

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

CENTRE FOR NEWFOUNDLAND STUDIES

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PROGRAM IN EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND,
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A Thesis

Presented to

The Faculty of Education
Department of Educational Administration
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Master of Education

by



Earl Pond
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To Mom, Dad, and Trudy.

ABSTRACT

One of the functions of the Department of Educational Administration at Memorial University of Newfoundland is to offer graduate programmes that will develop in potential school administrators the competencies needed in their profession. The major problem of this study was to obtain and assess the reactions of the Master's graduates from the Department of Educational Administration at Memorial University of their preparation programme, relative to their field responsibilities. Other related problems of this study were: (1) to trace the development of the graduate programmes in Educational Administration; (2) to present the current graduate programmes in Educational Administration; and (3) to present a brief history of the Department of Educational Administration at Memorial University.

The 33 Master's graduates from the Department of Educational Administration who composed the survey group for this study were requested to complete an eleven page questionnaire. The graduates indicated the degree of their preparation, Strong, Satisfactory, or Poor, for 79 administrative duties. These duties were categorized according to nine task areas: General Administration; School

Plant; Pupils; School Finance; Staff; Curriculum and Instructional Improvement; Public Relations; Research; and School Law. Space was provided on the questionnaire for graduates to write additional comments, as well.

The task areas in which graduates perceived their preparation to be strongest were: General Administration; Staff; Public Relations; and Research. Sufficient preparation seems to have been provided in Curriculum and Instructional Improvement and School Law. Of all the task areas considered, preparation seems to have been most inadequate in the area of School Plant. A large majority of the graduates indicated that courses appropriate to the development of skills in School Finance were not available to them.

The implications of the over-all response of graduates to the appraisal instrument are that, generally speaking, the Master's Programme in Educational Administration at Memorial University of Newfoundland has provided them with the competencies needed in school administration. However, implementation of some of the recommendations contained in the study would undoubtedly enable the Department of Educational Administration to further increase the relevance of its graduate programmes and the effectiveness of its work.

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CHAPTER I

INTRODUCTION

In recent years, an intensified pursuit of progress and quality in education to accommodate the diverse demands of a changing society has placed the leaders of the local public school system in a somewhat unenviable position. Confronted increasingly with novel situations for which no specific training procedures can always ensure efficient reaction or favorable outcomes, his job is often characterized by seemingly insurmountable difficulties.

Of no lesser difficulty is the task of formulating instructional programmes to elevate these potential school administrators to a status consistent with their field responsibilities. Although the problems of human adjustment are too complex to expect perfection in any graduate study scheme, there are nonetheless areas of concern which must be periodically examined and even revised to ensure a more adequate transition from theory to practice. Some defects reveal themselves through trial and error on the part of practising administrators, educated through graduate programmes, but seldom is maximum effort made to acquire and utilize the input of these former graduates. Consequently, programme relevance is unattained not because of indifferent

programme designers, but because of a lack of a basic procedure for analyzing and evaluating administrative preparation.

The Department of Educational Administration at Memorial University of Newfoundland has demonstrated a genuine interest in ascertaining the reactions of former participants to its Graduate Programme. This study has evolved from such interest and represents an attempt to assess the Graduate Programme's impact upon school administrators.

STATEMENT OF THE PROBLEM

The central aim of this study is to ascertain from the reactions of former Master's degree graduates of the Department of Educational Administration at Memorial University of Newfoundland the impact of their preparation programme in the development of competencies relevant to their tasks. An attempt will also be made to make recommendations as they relate to the data which will lead to possible improvements in the Programme and assist the Department in its responsibility of making administrators competent to direct our schools.

The specific objectives of the study are:

1) to review the development and growth of the Department of Educational Administration at Memorial University of Newfoundland.

2) to present the current programmes in Educational Administration at Memorial University of Newfoundland.

3) to identify from the responses of those who were former participants in and successful graduates from the Department of Educational Administration at Memorial, the perceived strengths and weaknesses of the Programme.

4) to make recommendations on the strength of the findings as to what direction the Department of Educational Administration at Memorial University of Newfoundland might take to ensure an adequate preparation for those graduate students who enroll in the courses provided.

SIGNIFICANCE OF THE STUDY

If the complexities of school administration are to be effectively handled, the professional preparation programmes for educational administrators have to be designed and operated in a manner that is consistent with contemporary administrative challenges. Programme designers should, and in most cases do, assume the initiative to respond to any pressing needs which are, at times, experienced and voiced by administrators in the field. Nevertheless, for

the purpose of facilitating the relation of theory to contemporary problems, this initiative must be supplemented by channels through which free and continuous interaction with practising administrators will occur.

This study represents the first formalized attempt to acquire and assess the reactions of the Master's graduates from the Department of Educational Administration at Memorial University to their training programme. It is intended that the results will be useful in promoting modification and improvement of the preparation programme for educational administrators at Memorial University of Newfoundland.

The anticipated co-operation of successful graduates in this study will possibly make them more aware of their responsibility to function as participants in the formulation of preparation programmes for future administrators. It is the writer's opinion that only through such co-operation can a reasonable degree of excellence be attained.

The improvement of administrative preparation should ensure increased rationality in decision-making in the public schools and a greater understanding of administrative functions.

BASIC ASSUMPTIONS OF THE STUDY

Underlying the central purpose of the study are the following assumptions:

1) that there are certain areas of competency capable of development to further qualify graduates to meet the role demands of school administrators.

2) that course offerings form the basis for the development of leadership competencies.

3) that the preparation programme for school administrators at Memorial University of Newfoundland is comparable to the instructional programmes of other universities which prepare school administrators.

4) that the daily experiences of practising administrators who have already participated in and completed the preparation programme at Memorial, make them qualified to judge whether or not the Master's programme in Educational Administration has adequately prepared them for their jobs.

5) that the respondents, by the very nature of their positions, will show considerable interest in the study and will willingly provide meaningful input that might provide improvement for the Programme of Educational Administration at Memorial University of Newfoundland.

6) that those persons responsible for designing a preparation programme for school administrators at Memorial University of Newfoundland are willing to deal with any real problems identified by administrators in the field.

SCOPE AND LIMITATIONS OF THE STUDY

This study is an attempt to obtain the reactions of only those administrators who have participated in the preparation programme in Educational Administration at Memorial University of Newfoundland and who have received their Master of Education degrees in Educational Administration.

Since the Educational Administration Programme was initiated in 1966, course content has varied for those entering the Programme at different times. Likewise, courses have, at times, been added or deleted. The basic structure, however, seems to have been retained. No provision has been made in this study to overcome the complexity of Programme variation.

It is the purpose of the investigator to present a brief history of the Department of Educational Administration at Memorial University of Newfoundland and not of the institution itself. The source material relevant to this section is limited to existing bulletins and Graduate Studies Calendars as well as information gleaned from those persons who initiated the Programme.

The exploration of the problem is restricted to evaluating the Programme as a whole and no attempt is being made to solicit or communicate opinions about particular courses or instructors.

DEFINITIONS OF TERMS USED

In this study, the ambiguity of key terms has necessitated specification of their meanings by the researcher. The terms commonly used in the study are defined as follows:

Duty

This term refers to a specific task or function performed by a school administrator, i.e., the "duty" of observation and evaluation of school personnel.¹

Practising School Administrator

This term refers to any person who has received a Master of Education degree in Educational Administration from Memorial University of Newfoundland, and who has since occupied a leadership position in the educational system.

Course

This word refers to a unit of work in a particular subject, such as Educational Planning, within the field of Educational Administration, extending through one semester.

Preparation Programme

In this study, this term pertains to the totality of

¹Richard A. Figuhr, "The Development and Student Appraisal of the Educational Administration Programme at Arizona State University" (unpublished Doctor's dissertation, Arizona State University, 1956), p. 4.

experiences provided by the Department of Educational Administration at Memorial University of Newfoundland for those who are being prepared for leadership positions in education.

Graduate

This term refers to any person who has received a Master's degree in Education with a specialty in Educational Administration from Memorial University of Newfoundland.

THE POPULATION OF THE STUDY

The population of this study consisted of all the graduates from Memorial University of Newfoundland who had received their Master of Education degrees with a specialty in Educational Administration since the Programme for educational leaders was initiated in 1966. At the time of this study, the size of the population was 33. The list of names of such graduates was compiled from the file used by the Department of Educational Administration, and was checked against the list used by the Provincial Department of Education for correct addresses.

COLLECTION OF THE DATA

The main purpose of this study was to determine from

the reactions of graduates the impact of the preparation programme in Educational Administration at the Master's level, at Memorial University of Newfoundland, in the development of skills relevant to their field responsibilities. For purposes of this study, the most appropriate list of administrative functions or duties, seemed to be that contained in an instrument used by Richard Allen Figuhr in his evaluation of the School Administration and Supervision Programme at Arizona State University. This instrument was revised to make it appropriate for use in this study and copies forwarded to all graduates from the Master's programme in Educational Administration at Memorial University of Newfoundland. Graduates were asked to indicate the degree of preparation, Strong, Satisfactory, or Poor, relative to each function or duty, included in the questionnaire. Respondents were also asked to make additional comments, if any, in the spaces provided on the questionnaires.

On April 26, 1973, materials consisting of an eleven-page questionnaire, a self-addressed prepaid return envelope, a covering letter from the Department of Educational Administration, and a postcard, also self-addressed and prepaid, were mailed to the 33 graduates.

The cut-off date of June 7, 1973, was established to provide adequate time for analysis of the data. By that time 26 questionnaires had been received. This provided a 78 per cent response to the instrument.

THE NATURE OF THE INSTRUMENT

The research instrument used in this study is based on the duties an administrator must perform. The basic format of this instrument is similar to that of the data-gathering instrument used by Richard Allen Figuhr in his evaluation of the School Administration and Supervision Programme at Arizona State University. Figuhr wrote:

Because this study dealt with the satisfaction of administrators in education as to their preparation for the responsibilities in administration while enrolled at Arizona State University, an analysis of duties and responsibilities of these positions was attempted. Various "lists" of functions of school administrators were compared. One of the most comprehensive yet brief lists was found in The Educator's Encyclopedia (1961), pp. 170-77). Brevity was a desirable characteristic, for respondents often tend to ignore lengthy questionnaires, checklists, or other data-gathering instruments. For that reason, the duties outlined in the above encyclopedia were used as the basis of the instrument.²

Necessary revisions were made in Figuhr's instrument to make it usable in this study. The revised instrument consisting of 79 items was divided into nine task areas: Section I contained questions related to general administrative functions. Section II contained questions related to School Plant. Section III contained questions related to Pupils. Section IV contained administrative functions related to Finance. Section V had questions related to Staff. Section VI contained administrative

²Ibid., p: 5.

functions related to Curriculum and Instructional Improvement. Section VII contained administrative duties in the area of Public Relations. Section VIII contained items pertinent to Research, and Section IX contained questions related to School Law.

Eight of the nine sections mentioned were used by Figuhr in his appraisal of the School Administration and Supervision Programme at Arizona State University. The items related to Research were added to improve the original instrument for its use in this study. Members of the survey group were asked to place a simple check in one of the five columns provided for responses. An explanation of each column heading was provided for the respondents.

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 enroll in that particular course(s).

Appropriate course not available. Your preparation programme did not include a course to cover that particular function.

Strong preparation. The preparation at Memorial University of Newfoundland 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.

The columns headed Strong preparation, Satisfactory preparation, and Poor preparation signified the degree of preparation received by the graduates, relative to their professional tasks. Space was provided on the questionnaire to enable the respondents to make additional comments.

THE TREATMENT OF THE DATA

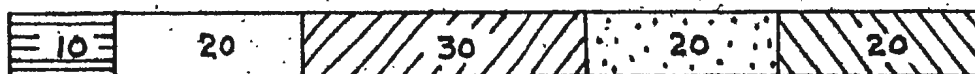
Graduates, responding to the questionnaire, were asked to check one of the five "choices" which followed each of the 79 statements. For each item contained in the questionnaire, the percentage of responses for each of the five "choices" was calculated and depicted on a bar graph. A different graph was drawn for each statement, using a simple, orthodox key to differentiate "choice" responses. An example is shown below:

Key:

Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation
------------------------------------	--	-----------------------	-----------------------------	---------------------



47. Skill in communicating effectively with staff members.



0 10 20 30 40 50 60 70 80 90 100

The investigator calculated the average percentage for each of the five "choices" in a given area or section. Summary information concerning categories of functions was also provided.

SUMMARY

In this chapter, the central aim of the study was stated as an attempt to evaluate the preparation programme in Educational Administration at the Master's level at Memorial University of Newfoundland. This is supplemented by a discussion of the assumptions, definitions, scope, and limitations of the investigation. The researcher has outlined the significance of the study, stressing the possibility of improving administrative preparation through a process of continuous interaction between programme designers and administrators in the field. The investigation includes the use of an instrument which has been revised to obtain the reactions of Master's graduates from the Department of Educational Administration at Memorial University of Newfoundland to their preparation programme. A description of the instrument has been included. Procedures regarding the selection of the members of the survey group, and the collection and treatment of data are also explicitly described.

CHAPTER II

RELATED STUDIES AND LITERATURE IN THE FIELD

The Master's Degree programme in Educational Administration at Memorial University of Newfoundland has only been in existence since 1966, and has not had any previous or ongoing assessment of effectiveness.

However, a survey of the literature indicated that studies of programme relevance, similar to that undertaken by the researcher, have been conducted at other institutions offering degree programmes at the graduate level. This chapter serves a twofold purpose: 1) to present findings of a brief survey of current evaluation attempts utilized by Departments of Educational Administration in selected Canadian institutions, and 2) to present reviews of research-oriented projects used to appraise graduate programmes at other institutions.

1) Survey of Contemporary Evaluation Programmes Used By Departments of Educational Administration in Selected Canadian Institutions.

This section presents the findings of an investigation of evaluation schemes utilized by other Canadian institutions. More specifically, this survey sought to ascertain the extent to which follow-up studies of graduate programmes are being

conducted as well as to gain knowledge of the kinds of evaluation programmes employed by Departments of Educational Administration at other institutions.

A personal letter was forwarded to the Head or Chairman of the Department of Educational Administration in each of the twelve selected institutions having graduate programmes. This letter explained the purpose of the survey and requested suggestions relative to the involvement of school administrators in the evaluation of their preparation programmes. Provision was made on an enclosed form for each Department Head to give a brief description of the evaluation programme, if any existed in that Department. (See Appendix B for letter copy)

All twelve of the Department Heads replied by letter. These responses ranged from a mere check (x) to the effect that no evaluation programme existed to a detailed description of any current follow-ups being conducted at those institutions.

Institutions, from which a letter was received are listed in Table 1.

Table 1

INSTITUTIONS FROM WHICH INFORMATION WAS RECEIVED
CONCERNING THE EVALUATION PROGRAMMES OF THEIR DEPARTMENTS
OF EDUCATIONAL ADMINISTRATION

Institutions Solicited for Information	Ongoing Evaluation	No Evaluation	Formal Evaluation Completed
The University of Manitoba	x		
Dalhousie University		x	
Simon Fraser University	x		
University of Moncton			x
Ontario Institute for Studies in Education			x
Acadia University	x		
University of Saskatchewan		x	
University of New Brunswick	x		
Queen's University		x	
University of Ottawa		x	
University of British Columbia		x	
Bishop's University		x	

Several of the institutions surveyed indicated that no follow-up procedures exist regarding their preparation programmes for school administrators. Those institutions which responded negatively were Bishop's University, The University of British Columbia, The University of Ottawa, Queen's University, The University of Saskatchewan, and Dalhousie University.

A rather interesting response was received from Bishop's University.

We have no programme evaluation, and, if I may be candid, nor would we ever want one. One of the very few freedoms still enjoyed by the modern university is the traditional right to be supported by its patrons, society or the state, while being completely ineffective or impractical. Please do all you can to prevent the erosion of this precious heritage.¹

The University of Manitoba reported that evaluations are strictly informal.² Specific details of such evaluations were not provided.

Two of the institutions investigated were found to be in the process of developing evaluation procedures regarding the effectiveness of their graduate programmes in educational administration. These two universities were Acadia University and Simon Fraser University.

¹Based on personal correspondence between Professor J. Angrave, Head, Graduate School of Education, at Bishop's University, and the writer.

²Based on personal correspondence between Dr. J.M. Peach, Director of the School of Educational Administration, at the University of Manitoba, and the writer.

At the University of New Brunswick, a follow-up of the graduate programme for administrators is contained in a course offering entitled "Practicum". This course was described as follows:

Internship opportunities are provided in an administrative setting in selected New Brunswick areas in order to get an insight into how creative supervision and administration of professional development function. Tutorials are held frequently. Written reports are required. A good deal of critical comment is passed in at these times.³

Institutions which have had formal studies related to the evaluation of graduate programmes for school administrators recently completed were the University of Moncton and the Ontario Institute for Studies in Education. The following quotation describes briefly recent happenings at the Ontario Institute for Studies in Education:

At the Ontario Institute for Studies in Education, the Department of Educational Administration is just completing a two year endeavour which has resulted in the total revision of all of its graduate programmes. The first major event in this review and revision process consisted of a meeting at which approximately 100 "field advisors" were brought to the Institute for an evaluative discussion of the Department's programmes. Subsequent to that, approximately one dozen administrators were involved in thoroughly redesigning the programmes. We have now appointed three "field representatives" to the Department to help monitor and evaluate the new programmes on a continuing basis.⁴

³Based on personal correspondence between Dr. R.E. Walter, Associate Professor at the University of New Brunswick, and the writer.

⁴Based on personal correspondence between Dr. Robin H. Farquhar, Chairman of the Department of Educational Administration at the Ontario Institute for Studies in Education, and the writer.

Acadia University made the following statement concerning its programme for evaluation of the preparation provided for administrators:

We have started this year to have M.Ed. (Administration) students spend a day with several school administrators to experience the day-to-day activities involved. For the third year, day-long visits to selected schools (e.g. field trips), are required, with follow-up of the report and a seminar.⁵

2) Reviews of Research-Oriented Projects Used to Appraise Professional Graduate Programmes in Educational Administration at Other Institutions.

Woodward's Study⁶

This study conducted at the University of Virginia, had a three-fold purpose. First, it attempted to determine what competencies are needed for certain public school administrative and supervisory positions. Secondly, the essential competencies for each position were studied to determine competency commonality for all positions. Thirdly, suggestions were made for a programme of preservice education designed to develop the competencies essential for school administrators and supervisors.

⁵Based on personal correspondence between Dr. Cedric B. Jewell, Professor of Educational Administration at Acadia University, and the writer.

⁶P.B. Woodward, "A Study of Competencies Needed By School Administrators and Supervisors in Virginia with Implications for Preservice Education" (Unpublished Doctor's dissertation, University of Virginia, 1954).

The principal sources of data for this investigation were: a) professional books, periodicals, bulletins, and research studies; b) catalogues, personal letters, and printed and mimeographed material from selected colleges and universities; c) rosters checked by approximately 320 school administrators and supervisors in Virginia; d) two competency checklists, one of which was submitted to competent juries selected from public school administrators and supervisors and the other to a jury of professors of school administration; e) State Departments of Education; and f) regional centers of the (CEPA) "Co-operative Programme in Educational Administration."

On the basis of his findings, the author suggested that the preservice training programmes for school supervisors and administrators should provide for the development of competencies in the following fifteen areas:

- Function and Scope of Public Education
- Related Disciplines
- Communications
- Educational Foundations
- Human Relations
- Personnel Administration
- Community Relations
- School Organization and Management
- Financial and Budgetary Services
- School Plant: Construction, Operation, and Maintenance
- Curriculum
- Instructional and Guidance Activities
- Supervisory Services
- Evaluation and Research
- Related Educational Agencies

In addition, suggestions were made for specialized training in the different preservice training programmes for school administrators and supervisors to ensure the development of certain other competencies in each of these areas. The utilization of some form of internship training was suggested as a procedure worthy of consideration for providing the specialized training recommended for each of the administrative and supervisory positions.

Beyers' Study⁷

The purpose of this study, conducted at the University of Pittsburg, was to determine to what extent the University of Pittsburg's programme of graduate training in educational administration was providing the educational leader with the professional competency needed for his job. Beyers prepared a consolidated list of leadership competencies in educational administration from all the lists then available. He used this consolidated list of competencies in constructing an instrument for appraising the professional training programme in educational administration. The appraisal instrument was used in collecting the opinions of three distinct groups.

⁷W.E. Beyers, "An Appraisal of the Graduate Programme of Educational Administration at the University of Pittsburg" (unpublished Doctor's dissertation, University of Pittsburg, 1954).

- Group I Graduate students who had achieved the Master's level standing in educational administration at the University of Pittsburg.
- Group II Graduate students nearing the completion of their doctoral study in educational administration at the University of Pittsburg.
- Group III Those who had received their D. Ed. or Ph.D. degrees in educational administration from the University of Pittsburg in the ten years prior to the study.

This study, according to the recorded appraisals of the participants, showed that the programme of educational administration at the University of Pittsburg is providing effective training in the eleven areas of leadership competency included in the appraisal instrument.

The study showed evidence that the degree or extent of recorded competency increased with the increase of graduate training from Group I to Group II to Group III for: a) Resources Available for Improving Education; b) Educational Research; c) Personnel Management; d) Educational Finance; and e) School Plant Management. Group III had recorded a higher degree of competency than either Group I or Group II for four additional areas; f) Human Growth Development and Its Relations to Public Education; g) Programme and Curriculum Development and Instructional Activities; h) Communications; and i) Principles, Practices, and Procedures of Administration. Group III (the pre-doctoral group) recorded the highest degree of competency for the remaining two areas: j) Use of Group

Processes; and k) The American and World Scene and Their Relationship to public Education.

Figuhr's Study⁸

The primary objective of this doctoral study, conducted at Arizona State University, was to determine whether school administrators in the State of Arizona, who had taken administration classes while enrolled in the Master's Degree Programme, or while pursuing higher degree programmes, were satisfied with training received while in the programme at Arizona State University. As the basis for the instrument used in this study, Figuhr used the "list" of functions of school administrators found in The Educator's Encyclopedia.⁹ The revised instrument was forwarded to 158 administrators employed in private and public education. The total number of responses was 122, providing a 76 per cent response.

The general findings of this study were:

- 1) The great majority (82 per cent) of those who were in the programme of Educational Administration at Arizona State University, and who were then involved in administrative duties in Arizona schools, and who were participants in this study, believed that their preparation was adequate for the performance of their duties.

⁸ Figuhr, op. cit.

⁹ Edward Smith, Stanley W. Krouse, Jr., and Mark Atkinson, The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1961), pp. 170-77.

Knox's Study¹⁰

The purposes of this study were to obtain data concerning the professional work of 1947 and 1949 graduates of professional educational curricula of the University of Illinois and to examine some of the factors of job satisfaction and dissatisfaction manifested by those graduates engaged in school teaching and administration.

A printed inquiry form which requested information about the educational assignments of the graduates as well as their reactions to forty statements designed to reveal job satisfaction was utilized. Personal interviews were held with a random sample of 65 respondents and with a selected group of 20 graduates who apparently were most satisfied with their jobs. For comparative purposes, the 20 least satisfied of the random group were designated on the basis of the interviews.

Some suggestions for those engaged in pre-service and in-service educational workers, as revealed by the data, were as follows: work to raise the prestige of educational work; clarify salary schedules and promotional practices; provide more effective supervision; encourage participation in school plans and policies; develop pride in the accomplishments of the institution; improve working conditions; reduce pupil loads, recognize that teachers of today are often responsible

¹⁰ Carl W. Knox, "An Investigation of the Job Satisfaction of Recent Graduates of the University of Illinois Now Engaged in School Teaching and Administration" (unpublished Doctor's dissertation, University of Illinois, 1953).

for teachers of tomorrow; and, realize that teacher turnover is influenced by job satisfaction.

SUMMARY

It is apparent, from these related studies and the present ongoing assessment of current Master's level programmes at other institutions; as revealed by the survey, that follow-up procedures are increasingly becoming an integral aspect of graduate schemes in educational administration. An attempt to appraise, in its early stages, the graduate programme in Educational Administration at Memorial University of Newfoundland is consistent with the present trend among institutions with similar graduate programmes in educational administration, and indeed reflects concern for the betterment of professional preparation for educational leaders.

The following chapter includes the rationale for the establishment of graduate programmes in Educational Administration at Memorial University of Newfoundland and traces the major developments in the evolution of these programmes.

CHAPTER III

A BRIEF HISTORY OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND

This chapter provides background information which will hopefully lead to a deeper understanding and appreciation of the programmes considered in the study.

As recently as twenty years ago, Newfoundland's school system was characterized by excessive fragmentation. The fragmentation was reduced, however, when in the early 1950's a new policy respecting the establishment of regional and central high schools was effected. The first regional high schools were opened at Foxtrap and Corner Brook in 1954. By 1964-65, there were no fewer than 101 regional or central high schools scattered throughout the province.¹

A second major development in education in Newfoundland came in 1967, when the members of the Royal Commission on Education and Youth in Newfoundland and Labrador concluded that small districts provided one of the greatest single handicaps to educational progress and

¹ Reports of the Royal Commission on Education and Youth, Province of Newfoundland and Labrador (1967), Vol. 1, p. 22.

recommended that the province be divided into approximately 35 consolidated school districts.² This consolidation of schools and districts in the province created new conditions and accentuated already existing needs. The most apparent consequence of the integration movement was the need for qualified educational administrators.³

In its early stages, Memorial University had responded to the Province's need for school administrators by including courses in educational administration at the undergraduate level only. Such offerings were necessarily limited and somewhat elementary. The growing complexity of education, demands for broader educational opportunities, and the reorganization of education in the province now necessitated the preparation of educational leaders at a higher level.⁴ This increased demand for more and better qualified educational leaders was recognized by active and prominent educators such as Dr. G.A. Hickman (Dean of the Faculty of Education at Memorial), Dr. P.J. Warren, and Dr. C.R. Barrett, who envisaged the possibility of providing at Memorial,

²Ibid., p. 84.

³Statement by Dean G.A. Hickman, personal interview, June 14, 1973.

⁴Statement by Dr. P.J. Warren, personal interview, June 15, 1973.

graduate work in the field of school administration. Consequently, in June, 1965, Dean Hickman appointed Dr. P.J. Warren and Dr. C.R. Barrett to a Committee, which he himself headed, to explore this possibility.⁵

An extensive survey of graduate programmes at recognized institutions in both Canada and the United States was undertaken by Dr. P.J. Warren and Dr. C.R. Barrett, respectively. A preliminary draft of the proposed graduate program in educational administration at Memorial was fashioned from the ideas solicited from those institutions surveyed, particularly the University of Alberta and Harvard University, and from the expertise of the Committee members.⁶ The process of incorporating a high degree of excellence into the proposed graduate scheme was further facilitated by having recognized experts in the field of educational administration both internal and external to the Province evaluate the programme which had been designed. Responses were very positive and encouraging.⁷

A related task of the Committee members was to develop regulations regarding entrance to the proposed graduate

⁵ Interview with Dean Hickman, op. cit.

⁶ Statement by Dr. C.A. Barrett, personal interview, June 11, 1973.

⁷ Interview with Dr. P.J. Warren, op. cit.

programme leading to a "Master of Education degree with a specialty in Educational Administration". The proposed admission requirements were similar and, at least, comparable to those regulations governing the graduate degrees of other departments of specialization at Memorial University.

The fruitful efforts of the Committee became visible on December 2, 1965, when the proposed programme for graduate work was submitted to the Faculty of Education for approval.⁸ With a few modifications the report was recommended for submission to the Senate Committee on Graduate Studies and to the Senate. Senate approval ensued and for the first time at Memorial, classes in education moved into the graduate level.

For students interested in Educational Administration, admission to the graduate programme was prescribed in the University Calendar for the academic year 1966-67. Candidates were required (1) to have the degree of Bachelor of Arts (Education), or its equivalent, with an average of not less than B standing in each of the last two years of the degree programme; (2) to have had successful experience as an administrator or at least two years successful teaching experience subsequent to graduation and show promise of

⁸ Minutes of the Meeting of the Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, December 2, 1965.

leadership in educational administration; and (3) to write the Miller Analogies Test. Candidates could also have been required to present themselves for an interview. Formal application had to be in the hands of the Registrar by February 15. Students were required to take Education 540 during the summer and four courses during the following year. The minimum period of study was fourteen calendar months. All requirements for the degree, including the theses, would normally be completed by August 31 of the following year.⁹

The Committee's survey of graduate programmes in Educational Administration at various Canadian and American institutions revealed that, in the early 1960's, the elements of such programmes were basically the same. These elements were identified as: basic concepts of Educational Administration, research procedures, the social sciences, and thesis-writing.¹⁰ The programme of study for graduate students at Memorial University reflected this pattern and included the following courses:

- 540. Basic Concepts of Educational Administration
- 541. The Practices of Educational Administration
- 550. Curriculum Development
- 560. Educational Research
- 570. Educational Administration and the Social Sciences.¹¹

⁹ University Calendar 1966-67, Memorial University of Newfoundland, St. John's, Newfoundland, p. 233.

¹⁰ Interview with Dr. P.J. Warren, op. cit.

¹¹ University Calendar 1966-67, op. cit., p. 233.

A most noteworthy practice incorporated into the initial programme at Memorial was that of providing field experiences for students. A description of this aspect of the programme read as follows:

Field work will be an integral part of the programme. In addition, candidates will be required to engage in an administrative project in the field. This project will normally be carried out during the month of May and will be sponsored by the University in conjunction with the Provincial Department of Education and local school systems.¹²

This can be seen as a conscious effort to provide some flexibility in the programme so that a student's interests and abilities could be accommodated and at the same time to better prepare these students to meet the needs of the Province.

Once a programme in educational administration at the graduate level had been designed, a major task in itself, certain affiliated difficulties demanded attention before the programme could become operative. Dr. C.R. Barrett, distinctly recalled the urgency of procuring appropriate, but at the same time, adequate library materials, namely, microfilm and microfiche readings, books, and periodicals. In the attempt to minimize this inadequacy, the library personnel, especially Miss Barbara Hann, contributed generously and significantly.¹³

A second major issue during the developmental stages of the programme was that of financial support for those

¹² Ibid., p. 233.

¹³ Interview with Dr. C.R. Barrett, op. cit.

students who wished to undertake graduate work on a full-time basis. The initial step to acquire such support was taken by Committee members, who approached the Provincial Government and urged the initiation of a fellowship scheme. The Provincial Department of Education thereafter established a comprehensive and forward-looking policy outlined in the University Calendar as follows:

Graduate students meeting residence requirements as determined by the Provincial Government are, upon recommendation of the Senate Committee on Graduate Studies eligible for a Fellowship of \$2500 for the calendar year, provided that they are engaged throughout the year in study or research pertaining to their degree programme. These fellowships may be supplemented by varying amounts in return for extra duties performed in the Departments at the discretion of the Department heads.¹⁴

In July, 1966, the first graduate courses in Educational Administration were taught to three students who had entered the Master's programme on a full-time basis. Four faculty members, whose duties already included teaching at the undergraduate level, offered these courses. The staff included Dr. C.R. Barrett, Dr. P.J. Warren, Dr. H.W. Kitchen and Dr. W.J. Gushue. All five of the courses were not taught simultaneously but it was mandatory that all be taken. In addition, students were obliged to take course number 540,

¹⁴ University Calendar 1973-74, Memorial University of Newfoundland, St. John's, Newfoundland, p. 333.

Basic Concepts in Educational Administration, during the first summer of their programme.¹⁵ This course, the content of which was not described in the calendar, was offered by Dr. C.R. Barrett. Throughout the programme, high standards of scholarship were maintained and grades below a-B were considered a failure.

A recognized and inherent feature of the initial programme was its diversity. Classes were designed to give maximum opportunity to the student to pursue his own areas of interest. Furthermore, professors from established departments within the University were invited to participate in the teaching of graduate courses and to share their expertise in areas which had administrative implications. For example, prominent faculty members such as Dr. R.A. Stebbins, Miss Susan McCorquodale and Dr. N. Hurwitz, from the Departments of Sociology, Political Science and Economics, respectively, participated in offering certain courses.¹⁶

The information provided for graduate students in the calendar of 1967-68 revealed little variation from that given in the preceding year. Course offerings continued from the 1966-67 academic year without modification. One notable

¹⁵ University Calendar 1966-67, op. cit., p. 233.

¹⁶ Interview with Dr. P.J. Warren, op. cit.

specification, however, which appeared in the Departmental Regulations for the academic year 1966-67 was:

....Education 540 will be taken during the summer; four courses will be taken during the following year....¹⁷

For the academic year 1967-68, this statement was modified to read:

....Five courses shall be taken. Normally one will be taken during the summer and four during the regular academic year.¹⁸

The removal of this specification permitted the teaching of course number Education 560, Educational Research, during the summer. It was generally felt, by students and staff, that this practice afforded the student a greater chance of completing the programme in the minimum period of fourteen calendar months.¹⁹ The practice currently exists.

At the end of the academic year 1966-67 during which the graduate programme in educational administration was implemented, success was evident when all of the students who had enrolled received their graduate degrees. During its second active year, seven more students enrolled and although the programme itself had not changed significantly, the increased enrollment indicated growth. This growth was to continue.

¹⁷ University Calendar 1966-67, op. cit., p.233.

¹⁸ University Calendar 1967-68, Memorial University of Newfoundland, St. John's, Newfoundland, p. 237.

¹⁹ Interview with Dr. C.R. Barrett, op. cit.

In 1966, the large numbers of students and staff members at Memorial University of Newfoundland made it increasingly apparent that the Faculty of Education, previously administered as a single unit by the Dean, should now assume a departmental structure.²⁰ During the autumn of 1966, this matter of departmentalization was studied by a Committee of the Faculty of Education. Committee members were professors M.A. Brewster, Mrs. R. Ruelokke, G. Fizzard, C. Ivany and W.J. Gushue (Chairman).

A survey of all Canadian institutions and selected Schools of Education in the United States was undertaken by the Committee members to obtain recommendations regarding departmental structure. The choice of whether to departmentalize horizontally (Primary, Elementary, and Secondary) or vertically in any area presented the most difficulty. The vertical structure was recommended.²¹

On February 21, 1967, Dr. W.J. Gushue, chairman of the Committee on Departmentalization, recommended to the faculty for submission to the Senate the establishment of a Department of Educational Administration, a Department of Educational Foundations, and a Department of Curriculum and

²⁰ Interview with Dean Hickman, op. cit.

²¹ Statement by Dr. W.J. Gushue, personal interview, June 7, 1973.

Instruction.²² The Department of Educational Administration emerged on April 20, 1967, when Dean Hickman advised faculty members that the recommendation for departmentalization in the Faculty of Education had been approved by the Senate.²³ The Department of Educational Administration became active almost immediately with the appointment of Dr. P.J. Warren as Department Head on November 9, 1967.²⁴ Subject to the approval of the Dean, the Department Head was fully responsible for the development of courses at the undergraduate level and for improving work at the graduate level in the field of school administration.

Some major changes of interest appeared in the calendar of 1968-69. The organization of a Department of Educational Administration was clearly accompanied by an academic reorganization. The most obvious change occurred in the labelling of graduate courses. For the first time at Memorial University, graduate courses were semesterized. In addition, graduate courses in educational administration were numbered

²² Minutes of the Meeting of the Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, February 21, 1967.

²³ Minutes of the Meeting of the Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, April 20, 1967.

²⁴ Interview with Dean Hickman, op. cit.

in the 700's. As the graduate programmes at Memorial University increased in number, a new numbering system was necessary in order to identify courses more clearly.

Semesterization of courses provided an opportunity to incorporate more elements into the graduate programme in educational administration.²⁵

That year saw an increase in the graduate courses offered. Although no description of the content of these courses was provided in the University Calendar, course descriptions appeared in a Departmental brochure. Such descriptions read as follows:

- Education 700. Education Seminar.
Reports and discussions by staff and students to provide students with experience in the selection and evaluation of research problems and procedures.
(Required of all students. No credit given.)
- Education 742. Basic Concepts of Educational Administration.
The development of educational administration, the tasks of administration, situational factors, the processes of administration, and recent approaches to theory in administration.
- Education 744. The Practices of Educational Administration.
Planning and operation of the school plant, and the administration of special services.
- Education 746. Administration of Educational Personnel.
Consultation, motivation, evaluation, inservice education, administration of the programme, patterns of school organization, and staff utilization.

²⁵ Interview with Dr. P.J. Warren, op. cit.

- Education 752. Curriculum Development. History of curriculum development, principles and procedures of curriculum reorganization and development, evaluation of curricula in the light of current trends, the role of the administrator in developing and implementing the curriculum.
- Education 754. Recent Developments in Selected Subject Matter Fields in the Elementary School.
- Education 756. Recent Developments in Selected Subject Matter Fields in the Secondary School.
- Education 758. Supervision of the Reading Programme.
- Education 762. Methods and Statistics in Educational Research, I.
- Education 764. Methods and Statistics in Educational Research, II.
- Education 772. Legal Foundations of Education. Problems in educational administration as affected by legal considerations. Constitutions, statutes, legal opinion, and judicial interpretations as they affect the administration of schools.
- Education 774. The Economic Context of Educational Institutions. The study of the relationship between education and economic growth; cost-quality analysis; the theory of taxation as related to educational finance; trends in educational expenditures; arrangements for cost-sharing; principles and practices in school budgeting and making salary schedules; measures of educational productivity and educational planning.
- Education 776. The Political Context of Educational Institutions. The study of such basic concepts as power, power structure, and influence applied to communities and educational systems. Topics also include a study of the decision-making process in schools and school districts.

Education 778. The Social Context of Educational Institutions. The impact on educational systems and the implications for educational planning of demographic, economic and social trends, including migration, mobility and modernization. Relationships between social inputs and educational outputs, between educational planning and community development.

Education 780. Interpersonal Relationships in Supervision. Theory and research underlying supervisory relationships in complex educational organizations. Included are such topics as: leadership, morale, organizational climate, group dynamics, and planned change.²⁶

The University Calendar for 1968-69 published detailed and specific information to direct students in their planning. Under the title, "Master of Education", the programme was described as follows:

PROGRAMME

1. Candidates for the Master's degree in Educational Administration shall be required to complete ten half-credit courses as follows:
 - A. The Administration Core, consisting of Ed. 742, Ed. 744, and Ed. 746.
 - B. Ed. 752
 - C. Ed. 762 and Ed. 764
 - D. Any four approved electives selected in terms of the students' career interest in Educational Administration.
2. Candidates shall be required to submit a thesis and undertake field experiences.

²⁶ Unpublished departmental brochure, "Graduate Half Courses".

3. The minimum period of study for this degree shall be fourteen months, including an academic year.²⁷

Unveiled in the programme for that year was the introduction of "electives" for graduate students in the field of educational administration. This possibility evolved from an increase in the number of course offerings. Likewise, this was the first mention in the calendar of the "Administration Core".

Requirements for admission to the Master's Programme in Educational Administration in 1968-69 were exactly the same as in preceding years except that the regulation regarding the regular Bachelor of Arts (Education) degree or the Conjoint Degrees to be held by candidates was expanded to admit potential candidates who possessed the equivalent from other institutions recognized by the Senate. The requirement now read:

Applicants who have completed the regular Bachelor of Arts (Education) degree or the Conjoint Degrees programme or an equivalent from an institution recognized by the Senate shall possess an average of at least "B" standing in the work of the last two undergraduate years.²⁸

The calendar of 1968-69 contained an important announcement - that the Department was to grant the Graduate

²⁷ University Calendar 1968-69, Memorial University of Newfoundland, St. John's, Newfoundland, p. 228.

²⁸ Ibid., p. 228.

Diploma in Educational Administration. The introduction of a second graduate programme in educational administration was the result of an effort to accomodate practising administrators who desired to obtain formal preparation in school administration but who did not meet the requirements for entrance to the Master's Programme. A subordinate reason was that the Master's Programme demanded that candidates attend university on a full-time basis for one academic year. Many potential candidates, for financial and other reasons, were unable to fulfill this requirement.²⁹ The Department recognized the needs of these aspirants in the following statement of purpose for the second graduate programme in educational administration:

The Graduate Diploma in Educational Administration is designed primarily to serve the needs of students who wish to begin a formal study of Educational Administration but who are not prepared to undertake the longer and more research-oriented Master's programme.³⁰

For admission to the Graduate Diploma Programme, requirements were prescribed which were inferior to those pertaining to the Master's Degree Programme and therefore consistent with the above statement of purpose. Admission requirements read:

²⁹ Interview with Dean Hickman, op. cit.

³⁰ University Calendar 1968-69, op. cit., p. 228

Admission to the Graduate Diploma in Educational Administration shall be granted to applicants who have completed the regular Bachelor of Arts (Education) degree or the Conjoint Degree programme or an equivalent programme and who have an average of at least "B" standing in five undergraduate courses in Education. Admission to the programme is subject to the recommendation of the Head of the Department and to the approval of the Committee on Graduate Studies.³¹

During its first year of implementation, the Graduate Diploma programme was described as follows:

GRADUATE DIPLOMA PROGRAMME

1. Candidates for the Graduate Diploma shall be required to complete eight half-credit courses as follows:
 - A. The Administration Core, consisting of Ed. 742, Ed. 744, and Ed. 746
 - B. Ed 752
 - C. Any two of Ed. 774, Ed. 776, Ed. 778, Ed. 780
 - D. Any two approved electives selected in terms of the student's career interest in Educational Administration.
2. The passing grade for courses to be credited towards the Diploma is B.
3. Students may complete the requirements for the Diploma in one academic year or in four summer sessions. The Diploma may also be completed by a combination of courses taken in summer session and during the academic year.³²

For those students who met the admission requirements, the Graduate Diploma programme could have been a terminal

³¹ Ibid., p. 229

³² Ibid., p. 228

programme, or if their performance was sufficiently high, it could have been considered as an initial step towards more advanced study.³³ To this end, the calendar of 1968-69 contained regulations governing the transfer of completed courses, if a student so desired. These specifications were listed under the heading, "General Regulations," and read as follows:

1. When appropriate to a student's programme, a maximum of two half-credit courses or one full course in some other department of the University may be included as part of the Master's degree or Diploma programme. A maximum of two half-credit courses or one full course may be taken at another university. In both cases, permission to take the courses must be obtained from the Head of the Department.
2. A candidate for the Graduate Diploma may apply to the Head of the Department for approval to transfer to the M.Ed. programme. Such a candidate may be credited with completed courses that are acceptable on the Master's programme.
3. An M.Ed. candidate in good standing may transfer to the Diploma programme and be credited with completed courses that are acceptable on the Diploma programme.
4. Students who have successfully completed a Bachelor of Arts (Education) degree or Conjoint degrees or an equivalent programme and wish to take graduate courses in Educational Administration for purposes other than that of obtaining the Master's degree or Graduate Diploma may be permitted to register for such courses as Partial Students during the summer session. Permission of the Head of the Department will be required for these purposes.
5. Partial Students may apply to the Head of the Department to have credits earned transferred to the Master's or Diploma programme. Those students who do not qualify for admission to the Diploma programme but whose performance as Partial Students warrants such consideration may be granted permission to take the Diploma programme under special conditions to be approved by the Committee on

³³ Interview with Dr. P.J. Warren, op. cit.

Graduate Studies, on the recommendation of the Head of the Department.³⁴

The minimum period of study for the Diploma programme was shorter than that for the Master's programme and therefore the financial assistance granted to Diploma candidates was correspondingly reduced. For Diploma students, the financial assistance policy read:

The Department has available a limited number of assistantships valued at \$1500 for Graduate Diploma students attending during the academic year. Students who undertake the Graduate Diploma programme during summer sessions are generally granted some financial assistance by the Provincial Department of Education.³⁵

With these two graduate programmes in educational administration in the calendar, it was becoming more certain that the Department of Educational Administration at Memorial would expand. In 1968, the Department had grown to a staff numbering seven, with Dr. P.J. Warren as Head. Other members were: C. Ivany, H.W. Kitchen, Z.F. Bacilious, F. Buffett, J. Lundrigan, and G.L. Parsons.³⁶ The number of students who enrolled in the Graduate Diploma programme during the academic year 1968-69 was nineteen. Six more students enrolled

³⁴ University Calendar 1968-69, op. cit., p. 229.

³⁵ Unpublished departmental brochure.

³⁶ University Calendar 1968-69, op. cit., p. 141.

in the Master's programme.³⁷ These numbers indicated growth at an accelerated pace.

In 1969-70, the Department offered twenty courses, an increase of five over the preceding year. All of the courses listed in the calendar for 1968-69 continued without changes in either numbers or titles. New courses were:

- 745. School Planning and Maintenance.
- 747. School-Community Relations.
- 782. Educational Planning.
- 790. Contemporary Problems in Educational Administration.
- 792. Individual Reading and Research in Educational Administration.³⁸

The introduction of the above courses was largely an attempt to develop certain specialized areas within the graduate programmes.³⁹ However, it was also a continuation of the initial efforts to respond to the needs of the Province. For example, there was an obvious need for school administrators to have some knowledge about school buildings. Hence, course number Education 745, School Planning and Maintenance, was introduced.⁴⁰

In December, 1969, the Committee on Graduate Studies at Memorial submitted to the members of the Faculty Council proposed changes in regulations governing graduate programmes

³⁷ Unpublished departmental brochure.

³⁸ University Calendar 1969-70, Memorial University of Newfoundland, St. John's, Newfoundland, p. 244-45.

³⁹ Interview with Dr. P.J. Warren, op. cit.

⁴⁰ Ibid.

in Educational Administration. The particular statement appeared as follows:

The proposed regulations differ from the present ones in the following respects:

1. The University requirement that applicants for the Master's degree shall have reached an appropriate level in the general educational background shall be interpreted as requiring an undergraduate degree with at least second class standing or an average of at least "B" standing in the last ten undergraduate courses. The present regulations state that a student shall have a "B" standing in the last ten undergraduate courses.
2. Information concerning which specific courses, shall be included in a student's programme are omitted from the regulations. Such details are contained in Departmental statements, copies of which are available.
3. Students shall have the opportunity to complete an approved project or an approved internship programme in lieu of a thesis.
4. Students may take a minimum of four half-credit courses from some other department of the University. The present regulations state that a maximum of two half-credit courses or one full course shall be permitted.⁴¹

At the same time as the above, a related proposal was submitted under the title, "Graduate Course Changes".

This proposal read:

It is hereby recommended that:

1. The following half-credit courses be deleted from the offerings of the Department of Educational Administration:
 Ed. 752 - Curriculum Development
 Ed. 754 - Recent Developments in Selected Subject-Matter Fields in the Elementary School

⁴¹ Unpublished Document "Changes in Regulations Governing Graduate Programmes in Educational Administration", December 16, 1969.

- Ed. 756 - Recent Developments in Selected Subject-Matter Fields in the Secondary School
- Ed. 758 - Supervision of the Reading Programme
2. The following half-credit courses be added to the Department's offerings:
- Ed. A750 - The Principalship
- Ed. A751 - Theory and Practice in Educational Supervision
- Ed. A753 - The Superintendancy
- Ed. A755 - Administration of Further Education
- Ed. A757 - Business Administration of School Systems
3. "A" precede the number of each of the graduate courses in Educational Administration. Ed. 742 would then read Ed. A742.⁴²

Some of the changes proposed in 1969 became evident in the next academic year. In the 1970-71 calendar, the usual information concerning which specific courses should be included in a student's programme was no longer provided. Thereafter, the student was expected to obtain such details from the Department Head or consult appropriate Departmental brochures.

In the 1970-71 Calendar, the Department of Educational Administration issued the following statement of aim for its graduate programmes:

The graduate programmes in Educational Administration are aimed at preparing individuals for leadership positions in education.⁴³

⁴² Unpublished Document "Graduate Course Changes", December 16, 1969.

⁴³ University Calendar 1970-71, Memorial University of Newfoundland, St. John's, Newfoundland, p. 49.

Courses had increased in number, with some deletions, and a few new ones. Again, a renumbering of courses had occurred, and those courses in the Department of Educational Administration were changed from 700's to 6000's. The new courses were:

- Education 6500. The Principalship.
The principal's role of leadership in a school, including programme development, staff personnel, pupil personnel, business management, and public relations.
- Education 6510. Theory and Practice in Educational Supervision.
Concepts related to the development of professional personnel within a school system. Nature, principles, and general techniques of supervision.
- Education 6530. The Superintendency.
A specialized course designed for persons preparing to be superintendents of education. Concepts related to superintendent's functions in providing leadership for the development and implementation of school board policy.
- Education 6550. Administration of Further Education.
Development, organization, and administration of adult education programmes, community colleges, vocational and technical colleges, and universities.
- Education 6570. Business Administration of School Systems.
For superintendents, supervising principals, and business managers. Emphasis on practical problems of business management.⁴⁴

The remaining courses listed in the 1970-71 calendar had

⁴⁴ Departmental brochure "Course Outlines" December 16, 1969.

appeared in the calendar for the previous year under a different numbering system. Titles and content of these courses did not change. They were:

- Ed. 6000 Education Seminar. (Required of all students. No credit given.)
- Ed. 6420 Basic Concepts in Educational Administration
- Ed. 6440 The Practices of Educational Administration
- Ed. 6450 School Planning and Maintenance
- Ed. 6460 Administration of Educational Personnel
- Ed. 6740 School-Community Relations
- Ed. 6620 Methods and Statistics in Educational Research I
- Ed. 6640 Methods and Statistics in Educational Research II
- Ed. 6720 Legal Foundations of Education
- Ed. 6740 The Economic Context of Educational Institutions
- Ed. 6760 The Political Context of Educational Institutions
- Ed. 6780 The Social Context of Educational Institutions
- Ed. 6800 Interpersonal Relationships in Supervision
- Ed. 6820 Educational Planning
- Ed. 6900 Contemporary Problems in Educational Administration
- Ed. 6920 Individual Reading and Research in Educational Administration⁴⁵

The total for courses in Educational Administration had increased by one over the preceding year, from twenty to twenty-one.

In 1970, the Department of Educational Administration had nine staff members, including the Department Head. Two of the former members had obtained temporary leave but the addition of two new ones permitted the Department to retain an active teaching staff of seven. On leave were: Mr. J.H. Lundrigan and Mr. G.L. Parsons. New members were: Dr. Kenneth W. Wallace and Dr. R.D. Fisher.⁴⁶

⁴⁵ University Calendar 1970-71, op. cit., p. 48-50.

⁴⁶ Ibid., p. 154.

In 1970-71, the University Calendar outlined a major development in graduate work in education - the introduction of an approved project or an approved internship programme, in addition to the thesis, as alternate modes of achieving the Master of Education degree.⁴⁷ The Department of Educational Administration did not limit these options and in that same year, included in its bulletin, entitled "Opportunities for Graduate Study in Educational Administration at Memorial University of Newfoundland: the Master's Degree" the following lengthy explanation:

....The project may consist of the implementation of an innovation in a selected school over a period of a year or more, or the development of special materials or a special programme for use in education. Students shall be required to present a plan for the project and prepare a document. The project will be evaluated by a Committee of three, including the student's advisor and one person external to the Department.

The internship option, in lieu of a thesis or project, is offered to meet the needs of graduate students who prefer the unique experience to the thesis or project requirements. The internship programme is designed to provide candidates, especially those who have no previous administrative experience, with opportunities and situations where they can assume significant responsibilities and meet the test of responsible action. In general, internship experiences may relate to one or more of the following categories of learning experiences:

- (a) a study of and experience in policy development
- (b) a study of and experience in technology and its application

⁴⁷Ibid., p. 43.

(c) a study of and experience in administrative processes.

The administrative intern may fulfill the requirements of the internship in an educational organization. For example, he may receive his assignment at any one of the following: a university; the Provincial Department of Education; central offices of school districts, school board associations; professional education organizations; or at the community school level. Whenever appropriate, however, the administrative intern may fulfill the requirements of the internship in other organizations and agencies. These may include hospitals, business firms, and community development organizations.

To ensure that the internship experience is well-planned, directed, supervised, and evaluated, it will be approved by a committee of three, including the student's advisor and a person external to the Department.⁴⁸

Although it was expected that most Master's students would do the thesis, an increasing number elected to pursue the new options for fulfilling the final requirement for the Master's degree (M.Ed.) in Educational Administration. (See Appendix for list of theses, projects and internships undertaken or completed by Master's graduates.)

The Department of Educational Administration continued its expansion in 1971-72 with the appointment of four new staff members. They were: Dr. James L. Jesse, Dr. David Kirby,

⁴⁸ Unpublished departmental brochure "Opportunities for Graduate Study in Educational Administration at Memorial University of Newfoundland: The Master's Degree."

Dr. Vernon J. Snelgrove and Dr. Brian Donnelly.⁴⁹

In 1972-73, information on Graduate Studies at Memorial University of Newfoundland was contained for the first time in a separate calendar. The course offerings were exactly the same as those for 1970-71. Although titles and content of these courses remained unchanged, there was a slight variation in the labelling of administrative courses in that year. Course numbers were now preceded with the letter "A".⁵⁰

Although the Master's student could now choose one of three options, a thesis, a project or an internship, for completing the Master's degree (M.Ed.) in Educational Administration, the Department was already exploring for its graduate students still another discretionary route-course work, in addition to that prescribed for the thesis or project student or the administrative intern. On September 29, 1972, the sub-committee on graduate programmes at Memorial University of Newfoundland, submitted to Dr. P.J. Warren, Department Head the following:

⁴⁹Annual report to the Dean for the academic year 1971-72 from the Department of Educational Administration, Faculty of Education, Memorial University of Newfoundland, July 1, 1972 by Dr. R.D. Fisher.

⁵⁰Graduate Studies Calendar 1972-73, Memorial University of Newfoundland, St. John's, Newfoundland, p.43.

Our committee has agreed on the following:

1. The new course route to the M.Ed.(Admin.) degree shall be considered, in totality, to be equivalent to a minimum of fourteen regular graduate courses and that the programme shall include a general examination.
2. The general examination shall be flexible in content to meet the needs of the student and may include any of the following:
 - (a) comprehensive oral or written examination based on attitudes, knowledge and skills related to the courses of studies.
 - (b) examination of administrative practicum or project carried out in the field.
 - (c) examination of innovative work in educational administration.
 - (d) examination of papers presented at seminars, administration associations, etc.
 - (e) examination of research conducted in the field.
3. Students shall read a minimum of twelve regular courses.⁵¹

For purposes of this study, the final development in the graduate programmes in Educational Administration at Memorial University of Newfoundland was the provision of the course route for graduate students who desired to complete the Master's programme. In the calendar for 1973-74, the Master's programme read as follows:

PROGRAMME

1. Candidates for the Master's degree in Education with a specialty in Educational Administration shall be required to complete one of the following:
 - (a) Ten courses and a thesis
 - (b) Ten courses and a project
 - (c) Ten courses and a full-time internship

⁵¹ Proposal from the sub-committee on graduate programmes entitled, "Requirements for new route to route to M.Ed. (Admin.) degree," September 29, 1972.

(d) Fourteen courses
 Courses shall be selected in consultation with
 a programme advisor.⁵²

In line with the additional option for completing the Master's degree in Educational Administration, the number of course offerings increased also. New courses were:

Ed. A6730 Comparative Educational Administration
 Ed. A6930-40 Special Projects
 Ed. R6190 Introduction to Research Design and
 Statistical Analysis⁵³

On May 16, 1973, nearly six years after his appointment, Dr. P.J. Warren resigned as Head of the Department.⁵⁴ He remained, however, as a staff member. The new appointed Head was Dr. K.W. Wallace.

The resignation of Dr. James Jesse and Dr. Robert Fisher in the summer of 1973 necessitated the appointment of two new staff members. In addition, a further two individuals were employed. The present staff with qualifications are contained in the Appendix.

With the foregoing discussion of 1973 happenings in the Department of Educational Administration at Memorial University of Newfoundland, this section of the study comes to a close. A summary of the development of the graduate programmes and of the growth of the Department follows:

⁵²University Calendar 1973-74, op. cit.,

⁵³Ibid., p. 318.

⁵⁴Interview with Dr. P.J. Warren, op. cit.

SUMMARY

This chapter has traced the development of the graduate programmes in Educational Administration at Memorial University of Newfoundland both before and after the establishment of the Department of Educational Administration. Course offerings for each year were examined with particular attention given to additions, deletions and renumbering.

The continuous growth in the field of Educational Administration at Memorial University may be capsulized in these steps:

In June, 1965, a Committee was appointed to explore the possibility of providing graduate work in Educational Administration.

In July, 1966, the Master's programme in Educational Administration was implemented.

In the autumn of 1966, a Committee of the Faculty of Education was appointed to study departmentalization within the Faculty of Education.

In April, 1967, a Department of Educational Administration was established.

In November, 1967, Dr. P.J. Warren was appointed as Head of the Department of Educational Administration.

In the academic year 1968-69, graduate courses were semesterized and course numbers were changed from 500's to 700's. In addition to the introduction of the Graduate Diploma Programme, we also get the first mention of the "Administration Core" and "electives".

In the academic year 1970-71, Master's students were provided with two new options, namely the project and the internship as alternatives to the thesis. Courses were now numbered in the 6000's.

In the academic year 1972-73, information on Graduate Studies was included for the first time in a separate calendar. Course numbers were now preceded with the letter "A".

In the academic year 1973-74, Master's students could obtain the M.Ed. (Admin.) degree by completing fourteen courses.

In May, 1973, Dr. W. Wallace replaced Dr. P.J. Warren as Head of the Department of Educational Administration.

Since its establishment, the Department of Educational Administration has felt that its relationships with non-university educational personnel and agencies were significant determinants of its growth and its contribution to education. At this writing, the Department is still active in several services.

Saturday Seminars. As an integral part of its field services, the Department has worked with the Newfoundland and Labrador School Administrator's Association in organizing Saturday Seminars. These are held at various centers in the Province. This reflects the Department's appreciation of the problems of school administration today and serves to prevent isolation from the field.

Annual Memorial University Lecture Series in Educational Administration. The Department has demonstrated a willingness to seek new ideas and each year has invited outstanding scholars to lecture on educational policy-making and administration.

Conferences. The staff of the Department participate in educational conventions and workshops throughout the Province. At these conferences, staff and graduate students from the Department function as advisers and resource personnel.

Surveys. The technical knowledge and expertise of the Department members has been employed to produce

needed research. The recent study of school facilities in Newfoundland and Labrador by Dr. P.J. Warren and Dr. R.D. Fisher is an example of such contributions..

Many of the services of the Department of Educational Administration are of an intangible nature. This has necessarily restricted a complete coverage of its activities. Nevertheless, the numbers of graduates from the Department of Educational Administration since the graduate programmes were implemented in 1966, testify to the Department's work. Thus far, forty students have obtained a Master of Education degree with a specialty in Educational Administration, while seventy-four students have received the Graduate Diploma in Educational Administration.

Table 2

1966-73 ENROLLMENT PATTERN FOR
THE MASTER'S DEGREE PROGRAMME IN EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

Academic Year	Initial Enrollment	Year of Programme Completion and Number						Transfers to Diploma Programme	Withdrawals	Incompletes
		1968	1969	1970	1971	1972	1973			
1966-67	3	2	1							
1967-68	8		2	2	2			1		1
1968-69	5			3			1			1
1969-70	19				1	6	2	1	4	5
1970-71	31					6	1	2	8	14
1971-72	25					6	3		5	11
1972-73	52						2	1	2	47
Totals	143	2	3	5	3	18	9	5	19	79

Table 3

1968-73 ENROLLMENT PATTERN FOR
THE GRADUATE DIPLOMA PROGRAMME IN EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

Academic Year	Initial Enrollment	Year of Programme Completion and Number					Transfers to M.Ed. Programme	Withdrawals	Incompletes
		1969	1970	1971	1972	1973			
1968-69	45	2	4	9	3	1	4	10	12
1969-70	40		4	7	6	1	9	6	7
1970-71	39			2	14	2	6	2	13
1971-72	38				7	10	4	5	12
1972-73	8					2	1		5
Totals	170	2	8	18	30	16	24	23	49

CHAPTER IV

GRADUATE APPRAISAL OF
THE MASTER'S PROGRAMME IN EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND.

The major purpose of this study was to determine to what degree the Master's programme in Educational Administration at Memorial University was providing its graduates with the professional preparation needed in the field. Under the encouragement and support of the Department of Educational Administration, the appraisal was undertaken for the specific purpose of facilitating the Department's endeavours to produce school administrators for changing conditions.

An appraisal instrument (See Appendix A) which contained seventy-nine administrative "duties" was mailed to 33 Master's graduates, 26 of whom unhesitatingly co-operated in providing data. The percentage of returns was 78.8 per cent.

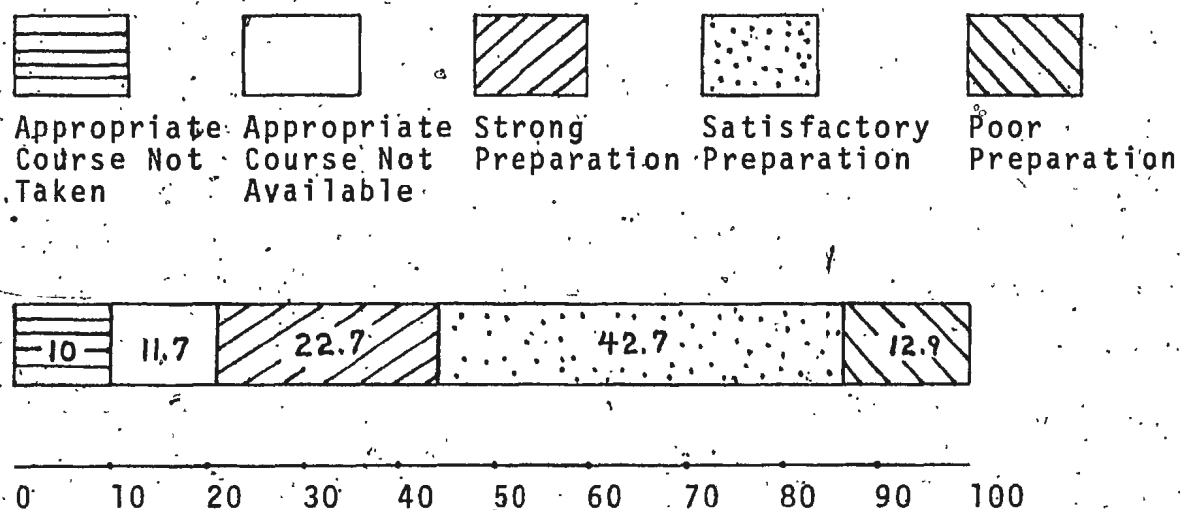
The "choice" responses for each statement are presented as percentages on bar graphs, and statements are grouped according to the nine task areas outlined in the appraisal instrument. The number of respondents replying to a particular item is indicated by n, placed to the right

of each bar graph. For cases where n did not total 26, necessary adjustments are made in the calculations by the researcher.

I. EVALUATION OF TOTAL PROGRAMME

FIGURE 1

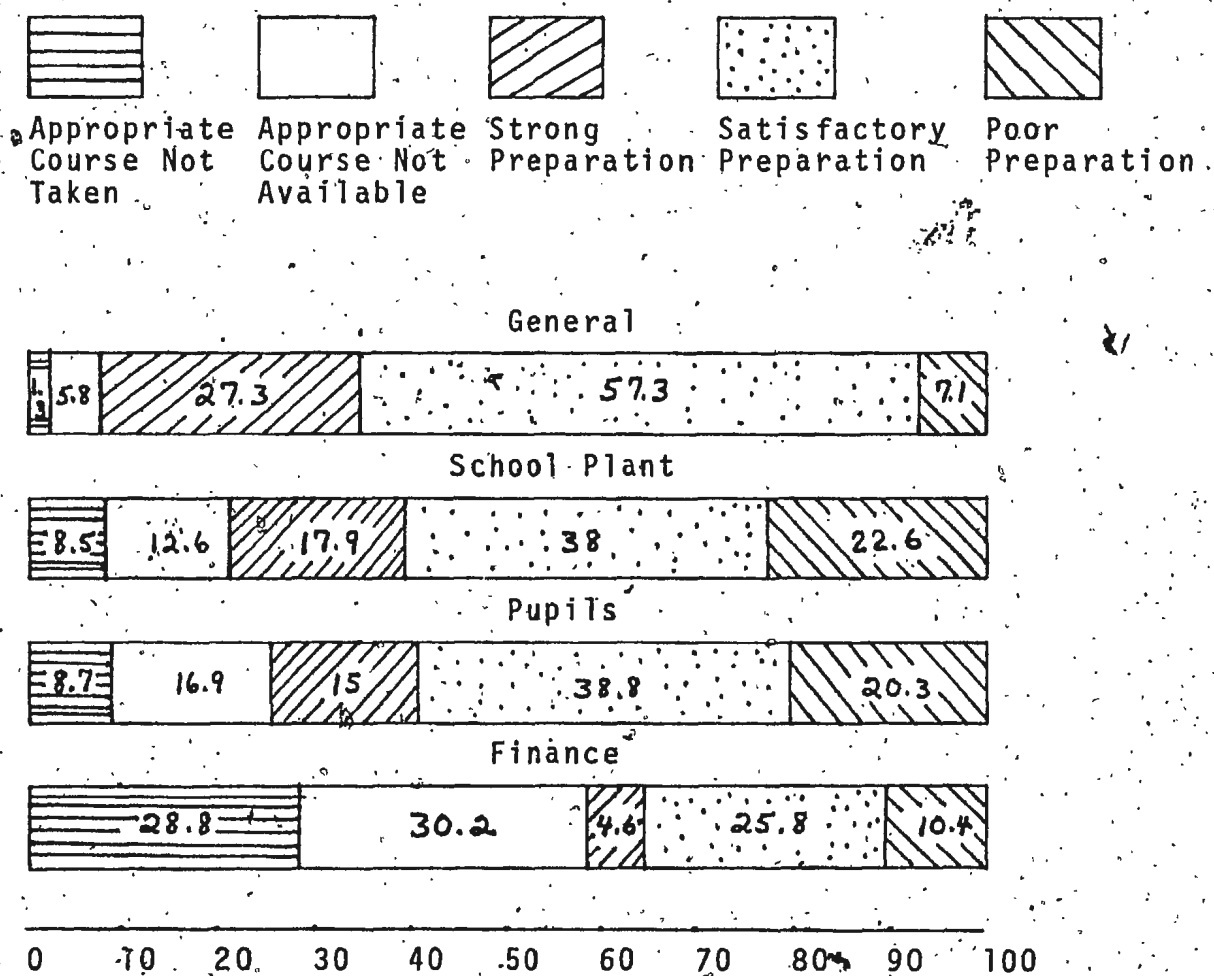
PERCENTAGE RESPONSES OF ALL REPLIES
TO DATA GATHERING INSTRUMENT



The total number of replies to all opportunities for response in the appraisal instrument totalled 1,992. Those replies indicating "Strong" preparation totalled 453 and was 22.7 per cent of the total. Those in the "Satisfactory" choice opportunity totalled 849, or 42.7 per cent. Two hundred fifty eight responses were in the "Poor" area, or a percentage of 12.9 per cent. The choice opportunity, "Appropriate Course Not Taken," contained 199 responses or 10 per cent of the total.

Two hundred thirty three replies appeared under the column heading, "Appropriate Course Not Available," 22.7 per cent of the total number of responses. The combined percentages in the "Strong" and "Satisfactory" choice opportunities totalled 65.4 per cent. This indicated an over-all evaluation on the side of student approval of the Master's programme in Educational Administration at Memorial University.

FIGURE 2
TOTAL RESPONSES BY PERCENTAGE
IN THE NINE TASK AREAS OF EDUCATIONAL ADMINISTRATION



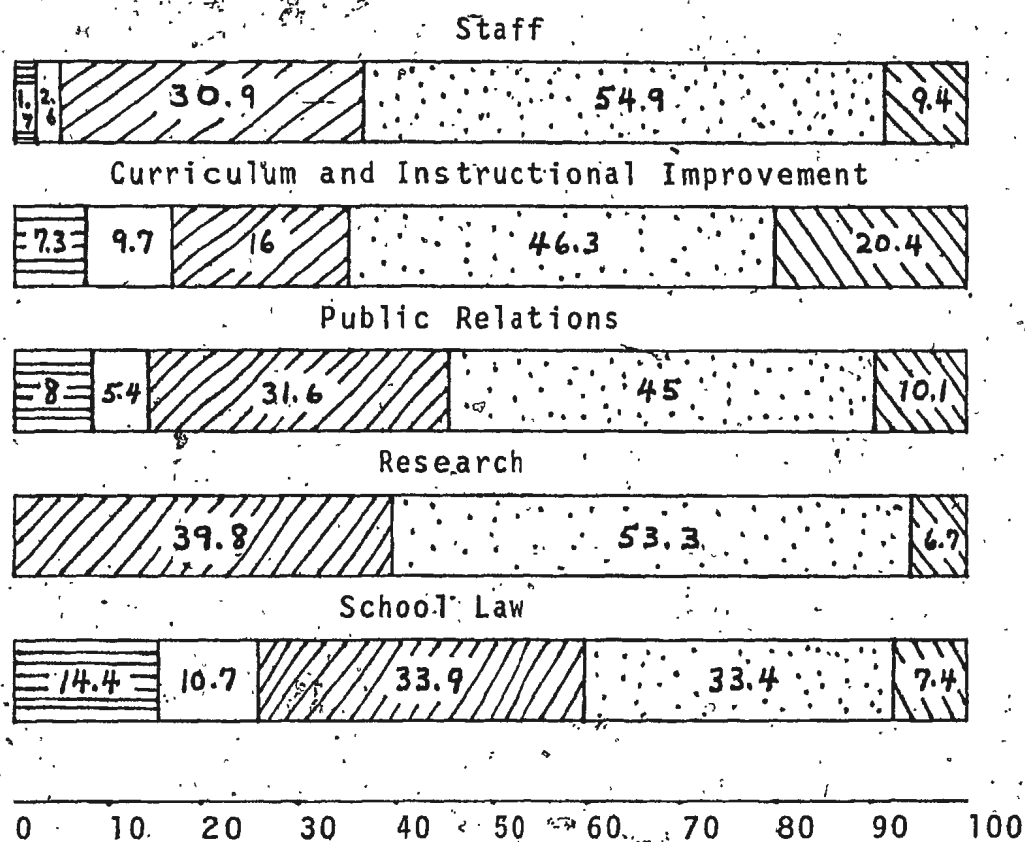


Figure 2 reveals that at most 22.6 per cent of the respondents believed their preparation in any one task area to be poor. This was in the area of School Plant. On the average 12.9 per cent felt that their professional training was inadequate. Percentages in this category ranged from a low of 6.7 per cent to a high of 22.6 per cent. The lowest percentage of dissatisfaction was 6.7 per cent and was in the area of Research.

The largest number of replies were contained in the

"Strong" and "Satisfactory" choice opportunities. In the "Satisfactory" category, responses ranged from 25.8 per cent to a high of 57.3 per cent. The highest percentage was 57.3 per cent and was in the area of general administrative duties. "Strong" replies varied from a low of 4.6 per cent in the area of Finance to a high of 39.8 per cent in the area of Research. The average percentage of replies in the "Strong" choice opportunity was 22.7 per cent.

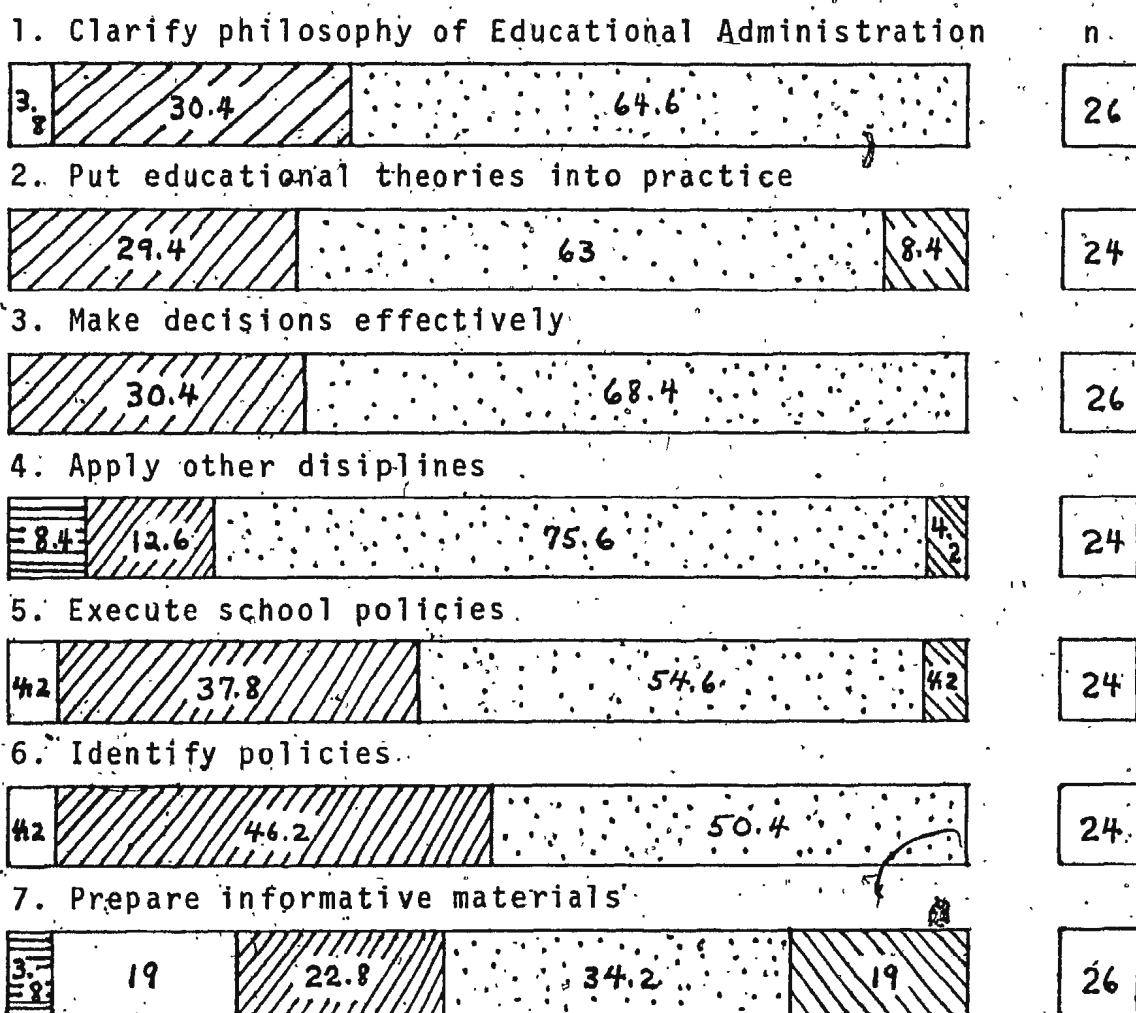
Wide variation existed in the percentage ranges in the "Appropriate Course Not Taken" and "Appropriate Course Not Available" choice opportunities. "Appropriate Course Not Available" replies ranged from zero per cent to a high of 30.2 per cent. The average percentage of replies in this category was 11.7 per cent. Under the column heading, "Appropriate Course Not Taken" replies ranged from zero per cent to a high of 28.8 per cent. The highest percentage was 28.8 per cent and was in the area of Finance. The absence of replies in the "Appropriate Course Not Taken" column was in the area of Research. The average percentage of replies in this category was 10 per cent.

II. AREA OF GENERAL ADMINISTRATIVE DUTIES

Within the scope of school administration, placement of certain administrative functions into a specific task area

FIGURE 3

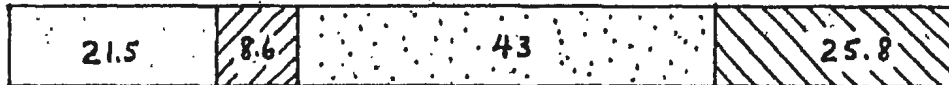
PERCENTAGE RESPONSES TO THE NINE DUTIES
IN THE GENERAL ADMINISTRATION AREA



0 10 20 30 40 50 60 70 80 90 100

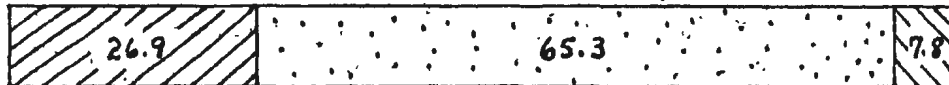
8. Incorporate moral and spiritual values

n



23

9. Establish and maintain clear educational goals



26

0 10 20 30 40 50 60 70 80 90 100

is almost impossible. The difficulty of area specification for these duties necessitated the inclusion of a General administration area. Nine such general statements which had administrative implications were contained in this section.

In general duties, the responses in the "Poor" category ranged from zero per cent to 25.8 per cent. The duty that received the highest percentage of "Poor" replies was that of incorporating the moral and spiritual values of the province and community into a plan of education. The "Poor" category received no replies in three of the duties, those of "Clarifying and defining a clear philosophy of educational administration", "Making decisions effectively" and "Identification of Policies needing recommendation to the Board."

Percentages in the "Satisfactory" opportunity ranged from 34.2 per cent to 75.6 per cent. The duty that received

the lowest percentage of "Satisfactory" replies was that of preparing informative materials. The highest level of satisfaction was for the duty, "Applying other disciplines in the practice of educational administration."

In the "Strong" area of preparation replies ranged from 8.6 per cent to 46.2 per cent. The high 46.2 per cent was for the duty "Identification of policies that need recommendation to the board." The low 8.6 per cent was for the duty of incorporating the moral and spiritual values of the province and community into a plan of education. Almost 23 per cent of those replying to the appraisal instrument believed their preparation to be strong.

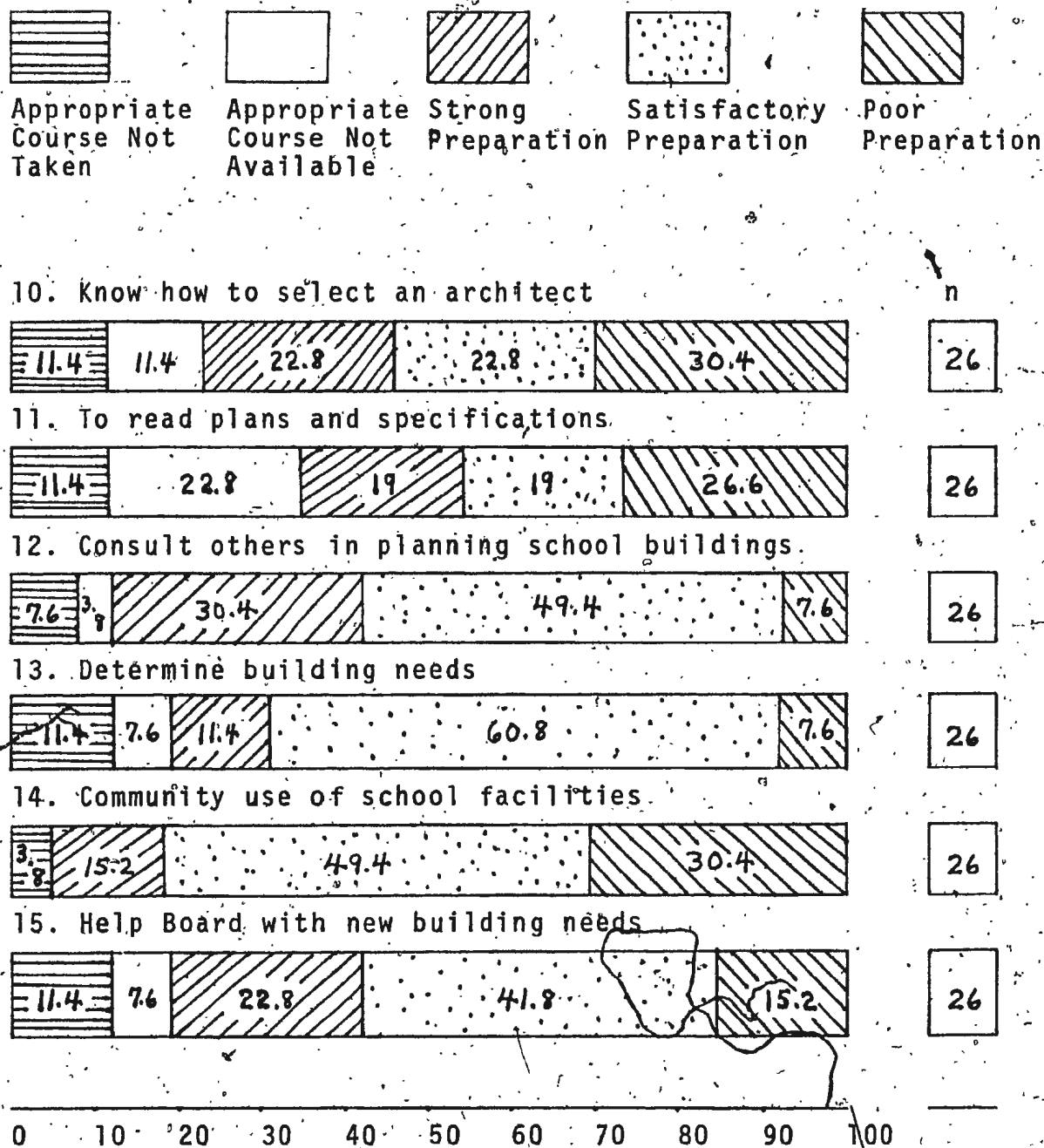
Replies in the "Appropriate Course Not Available" opportunity ranged from zero per cent to 21.5 per cent. Four of the nine functions included in the general section did not receive any replies in the "Appropriate Course Not Available" category. The high 21.5 per cent was for the duty of incorporating the moral and spiritual values of the province and community into a plan of education.

In the "Appropriate Course Not Taken" column, only two duties received replies. For the duty of applying other disciplines in the practice of educational administration, 8.4 per cent of the responses were in this category. The duty of preparing informative materials received 3.8 per cent of

the replies in the "Appropriate Course Not Taken" opportunity.

FIGURE 4

PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF SCHOOL PLANT



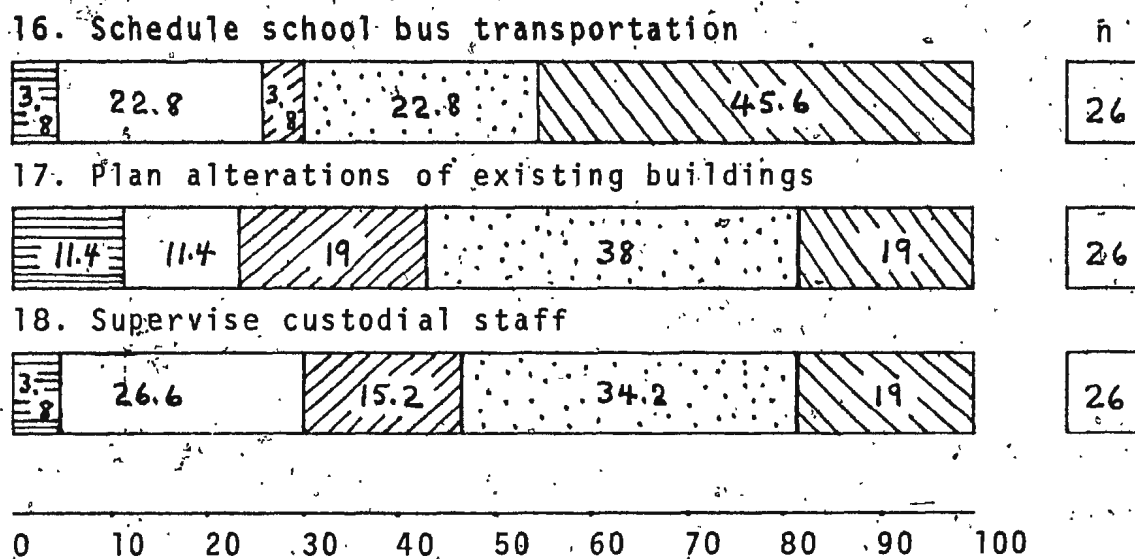


Figure 4 reveals that all responding graduates indicated the degree of their preparation in the nine administrative duties related to School Plant.

Responses in the "Poor" category were higher in this area than in the area of General Administration. They ranged from a low of 7.6 per cent to a high of 45.6 per cent. The highest percentage of "Poor" responses was for the duty of routing and scheduling school bus transportation. On the average, the "Poor" responses in this section came to 22.6 per cent.

The replies in the "Satisfactory" column were more numerous than in the other categories for responses. They ranged from a high of 60.8 per cent for the duty of projecting school enrollments and determining building needs to a low of 19 per cent for the duty of reading and

understanding plans and specifications. The average of "Satisfactory" responses for all nine duties listed in Figure 4 was 38 per cent.

In the "Strong" category, responses ranged from a low of 3.8 per cent to a high of 30.4. The high percentage of responses in this column was for the duty of working with teachers, staff members, and lay people in planning school buildings. The low percentage of "Strong" responses was for the duty of routing and scheduling school bus transportation. The average percentage of "Strong" responses for this section was 17.9 per cent. The combined "Strong" and "Satisfactory" choice opportunities make up a total percentage of 55.9 per cent.

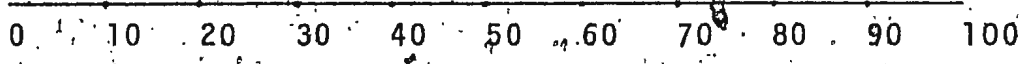
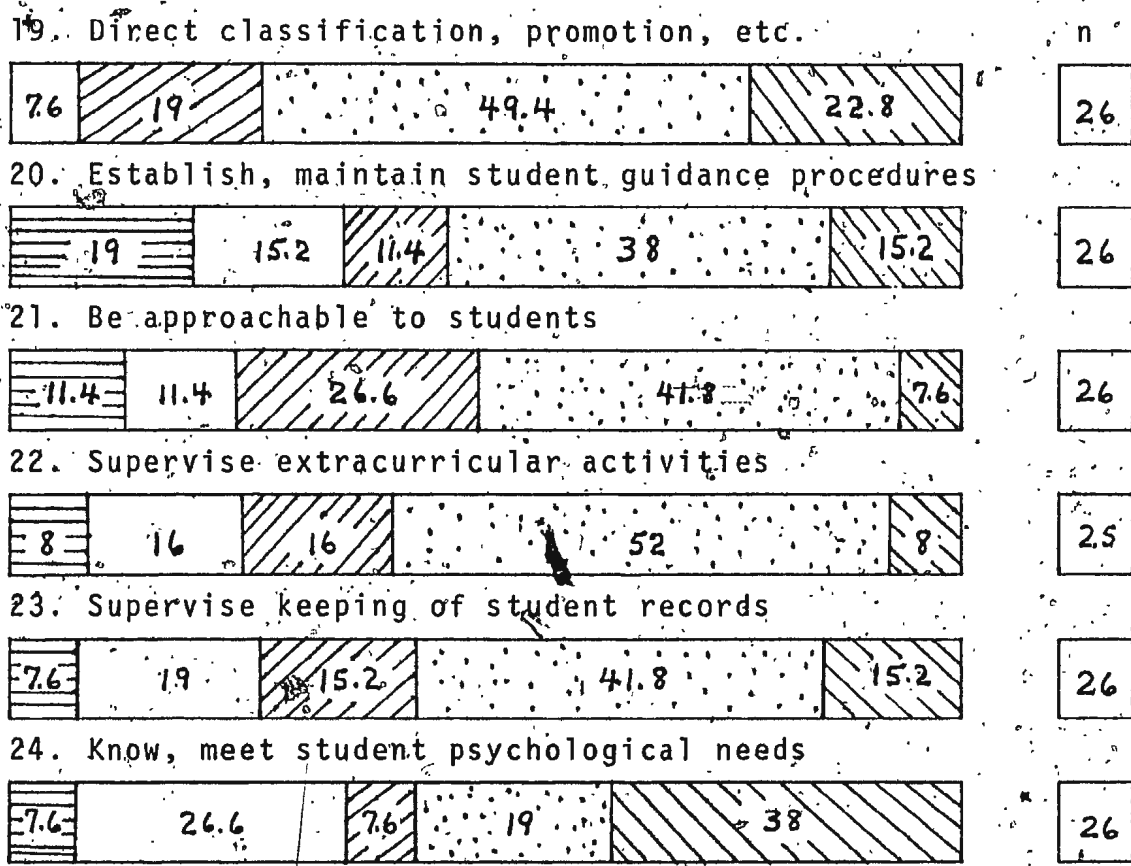
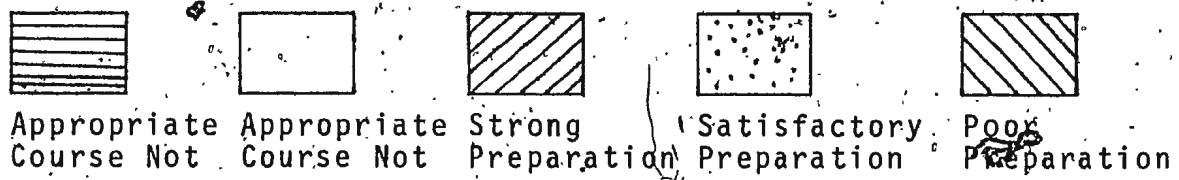
Responses in the category, "Appropriate Course Not Available" ranged from no replies to 26.6 per cent. No responses were in the category for the duty of working with community groups in the use of school facilities. The duty of assigning and supervising custodians and maintenance staff received 26.6 per cent of its responses in this category.

In this section, the category "Appropriate Course Not Taken" received few responses. They ranged from a low of 3.8 per cent to a high of 11.4 per cent. When the average percentage of responses for this category was obtained, it came to 8.5 per cent.

IV. PUPILS

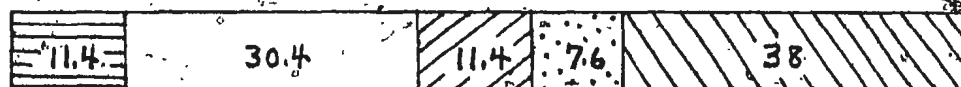
FIGURE 5

PERCENTAGE RESPONSES OF GRADUATES IN THE AREA OF PUPIL PERSONNEL SERVICES



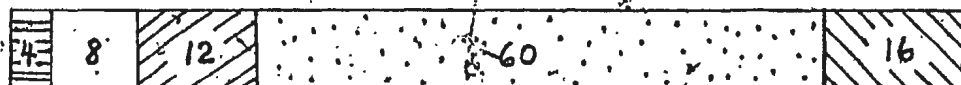
25. Identify, meet student health needs

n



26

26. Establish, maintain effective discipline



25

0 10 20 30 40 50 60 70 80 90 100

In the area of Pupil Personnel Services, eight choice opportunities were provided. The "Poor" choice opportunity received an average of 20.3 per cent of all replies, ranging from a low of 7.6 per cent to a high of 38 per cent - a considerable spread. Those duties receiving 38 per cent were: identifying and meeting student psychological needs, and knowing and meeting the health needs of students. The duty of being approachable to students received 7.6 per cent.

Average response in the "Satisfactory" opportunity came to 38.8 per cent. Variations from 7.6 per cent to 60 per cent were revealed. The responsibility of knowing and meeting the health needs of students received the lowest percentage. The 60 per cent score went to the duty of establishing and maintaining effective order and discipline.

Response to the "Strong" choice opportunity ranged from a low of 7.6 per cent to a high of 26.6 per cent. Again the lowest percentage went to the responsibility of

identifying and meeting student psychological needs. Average for the area was 15 per cent.

In the "Appropriate Course Not Available" category, responses ranged from 7.6 per cent to 30.4 per cent. Average response for this category was 16.9 per cent.

Replies in the "Appropriate Course Not Taken" opportunity varied from a low of zero to a high of 19 per cent. Establishing and maintaining student guidance procedures was the only duty that scored a high of 19 per cent. No responses were contained in this category for the duty of directing classification, promotion, and matriculation of students. Average response for the whole "Appropriate Course Not Taken" choice opportunity came to 8.7 per cent.

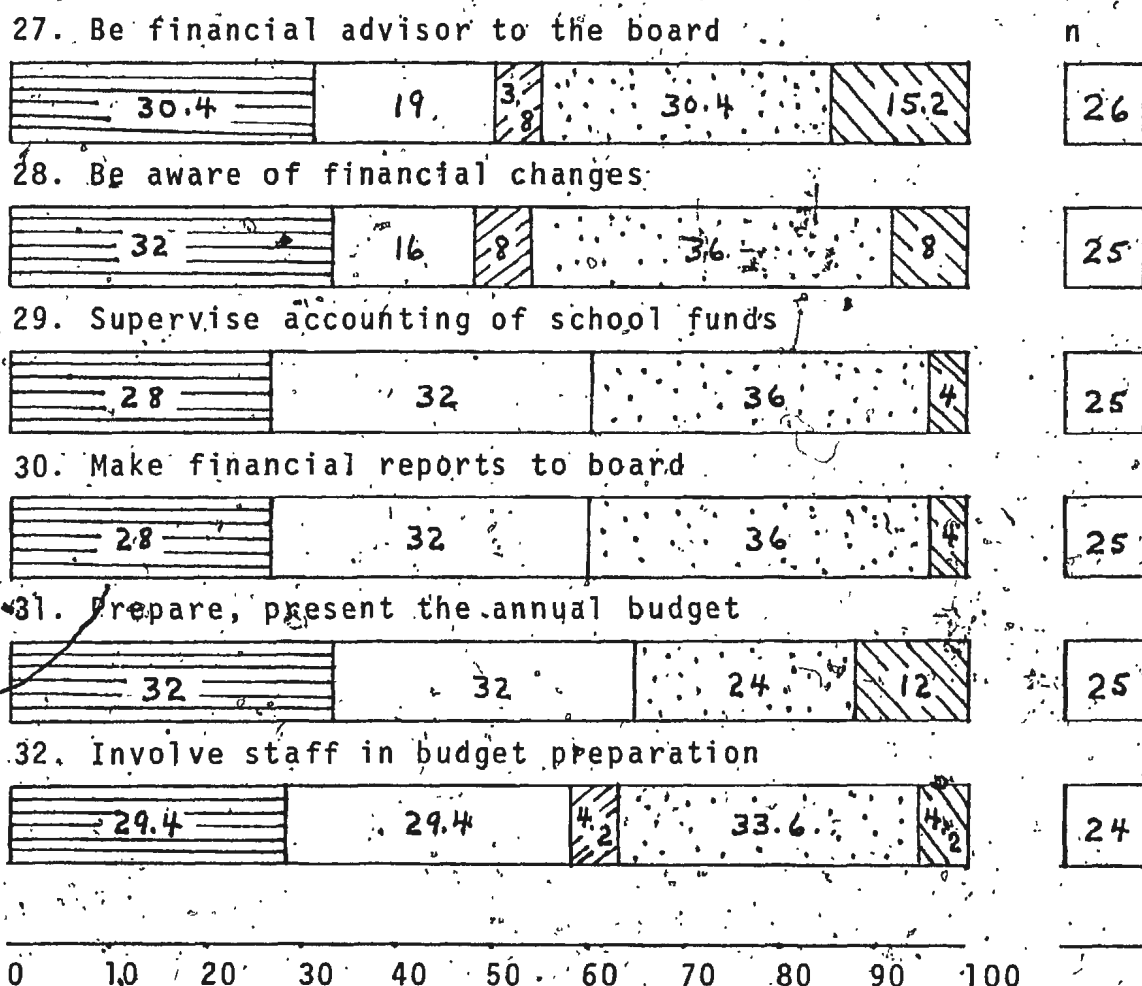
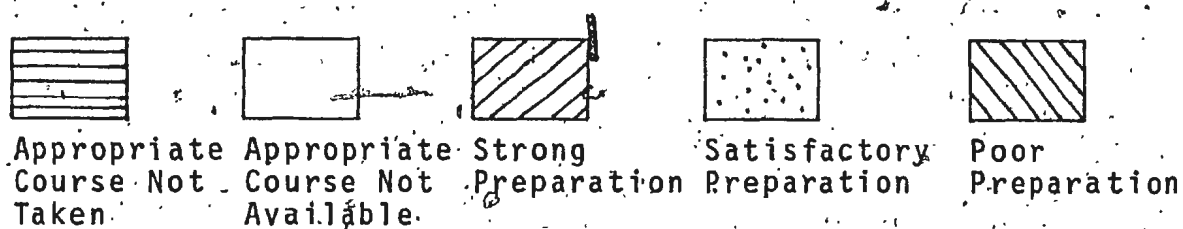
V. SCHOOL FINANCE

In the "Poor" area of choice, replies ranged from a low of 4 per cent to a high of 20 per cent. The high 20 per cent in this bracket was for the duty of knowing the types of insurance and bonds a school should secure. The average response for the "Poor" category in this section was 10.4 per cent.

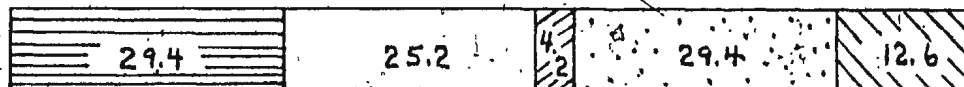
"Satisfactory" responses varied from a low of 8 per cent to a high of 36 per cent. In three of the duties, 36 per cent checked the "Satisfactory" choice; they were (1) "Being

V. SCHOOL FINANCE

FIGURE 6

PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF FINANCE

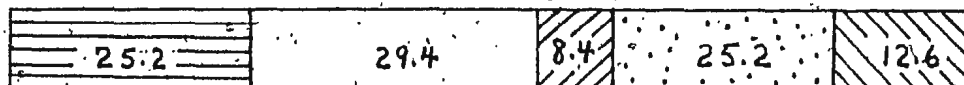
33. Interpret the budget to the board



n

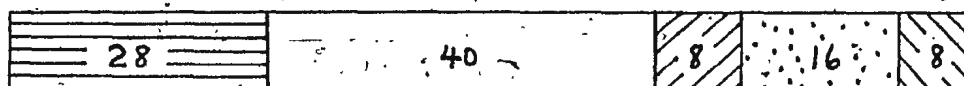
24

34. Keep school operation within budget



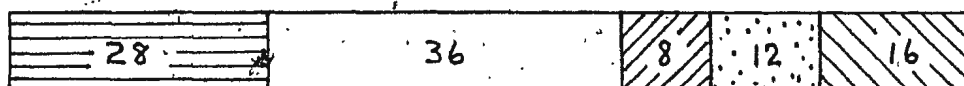
24

35. Establish prudent purchasing procedures



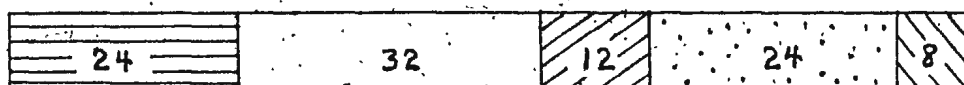
25

36. Establish good credit rating for district



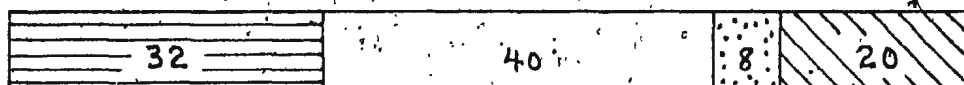
25

37. Lead community to see financial needs



25

38. Know types of school insurance and bonds



25

0 10 20 30 40 50 60 70 80 90 100

aware of changes in the financial picture," (2) "Supervising the accounting of school funds" and (3) "Making financial reports to the board." The duty of knowing the types of insurance and bonds a school should secure received 8 per cent of its replies in this category. Average response for the "Satisfactory" column was 25.8 per cent. This was the lowest average percentage in the "Satisfactory" category for the entire appraisal.

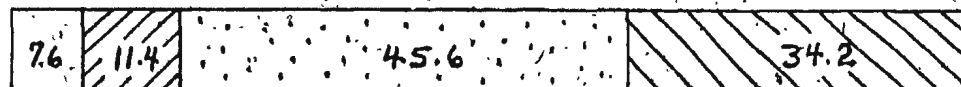
In the "Strong" choice opportunity, percentages were extremely low. Responses ranged from a low of zero to a high of 12 per cent. Four of the duties in this section received no replies in the "Strong" category; they were (1) "Supervising the accounting of school funds," (2) Making financial reports to the board," (3) Preparing and presenting the annual budget" and (4) "Knowing the types of insurance and bonds a school should secure."

Average response for the choice opportunity was 4.6 per cent. For the entire study, this was the lowest average percentage in the "Strong" bracket.

Figure 6 reveals that most of the response to duties included in the area of School Finance were contained in the "Appropriate Course Not Taken" and "Appropriate Course Not Available" categories. In the "Appropriate Course Not Available" column, responses ranged from 16 per cent to 40 per cent. Average response for this category was 30.2 per cent. "Appropriate Course Not Taken" responses ranged from 24 per cent to 32 per cent. Average for the bracket was 28.8 per cent.

45. Discharge personnel

n



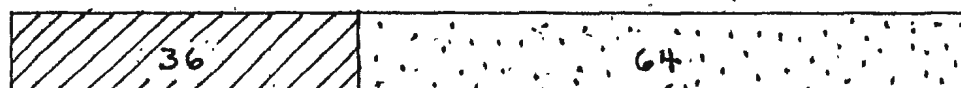
26

46. Skill in promoting staff cooperation



26

47. Skill in communicating with staff



25

0 10 20 30 40 50 60 70 80 90 100

In the area of Staff, nine administrative responsibilities were included as representative of the field.

Average response in the "Poor" category came to 9.4 per cent. Variations from a low zero to a high of 34.2 per cent were revealed. The responsibility of discharging unneeded or unsatisfactory personnel received the high 34.2 per cent. The "Poor" choice opportunity received no replies for the duty of communicating effectively with staff members.

The majority of responses in this section were contained in the "Satisfactory" choice opportunity. Responses ranged from a low of 45.6 per cent to a high of 64 per cent. Average response for this category was 54.9 per cent, a considerably high percentage.

In the "Strong" bracket, responses ranged from a low

of 11.4 per cent to a high of 38 per cent. The duty of observing and evaluating school personnel received the high 38 per cent. Average response for this column was 30.9. The combined average responses for the "Satisfactory" and "Strong" categories totalled 85.8 per cent.

Only four of the nine duties received replies in the "Appropriate Course Not Available" choice opportunity. Responses in this column ranged from zero to 11.4 per cent. The average response for this category was only 2.6 per cent.

Likewise, the "Appropriate Course Not Taken" category contained replies for only four of the nine duties related to Staff. These responses ranged from zero to 3.8 per cent. The average percentage for this column was an almost insignificant 1.7 per cent.

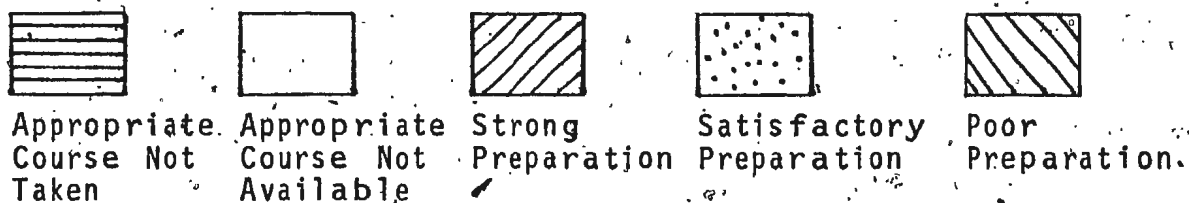
VII. CURRICULUM AND INSTRUCTIONAL IMPROVEMENT

Figure 8 reveals that "Poor" responses in the area of Curriculum and Instructional Improvement ranged from a low of 7.6 per cent to a high of 34.2 per cent. The higher percentage was received for the duty of obtaining and maintaining a current file of course outlines. The average response for the "Poor" category in this section came to 20.4 per cent.

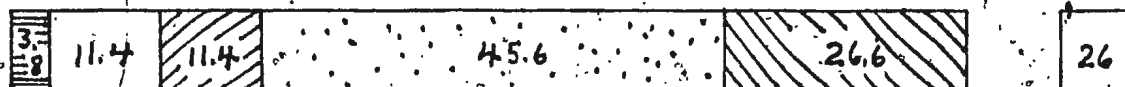
The "Satisfactory" column received the higher

FIGURE 8

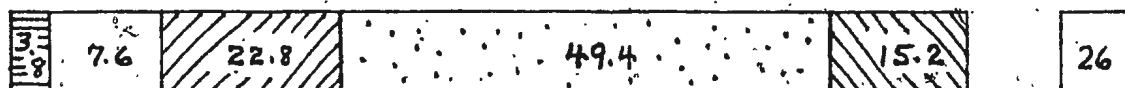
PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF CURRICULUM AND
INSTRUCTIONAL IMPROVEMENT



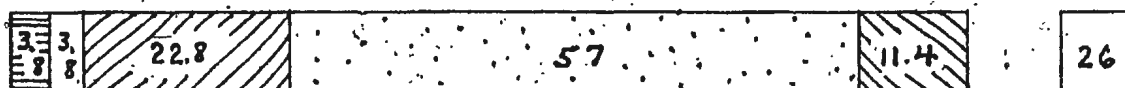
48. Obtain instructional material



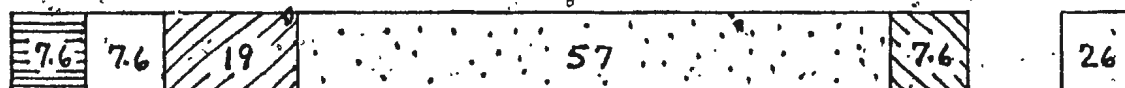
49. Assign reasonable teacher loads



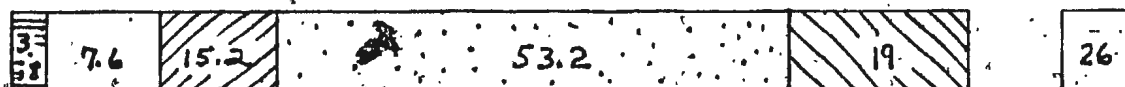
50. Recognize good methods of instruction



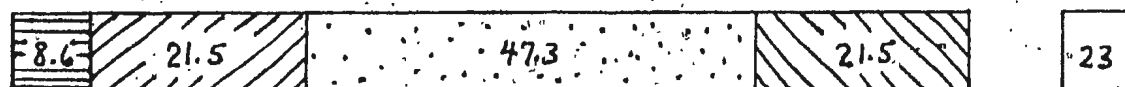
51. Work with supervisors on instructional materials



52. Course evaluation and revision



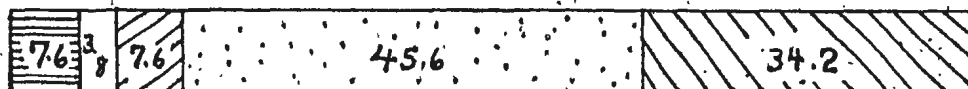
53. Raise academic standards



0 10 20 30 40 50 60 70 80 90 100

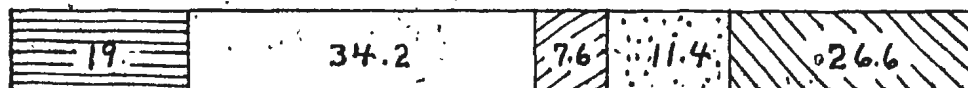
54. Have current course outlines on file

n



26

55. Ability in adult education, as needed



26

0 10 20 30 40 50 60 70 80 90 100

percentages in the area of Curriculum and Instructional Improvement. Percentages in this choice opportunity varied from 11.4 per cent to 57 per cent. The two duties receiving the high responses of 57 per cent were: (1) "Recognizing good methods of instruction," and (2) Working with supervisors on sources of materials and instruction." The duty of establishing and maintaining adult education programmes received 11.4 per cent of its responses in this category. Average response for this choice opportunity was 46.3 per cent.

In the "Strong" choice opportunity, replies ranged from 7.6 per cent to 22.8 per cent. Those duties which received high percentages in the "Poor" column received the low responses of 7.6 per cent in the "Strong" category. They were: (1) "Obtaining and maintaining a current file of course outlines," and (2) "Establishing and maintaining adult education programmes." The combined average responses for the "Satisfactory"

and "Poor" categories in the area of Curriculum and Instructional Improvement totalled 62.3 per cent.

Few responses were found in the "Appropriate Course Not Available" and "Appropriate Course Not Taken" categories. The "Appropriate Course Not Available" responses varied from zero to 34.2 per cent. The high 34.2 per cent was for the duty of establishing and maintaining adult education programmes. Percentages in this column for the other seven duties varied from zero to 11.4 per cent.

Responses in the "Appropriate Course Not Taken" category ranged from 3.8 per cent to 19 per cent. The average response for this choice opportunity was a low 7.3 per cent.

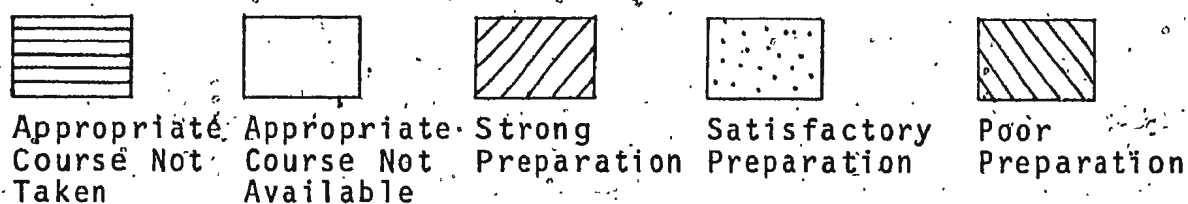
VIII. PUBLIC RELATIONS

In the area of Public Relations, eleven administrative functions were selected and presented to graduates in the appraisal instrument. For all of the duties included, at least twenty-five respondents signified the degree of preparation received in that particular area of administration.

The "Poor" category received replies ranging from zero to 32 per cent. Skill in public speaking received the high response of 32 per cent. No replies were contained in the "Poor" category for the duty of encouraging parents' visits regarding problems or misunderstandings. The average

FIGURE 9

PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF PUBLIC RELATIONS



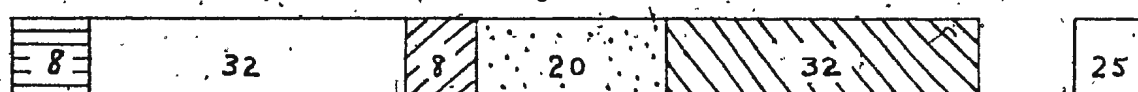
56. Lead in educational thinking and research



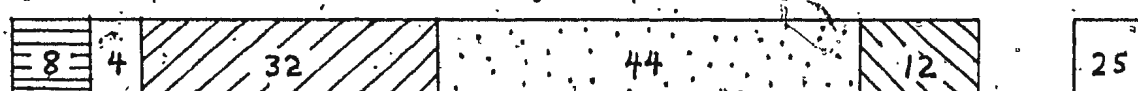
57. Inform community of school progress, needs



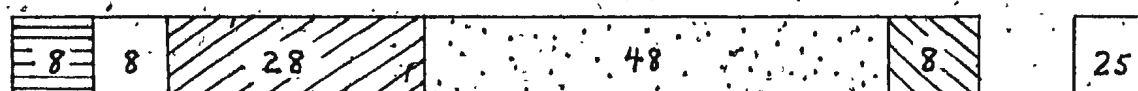
58. Skill in public speaking



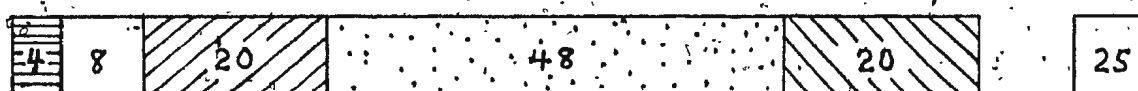
59. Cooperate with community in public relations



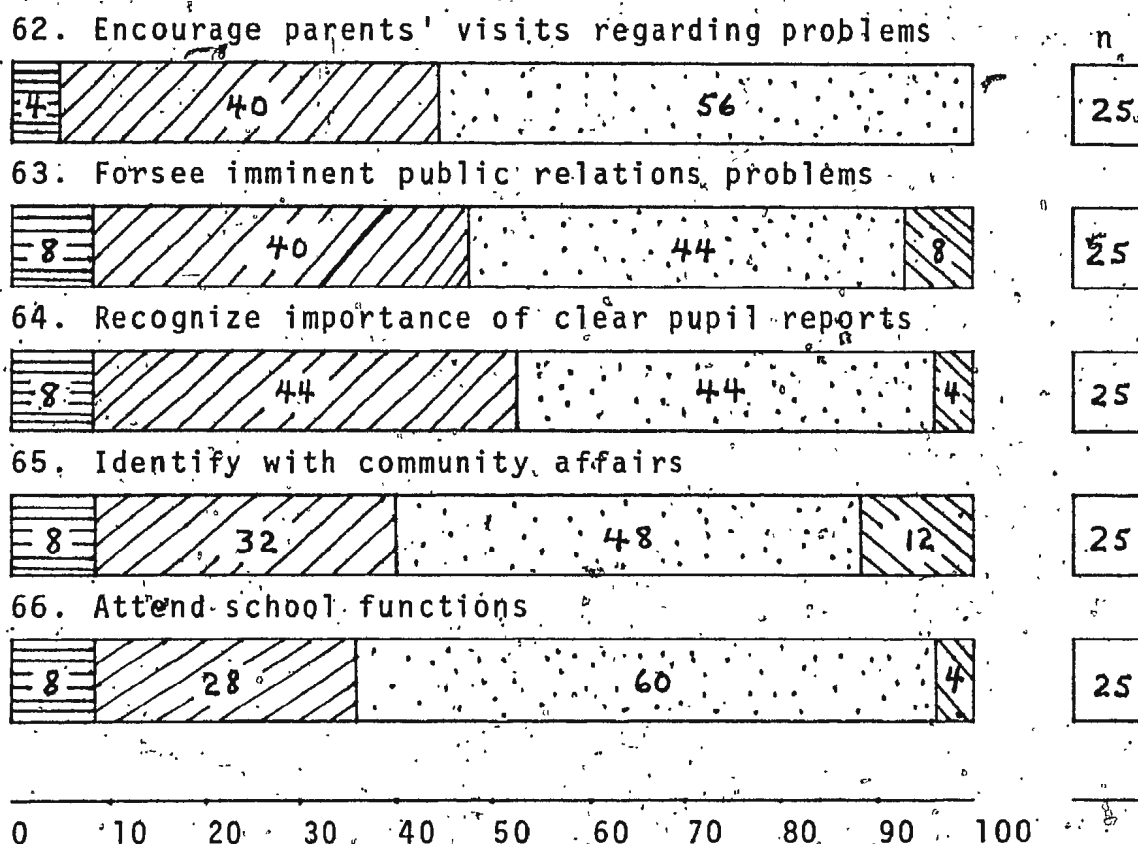
60. Harmonize school and community objectives



61. Deal effectively with controversial issues



0 10 20 30 40 50 60 70 80 90 100



response in this column was a little over 10 per cent.

Responses in the "Satisfactory" bracket varied from 20 per cent to 60 per cent. Again the low response of 20 per cent for skill in public speaking indicated that their training in this responsibility was inadequate, if not poor. The duty of being present at school functions, received the high 60 per cent. The average for this category was 45 per cent.

"Strong" responses in this area were almost consistently high. They ranged from a low of 8 per cent for

skill in public speaking to a high 44 per cent for recognizing the importance of clear reports of pupils. The average percentage in this column was 31.6 per cent. The combined "Satisfactory" and "Strong" average responses came to 76.6 per cent.

Only five of the eleven duties in this area received replies in the column "Appropriate Course Not Available." The high 32 per cent in this bracket was for skill in public speaking. The average response was a low 5.4 per cent.

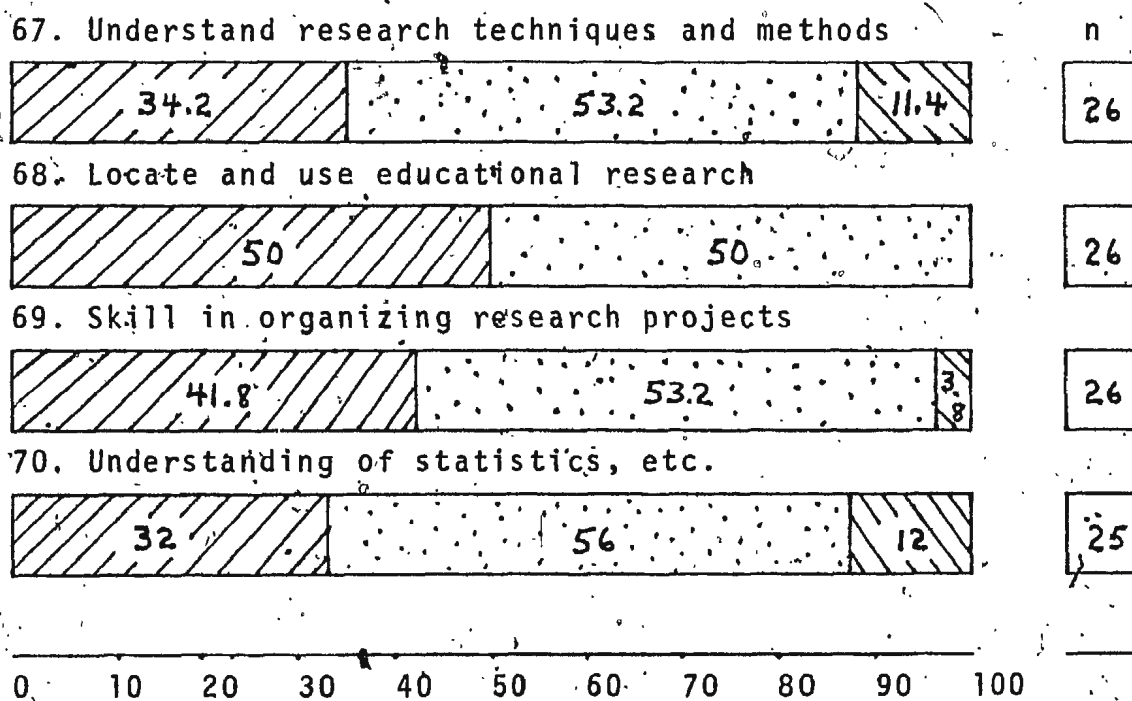
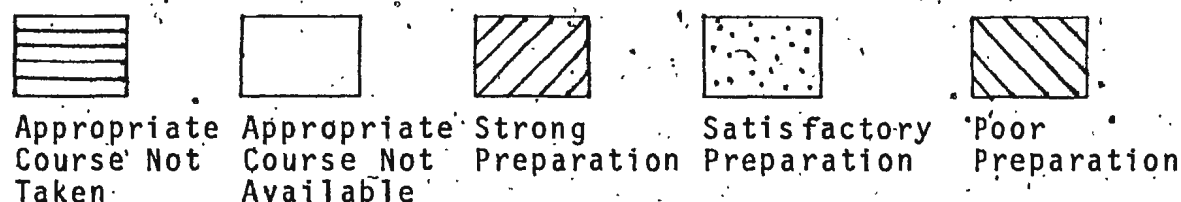
Likewise, responses in the "Appropriate Course Not Taken" choice opportunity were limited. They ranged from a low of 4 per cent to a high of 12 per cent. Little variation existed. The average for this column was 8 per cent.

IX. RESEARCH

Figure 10 reveals that respondents expressed greatest satisfaction with their professional preparation in the area of Research. The "Poor" choice opportunity received replies in only three duties. These responses ranged from 3.8 per cent to 12 per cent. The average response for this category was a low 6.7 per cent.

For each duty related to Research, more than 50 per cent of the responses were contained in the "Satisfactory" column. The average response came to 53.3 per cent.

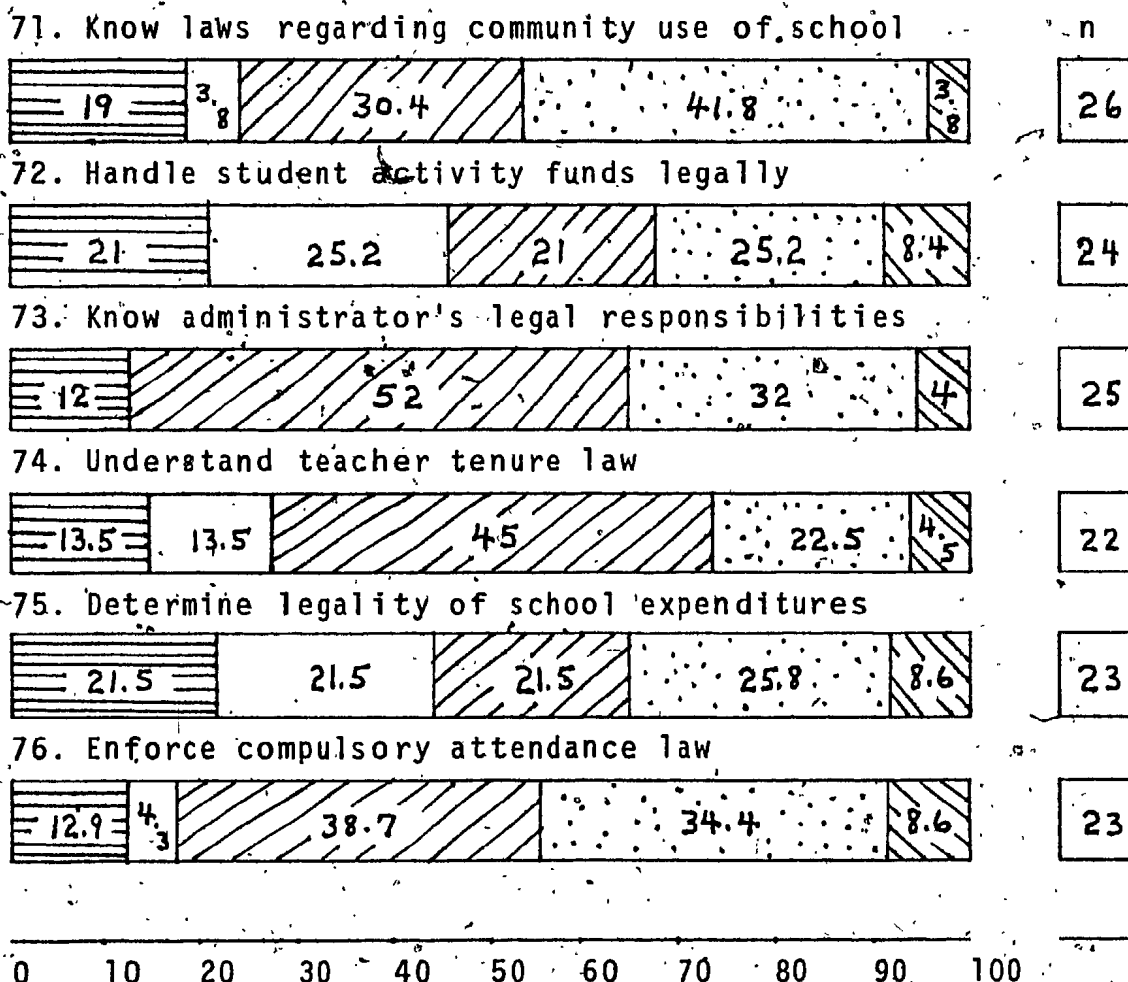
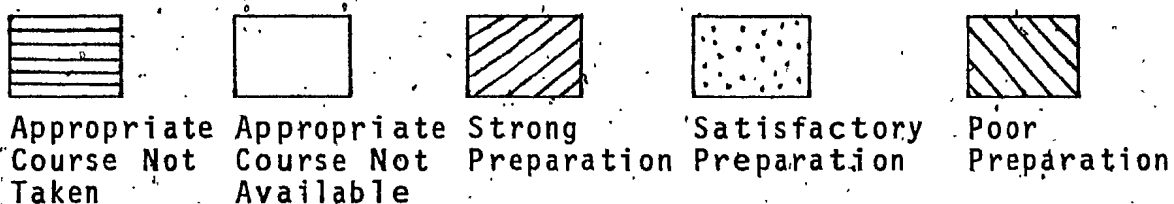
FIGURE 10
PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF RESEARCH



Responses in the "Strong" choice opportunity ranged from 32 per cent to 50 per cent. The average response in this category was 39.8 per cent.

X. SCHOOL LAW

FIGURE 11.4

PERCENTAGE RESPONSES OF GRADUATES
IN THE AREA OF SCHOOL LAW

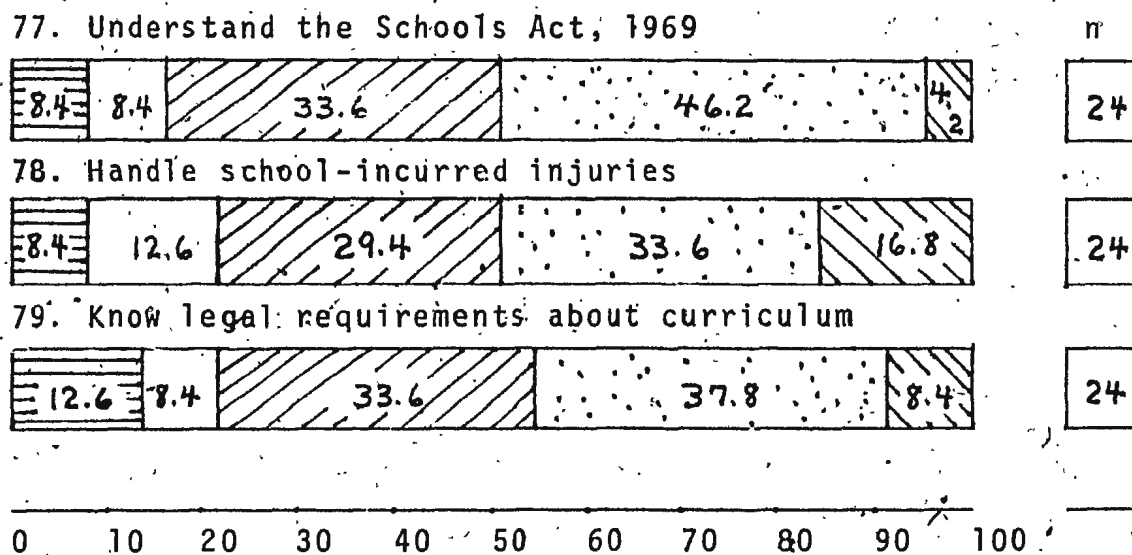


Figure 11 reveals that only one of the nine responsibilities in the area of School Law received more than 8.6 per cent of its replies in the "Poor" choice opportunity. The duty of handling parent complaints about school-incurred injuries to their children received 16.8 per cent of its responses in this category. The average for the entire area of School Law came to 7.4 per cent in that bracket.

The response for the "Satisfactory" preparation averaged 33.4 per cent, varying from a low of 22.5 per cent on the understanding of the teacher tenure law, to a high of 46.2 per cent on the understanding of the Schools Act, 1969, and its implications regarding pupils.

Responses in the "Strong" column were fairly numerous, ranging from 21 per cent to 52 per cent. The low 21 per cent was for the responsibility of handling student activity funds

in legal fashion. The average response for this category was 33.9 per cent. When the average percentages for the "Satisfactory" and "Strong" categories were totalled, they came to 67.3 per cent.

In the "Appropriate Course Not Available" category, replies ranged from zero to 25.2 per cent. This category received no replies for the duty of knowing the legal responsibilities of the administrator.

Replies in the "Appropriate Course Not Taken" choice opportunity ranged from 8.4 per cent to 21.5 per cent. Average response for this column was 14.4 per cent.

SUMMARY OF COMMENTS

As an integral part of the attempt to evaluate the effectiveness of the Master's Programme in Educational Administration at Memorial University, the researcher urged members of the survey group to contribute written comments, relative to their administrative training. Space was available on the questionnaire to accomodate such remarks.

The opinions expressed by some of the respondents are as follows:

1. In the area of Curriculum and Instructional Improvement, one individual was not sure whether or not his knowledge of the items mentioned, came from a particular

graduate course in Educational Administration or elsewhere. Nevertheless, he felt confident in rating these statements and credited it to the Master's Programme.

2. Two graduates felt that although they did not take the specific course "Legal Foundations of Education," many of the situations indicated by the items related to School Law were adequately covered in other courses.

3. With reference to School Plant, one of the respondents indicated that during his enrollment as a graduate student in the Department of Educational Administration, no specific course dealt with school facilities planning. He did feel, however, that the course "Practices of Educational Administration" covered to a degree this particular aspect.

4. One felt that he needed more training in identifying and meeting student psychological needs.

5. With reference to the questionnaire, one individual believed that the verb "prepared", prefacing each statement, was too exclusive - it excluded other agencies and factors which could have some bearing on one's execution of school policies, etc. He favoured the word "helped" as being more appropriate.

6. Four of the Master's graduates found it difficult to dichotomize administrative preparation gained at Memorial University from the general effect of maturing and becoming.

experienced in their positions.

7. One graduate thought the appraisal instrument should have included more direct questions on administrative theory versus actual practice.

8. One individual was uncertain as to whether or not his administrative ability stemmed from the course work itself or from the attitudes engendered by the programme. Either way, he believed the credit should go to the Department of Educational Administration at Memorial University.

9. One respondent desired more preparation in the area of School Finance.

10. Two graduates mentioned the area of Research as being the weakest part of their preparation programme.

11. In the area of Staff, one respondent stated that his preparation was very strong and that he felt effective towards implementation in the field.

12. One graduate derived deep satisfaction from the course entitled, "The Economic Context of Educational Institutions" but felt that the types of specific, practical concerns referred to in the section School Finance were not covered. He seemed to think that perhaps some of these practical concerns which the questionnaire seemed to favour should be included as well.

13. One respondent suggested the possibility of having periodic refresher courses for graduates.

14. The inclusion of more curriculum courses which would be mandatory for all those being prepared to be school administrators was suggested by one graduate as a possible improvement in the Master's programme in Educational Administration.

15. One graduate believed that all courses should contain more practical things, to be taught and practised in conjunction with a mandatory internship of at least one month. He also stated that the elusive effects of the fourteen months of sitting, discussing, and working with other students and professors should not be underestimated. He described it as an experience that really broadens one's mind, giving one the feeling or attitude necessary to exercise initiative in seeking further knowledge and understanding on one's own, once out in the field.

As a supplement to the reactions of Master's graduates to administrative functions contained in the appraisal instrument, the above comments helped to elucidate the positive and negative features of their graduate programme in Educational Administration. For purposes of this study, the significance of such knowledge may be, by no means, negligible.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the problem and procedures followed in the study shall be presented in this chapter, along with a review of findings and the conclusions and recommendations emerging from the findings.

SUMMARY

The Problem

The major purpose of this study was to ascertain from the reactions of former Master's degree graduates, the effectiveness of their preparation programme in Educational Administration at Memorial University of Newfoundland. Other related problems in this study were:

- 1) to trace the development of the graduate programmes in Educational Administration as well as present a brief history of the Department of Educational Administration at Memorial University.
- 2) to present a picture of the current programmes in Educational Administration at Memorial University.
- 3) to make recommendations to the Department of Educational Administration as to what steps it should take to ensure a high degree of programme relevance for those

being prepared for administrative positions.

The Design of the Study

The survey group for this study included all of the graduates from Memorial University of Newfoundland who had received their Master of Education degrees with a speciality in Educational Administration. The names of 33 such graduates were obtained from the file used by the Department of Educational Administration. An eleven page questionnaire, containing 79 administrative duties or responsibilities was sent to each graduate. Of the 33 questionnaires mailed to the Master's graduates, 78 per cent were returned.

On the questionnaire, graduates were asked to check the degree of preparation, Strong, Satisfactory, or Poor, relative to each administrative duty. Respondents were also asked to write additional comments, if any, in the spaces provided on the appraisal instrument.

For each administrative duty contained in the questionnaire, the percentage of responses for each of the five choice opportunities was calculated and depicted on a bar graph. A different graph was drawn for each duty, using a key to differentiate "choice" responses. The letter n, placed to the right of each bar graph, signified the number of graduates responding to a particular item. Graphs were grouped according to the nine task areas of administration,

as included in the appraisal instrument. Summary information for each section was provided.

In addition, percentage responses of all replies to the data-gathering instrument were depicted on a single bar graph.

All of the supplementary comments provided by graduates were categorized and reproduced as data for the study.

I. GENERAL FINDINGS

1. The majority of graduates (65.4 per cent) who had received their Master of Education degrees with a speciality in Educational Administration from Memorial University of Newfoundland, and who were participants in this study, believed that their administrative preparation for field responsibilities was sufficient and could hardly be improved.
2. Less than 12 per cent indicated that appropriate courses were not available for the development of some of the administrative skills mentioned in the appraisal instrument.
3. Only 10 per cent of the graduates did not or could not avail of the opportunity to enroll in courses appropriate for the development of certain competencies.
4. Less than 13 per cent believed their professional training to be poor.

II. SPECIFIC FINDINGS

General Administration

1. Average response in this area indicated that more than 84 per cent of the graduates believed their preparation to be sufficient to do an acceptable job. The "Strong" category contained 27.3 per cent of the replies and 57.3 per cent were received by the "Satisfactory" choice opportunity.
2. Outstanding percentages were received by the "Poor" category for two duties. The duty of preparing informative materials received 19 per cent and the duty of incorporating moral and spiritual values received 25.8 per cent of its replies in this category.

School Plant

1. The highest average response in the "Poor" category was received by this area of administration. Of the graduates who responded, 22.6 per cent reported their preparation to be poor. In this category the duty of routing and scheduling school bus transportation received 45.6 per cent of its responses.
2. In this area, 55.9 per cent of the respondents believed their training to be adequate - 17.9 per cent "Strong" and 38 per cent "Satisfactory". The duty of working with

teachers, staff members, and lay people in planning school buildings, obtained 79.8 per cent of its responses in these two choice opportunities.

3. Average response in the "Appropriate Course Not Available" column was 12.6 per cent. For three of the duties, more than 20 per cent of the respondents reported that no course was available. These duties were: assigning and supervising custodians and maintenance staff; routing and scheduling school bus transportation; and reading and understanding plans and specifications.

4. Only 8.5 per cent of the graduates indicated that appropriate courses were available but they did not or could not avail of the opportunity to enroll in them.

Pupils

1. Average response for the total area showed that a little more than 20 per cent believed their preparation to be inadequate for performance of their duties. Two duties seemed outstanding in the "Poor" response - the duties of "Identifying and meeting student psychological needs," and "Knowing and meeting the health needs of students". Each duty received 38 per cent of its responses in this category.

2. The "Satisfactory" and "Strong" responses in this area totalled 53.8 per cent. The duty of knowing and meeting the health needs of students received only 19 per cent

of its replies in these two categories.

3. More than 26 per cent of the graduates reported that no course was available to prepare them for identifying and meeting student psychological needs, and 30.4 per cent indicated that no training was available in knowing and meeting the health needs of students.
4. A low 8.7 per cent of the respondents indicated that courses in this area of administration were available but that they could not or did not take them.

School Finance

1. Only 10.4 per cent indicated that their professional preparation in this area was poor.
2. This area received the lowest percentages in the "Strong" and "Satisfactory" categories. The combined percentages totalled 30.4 per cent. Four of the duties in this area received no replies in the "Strong" category.
3. Of the graduates who responded, 59 per cent reported that courses in this area were unavailable or not taken.

Staff

1. Only 9.4 per cent of the responses in this area were contained in the "Poor" category. The duty of discharging unneeded or unsatisfactory personnel received an outstandingly high 34.2 per cent of its replies in this category.

2. More than 85 per cent of those responding believed their preparation in the area of Staff to be strong or sufficient to do an acceptable job.
3. An almost insignificant 4.3 per cent reported that courses in this area were not taken or unavailable to them.
4. The duty of communicating effectively with staff members received all of its replies in the "Strong" and "Satisfactory" choice opportunities.

Curriculum and Instructional Improvement

1. More than 20 per cent of the graduates reported poor preparation in this particular area of administration. The duty of obtaining and maintaining a current file of course outlines received a high 34.2 per cent of its responses in this category.
2. Combined average total response for the "Strong" and "Satisfactory" responses in this area came to a total of 62.3 per cent: 16 and 46.3 per cent, respectively. The duty of establishing and maintaining adult education programmes received only 19 per cent of its response in those categories.
3. A low 17 per cent of respondents reported that appropriate courses were not taken or unavailable for the development of competencies in this area.

Public Relations

1. Approximately 10 per cent believed their preparation in this area to be poor. A high 32 per cent indicated poor preparation in public speaking.
2. Combined average total response for the "Strong" and "Satisfactory" responses in this area came to 76.6 per cent. Again, the duty of being skillful in public speaking received only 28 per cent of its responses in these two choice opportunities.
3. A low 13.4 per cent of the respondents replied that no courses were taken or available in this area of administration. For public speaking, 40 per cent indicated that training was unavailable or not taken.

Research

1. This area received the lowest percentage of "Poor" responses. The average of the "Poor" choice for the area came to 6.7 per cent. The duty of locating and using educational research received no responses in this category.
2. Combined average total response for the "Strong" and "Satisfactory" responses in this area came to the large total of 93.1 per cent.
3. No graduates reported that courses in Research were not available or not taken.

School Law

1. Although the average percentage of "Poor" responses in this area was only 7.4 per cent, the duty of handling parent complaints about school-incurred injuries to their children received 16.8 per cent of its replies in this category.
2. "Strong" and "Satisfactory" choice opportunities received a combined average percentage of 67.3 per cent, in this particular area.
3. Approximately 25 per cent of the graduates reported that courses in School Law were not taken or unavailable to them. Percentages in these categories were outstandingly high for two duties, namely, "Handling student activity funds in legal fashion," and "Determining the legality of school expenditures".

III. GENERAL CONCLUSIONS

1. The over-all response of graduates to the appraisal instrument indicates that, generally speaking, the Master's Programme in Educational Administration at Memorial University of Newfoundland has provided them with the administrative competencies needed in the field.
2. Less than 12 per cent of the graduates reported that courses appropriate for the development of certain administrative competencies were not available, from which it can be concluded that the availability to

students of graduate courses in Educational Administration is not a major problem, but needs some consideration.

3. The low 13 per cent of total responses in the "Poor" category indicates that the degree of relevance of the Master's Programme in Educational Administration to field responsibilities is reasonably high, and the majority of graduates seem to be satisfied with their administrative training.

IV. SPECIFIC CONCLUSIONS

General Administration

1. The Department of Educational Administration has provided adequate preparation in the area of General Administrative duties.
2. The duties of preparing informative materials, and incorporating the moral and spiritual values of one's province and community into a plan of education received high percentages in the "Poor" category and require some attention by the Department.

School Plant.

1. The Department of Educational Administration has done fairly well in the area of School Plant but the high percentage of responses in the "Poor" category indicates

certain shortcomings.

2. Particular attention should be given to the duty of routing and scheduling school bus transportation. Other duties requiring attention are: skill in selecting an architect; and skill in reading and understanding plans and specifications.

Pupils

1. Generally speaking, the Department of Educational Administration has been successful in the area of pupil personnel.
2. Preparation in two duties in this area was inadequate. They are: skill in identifying and meeting student psychological needs; and skill in knowing and meeting the health needs of students. A large percentage of graduates signified that no courses were available to deal with these duties.
3. This study identified the duty of establishing and maintaining student guidance procedures as receiving a high percentage in the "Appropriate Course Not Taken" choice opportunity. Possibly this duty needs more attention in order to reduce the 19 per cent of responses in this category.

School Finance

1. Percentages indicate that the Department of Educational

Administration should increase the availability or accessibility to students of courses in School Finance.

2. In order to reduce the 20 per cent "Poor" score for the duty of knowing what types of insurance and bonds a school should secure, more attention is warranted.

Staff

1. The Department of Educational Administration has done exceptionally well in the area of Staff.
2. More attention should be paid to the duty of discharging unneeded or unsatisfactory personnel.

Curriculum and Instructional Improvement

1. The Department of Educational Administration has generally done well in the area of Curriculum and Instruction.
2. Skill in establishing and maintaining adult education programmes showed some weakness. Also, the duty of obtaining and maintaining a current file of course outlines deserves some attention by the Department.

Public Relations

1. The Department of Educational Administration has done extremely well in the area of Public Relations.
2. Future students should be exposed to more training in public speaking.
3. Preparation for the duty of dealing effectively with controversial issues has been identified as slightly weak.

Research

1. Graduate reaction to this aspect of their preparation programme has been highly positive and encouraging.
2. No duty in this area has been identified by graduates as a weakness in their preparation programme.

School Law

1. The over-all response of graduates to the area of School Law indicates that the Department of Educational Administration has been successful in this area.
2. Two duties in School Law were slightly lacking: handling student activity funds in legal fashion; and determining the legality of school expenditures.

V. GENERAL RECOMMENDATIONS

Results from the appraisal instrument, submitted to the participants in this study, demonstrate that the Department of Educational Administration at Memorial University of Newfoundland has, up to this time, provided its Master's graduates with adequate administrative training to meet the challenges arising to face education today. This research is of a pioneer nature, in that no other formalized assessment of the reactions of either, students in, or graduates from, the Department of Educational Administration, has preceded it. The survey group was composed of students who were successful

in completing the Master's programme in Educational Administration. For the comparative value of such investigations, perhaps those who have received the Graduate Diploma in Educational Administration should be polled. Follow-up studies of students who have not yet completed their preparation programmes in Educational Administration could be undertaken, also. Therefore, the following recommendations are made:

1. As a part of its responsibility to give programmes of training that will make school administrators competent in their profession, the Department of Educational Administration should maintain its present relationships with individuals and agencies in the field, and at the same time set up action programmes to determine where its preparation programmes are meeting the challenges facing educational leaders and where its graduate programmes are falling short.
2. Periodically, graduates in the field should be provided with refresher courses to help them accommodate rapid change.
3. Although there was expressed a continued need for some basic theory in most courses, it is recommended that more opportunities should be provided in courses to integrate this theory with field practices.

4. Similar studies should be conducted with other participants in the graduate programmes in Educational Administration, namely, those who have obtained the Graduate Diploma in Educational Administration and graduate students who have not yet completed their preparation programmes in the field of school administration.
5. In five or six years, the responses of Master's graduates should again be obtained and assessed in the attempt to maximize and maintain programme relevance.

VI. SPECIFIC RECOMMENDATIONS

Examination of data provided by Master's graduates from the Department of Educational Administration, indicates that a large majority of them perceived their professional preparation very positively. However, some of the duties showed a high ratio of negative responses in relation to other duties. The researcher fully realizes that the overwhelming positive aspects of the data have received relatively little attention, an emphasis which is perhaps somewhat unfair, but offers the following observations constructively in an effort to strengthen the programme even further. Therefore it is recommended that:

1. Graduate students in the field of school administration be better informed as to how they could prepare informative materials such as manuals and bulletins.

2. The duty of incorporating the moral and spiritual values of one's province and community into a plan of education be considered by the Department of Educational Administration as deserving more attention.
3. A study be provided on how students could be better prepared to identify and meet student psychological needs.
4. Skills in knowing and meeting the health needs of students be investigated.
5. Study be provided on ways of establishing and maintaining student guidance procedures.
6. Students be better informed as to what types of insurance and bonds a school should secure.
7. More attention be paid to the ways of discharging unneeded or unsatisfactory personnel.
8. Skills in establishing and maintaining adult education programmes be given more consideration.
9. Students be better informed as to how they could obtain and maintain a current file of course outlines.
10. Improved training in public speaking be provided for graduate students in Educational Administration.
11. The development of skills in dealing effectively with controversial issues be studied.
12. Administrators be better prepared to handle student activity funds in legal fashion.

13. Skills in determining the legality of school expenditures be studied.
14. Students be given more training in the skills of routing and scheduling school bus transportation.
15. The skills of selecting an architect be studied.
16. Study be provided on how to read and understand plans and specifications.

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APPENDICES

APPENDIX A
RESEARCH INSTRUMENT

QUESTIONNAIRE FOR GRADUATES

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

by
EARL POND

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.

Degree of Preparation

MUN. has prepared me to:

- ## School Plant

MUN has prepared me to:

10. Know how to select an architect.
- ~~11.~~ To read and understand plans and specifications.

[illegible]

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 transportation. | | | | | |
| 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). | | | | | |

(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). | | | | | |
| <u>Finance</u> | | | | | |
| 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
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

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, 1969, 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.

Appropriate Course Not Taken	Appropriate Course Not Available	Strong Preparation	Satisfactory Preparation	Poor Preparation

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

APPENDIX B
CORRESPONDENCE



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

Department of Educational Administration

February 15, 1973

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation,
I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here () and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

April 26, 1973

Dear Graduate:

At the present time, I am engaged in a study of the development and the relevance of the Master's Program in Educational Administration at Memorial University of Newfoundland. The survey group consists of the 33 participants who have received their Master of Education degrees with a speciality in Educational Administration from Memorial.

As a graduate, you are one of this small but influential group; therefore, the opinions which you hold of the Program are important. The Department of Educational Administration at Memorial will be served - and may serve better - by its knowledge of what former participants think of their preparation program. It is also believed that future participants in the Program will be benefited by the findings of this study.

I would appreciate your giving me a candid response to every statement or question and returning the questionnaire to me at your earliest convenience. Please feel free to make any additional comments or remarks that you may wish to make. I am most desirous of obtaining as complete a picture of your views of the Program as possible.

Your name need not be attached to this check-list unless you so desire. All information will be kept confidential. I am also enclosing a postcard. Please return it to me, after you have filled out and mailed the completed questionnaire in the pre-stamped return envelope.

May I add that this study has the approval and support of Dr. P.J. Warren (Head) and other personnel of the Department of Educational Administration, Faculty of Education, at Memorial University.

In anticipation of your assistance, I thank you.

Sincerely yours,

Earl Pond



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

February 15, 1973

Dr. Peter Atherton
Prof. of Educational Administration
McArthur College of Education
Queens University
Kingston, Ontario

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation, I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here (✓) and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

I am sorry but I know of no such programs
in Canada.

Maith

1. If you have no field program for evaluation, check here (✓) and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

Jan E. Harsago
(for N.V. Scarfe,
Faculty of Education
U.B.C.
Vancouver)



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

February 15, 1973

Dr. J. M. Peach (Director)
School of Educational Administration
The University of Manitoba
Winnipeg, Manitoba

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation, I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here (✓) and return.

Our evaluations are strictly informal.

J. W. Poole

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

February 23, 1973

Mr. Earl Pond, Graduate student
Dept. of Educational Administration
Memorial University
St. John's, Newfoundland

Dear Mr. Pond:

Thank you for your letter of February 15. It is interesting to observe that one of our graduate student of last year did about the same research for our graduates in our educational administration programme. I strongly suggest that you get a copy of it through the Inter-University Library loan departments. It is written in French but most references used were English. You will probably find this to be one of the most useful references consulted for your research objectives.

I trust this to be satisfactory and with best wishes,

Yours sincerely,

Alphonse Gaudet, Ph.D.
Professor of School Administration

AG/ad

1. If you have no field program for evaluation, check here () and return.

- Does not apply.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

1) The name of the research and field evaluation:

Adrien D. Gagnon, Follow-up des gradués à la maîtrise en
éducation au programme d'administration scolaire

Université de Moncton, 1972. 135pp.

2) Courses taught either on Campus or University Extension are evaluated by the students. Feedback enables us to adjust our programme to meet stated needs.

DEPARTMENT OF EDUCATION

February 23, 1973

Mr. Earl Pond
Dept. of Educational Administration
Memorial University
St. John's, Nfld.

Dear Mr. Pond:

Thank you for your letter of February 15, requesting information regarding studies in the effectiveness of the graduate programmes in the Educational Administration Department.

Following discussions with Dr. Semple and Dr. Uhlman it would appear that there has been no such study conducted here and no one is aware of one conducted in the province. Dr. Uhlman did mention that he felt that the University of Alberta might be undertaking such a study but he was not certain.

Although the department could not offer much assistance, they do wish you the best of luck with your study.

Yours sincerely,

(Mrs.) Judy Macquarrie
Secretary, Graduate
Studies in Education

/jlm



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

February 15, 1973

Prof. J. Angrave, Dept. Head
Graduate School of Education
Bishop's University
Lennoxville, Quebec

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation,
I thank you.

Yours sincerely,

Earl Pond—

GRADUATE PROGRAM EVALUATION

1. If you have no field program for evaluation, check here () and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

Dear Mr. Rand,

We have no programme of evaluation, and, if I may be candid, ^{not} would we ever want one. One of the very few freedoms still enjoyed by the modern university is the traditional right to be supported by its patrons, society or the state, while being completely ineffective or impractical. Please do all you can to prevent the erosion of this precious heritage.



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

Department of Educational Administration

February 15, 1973.

Dr. S. I. Stratton, Dean
Faculty of Education
Simon Fraser University
Burnaby 2, British Columbia

RECEIVED

FEB 23 1973

DEAN'S OFFICE
FACULTY OF EDUCATION

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation, I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here (✓) and return.

*We are currently in the process of
developing an evaluation program.*

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.



139

Dr. Pond
any comments?

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

Department of Educational Administration

February 15, 1973

Dean R. J. Love
Faculty of Education
University of New Brunswick
Frederickton, New Brunswick

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation, I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here () and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

While we do not have exactly what you are asking we do have:

Ed 6044 Procedure

Interviewed applicants are placed in an administrative setting and selected NB. We are able to get in employment into the Creative Supervisor; Administration of Professional development function. Teachers are hired frequently. Written reports are required.

A good deal of critical comment is passed on at these times.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

February 15, 1973

Dr. Bernard M. Lall, Chairman
Department of Educational Administration
University of Saskatchewan
Regina, Saskatchewan

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation,
I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here () and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

February 15, 1973

Dean L. P. Desjarlais
Faculty of Education
University of Ottawa
Ottawa, Ontario

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation,
I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here (✓) and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.



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

Department of Educational Administration

February 15, 1973

Dr. Cedric B. Jewell
Professor of Educational Administration
Acadia University
Wolfville, Nova Scotia

Long gone letter

Dear Sir:

I am a graduate student in the Department of Educational Administration at Memorial University of Newfoundland. Presently, I am conducting a study of the effectiveness of the graduate programs in this Department, as perceived by former participants in these programs.

I am writing to ascertain whether you know of similar studies that have been conducted elsewhere in Canada or the United States. I would also welcome any suggestions from your Department relative to the involvement of school administrators in the evaluation of your Department's programs. Please forward any information you deem pertinent to my study in the enclosed self-addressed envelope.

They should be used as school people.

I may add that this study has the support of Dr. P.J. Warren and Dr. J.L. Jesse of the Department of Educational Administration at Memorial University of Newfoundland.

In anticipation of your cooperation, I thank you.

Yours sincerely,

Earl Pond

1. If you have no field program for evaluation, check here () and return.

2. If you have a field program, please give a brief description on this sheet and attach any other written materials which you consider to be pertinent.

Started this year to have my M.ed. (Admin.) students spend a day with several school administrators to experience the day-to-day activities involved. In the third year, day-long visits to selected schools (by field trips) are required, with follow-up of report & seminar.

APPENDIX C
NAMES AND QUALIFICATIONS OF FACULTY MEMBERS
IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

NAMES AND QUALIFICATIONS OF FACULTY MEMBERS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Professors

Wallace, K.W., B.A. Ottawa, B.Ed. St. Francis Xavier, M.A. Toronto, Ph.D. Alberta. Head of Department (Promotion).

Warren, P.J., B.A. (Ed.), B.Sc. M.U.N., M.Ed., Ph.D. Alberta

Associate Professors

Buffett, F., B.A. (Ed.) M.U.N., Ed.M., Ed.D. Boston

Kitchen, H.W., B.Com. McGill, B.A. (Ed.) M.U.N., M.Ed., Ph.D. Alberta

Parsons, G.L., B.A. (Ed.) M.U.N., B.Ed., M.Ed., Ed.D. Toronto

Assistant Professors

Donnelly, B., B.Sc. Boston, M.A. Notre Dame, Ph.D. Michigan State

Kirby, D., B.A. Carleton, Ph.D. Chicago

Ponder, A.A., B.A. Mount Allison, M.Ed. New Brunswick, Ed.D. British Columbia (new appointment)

Snelgrove, V., B.A. (Ed.) M.U.N., M.Ed. Alberta, Ph.D. Ohio State

Stapleton, J.J., B.S. Iona College, M.T.S. Catholic University of America, M.A. Toronto (new appointment)

Stryde, S.J., B.A. (Ed.) M.U.N., M.Ed. Alberta, Ph.D. Alberta

APPENDIX D

LIST OF THESES, PROJECTS AND INTERNSHIPS COMPLETED
BY GRADUATES FROM THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND

LIST OF THESES, PROJECTS AND INTERNSHIPS COMPLETED
BY GRADUATES FROM THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND

THESES:

- Anstey, Frank Cyril - A Study of Certain Factors Surrounding the Origin and Implementation of the Recommendation of the Royal Commission on Education and Youth that the Newfoundland Department of Education be Reorganized along Functional Lines.
- Badcock, Leonard - A Study of Teacher Misassignment among Secondary School Teachers in Newfoundland and Labrador.
- Bishop, Claude H. - A Survey of Public Relations Activities in the School Districts of Newfoundland and Labrador as Perceived by the District Superintendent.
- Bullen, Frederick S. - A Study of Influential and Effective Supervisory Roles as Perceived by the Primary Teachers of Newfoundland and Labrador.
- Clarke, Lester C. - Variables Associated with the Relational Value-Orientations of Pupils and Teachers in Urban Newfoundland.
- Condon, Raymond J. - A Study of Influential and Effective Supervisory Roles as Perceived by the Senior High School Teachers of Newfoundland and Labrador.
- Coombs, Gerald - The Stephenville Adult Centre: A Survey of the Clientele Served During 1968-69 and the Benefits They Derived.
- Davis, Hudson - A comparative analysis of programme offerings in the larger and smaller Regional High Schools of Newfoundland.

- Doyle, Theresa - A Study of Influential and Effective Supervisory Roles as Perceived by the Junior High School Teachers of Newfoundland and Labrador.
- Eastham, Francis C. - Private Returns to Education and Training for Selected Trade-Occupations and Vocational Training.
- Gedge, Joseph L. - Major Functions and Styles of Supervision as Perceived by Newfoundland and Labrador School Board Generalist Supervisors.
- Gill, Clarence - Sociometric Interaction and Personal and Social Adjustment of Nontransported and Transported Pupils in Grades IV, V, and VI.
- Grace, Thomas - A Parental Attitudinal Assessment As a Basis for a School Board Public Relations Program.
- Hajek, Ewald - The Identification and Analysis of Factors Related to Participation in Extra-Curricular Instrumental Music Programs.
- Hickman, George A. - A Survey of Library Facilities in the Newfoundland and Labrador Regional, Central and Junio High Schools.
- Hodder, Sylvia M. - A Study of the Relationship Between Creativity, Personality and Student Teaching Achievement.
- Keshar, Jain - A Study of the Relationship between Selected Personal and Organizational Variables and adoption of an Innovation.
- King, Francis J. - Role Pressure, Personality Characteristics and Extent of Job Satisfaction of the District Superintendent in Newfoundland.
- Kirby, David M. - The Extent of the Political Socialization of First Year Memorial University Students.

- Lake, Jasper - The Vice-Principalship in the Newfoundland Central and Regional High Schools.
- Ludlow, Wayne E. - The Administrative Performance of Elementary School Principals in the Province of Newfoundland.
- Martin, Frederick G. - A Survey of Identification and Placement Procedures, Teacher Qualifications, Facilities, Instructional Programs, and Financing of Schools for the Trainable Mentally Retarded and of Opportunity Classes in the Schools of Newfoundland.
- Moss, Lawrence G. - Social Correlates of Parental Attitudes Toward Education in the City of St. John's.
- Nolan, Brian F. - Community Use of School Facilities in a Selection of Newfoundland and Labrador Schools.
- Noel, Raftus C. - Socioeconomic Versus Education Input Variables as Related to Grade VI Arithmetic Achievement in Rural Newfoundland.
- Oldford, William R. - A Study of Influential and Effective Supervisory Roles as Perceived by the Elementary Teachers of Newfoundland and Labrador.
- OKOYE, Paulinus - An Assessment of the Degree of Professionalism Associated with the Teaching of English in the Secondary Schools of St. John's, Newfoundland.
- O'Gorman, Margaret - Extent to Which Psychological Factors affect Reading in Grade IV.
- Pollard, Hector A. - Socioeconomic Versus Educational Inputs as Related to Grade Six Reading Achievement in Rural Newfoundland.

- Ralph, Joseph S. - Socioeconomic Versus Educational Inputs as Related to Grade Six English Language Achievement in Rural Newfoundland.
- Roe, Geraldine Mary - Socioeconomic versus Educational Inputs as Related to Grade Four Reading Achievement in Urban Newfoundland.
- Russell, Frazer - Financing Education in Newfoundland: 1960-61 to 1970-71.
- Spencer, Sister D. - Relevance of Questions on Grade IX English Literature Examinations, June 1968, for the Province of Newfoundland to Professed Objectives.
- Stockley, Betty R. - The Tasks of Elementary Education as Perceived by Parents, Teachers and Pupils in Selected Newfoundland Communities.
- Trask, Maxwell - Criteria for the Selection of Public Elementary School Principals in the Province of Newfoundland and Labrador.
- Vickers, Michael J. - An Investigation into the Career Aspirations of Grade Eleven Students in St. John's, Newfoundland and the Congruency of these Variables with the Occupational Distribution of Canada's Employed Labor Force.

PROJECTS

- Bromley, Ronald - Developing and Executing a Plan for a School-Community Communications Program.
- Lee, Frank S. - The Development of Educational Specifications for a Primary School.

INTERNSHIPS

- Fisher, Peter - An Investigation of Private Childcare Centres in Newfoundland.
- Sparkes, Ian - A Cooperative Approach to Initiating and Administering an Open Area Junior High School Program.

