course components of the educational administration programs at each of the fifteen universities under the headings of "Compulsory Core Educational Administration Courses:, "Other Compulsory Courses (Internal/External)", "Internal Departmental Elective Courses", and "External Departmental Elective Courses". For example, an analysis of Table 5 indicates that a candidate for the Master of Education Degree at the University of Acadia is required to complete 37.5% of his program from core educational administration courses; 12.5%, other compulsory courses; 25% external elective courses.

Table 5: PERCENTAGE CLASSIFICATION OF THE EDUCATIONAL ADMINISTRATION PROGRAMS

A further analysis of the breakdown of the Pre-master's and the Master's programs appears in Tables 6, 7, 8 and 9.

A percentage analysis of the program structure of the Pre-master's programs at each of the fifteen universities is illustrated in Table 6. The programs' course components are classified under the headings of "Compulsory Core Educational Administration Courses", "Other Compulsory Courses (Internal/External)", "Internal Departmental Elective Courses", and "External Departmental Elective Courses".

It appears from Table 6 that the distribution of courses under these headings at the Universities of Calgary and Saskatchewan are similar, while the patterns of course distribution at the Universities of Manitoba and Memorial are somewhat different.

Table 6

PRESENTATION OF THE PROGRAM STRUCTURE OF

PRE-MASTER'S EDUCATIONAL ADMINISTRATION PROGRAMS

University	Compulsory Core Ed. Admin. Courses	Other In/External Compulsory Courses	Internal Departmental Elective Courses	External Departmental Elective Courses
	%	%	%	%
Calgary	25	50	0	25
Manitoba	0	20	40	40
Memorial	25	25	0	20
Saskatchewan	20	60	0	20
AVERAGE	17.25	38.75	10	33.75

Furthermore, Table 6 shows that the greatest concentration of courses for the Universities of Calgary and Saskatchewan are in the area of "Other Internal/External Compulsory Courses", while that of Memorial is in the area of "External Departmental Electives"; and, University of Manitoba, "Internal and External Departmental Elective Courses".

Tables 5 and 6 point out that the programs at each of the Universities of Calgary, Memorial, and Saskatchewan have a core educational administration course percentage ranging from 20-25 that revolve around the topics of

organizational theory and educational personnel.

In Table 7 the program composition of courses at the Universities of Acadia, British Columbia, Calgary, McGill, Moncton, Ottawa, and OISE lack consistency. For example, the program at the University of Acadia is composed of 37.50% compulsory core educational administration courses, 12.50% other compulsory courses, 25% internal elective courses, and 25% external elective courses. While the program of study at the University of Calgary consists of 25% compulsory core educational administration courses, 50% other compulsory courses, and 25% external elective courses.

Table 7

PRESENTATION OF THE PROGRAM STRUCTURE

OF THE EDUCATIONAL ADMINISTRATION THESIS

ROUTE TO THE MASTER OF EDUCATION DEGREE

University	Compulsory Core Ed. Admin. Courses	Other In/External Compulsory Courses	Internal Departmental Elective Courses	External Departmental Elective Courses
	%	%	%	%
Acadia	37.50	12.50	25	25
British Columbia	40	0	40	20
Calgary	25	50	0	25
McGill	31.25	6.25	31.50 to 43.75	18.75 to 31.25
Moncton	30	0	40	30
Ottawa	25	12.50	62.50	0
OISE	25	12.50	12.50	50
AVERAGE	31	13	31	25

The "Average" row in Table 7 indicates that 44% of the universities' programs are of a compulsory nature with 31% coming from core educational administration courses; also, 56% of their programs are composed of elective courses, with 31% consisting of educational administration elective courses.

Table 8 presents the percentage of courses that are compulsory core educational administration courses, other compulsory courses, internal elective courses, and external elective courses in the thesis and the non-thesis routes at the Universities of Alberta, Manitoba, Memorial, New Brunswick, Queen's, and Saskatchewan. Similar to Table 7 the program composition of courses in the thesis and the non-thesis routes at the six universities in Table 8 lack consistency.

Table 8

PRESENTATION OF THE PROGRAM STRUCTURE OF
EDUCATIONAL ADMINISTRATION THESIS AND NON-THESIS
ROUTES TO THE MASTER OF EDUCATION DEGREE

University	Compulsory Core Ed. Admin. Courses	Other In/External Compulsory Courses	Internal Departmental Elective Courses	External Departmental Elective Courses
	% Thesis/ Non-Thesis	% Thesis/ Non-Thesis	% Thesis/ Non-Thesis	% Thesis/ Non-Thesis
Alberta	10/25	20/6.5	30/50	40/18.5
Manitoba	33.3/40	0/20	33.3/0	33.3/40
Memorial	20/14	40/22	20/35	20/29
New Brunswick	40/67	10/16.5	40/16.5	10/0
Queen's	37.5/50	12.5/16.7	0/0	34/47
Saskatchewan	44/13	22/40	0/0	34/47
AVERAGE	31/35	17/20	22/17	30/28

It appears from Table 8 that Memorial and Saskatchewan are the only two universities where there is a greater concentration of compulsory courses in the thesis route, than the non-thesis route. At Memorial, the combined percentages of compulsory courses in the thesis route is 60%; and, in the non-thesis route is 36%. A similar pattern exists at the University of Saskatchewan. However, at the University of Manitoba 33.3% of the compulsory courses are in the thesis route; and, 60%, in the non-thesis route. Similar patterns exist at the Universities of Alberta, New Brunswick, and Queen's.

The Program structure of courses leading to the Master of Arts Degree in Education at the Universities of British Columbia, Calgary, Dalhousie, McGill, Moncton, Ottawa, OISE, and St. Mary's are outlined in Table 9. The core educational administration courses at the eight universities range from 16.7% at the University of Calgary to 60% at the University of British Columbia with a mean of 33%. Thus, Table 9 reveals the lack of consistency in the program structure leading to a Master of Arts Degree. Tables 7 and 8 reveal the same lack of consistency.

Table 9

PRESENTATION OF EDUCATIONAL ADMINISTRATION PROGRAM STRUCTURE TO THE MASTER OF ARTS DEGREE IN EDUCATION

University	Compulsory Core Ed. Admin. Courses	Other In/External Compulsory Courses	Internal Departmental Elective Courses	External Departmental Elective Courses
	%	%	%	%
British Columbia	60	0	20	20
Calgary	16.7	16.7	33.3	33.3
Dalhousie	20	40	0	40
McGill	44½	11	0	44.5
Moncton	30	0	40	30
Ottawa	25	12.5	62.5	0
OISE	16.7	66.6	16.7	0
St. Mary's	50	25	0	25
AVERAGE	33	22	21	24

The programs of study at the Universities of Calgary, Dalhousie, McGill, OISE, and Saint Mary's, as indicated in Table 9, consist of 60% compulsory courses. Furthermore, the combined elective courses, internal and external, constitute an average of 45% of the total program in the eight universities while the combined compulsory courses consist of 55% of the Master of Arts Degree program.

III. A FACTUAL ANALYSIS OF THE CURRICULAR
CONTENT OF THE PRE-MASTER'S AND THE MASTER'S PROGRAMS

The following represents a factual presentation and analysis of the curricular content of graduate courses in educational administration. The institutions have been arranged in alphabetical order and do not represent any geographical or status selection.

Acadia University

The Master of Education Degree with a specialization in educational administration is granted to students who meet the eight-course requirement, complete a thesis and successfully defend the thesis topic during an oral examination.

The course work consists of three basic educational administration courses that have to do with School Administration, Organization and Supervision; two courses that are concerned with the basic principles of Curriculum Development and Organization; one course in statistics and research methods; and two electives from courses at the graduate level.

The University of Alberta[3]

The University of Alberta has two options open to students who wish to receive a Master of Education Degree with a specialization in educational administration.

[3] See Table 2 regarding Alberta's Graduate Diploma Program.

The Thesis program requires a student to successfully complete ten courses, a thesis, and an oral examination. The ten courses consist of one compulsory educational administration course, two courses in statistics and research, and four electives that could relate to educational administration or some other aspect of education.

The other option, that of the non-thesis route, requires the successful completion of sixteen courses. The course components are four compulsory educational administration courses, two elective courses in educational administration, one course in statistics, six courses in a specialized area of educational administration and three external elective courses.

The University of British Columbia

The Degrees of Master of Arts in Education and the Master of Education, both with a specialization in educational administration, are available from the University of British Columbia. Both the Master of Arts and the Master of Education Degrees may be taken with or without thesis. The Master of Arts Degree in Education with a thesis entails a minimum of fifteen units[4], including at least six units of course work at the 500-level and a thesis (normally three units). The Master of Arts Degree without a thesis entails a minimum of fifteen units of which at least twelve units must be at the

[4]A course may consist of three units which covers two semesters; or one and a half units, one semester.

500-level; for the degree without a thesis, the candidate must also pass a comprehensive examination and submit an acceptable Major Essay. (Calendar, 1974/75).

The Master of Education Degree makes provision for advanced study that is less specialized than is required for the Master of Arts Degree. The Master of Education Degree does not require residence, but may be taken part-time through summer session and on-campus extra-sessional courses. The normal Master of Education programme is that of fifteen units of which at least twelve units must be at the graduate level.

The fifteen units on the thesis program are normally composed of three units for the thesis, six units of core educational administration courses, three units of course work that is related to the student's educational administration interest, and three units of courses external to the Department of Educational Administration.

The non-thesis fifteen course route consists of six units of core educational administration courses, six units in educational administration and three units of electives that are external to the Department of Educational Administration.

The University of Calgary

The Department of Educational Administration at the University of Calgary offers graduate work leading to a

Graduate Diploma, Master of Arts in Education, and the Master of Education.

The Graduate Diploma program is composed of four full courses distributed as follows: one compulsory course in basic educational administration, two course electives within the Department of Educational Administration, and one optional course that should contribute to an understanding of the educational administration function, and would normally be selected from courses in the social sciences, in research methods or in general curriculum development.

The Master of Education program in educational administration is designed for prospective and practicing administrators who wish to pursue graduate training, but who are not committed to writing a research thesis and spending a year or more of study in residence at the University. (Calendar, 1973-74).

The Master of Education Degree is granted to students who meet the eight-full-course requirement, and successfully complete an oral and written examination. The course components for the Master of Education Degree are composed of one core educational administration course; one educational administration research seminar; two courses from any one of the following four areas of specialization: Administration of Human Resources, Program Development and Evaluation, Administration of Economic Resources, and Governance of Education; two elective courses internal and two elective courses external to the Department of Educational Administration.

Dalhousie University

The Master of Arts Degree in Education with a specialization in educational administration is granted to candidates who meet the ten-course requirement and complete a thesis. The course work consists of two core educational administration courses; two courses in statistics and research methods; two of three compulsory courses in educational adminis- tration; and, four elective courses at the graduate level.

The University of Manitoba

The University of Manitoba offers programs leading to the Bachelor of Education and the Master of Education Degrees with a specialization in educational administration. The Bachelor of Education Program in educational adminis- tration can contribute to the general education of any teacher; but it is designed primarily to meet needs of educators who are in or who desire to move into educational administration positions. This program normally consists of five full courses which are composed of two full courses in educational administration; one Statistics and Research Methods course; and, two external elective courses.

The thesis or the minor-thesis route is open to students who pursue the Master of Education Degree. The thesis route requires candidates to complete three full courses and a thesis. The course components are: one course in the Principles of Curriculum Organization and Administration,

a course elective in educational administration, an external course that is related to administration, and a thesis.

The minor thesis program requires candidates to complete five full courses consisting of two basic educational administration courses, two half educational administration courses from a selection of five half courses, and two optional courses. Candidates will also be expected to complete a research paper, and pass a comprehensive examination.

McGill University

The Master of Education and the Master of Arts in Education Degrees with a specialization in educational administration are available at McGill. The Master of Education Degree may be granted to students who successfully complete eight full courses. The course components consist of two and one-half basic educational administration courses, one-half course in statistics, anywhere from two and one-half to three and one-half electives in educational administration, and one and one-half to two and one-half courses outside the Department of Educational Administration.

The Master of Arts Degree in Education is granted to students who successfully complete six full courses and a thesis. The courses consist of two basic educational administration courses, two courses in educational measurement, and two elective courses.

Memorial University

Graduate work in educational administration at Memorial is designated to lead to a Graduate Diploma or a Master of Education Degree.

The Graduate Diploma is granted to students who successfully complete the eight-course requirement. The courses consist of two basic educational administration courses, two of three courses from the social sciences, and four elective courses that can be external to the Department of Educational Administration.

Memorial, through the Department of Educational Administration, grants the Master of Education Degree to candidates who complete ten courses and a thesis, a project, or an internship; and, also to those who complete fourteen courses and successfully pass an oral and/or written comprehensive examination.

The course composition of the thesis, internship, or project route consists of two administration core courses, two of three courses available through the social science core, two courses in research and statistics, and four approved electives, two of which are normally completed within the Department's course offerings.

The fourteen course pattern provides an opportunity for a greater degree of course specialization. The course components consist of two administration core courses, two of three courses from the social science core, one course in

research and statistics, a specialization core of four
courses external to the Department of Educational
Administration, and five elective courses from within the
Department of Educational Administration.

The University of Moncton

The University of Moncton grants the Master of
Arts in Education and the Master of Education Degrees to
those candidates who successfully complete ten courses or
an equivalent of forty-five hours of course work, a thesis,
and a comprehensive examination, or a research paper.

While the same courses are required for both the
Master of Arts in Education and the Master of Education
programs, the Master of Arts in Education requires a thesis
and an oral comprehensive examination, while the Master of
Education requires a research report.

The course load consists of three basic educational
administration courses, four educational administration
elective courses, and three elective courses that are
external to the Department of Educational Administration.

The University of New Brunswick

The University of New Brunswick provides two
avenues through which students may obtain the Master of
Education Degree with a specialization in educational
administration.

One program involves the successful completion of
ten courses, an educational research report and an oral com-
prehensive examination. The course requirements consist
of four educational administration core courses such as
Administrative Theory; Supervision of Instruction; Practicum,
Supervision of Instruction and Curriculum; Theory and Practice;
one course in Methods of Research in Education; four educational
administration elective courses and one elective outside the
Department of Educational Administration.

The completion of six courses, a thesis, and an
oral examination are the requirements that must be met under
the second program. The course components consist of four
core educational administration courses, one course in
methods of research in education and one educational adminis-
tration elective course.

The University of Ottawa

The Master of Education and the Master of Arts in
Education Degrees can be acquired through the Department of
Educational Administration. The requirements for the Master
of Education Degree are the same as those for the Master of
Arts in Education Degree except that Master of Education
students are not required to present a thesis. The thesis
requirement is replaced by an oral comprehensive examination.

The course requirements are met once the candidate completes thirty-two credits or an equivalent of eight courses. The course components are composed of two basic educational administration courses such as Theories of Educational Organization and Administration, and Organizational Psychology Applied to Educational Administration; one course in Research Methodology; and five educational administration elective courses.

The Ontario Institute for Studies in Education (OISE)/ The University of Toronto

The Department of Educational Administration at OISE offers programs that lead to a Master of Arts in Education and the Master of Education Degrees. The Master of Arts in Education at OISE is committed to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. The Master of Arts in Education program is the first year of a three year Doctor of Philosophy Degree Program. The Master of Arts Degree in Education requires candidates to complete a thesis and six courses. The courses consist of one Seminar in Educational Organization and Design, a Social Science Seminar, a Research Methodology Seminar, a Research and Developmental Apprenticeship, a course in the Elements of Statistics, and one educational administration elective course.

The general objective of the Master of Education program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college adminis- trators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job. (OISE Bulletin, 1974-75).

Candidates for the Master of Education are required to complete eight courses which consist of two core educational administration courses, one of a three-course selection in human relations, one educational administration course elective, and four external graduate course electives that may be taken anywhere in the Institute or in the University of Toronto.

Students lacking teacher training and experience are required to take ten courses instead of the usual eight.

Queen's University

The Department of Educational Administration pro- vides for the granting of a Master of Education Degree to

candidates who meet the six-course requirement and a thesis
or project. The Degree is also awarded to those who complete
eight courses.

The eight-course route consists of three basic
educational administration courses including Principles of
Educational Administration, Program Organization, and
Supervisory Patterns; one of the Politics or the Economics
of Education, one course from Educational Foundations; one
educational administration elective course; and two elective
courses that can be external to the Department of Educational
Administration and the Faculty of Education.

The thesis route requires two less optional
courses, but the remaining course requirements are identical.

Saint Mary's University

Saint Mary's University grants a Master of Arts Degree
in Education with a speciality in educational administration to
candidates who complete eight courses and a thesis. The
course components consist of four basic educational adminis-
tration courses such as Introduction to Educational Adminis-
tration; Problems in Administration; Introduction to Supervision,
and Problems in Supervision; two courses in Research Techniques
and Design Experiments; and two external elective courses
which the Department of Educational Administration suggests
should be Curriculum Studies, and Problems in Curriculum.

The University of Saskatchewan

The Department of Educational Administration grants a Postgraduate Diploma or a Master of Education Degree to candidates in graduate studies. The Postgraduate Diploma is granted to students who successfully complete ten courses. The course components consist of two courses in Organizational Theory; one course in each of Supervision of Personnel, Change Theory and Innovation in Education, Educational Finance, and Educational Planning; two courses in Research Methods; and two elective courses that may be external to the Department of Educational Administration.

The Master of Education Degree can be acquired with or without the completion of a thesis and a prescribed number of courses. The thesis program for a Master of Education requires candidates to complete nine courses and a thesis. The course load is composed of four basic educational administration courses that revolve around organizational theory and behaviour, and supervision; two courses in research methods, and three elective courses.

The non-thesis program for the Degree consists of the eight courses required for the Diploma, and seven elective courses for a total of fifteen courses. This program also requires a comprehensive examination.

IV. AN ANALYSIS OF THE SPECIFIC DISCIPLINES
CONTAINED IN THE EDUCATIONAL
ADMINISTRATION PROGRAM

The survey of the graduate programs for the training of educational administrators to the Master's Degree level examined the curricular content of 191 courses at fifteen Canadian universities. The composition of each course was studied from the brief description supplied by the university, and the course was then fitted into one of the six Realms of Meaning as outlined by Phenix(1964a).

Table 10 lists Phenix's(1964a) six Realms of Meaning, their sub-realms, the number and the percentage of educational administration and required courses found within each realm and sub-realm. It is possible to conclude from this table that the course content of the educational administration programs was drawn from the four realms of Symbolics, Empirics, Ethics, and Synoptics. Furthermore, the courses in the Symbolic's realm are concentrated in the sub-realm of mathematics; Empiric's, in the sub-realms of psychology and, especially, in the social sciences; Ethic's, and, Synoptic's, in the sub-realm of philosophy.

Table 10

AN APPLICATION OF EDUCATIONAL ADMINISTRATION

COURSES TO PHENIX'S REALMS OF MEANING

Realms	Sub-realms	No. of Courses in each Sub-realm	No. of Courses in each Realm	% of Courses in each Sub-realm	% of Courses in each Realm
1. Symbolics			22		11.50
	– Ordinary Language				
	– Mathematics	22		11.50	
	– Nondiscursive symbolic forms				
2. Empirics			162		84.83
	– Biology				
	– Psychology	5		2.62	
	– Social Sc.	157		82.21	
	– Physical Science				
3. Esthetics			0		0
	– Literature				
	– Arts of Movement				
	– Visual Arts				
	– Music				
4. Synnoetics			0		0
	– Personal knowledge				
5. Ethics			5		2.62
	– Moral knowledge	5		2.62	
6. Synoptics			2		
	– Philosophy	2		1.05	
	– Religion				
	– History				

While the courses were drawn from four realms, the greatest concentration of courses are found in the Empiric's realm. This realm, as shown in Table 10, represents 84.83% of the total courses, with 2.62% of these derived from psychology or more specifically social psychology, and 82.21% from the social sciences. The realms of Ethics and Synoptics represent 2.62% and 1.05% respectively. The sub-realm of mathematics in the Symbolic's realm constitutes 11.5% of the courses. The presence of courses in this realm is the result of the statistics and research methods course, which is a requirement at most universities for candidates who select the thesis route to meet the Master's Degree requirements. Furthermore, this course is normally external to the Department of Educational Administration.

Table 11 lists the social sciences' elements of Supervision, Finance, Organization Theory, Educational Planning, Curriculum Development, Higher Education, Adminis-tration of Public Education, Sociology, Political Science, Leaders in Education, School-Community Relations, Adult Education, and Miscellaneous; and the percentage of educational administration courses found in each element. The element of Supervision represents 18.76% of the graduate educational administration courses; Finance, 14.16%; and, Organizational Theory, 11.84%. These three elements con-stitute 44.76% of the educational administration courses at the fifteen universities.

Table 11

THE PERCENTAGE OF CANADIAN
EDUCATIONAL ADMINISTRATION COURSES
IN EACH SOCIAL SCIENCES' ELEMENT

Elements	Percentage
Supervision	18.76
Finance	14.16
Organizational Theory	11.84
Educational Planning	8.24
Curriculum Development	7.52
Higher Education	5.26
Administration of Public Education	3.95
Sociology	3.95
Political Science	3.29
Leaders in Education	3.29
School-Community Relations	1.97
Adult Education	1.32
Miscellaneous[5]	16.46

[5]Note: It was necessary to add the section 'Miscellaneous' because a number of courses were very general and broad, and could not be fitted into any one of the above sections.

The national university survey found that 169 courses are the responsibility of the Departments of Educational Administration at the fifteen universities. One hundred and sixty-one courses or 92.79% were drawn from the social sciences; five courses or 2.96%, psychology; five courses or 2.96%, moral knowledge (Ethics); and, two courses or 1.29%, philosophy.

An examination of Table 10 shows that the educational administration courses at the fifteen Canadian universities are located in Phenix's four Realms of Meaning: Symbolic, Empiric, Ethic and Synoptic. Table 12 lists the number and percentage of courses that are located in these realms at each of the fifteen universities.

Table 12

THE REALMS OF EDUCATIONAL ADMINISTRATION COURSE CONCENTRATION AT EACH UNIVERSITY.

University	Program(s)	Total Ed. Admin. & Statistic's Course Offerings	Realm (Sub-realm)	Courses in each Realm & Sub-realm	% of Course Offerings in each Realm & Sub-realm
Acadia	M. Ed.	6 full	Symbolic (Math.)	1	16.50
			Empiric (Soc. Sc.)	5	83.50
Alberta	M. Ed.	16	Symbolic (Math.)	2	12.50
			Empiric (Soc. Sc.)	13	81.25
			Synoptic (phil.)	1	6.25

Table 12 (continued)

University	Program(s)	Total Ed. Admin. & Statistic's Course Offerings	Realm (Sub-realm)	No. of Courses in each Realm & Sub-realm	% of Course Offerings in each Realm & Sub-realm
British Columbia	M. Ed., & M.A.(Ed.)	14	Symbolic (Math.)	1	7.14
			Empiric (Soc. Sc.)	12	85.72
			Ethic (Moral)	1	7.14
Calgary	G.D., M.Ed. & M.A.(Ed.)	22	Symbolic (Math.)	2	9.08
			Empiric (Soc. Sc.)	19	86.38
			Empiric (Psy.)	1	4.54
Dalhousie	M.A. (Ed.)	6 full	Symbolic (Math.)	2	33.33
			Empiric (Soc. Sc.)	4	66.67
Manitoba	B.Ed. & M. Ed.	7 full	Empiric (Soc. Sc.)	6	85.72
			Ethic (Moral)	1	14.28
McGill	M.Ed. & M.A. (Ed.)	12 full	Symbolic (Math.)	1	8.33
			Empiric (Soc. Sc.)	11	91.67
Memorial	G.D. & M. Ed.	20	Symbolic (Math.)	2	10.00
			Empiric (Soc. Sc.)	15	75.00
			Empiric (Psy.)	1	5.00
			Ethic (Moral)	1	5.00
			Synoptic (Phil.)	1	5.00

Table 12 (continued)

University	Program(s)	Total Ed. Admin. & Statistic's Course Offerings	Realm (Sub-realm)	No. Of Courses in each Realm & Sub-realm	% of Course Offerings in each Realm & Sub-realm
New Brunswick	M. Ed.	15	Symbolic (Math.)	2	13.32
			Empiric (Soc. Sc.)	12	80.02
			Empiric (Psy.)	1	6.66
Ottawa	M. Ed. & M.A. (Ed.)	17	Symbolic (Math.)	2	11.76
			Empiric (Soc. Sc.)	12	70.60
			Empiric (Psy.)	2	11.76
			Ethic (Moral)	1	5.88
OISE	M. Ed. & M.A. (Ed.)	19	Symbolic (Math.)	2	10.52
			Empiric (Soc. Sc.)	16	84.22
			Ethic (Moral)	1	5.26
Queen's	M. Ed.	8	Symbolic (Math.)	2	25.00
			Empiric (Soc. Sc.)	6	75.00
Saint Mary's	M.A. (Ed.)	5 full	Symbolic (Math.)	1	20.00
			Empiric (Soc. Sc.)	4	80.00
Saskatchewan	P.G.D. & M. Ed.	19	Symbolic (Math.)	2	10.52
			Empiric (Soc. Sc.)	16	84.22
			Ethic (Moral)	1	5.26

For example, the Department of Educational Adminis-
tration at the University of Calgary is responsible for twenty
educational administration courses, and, like many universities,
provides students with an avenue to complete the required two
courses in statistics and research. Table 12 indicates that
the two statistics' courses or 9.08% of the total course
offerings at the University of Calgary are concentrated in
the symbolic's realm; nineteen educational administration
courses or 86.38%, in the sub-realm of social science in the
empiric's realm; and, one educational administration course
or 4.54%, in the sub-realm of psychology in the empiric's
realm. The social sciences' domination of courses at each of
the universities range from a low of 66.67% at Dalhousie
at an high of 91.67% at McGill-with a mean of 81.39%.

The empiric's realm plays a significant role in the
curricular content of the educational administration programs
for the Graduate Diploma, Master of Education Degree and Master
of Arts Degree in Education at the fifteen universities. In
addition to the two realms of empirics and symbolics, Table 12
indicates that the Universities of Alberta and Memorial for
their course content elicit from the synoptic's realm; and, the
Universities of British Columbia, Memorial, Ottawa, OISE, and
Saskatchewan, the ethic's realm. The philosophy content of
courses are drawn from the synoptic's realm while the legal
courses are drawn from the ethic's realm. The University of
Manitoba has its courses concentrated in the realms of empirics
and ethics.

Summary

The presentation and analysis of the programs for the training of educational administrators to the Master's level revealed that the programs were concentrated in the symbolic's and the empiric's realms. The two major hypotheses and the second minor hypothesis were accepted, while the first minor hypothesis was accepted in part. These hypotheses were:

1. Techniques of educational research is the prime discipline in the symbolic's realm.

2. Social science and psychology are the two prime areas in the empiric's realm.

Minor hypotheses to hypothesis 2.

    a. The major emphasis in the social sciences are on sociology, anthropology, economics, and political science.

    b. The major emphasis on the psychology discipline is on social psychology.

Analysis of the data revealed that course concentration in the social sciences was predominately in the elements of Supervision, Finance, Organizational Theory, Educational Planning and Curriculum Development.

Chapter V

FINDINGS AND CONCLUSIONS
TO THE SURVEY OF THE GRADUATE PROGRAMS
IN EDUCATIONAL ADMINISTRATION TO THE MASTER'S LEVEL
AT CANADIAN UNIVERSITIES

This study had been instigated in part because of
the growing concern shown by such educational administrators
as Farquhar(1970), Culbertson(1964), and Counts(1954) for
the lack of diversification in the educational administration
training programs. They contend that the programs are too
specialized, and that a greater emphasis should be placed
on disciplines in the humanities.

The primary concern of this aspect of the current
study was to determine if the curricular content of Canadian
university preparation programs for training educational
administrators is composed of disciplines from the social
sciences and the humanities.

At a more specific level, the problems examined by
the study were:

1. Are there certain core curriculum courses
that may be common to most Canadian
university training programs for
educational administrators?

2. Are the educational administration graduate
course offerings and course requirements
for the Pre-master's and Master's programs
concentrated in certain realms and sub-
realms as used by Phenix?

111

3. Is the curricular content of Memorial's graduate courses in educational administration similar to the curricular content of graduate courses in educational administration at other Canadian universities?

4. Are the qualifications of prospective candidates for admission into the preparatory program in educational administration at Canadian universities similar?

I. FINDINGS

The following is a brief summary of the major findings of this aspect of the study:

1. There exist certain core curriculum courses that are nationally prevalent at the fifteen universities. Table 13 lists the number and names of the core courses at the Pre-master's and the Master's programs at each of the fifteen universities.

Table 13

CORE CURRICULUM COURSES IN
THE PRE-MASTER'S AND MASTER'S PROGRAMS

University	Pre-master's	Master of Ed.		Master of Arts (Ed.)	
		Thesis	Non-thesis	Thesis	Non-thesis
Acadia		3 - admin. 1 - stat.			
Alberta		1 - admin. 2 - stat.	4 - admin. 1 - stat.		
British Columbia			2 - admin. stat.	2 - admin. stat.	
Calgary	2-½ ed. admin. 1 - stat.		2-½ admin. 1 - stat.	2-½ admin. 1 - stat.	
Dalhousie				2 - admin. 2 - stat.	
Manitoba	B.Ed. 1 - stat.	1 - admin.	1 - admin.		
McGill			2½ - admin. 1 - stat.	2 - admin. 1 - stat.	
Memorial	2 - admin.	2 - admin. 2 - stat.	2 - admin. 1 - stat.		
Moncton			3 - admin.	3 - admin.	
New Brunswick		4 - admin. 1 - stat.	4 - admin. 1 - stat.		
Ottawa			2 - admin. 1 - stat.	2 - admin. 1 - stat.	
OISE			2 - admin.	1 - different admin. 2 - stat.	
Queen's		3 - admin.	3 - admin.		
St. Mary's				4 - admin. 2 - stat.	
Saskatchewan	2 - admin. 2 - stat.	4 - admin. 2 - stat.	2 - admin. 2 - stat.		

It is possible to conclude from Table 13 that:

(a) The Universities of Calgary, Memorial and Saskatchewan have compulsory educational administration courses; and, the Universities of Calgary, Manitoba, and Saskatchewan have compulsary statistics' courses in their Pre-master's programs.

(b) Thirteen universities have provisions in their regulations for compulsory educational administration courses. Eight of these have compulsory statistical requirements for the Master of Education Degree with a specialization in educational administration.

(c) At the universities listed in Table 13 that provide for a thesis or a non-thesis route to the Master of Education Degree with a specialization in educational administration, it generally follows that the non-thesis route requires more core educational administration courses and less compulsory statistical courses than the thesis route.

(d) Eight universities offer a program leading to a Master of Arts in Education Degree with a speciality in educational administration. Core educational administration courses are compulsory at eight institutions, and seven universities have compulsory statistical courses.

The Universities of British Columbia, Calgary, Moncton, and Ottawa offer programs leading to the Master of Education and the Master of Arts in Education with a speciality in educational administration. These four

institutions have the same core educational administration
and statistical course requirements for both the Master of
Education and the Master of Arts in Education Degrees. McGill
University requires a half educational administration course
less for its Master of Arts in Education Program than its
Master of Education Program. OISE has provisions for the
two degrees but requires a different educational adminis-
tration course and two statistical courses for the Master of
Arts Degree in Education.

2. The graduate programs for the training of educational
administrators at the Pre-master's and the Master's levels
have 11.50% of the courses concentrated in the symbolic's
realm; 84.83%, empiric's realm; 2.62%, ethic's realm; and,
1.05%, synoptic's realm.

While 84.83% of the total courses are located in
the empiric's realm, 82.21% of these courses are clustered in
the social sciences and the remaining 2.62%, psychology.

The Departments of Educational Administration are
responsible for 161 educational administration courses of
which 92.79% are concentrated in the social sciences' dis-
ciplines; 2.96%, psychology; 2.96%, moral knowledge (Ethics);
and, 1.29%, philosophy.

3. In general the curricular content of Memorial's
graduate courses in Educational Administration is similar
to the curricular content of graduate courses in educational
administration at the other fourteen universities.

Memorial's Graduate Diploma Program in Educational
Administration consists of 50% compulsory (core-25%, other-
25%) courses; and, 50% electives which could be internal or
external to the Department of Educational Administration.
The Graduate Diploma Programs at the Universities of
Calgary and Saskatchewan require candidates to complete
75% and 80% respectively of compulsory courses. The remaining
course percentages are external to the Departments of
Educational Administration.

Memorial University, through the Department of
Educational Administration, provides its candidates with a
choice of two routes, thesis or non-thesis, to the Master of
Education Degree. Similar to Saskatchewan, but somewhat
different from the Universities of Alberta, Manitoba, New
Brunswick, and Queen's, Memorial has a greater percentage
of its compulsory educational administration (core and others)
courses in the thesis route, while the reverse has occurred
at the other institutions.

Memorial's course content for the Master of Education
Degree with a specialization in educational administration is
drawn from the symbolic's, empiric's, ethic's, and synoptic's
realms. Ten percent of the courses are concentrated in the
sub-realm of mathematics in the symbolic's realm; 5%,
psychology and 75%, social science, empiric's realm; 5%
moral knowledge, ethic's realm; and, 5%, philosophy, synoptic's
realm. Memorial has 75% of its courses drawn from the social

sciences' elements, while the national average is 84.83%. Thus, Memorial's educational administration graduate courses are more diversified that the courses at the other fourteen institutions.

4. The qualifications of prospective candidates for admission into the preparatory programs in educational administration at Canadian universities are similar. Most institutions require their candidates to have an undergraduate degree, a "B" standing in the last two years of undergraduate work, and consider experience to be desirable.

Memorial University requires its candidates to have a "B" standing in, at least, ten Education courses. OISE requires students to pass a Miller Analogies Test, and the Universities of Acadia, Dalhousie, and New Brunswick make reference to the Graduate Record Examination.

II. SUMMARY

The Pre-master's and the Master's programs of study for the training of educational administrators at the fifteen universities surveyed are very similar. The programs' requirements normally consist of core educational administration courses, statistical courses, and internal and external elective courses to the Departments of Educational Administration. The course composition of these programs are predominately drawn from among the social sciences.

Chapter VI

PRESENTATION AND INTERPRETATION OF THE

GRADUATE DIPLOMA DATA

I. INTRODUCTION

One of the major problems of analyzing this data was the selection of frequencies that should be expected in order to compute a chi-square value with one degree of freedom by using the formula: $X^2 = \frac{(O-E)^2}{E}$. Three methods were possible. The first method, which was used on data reported in Table 15, was to assume that if there was no relationship between the variables under study, then an arithmetic mean could determine the expected frequencies.

A second method of determining expected frequencies was to assume a normal distribution in the population under study as to how the Graduate Diploma students would evaluate the preparatory program for the training of education administrators at Memorial. Such being the case, it would be expected that two-thirds of the population would indicate that the Graduate Diploma Program was satisfactory. The remaining one-third of the population would be equally distributed between poor and strong. This method was used on data reported in Table 16.

The final method of determining expected frequencies was to assume that Graduate Diploma students who indicated

118

Strong and satisfactory on the questionnaire, had perceived the program in a positive way. The strong and satisfactory responses were combined under the heading of positive. The poor responses were listed under the heading of negative. An arithmetic mean determined the expected frequencies. This method was used on data reported in Table 17.

II. PROGRAM ASSESSMENT

The questionnaire was divided into nine independent course areas with a number of statements that referred to each area. The responses given to the statements in the questionnaire were totalled under each of the five response columns. Table 14 shows the combined responses from the sixty-one returned questionnaires

Table 14

DISTRIBUTION OF RESPONSES

TO EACH OF THE COURSE AREAS

Course Areas	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
General	27	27	96	304	101
School Plant	159	82	48	143	114
Pupils	141	52	43	171	99
Finance	276	86	18	187	170
Staff	28	24	80	297	111
Curriculum and Instructional Improvement	115	35	28	201	89
Public Relations	81	49	73	322	130
Research	91	23	29	93	13
School Law	158	64	84	142	73
Total Program	1076	442	499	1860	900

Graduate Diploma students are required to complete two basic educational administration courses; two of three courses from the social science core of Economic Context of Educational Institutions, Political Context of Educational Institutions, or Social Context of Educational Institutions; and four elective courses.

An examination of Table 14, as it relates to two of the three social science core courses, indicates that a large number of the check marks appeared in the response column "Appropriate Course Not Taken" in the course area of "Finance". It appears that most of the students selected the Political Context of Educational Institutions, and the Social Context of Educational Institution courses. A closer look at Table 14 discloses that a similar pattern developed in the course areas of School Plant, Research, and School Law.

Most of the responses concentrated in courses related to the course areas of General, which in most cases are compulsory; Staff; Public Relations; and Curriculum and Instructional Improvement, which are external to the Department of Educational Administration.

The Chi-square values in Table 15 were computed for each course area and the total program by using an expected frequency of one-third. This expected frequency had been selected by assuming that the responses would be equally distributed among the three choices of classification (strong, satisfactory, poor). However, the chi-square values computed

Table 15

RELATIONSHIP OF DEGREE OF PREPARATION
TO THE COURSE AREA OF PREPARATION

Degrees of Preparation

Course Areas	Strong		Satisfactory		Poor		Total	Chi-square	Probability
	$O(E)^6$	%	$O(E)$	%	$O(E)$	%			
General	96(167)	19.17	304(167)	60.67	101(167)	20.16	501	168.70	.001
School Plant	48(101.66)	15.74	143(101.66)	46.88	114(101.66)	37.38	305	46.63	.001
Pupils	43(104.33)	13.74	171(104.33)	54.63	99(104.33)	31.63	313	78.92	.001
Finance	18(125)	4.80	187(125)	49.87	170(125)	45.33	375	138.54	.001
Staff	80(162.66)	16.39	297(162.66)	60.86	111(162.66)	22.75	488	169.34	.001
Curriculum and Instructional Improvement	28(106)	8.81	201(106)	63.21	89(106)	27.98	318	145.25	.001
Public Relations	73(175)	13.90	322(175)	61.33	130(175)	24.77	525	194.50	.001
Research	29(45)	21.48	93(45)	68.89	13(45)	9.63	135	79.63	.001
School Law	84(99.66)	28.09	142(99.66)	47.49	73(99.66)	24.42	299	27.56	.001
Total Program	499(1086.33)	15.31	1860(1086.33)	57.07	900(1086.33)	27.62	3259	350.20	.001

[6] O - observed frequency
E - expected frequency

in Table 15 reveal that there is considerable deviance in all the course areas and in the total program from the expected frequency of one-third.

There was a tendency for the respondents, as indicated in Table 15, to classify their degree of preparation as satisfactory. The number of respondents checking strong and poor were somewhat less than those checking satisfactory. For example, in the course area of General, 167 responses had been expected in each degree of preparation. However, the data revealed that ninety-six responses were recorded as receiving a strong degree of preparation; 304, as receiving a satisfactory degree of preparation; and 101, as receiving a poor degree of preparation. The chi-square values in Table 15 show that there is a significant relationship between the degrees of preparation and each course area of preparation at the .01 level of significance. Furthermore, this significant relationship also exists between the degrees of preparation and the total program at the .01 level of significance.

The distribution in Table 15 may have been the result of the population of Graduate Diploma students exhibiting the characteristic of a normal population. That is, most respondents may have checked satisfactory because they realized that the two alternatives (strong, and poor) would be exhibiting a deviant behaviour. However, even

when the expected frequencies are determined by the normal

distribution, as in Table 16, there is a significant

relationship between the degrees of preparation and all

the course areas of preparation with the exception of Research

which was not significant at the :01 level of significance.

In Table 16 the chi-square values are calculated

for each course area and the total program by determining

the expected frequencies according to the normal distribution.

Thus, it was expected that two-thirds of the respondents

would indicate a satisfactory degree of preparation; one-

sixth, a poor degree of preparation; and, one-sixth, a

strong degree of preparation.

There was a deviance, as in Table 16, from the

expected frequencies in each course area and in the total

program. But, the deviance was not that profound in the

course area of Research. For example, the data in Research

revealed that twenty-nine responses were recorded as

receiving a strong degree of preparation when the expected

frequency was twenty-two; ninety-three, satisfactory degree

of preparation when the expected frequency was ninety-one;

and thirteen, poor degree of preparation when the expected

frequency was twenty-two.

The respondents in the Research course area

represented a close proximity to a normal distribution. It

could be speculated that the relationship of the degree of

preparation to the course area of Research was not significant

at the .01 level of significance because the respondents'

Table 16

RELATIONSHIP TO DEGREE OF PREPARATION

TO THE COURSE AREA OF PREPARATION

Degrees of Preparation

Course Areas	Strong		Satisfactory		Poor		Total	Chi-square	Probability
	O(E)	X	O(E)	X	O(E)	X			
General	96(83.50)	19.17	304(334)	60.67	101(83.50)	20.16	501	8.22	.01
School Plant	48(50.83)	15.74	143(203.34)	46.88	114(50.83	37.38	305	96.35	.001
Pupils	43(52.17)	13.74	171(208.66)	54.63	99(52.17)	31.63	313	50.43	.001
Finance	18(62.50)	4.80	187(250)	49.87	170(62.50)	45.33	375	232.45	.001
Staff	80(81.33)	16.39	297(325.34)	60.86	111(81.33)	22.75	488	13.30	.001
Curriculum and Instructional Improvement	28(53)	8.81	201(212)	63.21	89(53)	27.98	318	36.81	.001
Public Relations	73(87.50)	13.90	322(350)	61.33	130(87.50)	24.77	525	25.28	.001
Research	29(22.50)	21.48	93(90)	68.89	13(22.50)	9.63	135	5.98	.02
School Law	84(49.83)	28.09	142(199.34)	47.49	73(49.83)	24.42	299	50.69	.001
Total Program	499(543.17)	15.31	1860(2172.66)	57.07	900(543.17)	27.62	3259	234.41	.001

Course Areas of Preparation

field experiences had not tested the knowledge gained in this area. Furthermore, the respondents who took the research course may have been mathematically orientated because this course is not a requirement for the Graduate Diploma Program in Educational Administration at Memorial.

It could be argued, as in Table 17, that those respondents who indicated that the degrees of preparation were strong and satisfactory reacted in a positive manner. Thus, the expected frequencies would be equally distributed under the two classifications of positive and negative. The data reported in Table 17 indicates that there is a significant relationship between the degrees of preparation and the total program. Also, the relationship between the degrees of preparation and the course areas of preparation, with the exception of Finance, are significant at the .01 level of significance.

Even when those respondents who perceived that they had a satisfactory degree of preparation in Finance were combined with the respondents who perceived a strong degree of preparation in Finance, their combined totals were not significantly greater than those who perceived their preparation in Finance in a negative way.

The strong negative response may have been the result of preconceived negative attitudes toward the course area of Finance, combined with the shortage of course offerings that related to the economics of education.

Table 17

RELATIONSHIP OF DEGREE OF PREPARATION
TO THE COURSE AREA OF PREPARATION

Degrees of Preparation

Course Areas	Positive		Negative		Total	Chi-square	Probability
	O(E)	%	O(E)	%			
General	400(250.50)	79.84	101(250.50)	20.16	501	187.44	.001
School Plant	191(152.50)	62.62	114(152.50)	9.71	305	19.42	.001
Pupils	214(156.50)	68.37	99(156.50)	31.63	313	42.24	.001
Finance	205(187.50)	54.66	170(187.50)	45.34	375	3.26	.50
Staff	377(244)	77.25	111(244)	22.75	488	144.98	.001
Curriculum and Instructional Improvement	229(159)	72.01	89(159)	27.99	318	61.62	.001
Public Relations	395(262.50)	75.23	130(262.50)	24.77	525	133.76	.001
Research	122(67.50)	90.37	13(67.50)	9.63	135	88.00	.001
School Law	226(149.50)	75.58	73(149.50)	24.42	299	226.00	.001
Total Program	2359(1629.50)	72.38	900(1629.50)	27.62	3259	653.16	.001

III. SUMMARY OF COMMENTS

The participants in this investigation were urged to contribute written comments about a specific aspect of their administrative training, or on their impression of the total preparatory program.

A summary of some of the opinions expressed included:

1. The preparatory program could be more beneficial if more contacts were made with administrators and programs in the field, along the lines of internship programs.

2. Refresher courses, or workshops in educational administration could be provided periodically, so that administrators could keep in touch with new innovations and training techniques in the administrative field.

3. The graduate courses at Memorial were very useful, practical and enjoyable. However, concern was expressed over the lack of local or even Canadian reading material.

4. There was too much concentration on the large school, and not sufficient attention given to the problems of the small school.

5. Several of the Graduate Diploma students found it difficult to determine if the acquiring of certain knowledge came from the graduate courses, field experience (day-to-day encounters, reading, professional magazines or books), or from the general effect of maturing.

6. One respondent felt that Memorial has not, and perhaps could not, prepare educators for many of the items listed in the questionnaire.

7. It was suggested by one student that the educational administration program should be more stream-lined to take into consideration those with, and without administrative experience.

8. One student felt that there should be more courses that dealt with the economics of education.

IV. SUMMARY

Analysis of the data revealed that the Graduate Diploma courses were selected from the course areas of General, Staff, Public Relations, Curriculum and Instructional Improvement and Pupils. Most Graduate Diploma students' preferences

for courses in the course areas of School Plant, Finance, Research and School Law were not strong.

The hypotheses were stated in null form as follows:-

<u>Major</u>

1. There will be no relationship between the course areas of preparation and the degrees of preparation.

<u>Minor</u>

1. The degree of preparation is independent of the "General" course area of preparation.

2. The degree of preparation is independent of the "School Plant" course area of preparation.

3. The degree of preparation is independent of the "Pupils" course area of preparation.

4. The degree of preparation is independent of the "Finance" course area of preparation.

5. The degree of preparation is independent of the "Staff" course area of preparation.

6. The degree of preparation is independent of the "Curriculum and Instructional Improvement" course area of preparation.

7. The degree of preparation is independent of the "Public Relations" course area of preparation.

8. The degree of preparation is independent of
   the "Research" course area of preparation.

9. The degree of preparation is independent of
   the "School Law" course area of preparation.

When analyzing the relationship of the degree of
preparation to the course areas of preparation and the total
program in Table 15, using an expected frequency of one-
third, the chi-square analysis of data revealed that all
the null hypotheses were rejected at the .01 level of
significance.

When analyzing the relationship of the degree of
preparation to the course areas of preparation and the total
program in Table 16, using an expected frequency of the
normal curve, the chi-square analysis of data revealed that
all the null hypotheses, except the course area of Research
(hypothesis 8), were rejected at the .01 level of significance.

And analyzing the relationship of the degree of
preparation to the course areas of preparation and the
total program in Table 17, using an expected frequency of
one-half, the chi-square analysis of data revealed that all
the null hypotheses, except the course area of Finance
(hypothesis 4), were rejected at the .01 level of significance.

Chapter VII

FINDINGS AND SUMMARY FROM THE
GRADUATE DIPLOMA PROGRAM SURVEY

This aspect of the investigation was designed to determine the degree of preparation that Graduate Diploma students received from their preparatory program in Educational Administration at Memorial.

Specifically, the study attempted to determine:

1. From what course areas did Graduate Diploma students in Educational Administration select courses to satisfy Memorial's regulation requirements?

2. Did Graduate Diploma students in Educational Administration at Memorial receive a greater degree of preparation in some course areas than in others?

The analysis of the data was presented in descriptive form. The method of analysis was to present percentage distribution to responses and to use the chi-square test of independence to test for relationship of the degree of preparation to the course area of preparation, and to the total program.

The test of independence was applied to each null hypothesis, and each null hypothesis accepted or rejected at the .01 level of significance.

I. FINDINGS

General Finding

The majority of respondents seem to have been pleased with their administrative training at Memorial. Table 18 illustrates the percentage of Graduate Diploma students who perceived their administrative training in each course area to be adequate (strong or satisfactory) to contend with field problems.

Table 18

PERCENTAGE OF STUDENTS WHO PERCEIVED COURSE

AREAS OF THEIR EDUCATIONAL ADMINISTRATION

AS BEING FAVOURABLE

Course Areas	Percentage
Research	90.37
General	79.84
Staff	77.25
School Law	75.58
Public Relations	75.23
Curriculum and Instructional Improvement	72.01
Pupils	68.37
School Plant	62.62
Finance	54.66
MEAN	72.38

As may be noted from Table 18, seven (General, Staff, School Law, Public Relations, Curriculum and Instructional Improvement, Pupils, and School Plant) course areas are clustered close to the mean of 72.38% with the exception of the course areas of Research and Finance which have a percentage of 90.37% and 54.66% respectively.

Specific Findings

It can be concluded from this part of the study that:

1. Graduate Diploma students in Educational Administration at Memorial selected most of their educational administration courses from the course areas of General, Staff, Public Relations, Curriculum and Instructional Improvements, and Pupils. Only a small percentage of the students selected courses in the course areas of School Plant (31.14%), Finance (39.34%), Research (26.22%), and School Law (24.59%).

2. The tabulated results of the survey, as shown in Table 19, indicated that there was a greater degree of preparation, as perceived by the Graduate Diploma students, in some course areas, than in others.

Table 19

PERCENTAGE OF STUDENTS WHO PERCEIVED COURSE
AREAS OF THEIR EDUCATIONAL ADMINISTRATION
PROGRAM AS BEING STRONG

Course Areas	Percentage
School Law	28.09
Research	21.48
General	19.16
Staff	16.39
School Plant	15.74
Public Relations	13.90
Pupils	13.74
Curriculum and Instructional Improvement	8.81
Finance	4.80
MEAN	15.79

Table 19 reveals that 28.09% of the respondents,
who took courses in the course area of School Law, indicated
a strong degree of preparation; 21.48%, Research; 19.16%,
General; 16.39%, Staff; 15.74%, School Plant; 13.90%, Public
Relations; 13.74%, Pupils; 8.81%, Curriculum and Instructional
Improvement; and, 4.80%, Finance. The percentage of
responses in Table 18 range from a low of 4.80 in Finance to
a high of 28.09 in School Law for a mean of 15.79.

A study of Table 20 points out that 68.89% of the Graduate Diploma students felt that they received a satisfactory degree of preparation in the course area of Research. The next four course areas in order are Public Relations, Curriculum and Instructional Improvement, Staff, and General have a percentage range from 63.33% to 60.67%. In the course area of Pupils, 54.63% indicated a satisfactory degree of preparation. The percentage of the final three course areas (Finance, School Law, and School Plant) ranged from 49.87% to 46.88%.

Table 20

PERCENTAGE OF STUDENTS WHO PERCEIVED COURSE AREAS OF THEIR EDUCATIONAL ADMINISTRATION PROGRAM AS BEING SATISFACTORY

Course Areas	Percentage
Research	68.89
Public Relations	63.33
Curriculum and Instructional improvement	63.21
Staff	60.86
General	60.67
Pupils	54.63
Finance	49.87
School Law	47.49
School Plant	46.88
MEAN	57.31

An examination of Table 21 indicates that 45.33% of the respondents felt that they were poorly prepared in the course area of Finance. This representation was followed by 37.38% of the respondents indicating a poor degree of preparation in the course areas of School Plant; 31.63%, Pupils; and, 27.98%, Curriculum and Instructional Improvement. The course areas of Public Relations, School Law, Staff and General have a percentage range from 24.76% to 20.15%. In the course area of Research, 9.63% of the respondents indicated a poor degree of preparation.

Table 21

PERCENTAGE OF STUDENTS WHO PERCEIVED COURSE
AREAS OF THEIR EDUCATIONAL ADMINISTRATION
PROGRAM AS BEING POOR

Course Areas	Percentage
Finance	45.33
School Plant	37.38
Pupils	31.63
Curriculum and Instructional Improvement	27.98
Public Relations	24.76
School Law	24.42
Staff	22.75
General	20.15
Research	9.63
MEAN	27.11

Table 22

PERCENTAGE OF MASTER'S DEGREE AND GRADUATE

DIPLOMA STUDENTS WHO PERCEIVED COURSE AREAS OF

THEIR EDUCATIONAL ADMINISTRATION PROGRAM AS BEING FAVOURABLE

Course Areas	% of M. Ed. Respondents	% of G.D. Respondents
General	92.30	79.84
School Plant	71.32	62.62
Pupils	72.58	68.37
Finance	74.75	54.66
Staff	90.07	77.25
Curriculum and Instructional Improvement	75.33	72.01
Public Relations	88.33	75.23
Research	92.30	90.37
School Law	90.20	75.58
MEAN	83.02	72.08

The mean in Table 22 for the Master of Educational Administration students is 83.02%, and the mean for the Graduate Diploma students in Educational Administration is 72.38% for a mean difference of 10.64%

A further breakdown of the participants' responses toward their programs appear in Table 23.

Table 23

PRESENTATION OF THE ATTITUDES OF
MASTER'S DEGREE AND GRADUATE DIPLOMA RESPONDENTS TO
THEIR EDUCATIONAL ADMINISTRATION PROGRAM

Course Areas	Degrees of Preparation					
	Strong		Satisfactory		Poor	
	M.Ed.	G.D.	M.Ed.	G.D.	M.Ed.	G.D.
	%	%	%	%	%	%
General	29.40	19.17	62.90	60.67	7.70	20.16
School Plant	22.92	15.74	48.40	46.88	28.68	37.38
Pupils	20.27	13.74	52.31	54.63	27.42	31.63
Finance	11.09	4.80	63.66	49.87	25.25	45.33
Staff	32.48	16.39	57.59	60.86	9.93	22.75
Curriculum and Instructional Improvement	19.34	8.81	55.99	63.21	24.67	27.98
Public Relations	36.46	13.90	51.87	61.33	11.67	24.77
Research	38.90	21.48	53.40	68.89	6.70	9.63
School Law	45.10	28.09	45.10	47.49	9.70	24.42

While the bulk of the responses occurred in the "Satisfactory Column" of the questionnaire, a substantial percentage of the respondents indicated a strong or a poor degree of preparation to their preparatory programs in Educational Administration.

When the course areas are arranged from high to low according to the percentage of respondents who indicated a strong or a poor degree of preparation, there is considerable similarity between the Master's Degree respondents and the Graduate Diploma respondents selection of course areas. An examination of Table 24 lists the same three course areas (School Law, Research, and Staff) that are perceived by the Master's Degree respondents and the Graduate Diploma respondents as receiving a strong degree of preparation.

Table 24

COURSE AREAS PERCEIVED TO HAVE THE
STRONGEST DEGREE OF PREPARATION

Course Areas	% of M. Ed. Respondents	Course Areas	% of G.D. Respondents
School Law	45.1	School Law	28.09
Research	38.9	Research	21.48
Public Relations	36.46	General	19.16
Staff	32.48	General	19.16

The similarity is more profound in the Master's Degree respondents and the Graduate Diploma respondents selection of course areas where they perceived their poorest degree of preparation. Table 25 lists the course areas of School Plant, Pupils, Finance, and Curriculum and Instructional Improvement where they received a poor degree of preparation.

Table 25.

COURSE AREAS PERCEIVED TO HAVE THE

POOREST DEGREE OF PREPARATION

Course Areas	% of M. Ed. Respondents	Course Areas	% of G.D. Respondents
School Plant	28.68	Finance	45.33
Pupils	27.42	School Plant	37.38
Finance	25.25	Pupils	31.63
Curriculum & Instructional Improvement	24.67	Curriculum & Instructional Improvement	27.98

III. SUMMARY

The combined totals of the strong and the satisfactory responses from the survey indicated that the Graduate Diploma students in Educational Administration received adequate administrative training from Memorial to perform their duties in the field. The Graduate Diploma students' course selections were heavily concentrated in the course areas of General, Staff, and Public Relations. There was only limited attention given the course areas of School Plant, Finance, Research, and School Law. The Master's students and the Graduate Diploma students in Educational Administration perceived the same course areas as giving them a strong or a poor degree of preparation with the Master's students displaying a more positive attitude.

Chapter VIII

THE COMPONENTS OF PHENIX'S CURRICULUM
THEORY IN EDUCATIONAL ADMINISTRATION PROGRAMS.

I. PHENIX'S CURRICULUM THEORY

The making of a curriculum should revolve around the nature of meaning within which the constituent parts will interact and relate to each other. The concentration on meanings require the examination of six distinctive modes of human understanding which Phenix(1964a) has designated as symbolics, empirics, esthetics, synnoetics, ethics, and synoptics.

The first realm, symbolic, consists of various symbolic systems, and constitutes the most fundamental of all the realms of meaning in that they must be employed to express the meanings in each of the other realms. The symbolic system, which have socially accepted rules of formation and transformation, are instruments for the expression and communication of any meaning.

The empirical realm deals with the sciences of the physical world, of living things, and of man. These sciences are based on factual descriptions, which are gathered through observation and experimentation.

The third realm, esthetics, contains the fine arts. Meanings in this realm can be perceived in the imagination, and may not necessarily relate to concrete fact.

The meanings of the fourth realm are subjective, concrete, and existential. The synnoetic realm expresses personal or relational knowledge that may apply to other persons, to oneself, or even to things.

The fifth realm of ethics has to do with moral meanings which are based on free, responsible, and deliberate decision making.

The final realm, synoptics, gathers up the entire range of meanings by virtue of the integrative character of the disciplines of history, religion, and philosophy.

Phenix(1964a) contended that

If the six realms cover the range of possible meanings, they may be regarded as comprising the basic competencies that general education should develop in every person. A complete person should be skilled in the use of speech, symbol, and gesture, factually well informed, capable of creating and appreciating objects of esthetic significance, endowed with a rich and disciplined life in relation to self and others, able to make wise decisions and to judge between right and wrong, and possessed of an integral outlook. These are the aims of a general education for the development of an whole person. (p. 8).

The six realms of meaning are the basic elements which Phenix perceives as being essential for the formation of a mature person.

A curriculum that is based upon the realms of meaning forms an articulated whole. This is insured by the symbolic and the synoptic fields serving as binding elements running through the various realms and welding them into a single meaningful pattern.

In addition to the scope of studies, the sequencies of studies must be arranged around what Phenix considers as: integrity, which suggests that every student at all stages of his learning career should receive some instruction in all six of the realms of meaning; the logical order of the various kinds of meaning; and, the exposure to the student of different types of learning according to the individual's maturation cycle.

Phenix is aware of the enormous volume of knowledge that confronts most learners. To contain this he recommends that curriculum making must follow four principles for the selection and organization of content. The first principle emphasizes the need for the content of instruction to be drawn entirely from the fields of disciplined inquiry. Phenix(1964a) "argues for the exclusive use of materials that have been produced in the disciplined communities of inquiry by men of knowledge who possess authority in their fields (p. 11)".

Even within a discipline there is accumulated a huge mass of knowledge. Thus, the items must be chosen that are representative of the discipline field as a whole. This second principle concerns the selection of key ideas that provide clues to the entire discipline.

The third principle relates to the selection of content that will exemplify the methods of inquiry. It should be essential, according to Phenix, that the student

becomes skilled in the knowledge of methods so that he may
continue investigating and learning on his own.

The final principle of selection concerns the
selection of materials that shall arouse one's imagination.
Phenix(1964a) says: "Growth in meaning occurs only when the
mind of the learner actively assimilates and recreates the
materials of instruction(p. 12)".

Phenix's(1964a) philosophy of the curriculum for
a general education

> is dedicated to the proposition that the finest
> treasures of civilization can be so mediated as
> to become a common inheritance of persons who
> are seeking to realize their essential humanness.
> (p. 14).

II. THE SOCIAL SCIENCE ELEMENTS OF PHENIX'S CURRICULUM THEORY THAT ARE ASSOCIATED WITH THE TRAINING OF EDUCATIONAL ADMINISTRATORS

The preparatory program for the training of educational
administrators should be, according to the curriculum
theory of Phenix, drawn from among the six domains of knowledge.
These domains are: symbolics, empirics, esthetics, synnoetics,
ethics, and synoptics. However, this investigation of the
graduate educational administration courses at fifteen
Canadian universities revealed that 11.50% of the courses are
concentrated in the symbolic's realm; 84.83%, empiric's realm;
2.62%, ethic's realm; and, 1.05%, synoptic's realm. The two
realms of esthetics and synnoetics are not represented in the

curricular content of the educational administration pre-
paratory programs, while there is only a small representation
of courses from the realms of ethics and synoptics. This is
illustrated in Figure 3.
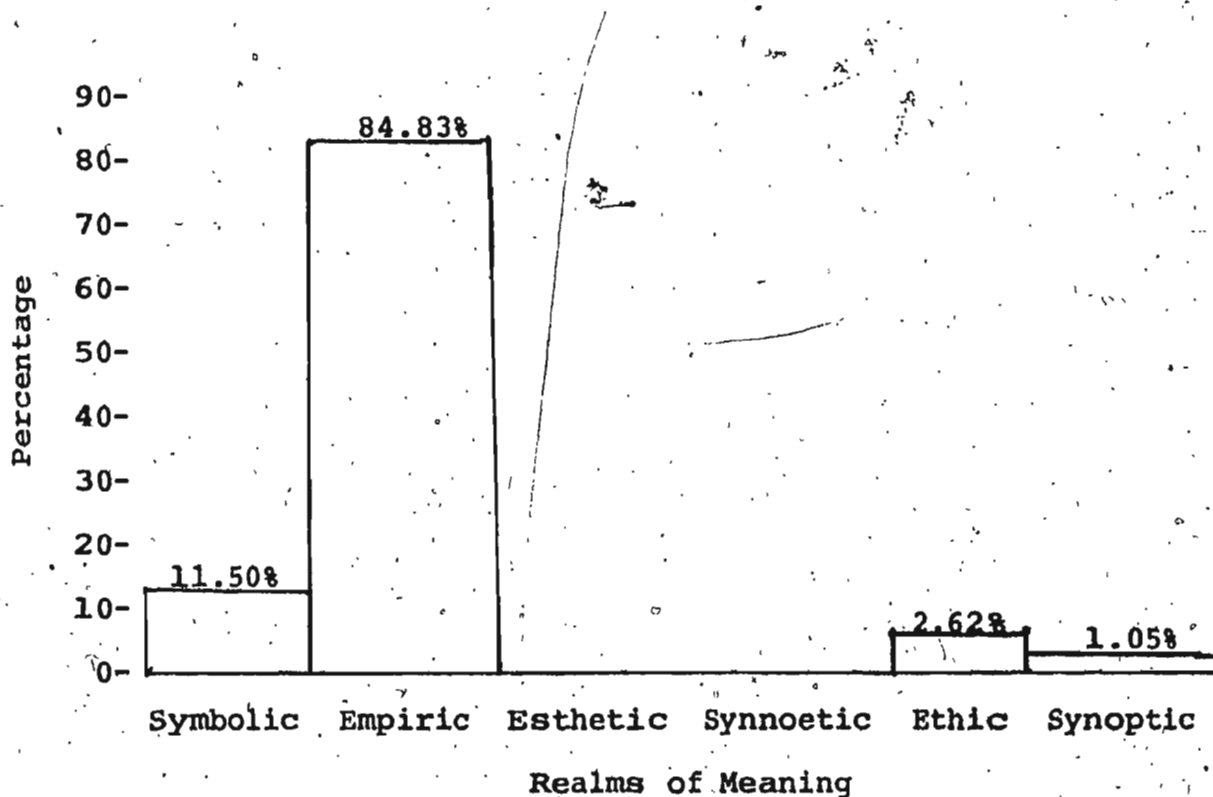
Figure 3: DISTRIBUTION OF THE EDUCATIONAL ADMINISTRATION
COURSES IN THE REALMS OF MEANING.

The empiric's realm represents 84.83% of the Canadian
graduate educational administration courses. An analysis of
the distribution of courses within the empiric's realm indicated
that 96.89% of the total courses within that realm are
clustered in the sub-realm of the social sciences, and the
remaining 3.11%, in the sub-realm of psychology. Figure 4
shows this distribution.
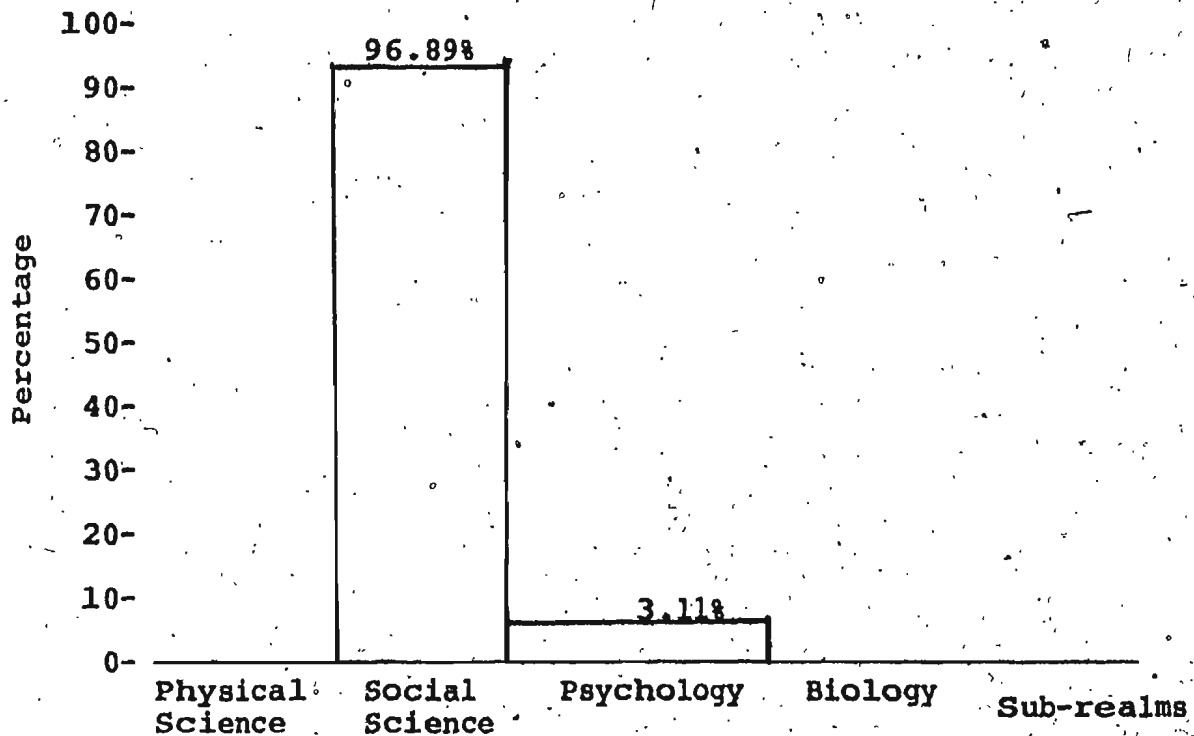
Figure 4: DISTRIBUTION OF EDUCATIONAL ADMINISTRATION
COURSES IN THE EMPIRIC'S REALM

As may be noted from Figure 3, there is an over con-
centration of educational administration courses in the
empiric's realm, and Figure 4 shows an uneven distribution
of courses within the empiric's realm.

The high concentration of educational administration
courses within the empiric's sub-realm of social sciences
seems to indicate the existence of a specialized curriculum
for the training of educational administrators. In view of
this, why would it be necessary to draw on material from

among the six domains of knowledge?   Phenix(1964a) said

> ...learning in the six realms is necessary even
> when the goal of specialized mastery guides the
> construction of the curriculum. Concentration
> should not proceed to the point of neglecting
> any of the essential human capacities, since the
> fullest mastery itself requires all these
> abilities .... A person cannot understand his
> place in the whole and behave accordingly unless
> he is aware of the basic functions of civilized
> man. (p. 271).

The research of this study indicated that the development of the Canadian educational administration preparatory programs have been organized around the sub-realm of the social sciences in the empiric's realm. Such emphasis has resulted in a neglect of the other domains of knowledge. "Without these a person cannot realize his essential human-ness. If any one of the six is missing, the person lacks a basic ingredient in experience(Phenix, 1964a, p. 270)".

The educational administrators' preparatory programs in Canada lack many of the necessary ingredients that Phenix considers essential for the development of the whole person. "They (six realms of meaning) are to the fulfillment of human meanings something like what basic nutrients are to the health of an organism(Phenix, 1964a, p. 270)".

III.   THE SOCIAL SCIENCES' ELEMENTS IN MEMORIAL'S
GRADUATE PROGRAM IN EDUCATIONAL ADMINISTRATION

The social sciences, which Phenix discusses and those referred to in this study, are in the domain of the sciences of man. They depict various types of human behavior. Chief among Phenix's social sciences are economics, sociology and political science. This study, while using the three referred to by Phenix, found it necessary to expand and include organizational theory, higher education, supervision, curriculum development, leaders in education, educational planning, adult education, school and community relations, and miscellaneous which are considered to be elements of social sciences.

The research of this study found that the curricular content of the Educational Administration Graduate courses at Memorial were composed of ingredients from four of Phenix's six realms of meaning: symbolics, empirics, ethics, and synoptics. This representation of Phenix's realms of meaning was slightly better than most of the other fourteen Canadian universities surveyed. However, the Educational Administration courses at Memorial are not equally distributed among the four realms. This can be seen in Figure 5.
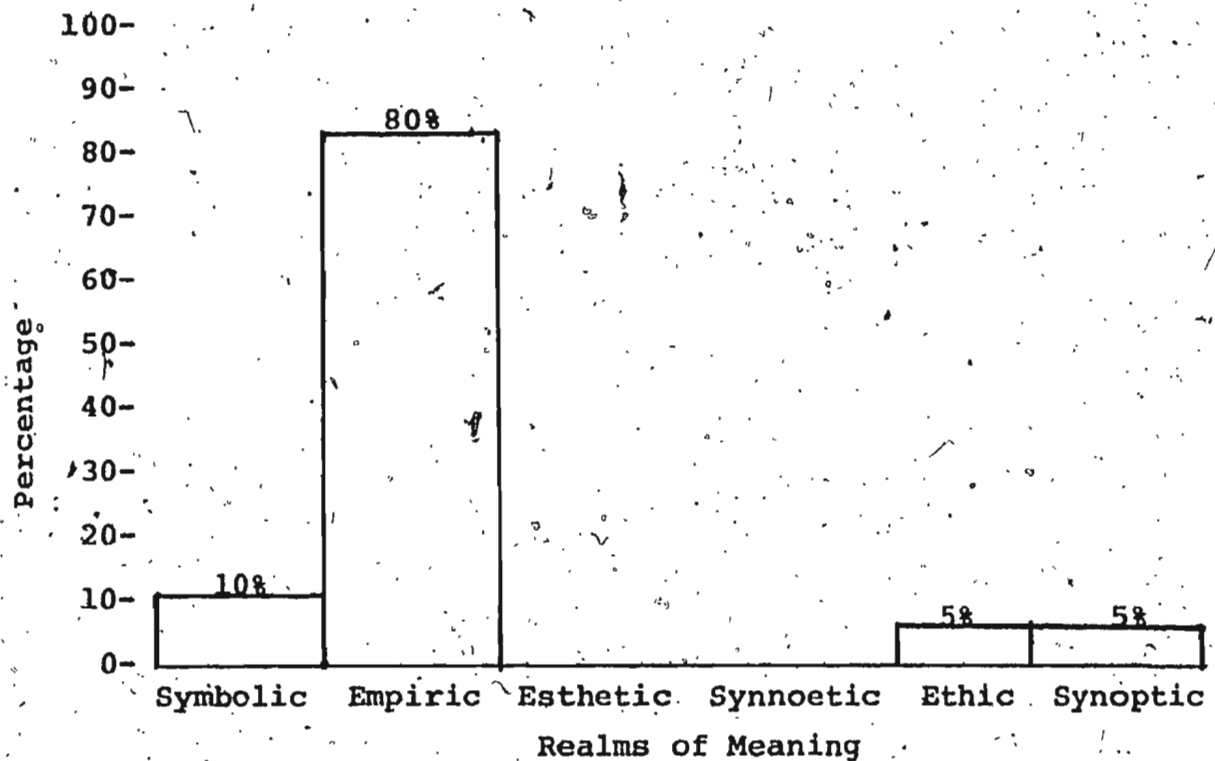
Figure 5: DISTRIBUTION OF MEMORIAL'S EDUCATIONAL
ADMINISTRATION GRADUATE COURSES

The high concentration of educational administration
courses from the empiric's realm has become an outstanding
feature of the curricular content of the Canadian preparatory
programs for the training of educational administrators.
Figure 5 shows this feature present in Memorial's educational
administration courses.

A breakdown of the distribution of courses within
the realm of empirics in Figure 6 shows the lack of diversi-
fication that exists in the realm.
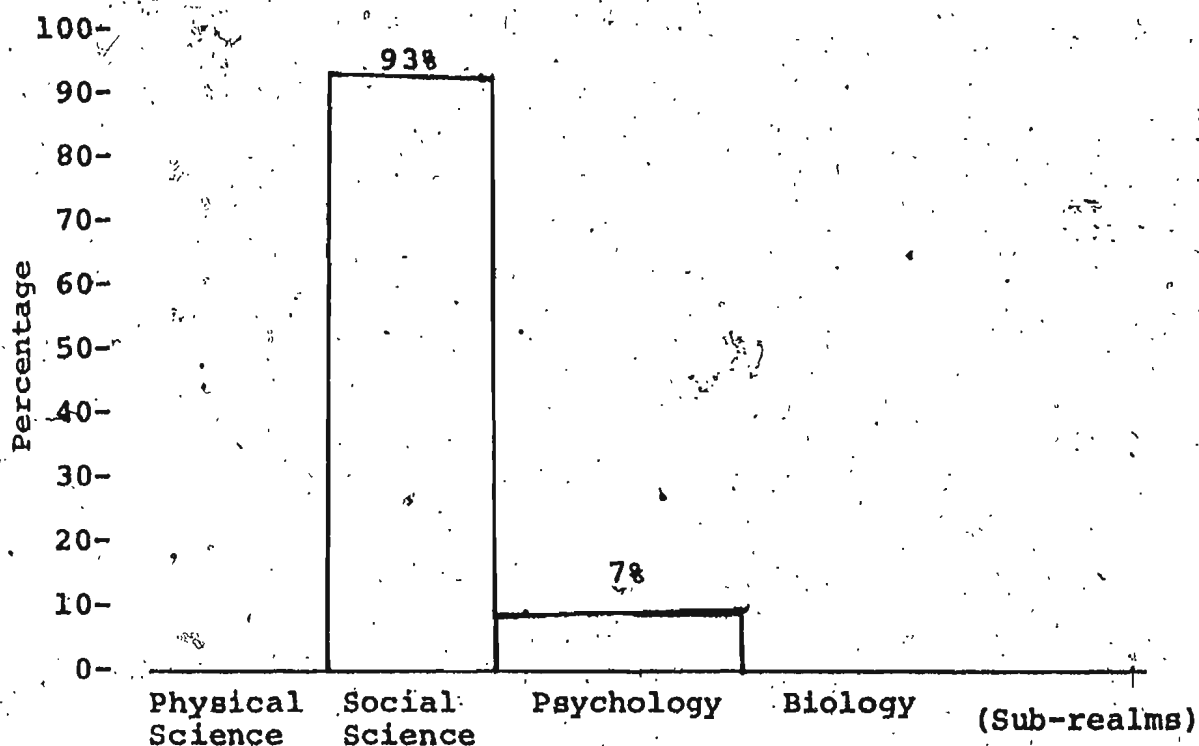
Figure 6:   DISTRIBUTION OF MEMORIAL'S EDUCATIONAL
            ADMINISTRATION COURSES IN THE EMPIRIC'S REALM

The social sciences' elements of the empirical realm
represent 93% of Memorial's Educational Administration courses,
and the sub-realm of psychology represents the remaining 7%
of the courses. The sub-realms of physical science and
biology in the empirical realm are not represented in the
curricular content of Memorial's Educational Administration
courses.

An analysis of Table 26 shows that Memorial's
Educational Administration courses that occurred in the sub-
realm of the social sciences are proportionally dispersed
among the social sciences' elements.

Table 26

DISTRIBUTION OF MEMORIAL'S EDUCATIONAL

ADMINISTRATION COURSES IN THE ELEMENTS

OF THE SOCIAL SCIENCES' SUB-REALM

Social Sciences' Elements	Number of Courses	Percentage of Courses
Leaders in Education	3	21.42
Supervision	2	14.28
Finance	2	14.28
Political Science	1	7.14
Sociology	1	7.14
Higher Education	1	7.14
Educational Planning	1	7.14
Administration of Public Education	1	7.14
School and Community Relations	1	7.14
Miscellaneous	1	7.14
TOTAL	14	99.96

As may be noted from Table 26, the Department of
Educational Administration at Memorial does not offer a
course that could fit into the social science's element of
Adult Education. Also, the curricular content of the course
"Basic Concepts of Education Administration" tends to be

oriented towards the synoptic (Philosophy) realm, more so than towards the social science's element of Organizational Theory.

IV. THE REACTION OF THE GRADUATE
DIPLOMA STUDENTS TO MEMORIAL'S
EDUCATIONAL ADMINISTRATION PROGRAM

This aspect of the study was concerned with the reaction of the Graduate Diploma students to their training as educational administrators at Memorial. The data obtained from the study indicated that the students were favourably inclined toward their preparatory training.

The program of study for the Graduate Diploma students consists of the successful completion of eight courses. The course requirements consist of two basic educational administration courses: Basic Concepts of Educational Administration and Administration of Educational Personnel; two of three courses from the social science core of The Economic Context of Educational Institutions, The Political Context of Educational Institutions, and, The Social Context of Educational Institutions; and, four elective courses which can be internal or external to the Department of Educational Administration.

The findings of this study have revealed that the curricular content of Memorial's educational administration

graduate courses, and the related statistics' courses were drawn from among the symbolic, the empiric, the ethic, and the synoptic realms. However, the compulsory courses for the Graduate Diploma Program are concentrated, with the exception of the course, Basic Concepts of Educational Administration, in the empiric's sub-realm of social science. A large proportion of the curricular composition of the course Basic Concepts of Educational Administration was drawn from the synoptic's sub-realm of philosophy.

However, the data obtained from the returned questionnaires indicated that the Graduate Diploma students selected courses from the course areas of General, School Plant, Pupils, Finance, Staff, Curriculum and Instructional Improvement, Public Relations, Research, and School Law. Analysis of the data revealed a greater selection of courses came from the course areas of General, Staff, Public Relations, Curriculum and Instructional Improvement, and Pupils. Only a small portion of the students selected courses from the course areas of School Plant, Finance, Research, and School Law. But an overview of the total population of Graduate Diploma students surveyed shows that Phenix's four realms (symbolics, empirics, ethics, and synoptics) were represented in their course selection.

V.   SUMMARY

The six domains of knowledge (symbolic, empiric, esthetic, synnoetic, ethic, and synoptic), according to Phenix's philosophy, must be used in the development of a curriculum.

The research of this study revealed that the curricular content of the educational administration graduate courses at Memorial are represented in the realms of symbolics, empirics, ethics, and synoptics. Furthermore, there is a heavy concentration of educational administration courses in the sub-realm of social science in the empirical realm.

Chapter IX

SUMMARY, CONCLUSIONS,

IMPLICATIONS, AND RECOMMENDATIONS.

I. SUMMARY

The major purpose of this study was directed
towards an analysis of the curricular content of the Pre-
master's and the Master's graduate degree programs in
educational administration at Canadian universities. A
minor related purpose was concerned with how Graduate
Diploma students in Educational Administration at Memorial
University of Newfoundland perceived the degree of pre-
paration that they received in their administrative training.

The problems examined in the study were:

1. Are there certain core curriculum courses
    that may be common to most Canadian
    university training programs for
    educational administrators?

2. Are the educational administration graduate
    course offerings and course requirements
    for the Pre-master's and the Master's
    programs concentrated in certain realms
    and sub-realms as used by Phenix?

3. Is the curricular content of Memorial's
    graduate courses in Educational
    Administration similar to the curricular

content of graduate courses in
educational administration at other
Canadian universities?

4. Are the qualifications of prospective
candidates for admission into the
preparatory program in educational
administration at Canadian universities
similar?

5. From what course areas did Graduate Diploma
students in Educational Administration
select courses to satisfy Memorial's
regulation requirements?

6. Did Graduate Diploma students in Educational
Administration receive a greater degree of
preparation in some courses than in others?

The curricular philosophy of Philip Phenix(1964a)
was used as a theoretical framework for the study. Phenix's
theory for the making of a curriculum revolves around an
examination of meanings, and their relevancy in the growth
of the individual. If a curriculum is to develop the basic
competencies in every person, then, according to Phenix, it
must consist of meanings that are derived from the six
distinct modes of human understanding, which he has designated:
symbolics, empirics, esthetics, synnoetics, ethics, and
synoptics.

The data for the study were presented in descriptive form. The data for the examination of the curricular content of educational administration Pre-master's and Master's graduate degree programs at Canadian universities were obtained from course descriptions received from universities included in the survey.

The data for the investigation into the degree of preparation that Graduate Diploma students received from their training at Memorial were obtained through the administration of an eleven page questionnaire. The research instrument contained seventy-nine administrative duties or responsibilities and was sent to a total population (92) of Graduate Diploma students in Educational Administration from Memorial.

The statistical procedures used in analyzing the data were frequencies and percentage distributions. The chi-square test of independence was also used in an attempt to determine the relationship, if any, between the degree of preparation and the course area of preparation, and the total program. The significance level was set at .01.

II.   FINDINGS

This study has generated the following major findings:

1.   There are basic educational administration
     and statistical course requirements that are
     nationally prevalent at the fifteen universities.

2.   The greatest concentration of courses in the
     Canadian preparatory programs for the training
     of educational administrators are found in
     the sub-realm of social science in the empiric's
     realm. This has resulted in a limited emphasis
     being placed on courses in the sub-realms.

3.   The curricular content of Memorial's graduate
     courses in Educational Administration is compatible
     to the curricular content of graduate courses
     in educational administration at any of the
     other fourteen universities.

4.   The admission requirements in the preparatory
     programs in educational administration at
     the fifteen universities are similar. These
     requirements normally include an undergraduate
     degree with a "B" standing during the last
     two years of undergraduate work, and field
     experience.

5.   Memorial's Graduate Diploma students in
     Educational Administration made most of their

course selections from the instrument's
course areas of General, Staff, Public
Relations, Curriculum and Instructional
Improvement and Pupils. Only limited
attention was given by the respondents
to courses from the course areas of.
School Plant, Finance, Research, and
School Law.

6. Graduate Diploma students in Educational
Administration at Memorial received a
greater degree of preparation in the
course areas of School Law, Research,
Public Relations, General, and Staff
than in the course areas of School
Plant, Pupils, Finance, and Curriculum
and Instructional Improvement.
Generally speaking, the Graduate Diploma
respondents felt their administrative
training at Memorial was adequate to meet their
needs in the field.

7. An examination of the data from the Pond
(1973) study and this study revealed a
high degree of compatibility between Master's
students and Graduate Diploma students in
their selection of course areas and the degrees
of preparation (Strong, Poor, and Satisfactory).

III. CONCLUSIONS AND IMPLICATIONS

As a result of the data in this investigation,
the following conclusions and implications may be stated:-

1. A common feature in the Masters' Degree
   programs in educational administration at
   the fifteen Canadian universities is the
   basic educational administration courses, and,
   at twelve universities, the statistical
   courses. These institutions attach considerable
   importance to the necessity of exposing the
   students to the various concepts of adminis-
   trative and organizational theory.

   There isn't any apparent difference in the
   curricular content of educational adminis-
   tration courses at the fifteen universities.
   These courses are dominated by the social
   sciences which have resulted in an uneven
   distribution of courses among the areas of
   social science and humanities.

   Not only is the curricular content of the
   educational administration programs similar
   but, there is very little difference found
   in the admission requirements and the program
   routes that are available to students at the
   fifteen universities.

   There are normally two routes available for

students to complete the Master's Degree
Program: thesis, or all course work. Memorial
University of Newfoundland provides students
with three routes: thesis, all course work, or
internship.

Most of the fifteen Canadian universities
accept prospective candidates for training
as educational administrators provided they
have completed an undergraduate degree with
a "B" average. Most universities, with the
exception of Memorial, do not make any
reference to education courses in their under-
graduate program. However, the Department of
Educational Administration at Memorial requires
its prospective graduate candidates to have,
at least, a "B" average in ten Education courses.

2. An overall statistical analysis of Memorial's
Graduate Diploma Program in Educational
Administration as perceived by former students
indicated a significant relationship between
the degree of perceived preparation and the
course areas of preparation.

More specifically, the Graduate Diploma
respondents were favourably disposed toward
the course areas of General, Staff, Public
Relations, Research, and School Law. However,

an adverse attitude was prevalent
among these students toward the course
areas of School Plant, Pupils, Finance,
and Curriculum and Instructional Improvement.
In comparing Pond's(1973) findings and the
findings of the present study, there is con-
siderable agreement between the two groups of
graduate students in the selection of course
areas in which they perceived an adequate
and an inadequate degree of preparation.

IV. RECOMMENDATIONS

The researcher feels that the following major
recommendations should be considered:-

1. An assessment should be made into the con-
   tributions of the humanities and the social
   sciences in the training of educational
   administrators.

2. Philosophical, moral, and spiritual values
   should be integrated into the preparatory
   programs for the training of educational
   administrators.

3. The Department of Educational Administration
   at Memorial should consider possible deteri-
   mental effects that the all-course-route to

the Master's of Education Degree might
have on future educational research.

4. Memorial's Department of Educational
Administration should evaluate the
curricular content of courses from the
course areas of Finance, School Plant,
Pupils, and Curriculum and Instructional
Improvement.

This may result in an expansion of courses
in the areas of economics of Education and
the administration of curriculum organization.

BIBLIOGRAPHY

BIBLIOGRAPHY

ANDREWS, John. "Differentiated Research Training For Students of Administration". In Jack A. Culbertson and Stephen P. Hencley (editors). Educational Research: New Perspectives. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, Professional Administrators of America's Schools. Thirty-eight Yearbook. Washington, D.C.: American Association of School Administrators, 1960.

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC. Publication Manuel of the American Psychological Association. 1967 Revision Washington, D.C.: American Psychological Association, Inc.

BARZUN, Jacques. "College to University and After". The American Scholar, 33(2), Spring, 1964, pp. 212-220.

BROUDY, Harry S. Building a Philosophy of Education. 2nd. edition. Englewood Cliffs: Prentice-Hall, 1961.

BRUNER, Jerome S. The Process of Education. Cambridge: Harvard University Press, 1960.

CASSIRER, Ernst. An Essay on Man. London: Yale University Press, 18th. printing, October, 1967.

CASWELL, Hollis L. "The Generalist - His Unique Contribution". Educational Leadership, 24, December, 1966, pp. 213-5.

COLLINGWOOD, R. G. The Idea of History. New York: A Galaxy Book, 1956.

COUNTS, George S. "Decision Making in American Education". Education Digest, 20, October, 1954, pp. 8-10.

CULBERTSON, Jack A. "New Perspectives: Implications for Program Change". In Jack A. Culbertson and Stephen P. Hencley (editors). Preparing Administrators: New Perspectives. Columbus, Ohio: University Council for Educational Administrators, 1962, pp. 151-173.

CULBERTSON, Jack A. "The Preparation of Administrators". Sixty-Third Yearbook of the National Society For The Study of Education. Part II, Chicago: The University of Chicago Press, 1964.

CULBERTSON, Jack A. The Selective Recruitment of Educational Leaders. Englewood Cliffs, J.J.: Prentice-Hall, Inc., 1963.

DOWNEY, Lawrence W. The Secondary Phase of Education.
    New York: Blaisdell Publishing Company, 1965.

FALKENBURG, Fred R. Van. "A Follow-up of Doctors of
    Education at the University of Denver, 1950-55".
    Unpublished Doctoral dissertation, University of
    Denver, 1959.

FARQUHAR, Robin H. "New Directions in the Content of
    Canadian Preparation Programs for Educational
    Administrators". The Ontario Institute for Studies
    in Education. This paper was presented at the annual
    conference of the Canadian Society of Education at
    Queen's University, May 29-30, 1973.

FARQUHAR, Robin H. The Humanities in Preparing Educational
    Administrators. Eugene: ERIC Clearinghouse on
    Educational Administration, University of Oregon, 1970.

FIGUHR, Richard A. "The Development and Student Appraisal
    of the Educational Administration Programme at
    Arizona State University". Unpublished Doctoral
    dissertation, Arizona State University, 1965.

FRASER, Dorothy McClure. "What Content and When?", The
    National Elementary School Principal, 42, September,
    1962, pp. 13-19.

GOLDHAMMER, K., Suttle, John E., Becker, Gerald L.,
    and Aldridge, William D. Issues and Problems in
    Contemporary Educational Administration. Eugene:
    Center for the Advanced Study of Educational
    Administration, University of Oregon, 1967.
    ED-014-787.

GOLDHAMMER, K. The Social Sciences and the Preparation
    of Educational Administrators. University of Alberta
    and the University Council for Educational
    Administration, 1963.

GOSS, Charles E. "A Critique of the Ethi   Aspects of
    Phenix's Curriculum Theory". Educati   Theory, 17(1),
    January, 1967, pp. 40-47.

HOLTON, Gerald. Introduction to Conc   d Theories
    Physical Science. Rea ng,   ss.:   n-   ey,   2.

HUBER, Curtis. "Views of Man: Man, Mora   and Mass E cation".
    Phi Delta Kappan, 47, March, 1966, pp. 382-6.

HUGHES, Philip. "Decisions and Curriculum Design". _Educational Theory_, _12_(3), July, 1962, pp. 187-92.

KING, Arthur R. and Brownell, John R. _The Curriculum and the Disciplines of Knowledge_. New York: John Wiley & Sons, Inc., 1966.

KROLL, Arthur M.; Dinklage, Lillian R.; Lee, Jennifer; Morley, Eileen D., and Wilson, Eugene H. _Career Development: Growth and Crisis_. New York: John Wiley and Sons, Inc., 1970.

LASKI, Harold. "Limitations of the Expert". _Harper's Magazine_, 162, May, 1931, pp. 101-110.

MIKLOS, E. "_Preparation Programs for Educational Administrators in Canada_". Revised paper that was presented at the Annual Conference of the Canadian Society for the Study of Education at Queen's University, May 28-30, 1973.

MIKLOS, E. "The Behavioral Sciences and Educational Administration: Some Reconsiderations." In G. Baron, D. Cooper, W. Walker, (editors). _Educational Administration: International Perspectives_. New York: Rand-McNally & Co., 1969.

MOSCATO, Donald E. "Perceived Effectiveness of Doctoral Programs in Educational Administration in Preparing Local Chief School Officers for Instructional Leadership". _Unpublished Doctoral dissertation_, University of Pittsburgh, 1962. In Robert Iver, "An Evaluation of the Ph. D. Program in Educational Administration at the University of Wisconsin. _Unpublished Doctoral dissertation_, University of Wisconsin, 1970; and, Amba D. Parasad, "An Evaluation of the Program in Educational Administration at the University of Pittsburgh". _Unpublished Doctoral dissertation_, University of Pittsburgh, 1970.

OCKER, Sharon Dale. "An Analysis of Trends in Educational Administration". _Dissertation Abstracts_. _28_(9), March, 1968, p. 3431-A.

OWEN, D. R. G. "The Presuppositions of a University". _Canadian Journal of Theology_, _8_, 1962, pp. 137-46.

PANNIER, James Mckinnon. "An Evaluation Study of the Master's Degree Program in School Administration at Montana State University--An Appraisal by the Graduates". _Unpublished Doctoral dissertation_, Montana State University, 1971.

PAROZ, Paul A. "A Partial Analysis of the Kent State University Master's Degree Program in Educational Administration as perceived by recent Graduates". Unpublished Doctoral dissertation, University of Kent State, 1972.

PHENIX, Philip H. Curriculum: Philosophy of Education. New York: Holt Rinehart and Winston, Inc., 1958.

PHENIX, Philip H. Education and the Worship of God. Philadelphia: The Westminister Press, 1966a.

PHENIX, Philip H. "John Dewey's War on Dualism — Its Bearing on Today's Educational Problems". Phi Delta Kappan, 16(1), October, 1959, pp. 5-9.

PHENIX, Philip H. "Objective Teaching about Religion". In Donald A. Giannella(editor). Religion and the Public Order. Chicago: The University of Chicago Press, 1966b, pp. 102-108.

PHENIX, Philip H. Realms of Meaning. New York: McGraw-Hill, 1964a.

PHENIX, Philip H. The Architectonics of Knowledge. In Stanley Elam(editor). Education and the Structure of Knowledge. Chicago: Rand McNally, 1964b, pp. 44-62

PHENIX, Philip H. "The Disciplines as Curriculum Content". In A. Harry Passow(editor). Curriculum Crossroads. New York: Teachers College Press, 1962a, pp. 57-65.

PHENIX, Philip H. "The Topography of Higher Liberal Learning". Phi Delta Kappan, 16(7), April, 1960, pp. 307-12.

PHENIX, Philip H. "The Use of the Disciplines as Curriculum Design". Educational Forum, 26(3), March, 1962b; pp. 273-80.

PRASAD, Amba D. "An Evaluation of the Program in Educational Administration at the University of Pittsburgh". Unpublished Doctoral dissertation, University of Pittsburgh, 1970.

PRIESTLEY, Joseph. "Experiments and Observations on Different Kinds of Air(1776)", quoted in Case 2, Harvard Case Histories in Experimental Science, Harvard University Press, 1950. In Gerald Holton, Introduction to Concepts and Theories in Physical Science. Reading, Mass.: Addison-Wesley, 1952

REEVES, A. W. "The Preparation of Educational Administrators".
    Canadian Education and Research Digest, 7(3), September,
    1967, pp. 173-183.

RELLER, Theodore L. "A Comprehensive Program for the
    Preparation of Administrators". In Jack A. Culbertson
    and Stephen P. Hencley (editors). Preparing Administrators:
    New Perspectives. Columbus, Ohio: University Council
    for Educational Administrators, 1962, pp. 103-119.

REPORT of the Harvard Committee. General Education in a
    Free Society. Cambridge, Mass.: Harvard University
    Press, 1945).

SALISBURY, Charles J. "An Appraisal of the Graduate Program
    in School Administration at Indinana University".
    Unpublished Doctoral dissertation, Indiana University,
    1957, p. 197.

SAMFORD, Clarence D. "General Education: High School and
    University". The Clearing House, 42(9), May, 1968,
    pp. 556-9.

SATER, Donald E. "A Follow-Up Study of Graduates in
    Education who have Received the Master's Degree at
    the University of Arkansas". Unpublished Doctoral
    dissertation, University of Arkansas, 1959. In Paul
    A. Paroz. "A Partial Analysis of the Kent State
    University Master's Degree Program in Educational
    Administration as perceived by recent Graduates".
    Unpublished Doctoral dissertation, University of
    Kent State, 1972.

SCHWAB, Joseph J. "Problems, Topics, and Issues". In
    Stanley Elam (editor). Education and the Structure
    of Knowledge. Chicago: Rand McNally, 1964, pp. 4-42.

SHAW, Archibald B. "Preparing Administrators". Overview,
    3, August, 1962. ED-017-144.

SWIFT, W. H. Educational Administration in Canada: A
    Memorial to A. W. Reeves. Toronto: Macmillan Company
    of Canada, 1970.

TABA, Hilda. Curriculum Development - Theory and Practice.
    New York: Harcourt, Brace & World, Inc., 1962.

TAGLIACOZZO, Giorgio. "The Tree of Knowledge". The American
    Behavioral Scientist. October, 1960, 4, pp. 6-12.

THOMPSON, Robert Iver. "An Evaluation of the Ph. D.
Program in Educational Administration at the University
of Wisconsin". Unpublished Doctoral dissertation,
University of Wisconsin, 1970.

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATORS COMMISSION
REPORT AND SUMMARY. The Preparation and Certification
of Educational Administrators. Columbus, Ohio:
University Council for Educational Administration,
January, 1973. ED-079-839.

WALTZ, James Edwin. "Recommended Curriculum Content in
Graduate Preparation Programs for Junior College
Administrators", Dissertation Abstracts, 28(4),
October, 1967, p. 1258-A.

WINTHROP, Henry. "Specialization and Intellectual Integration
in Liberal Education". Educational Theory, 17(1),
January, 1967, pp. 25-31

WYNN, Richard. "Unconventional Methods for Preparing
Educational Administrators". ERIC/CEM-UCEA series on
Administration Preparation, 1972.

APPENDIX A

THE INSTRUMENT AND LETTERS

Calendars

Acadia University. <u>University Calendar 1973-74</u>.
  Wolfville: Nova Scotia, 1973.

Dalhousie University. <u>University Graduate Calendar
  1974-75</u>. Halifax: Nova Scotia, 1974.

McGill University. <u>University Graduate Calendar 1973-74</u>.
  Montreal: Quebec, 1973.

Memorial University of Newfoundland. <u>University Graduate
  Calendar 1973-74</u>. St. John's: Newfoundland, 1973.

Ontario Institute for Studies in Education. <u>University
  Graduate Calendar 1974-75</u>. Toronto: Ontario, 1974.

Queen's University. <u>University Graduate Calendar 1973-74</u>.
  Kingston: Ontario, 1973.

Saint Mary's University. <u>University Calendar 1973-74</u>.
  Halifax: Nova Scotia, 1973.

University of Alberta. <u>University Graduate Calendar
  1974-75</u>. Edmonton: Alberta, 1974.

University of British Columbia. <u>University Calendar
  1974-75</u>. Vancouver, British Columbia, 1974.

University of Calgary. <u>University Graduate Calendar
  1973-74</u>. Calgary: Alberta, 1973.

University of Manitoba. <u>University Graduate Calendar
  1974-75</u>. Winnipeg: Manitoba, 1974.

University of New Brunswick. <u>University Calendar
  1973-74</u>. Fredericton: New Brunswick, 1973.

University of Ottawa. <u>University Graduate Calendar
  1974-75</u>. Ottawa, 1974.

University of Saskatchewan. <u>University Calendar 1974-75</u>.
  Saskatoon: Saskatchewan, 1974.

QUESTIONNAIRE FOR GRADUATE STUDENTS

A COMPARATIVE ANALYSIS OF THE CURRICULAR
CONTENT OF CANADIAN PREPARATION PROGRAMS
FOR EDUCATIONAL ADMINISTRATORS TO THE
MASTER'S DEGREE LEVEL, AND AN EVALUATION
OF THE RELEVANCE OF THE GRADUATE DIPLOMA
PROGRAM IN EDUCATIONAL ADMINISTRATION AT
MEMORIAL UNIVERSITY OF NEWFOUNDLAND AS
PERCEIVED BY DIPLOMA GRADUATES.

by

FREDERICK N. BUTLER

Department of Educational Administration
Memorial University
St. John's, Newfoundland

DIRECTIONS

Statements relating to the degree of preparation you have received at MUN appear on the following pages. For each statement, please check (✓) one of the columns provided for responses.

If you wish to make additional comments, please write them on the back of the page.

A brief explanation of the evaluation headings to be checked follows:

Appropriate Course Not Taken. Although a course(s) was available to deal with that particular function, you did not or could not avail of the opportunity to enrol in that particular course(s).

Appropriate Course Not Available. Your preparation program did not include a course to cover that particular function.

Strong Preparation. The preparation at MUN was such that it could hardly be improved.

Satisfactory Preparation. Sufficient preparation was received to do an acceptable job.

Poor Preparation. The degree of preparation was inadequate or insufficient; more or better preparation would have been helpful.

AN INSTRUMENT FOR EVALUATION OF THE GRADUATE DIPLOMA
PROGRAM OFFERED BY THE DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AT MEMORIAL UNIVERSITY
OF NEWFOUNDLAND

	Degree of Preparation				
General MUN has prepared me to:	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
1. Clarify and define a clear philosophy of educational administration.					
2. Put educational theories into practice.					
3. Make decisions effectively.					
4. Apply other disciplines in the practice of educational administration.					
5. Execute school policies.					
6. Identify policies that need recommendation to the board.					
7. Prepare informative materials (manuals, bulletins, etc.).					
8. Incorporate the moral and spiritual values of my province and community into a plan of education.					
9. Establish and maintain clear educational goals.					
School Plant MUN has prepared me to:					
10. Know how to select an architect.					
11. To read and understand plans and specifications.					

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
12. Work with teachers, staff members, and lay people in planning school buildings.					
13. project school enrollments and otherwise determine building needs.					
14. Work with community groups in the use of school facilities.					
15. Help the board expand its thinking on modern school building developments and new materials.					
16. Route and schedule school bus transporation.					
17. Plan alterations of old buildings as dictated by enrollment and curriculum needs.					
18. Assign and supervise custodians and maintenance staff.					
(Note: Please write any comments on other side of page).					

Pupils

MUN has prepared me to:

19. Direct classification, promotion, and matriculation of students.

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
20. Establish and maintain student guidance procedures.					
21. Be approachable to students.					
22. Supervise extra-curricular activities.					
23. Direct and supervise keeping of student records.					
24. Identify and meet student psychological needs.					
25. Know and meet the health needs of students.					
26. Establish and maintain effective order and discipline.					

(Note: Please write any comments on other side of page).

Finance

MUN has prepared me to:

27. Be a financial adviser to the board, knowing when and where to look for expert advice on finance.					
28. Be aware of any changes in the financial picture, (Federal-Aid, salaries, special classes, etc.).					

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
29. Supervise the accounting of school funds.					
30. Make financial reports to the board.					
31. Prepare and present the annual budget (or participate in its planning).					
32. Involve staff in budget preparation.					
33. Interpret the budget to the board.					
34. Keep within the budget in school operation.					
35. Establish prudent purchasing procedures.					
36. Establish a good credit rating for my school and district.					
37. Lead community in perception of financial needs.					
38. Know types of insurance and bonds a school should secure.					
(Note: Please write any comments on other side of page.					

Degrees of Preparation

Staff.

MUN has prepared me to:

	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
39. Locate, screen, interview, select, and nominate for appointment to the staff, those individuals best qualified for staff positions.					
40. Provide new staff with orientation, early assistance and guidance, to help make them successful.					
41. Observe and evaluate school personnel.					
42. Know how to build and maintain high staff morale.					
43. Carry out board's policies regarding the staff (sick leave, records, salaries, etc.).					
44. Direct in-service training as needed.					
45. Discharge unneeded or unsatisfactory personnel.					
46. Be skilled in getting people to work together.					
47. Communicate effectively with staff members.					
(Note: Please write any comments on other side of page.)					

Degree of Preparation

Curriculum and Instructional Improvement

MUN has prepared me to:

	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
48. Know when and how to obtain new texts and other instructional supplies.					
49. Assign reasonable teacher loads.					
50. Recognize good methods of instruction (new and old).					
51. Work with supervisors on sources of materials and instruction.					
52. Provide for continuous course evaluation and revision.					
53. Raise academic standards.					
54. Obtain and maintain a current file of course outlines.					
55. Establish and maintain adult education programs (if needed).					
(Note: Please write any comments on other side of page).					

Public Relations

MUN has prepared me to:

56. Lead the staff and community in educational thinking and research.

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
57. Keep the community informed about school's progress, developments, and needs.					
58. Be skilled in public speaking.					
59. Invite and welcome aid from associations and clubs in building and maintaining healthy public relations.					
60. Strive to keep educational goals in harmony or not too far ahead of community objectives.					
61. Deal effectively with controversial issues.					
62. Encourage parental visitation for conferences and clarification of problems or misunderstandings.					
63. Handle situations that could develop into P.R. problems.					
64. Recognize the P.R. value of clear reports of pupil progress.					
65. Be identified as a member of the community by participation in community activities.					

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
66. Accept the responsibility of being present at all school functions possible.					
(Note: Please write any comments on other side of page).					
Research					
MUN has prepared me to:					
67. Understand research techniques and methods.					
68. Locate and use educational research.					
69. To be skillful in organizing research projects.					
70. Have a meaningful understanding of statistics and statistical methods.					
(Note: Please write any comments on other side of page).					
School Law					
MUN has prepared me to:					
71. Know to what degree community groups might use school facilities.					
72. Handle student activity funds in legal fashion.					

	Degree of Preparation				
	Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
73. Know the legal responsibilities of my administrative position.					
74. Understand the teacher tenure law.					
75. Determine legality of school expenditures.					
76. Enforce the compulsory attendance law.					
77. Understand the Schools Act, 1970, and its implications regarding pupils (expulsion, suspension, etc.).					
78. Handle complaints by parents about school incurred injuries to a son or daughter.					
79. Know the legal requirements relating to curriculum.					

(Note: Thank you for your frank responses. If there are other items or functions you feel have been omitted, please express yourself below).

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 14
Education Building
Memorial University
St. John's, Nfld.
May 8, 1974

Dear Graduate:-

I am engaged, under the supervision of Dr. K. W. Wallace, in a study to evaluate the relevance of the Graduate Diploma Program in Educational Administration at Memorial University of Newfoundland as perceived by Diploma Graduates. The survey group consists of the ninety-four (94) participants who have received their Graduate Diploma with a speciality in Educational Administration from Memorial.

As a graduate, you are in the best position to state whether your training at the graduate level at Memorial has prepared you for the role of school administrator.

Enclosed you will please find a questionnaire that I would appreciate your completing, and returning in the enclosed pre-stamped envelope at your earliest convenience.

In anticipation of your assistance,

I remain,

Yours very truly,

Fred N. Butler

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 14
Education Building
Memorial University
St. John's, Nfld.
May 24, 1974

Dear Graduate:-

Approximately two weeks ago I sent you a questionnaire from which I had hope to gather data concerning the relevancy of the Graduate Diploma Program in Educational Administration.

As responses have not been as satisfactory to date as I had hoped, I would like to receive your completed questionnaire. If you have not already returned the questionnaire, would you please take a few minutes to complete and return it as soon as possible. In case you did not receive the questionnaire or you have misplaced it, I am enclosing another copy with a self-stamped envelope.

Please be assured that you will not be identified with the completed questionnaire in any way. Thanking you for your valuable assistance.

Yours very truly,

Fred N. Butler

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 14
Education Building
Memorial University
St. John's, Nfld.
A1C - 5S7
May 8, 1974

Dear Sir:-

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. At present, I am engaged, under the supervision of Dr. K. W. Wallace, in a study to determine the curricular content of Canadian preparation programs for Educational Administrators to the Master's Degree level.

I would appreciate if you could send me the 1973-74 copies of calendars, brochures, and announcements that include descriptions of your graduate program in educational administration.

In anticipation of your assistance,

I remain,

Yours very truly,

Fred N. Butler

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 14
Education Building
Memorial University
St. John's, Nfld.
A1C - 5S7
May 24, 1974

Dear Sir:-

Approximately two weeks ago I requested that you send me the 1973-74 copies of your calendars, brochures, and announcements that include descriptions of your graduate program in educational administration. Also, if possible, the course outline as developed and used by individual professors.

This information is needed for me to complete my graduate study in which I am attempting to determine the Curricular content of Canadian preparation programs for Educational Administrators to the Master's Degree level.

If you have already mailed the requested material, I would like to thank you for your valuable assistance. However, if you have not sent this pertinent material, I would appreciate you giving this request your earliest attention.

I remain,

Yours sincerely,

Fred N. Butler

Dr. K. W. Wallace
Supervisor