

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International

300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

77-2784

JOLIVET, Anna Mary Turner, 1928-
SCHOOL DISTRICT ORGANIZATION: A MODEL AND
DEPARTMENTAL EXAMPLE.

The University of Arizona, Ed.D., 1976
Education, administration

Xerox University Microfilms, Ann Arbor, Michigan 48106

© 1976

ANNA MARY TURNER JOLIVET

ALL RIGHTS RESERVED

SCHOOL DISTRICT ORGANIZATION: A MODEL AND
DEPARTMENTAL EXAMPLE

by

Anna Mary Turner Jolivet

A Dissertation Submitted to the Faculty of the
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND ADMINISTRATION

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION

In the Graduate College
THE UNIVERSITY OF ARIZONA

1 9 7 6

Copyright 1976 Anna Mary Turner Jolivet

THE UNIVERSITY OF ARIZONA

GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my
direction by Anna Mary Turner Jolivet
entitled School District Organization: A Model and
Departmental Example
be accepted as fulfilling the dissertation requirement for the
degree of Doctor of Education


Dissertation Director

7/27/76
Date

As members of the Final Examination Committee, we certify
that we have read this dissertation and agree that it may be
presented for final defense.

Henry E. Butler, Jr.
Ralph Blak

29 July 1976
7/29/76

Final approval and acceptance of this dissertation is contingent
on the candidate's adequate performance and defense thereof at the
final oral examination.

STATEMENT BY AUTHOR

This dissertation has been submitted in partial fulfillment of requirements for an advanced degree at The University of Arizona and is deposited in the University Library to be made available to borrowers under rules of the Library.

Brief quotations from this dissertation are allowable without special permission, provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the copyright holder.

SIGNED: *Anna Mary Turner Jolivet*

ACKNOWLEDGMENTS

The writer acknowledges with deep gratitude the understanding, patience, and perceptive guidance of her dissertation director, Dr. T. Frank Saunders. Appreciation is also extended to a very helpful and supportive graduate study committee, Dr. Roy F. Blake, Dr. Henry E. Butler, Dr. Milo K. Blecha, and Dr. Evelyn M. Carswell.

Appreciation is extended to Dr. Marsden B. Stokes for the interest, assistance, and encouragement given during the writer's graduate study.

The writer extends a special acknowledgment to her family for their personal interest and support throughout the doctoral program--to her mother, Mrs. Sadie Turner, who has been a constant inspiration and long ago instilled the belief that any goal can be achieved through deliberate, planned effort; a loving husband, Clarence, who was most understanding and tolerant of the demands of the program on the writer's time, and who gave constant encouragement to her effort; a son, Michael, and daughter, Leslie, who willingly assumed extra responsibilities that allowed the writer the flexibility of time needed to complete her study--to them, this work is dedicated.

TABLE OF CONTENTS

	Page
LIST OF ILLUSTRATIONS	v
ABSTRACT	vii
 CHAPTER	
1. THE PROBLEM	1
Introduction	1
Statement of the Problem	3
Significance of the Study	4
Assumptions	6
Limitations	7
Hypotheses	8
Method of Treatment	8
Summary	9
2. ORGANIZATION AND MODELS	10
Structural Levels	15
The Model Concept	21
3. REVIEW OF RELATED LITERATURE	27
Summary of Related Literature	42
4. A MODEL, A TAXONOMY, A DEPARTMENTAL EXAMPLE	44
A Taxonomy: An Elaboration	60
A Departmental Example	71
Summary	79
SELECTED BIBLIOGRAPHY	83

LIST OF ILLUSTRATIONS

Figure	Page
1. Decker's model for coordinating objectives and criteria at different levels	16
2. A non-determinant case as a detail of the levels model	18
3. A selected choice within the detail of the model	19
4. An imposed structure within this detail of the levels model	20
5. Symbolic components of an organization without clear or necessary meanings or relationships .	47
6. Choice through selective hypotheses to identify components	48
7. Societal and personal values determine choice and the kinds of components and specificities which have relevance (meaning)	49
8. Developing theory improves understanding by providing an integrating system through which perspective can be gained and maintained in the development of meaning for the issues addressed	50
9. Substantive categories	55
10. Structures in contrast	55
11. A coordinating structure	56
12. The language of organization defined	56
13. Rules of language established	57
14. Value-laden language as a determinant	57

LIST OF ILLUSTRATIONS--Continued

Figure		Page
15.	Ontological beliefs determine meaning	58
16.	Contrasting beliefs	58
17.	The informing organizational model	59
18.	A three-level model	65
19.	Model with vertical divisions representing depth	67
20.	Syntactical relationships between quadrants . .	68
21.	Development of the Department of Learning and Staff Development within the Cube of Inquiry model	74
22.	Department of Learning and Staff Development placed in the Cube of Inquiry model structure as the department is articulated with an over- all organizational design	78
23.	Learning and Staff Development functions as a series of examples to be placed in appropriate quadrants of the inquiry cube	80

ABSTRACT

Education has traditionally supplied the forum in which a society prepares its future citizens for responsible membership. Each society has adopted a framework or a model, a design or a pattern which sets each component in a relationship to another component of the design. The clarity of the model or design is the primary focus of the problem of this study.

It is hypothesized in the dissertation, that organizational effectiveness is totally contingent upon the deliberate construction and/or use of a model which establishes a structural integrity for the organization.

A review of the literature explores some of the varieties of information available on models where very little research has been done in defining the term "model" relative to the service the model will perform.

Models are needed to unify the categories of organizations within which substantive factors and operations of administration can be justified and integrated in a comprehensive structure. Substantive factors must be ordered in such a way as to contribute to the articulation of the parts to the total organization. Models can provide

a framework within which administrative practice can become effective and systematic.

The model generated for this study is based on the epistemological issues which address the questions "what do you know?," "how do you know?," and "how do you know you know?" These questions set the framework for an over-arching model for organizational development.

The intent of the over-arching model used here is to provide a means of identifying or formulating organizational goals, for articulating and displaying the operational relationships between functional units in educational organizations and for specifying unit responsibilities which can be interrelated to provide a means of evaluating organizational effectiveness by examining the decision-making processes involved.

Within the pattern of the design established, decisions must be seen as determining the nature of responses that will be acceptable within the organizational structure in terms of the values imposed or assumed by the generic model adopted.

Criteria are set in levels, parallel to the epistemological questions, to provide a plan that will be inclusive of situations from the most general to the most specific, and will identify alternatives and the contexts within which each alternative is placed.

The criteria set the rules for inclusion as well as the rules for exclusion in the system. The criteria monitor the items placed within the design structure.

Models provide a system for ordering and generalizing the organizational structure and administrative practices. The model can be used to structure the organization and the processes by which it functions, or the model can be a device for framing and restructuring the organization. The model can be used to generate information as well as reveal or produce information and possible information. The development of criteria by which to judge new developments, in systematic form, constitutes a taxonomic system.

A focus on organizational purposes should be provided by the organization. To provide this focus and to explore the attending services that make the objectives functional, an organization should have a means of developing and disseminating concepts and materials. A staff development division is designed to fill this requirement. The title of the department may vary, but the basic function should be to serve as a pervasive influence within the organizational structure to assist in developing learning processes by which purposes or mission statements can be effected. A Learning and Staff Development Department may be properly named.

Only a well-designed model for over-arching coordination can provide the unity of goals that reflect mission statements and relevant staff development programs.

CHAPTER 1

THE PROBLEM

Introduction

Education has traditionally supplied the forum in which a society prepares its future citizens for responsible membership. Each society has adopted a framework or a model, a design or a pattern which sets each component in a relationship to another component of the design. The clarity of the model or design is the primary focus of the problem of this study.

Education is the institution charged with maintaining some degree of stability within a society and is also expected to serve as an agent of change. Change, while often talked about is not always easy to achieve. Those responsible for guiding or implementing such change may find themselves unprepared to deal with it. Educational contributions are dependent to a great extent upon the conditions and constraints that determine the kinds of purposes for which it can direct its efforts. These purposes are often identified as the mission statements of an educational institution.

A common administrative responsibility is to see that the mission statements, which usually reflect community

concerns, are clearly understood. The mission statements must be carefully restated as goals in terms that can be applied to the development of educational programs. The goal statements establish the parameters of the educational programs, organizational structure, and administrative practices. The goal statements must contain the criteria by which the operational results of the goals are to be evaluated. As a result, the goal statements should establish the range and type of evaluation or accountability for the programs developed, the departments and units of the institution, and finally the organizational operations in the most general terms.

Wherever discussions about education originate, there is a focus given to some form of evaluation or accountability. There is much concern expressed about the kinds of school activities conducted for learning, the level of educational development of graduates of the schools, the number of persons involved in the educational process, and the cost of providing these services. What is usually missing is some description of a way to interconnect objectives and the activities, administrative procedures and organizational effectiveness so that comprehensive accountability can be identified and evaluation determined.

Each department or unit of the educational organization should contribute information that is used in planning

and decision-making as the organization moves towards the fulfillment of its goals. One problem in planning and decision-making is having an effective means for communicating educational needs related to all units of the organization. There should be some means of identifying the interrelationships of units such that information supplied for planning and decision-making will reflect all of the factors that should be considered.

Each division or unit of the organization should represent, in a microcosmic way, the total organizational thrust. This sameness of purpose emphasizes the need for an effective system of communication, a uniform structure through which to identify common meanings.

This study proposes to develop a model for identifying or formulating organizational goals, for articulating and displaying the operating relationships between functional units in educational organizations, and for specifying unit responsibilities which can be interrelated to provide a means of evaluating organizational effectiveness by examining the decision-making processes involved.

Statement of the Problem

The problem is to formulate an over-arching model through which the major categories of a school district's educational operation can be processed in order to establish the range of effectiveness for each category in contributing

to stated organizational goals and objectives. An essential component of this over-arching model must be an evaluation design. A uniform evaluation pattern, applicable to administrative functions as well as educational programs, must be specified if the proposed model is to be complete.

The framework of the model should be comprehensive and directive--that is, the model should select that information which can aid planning and decision-making and it should establish the articulating structure which "informs" the data through the coordinating design. The model structure should provide for the retrieval of components to be interrelated and evaluated.

Significance of the Study

Educators have been exploring the feasibility of models as tools for more efficient planning and more effective decision-making. Educators are faced with an ever-increasing need to respond to inquiries about financial need, use of personnel, organizational structure, and program effectiveness.

Browder (1971, p. 5) states that:

. . . the pressures of our times--political, social, and economic pressures--are demanding responsiveness to "perceived problems."

Advances (usually technological), both within education and outside it, have developed to a point where applications of emerging accountability patterns appear feasible.

The "emerging accountability patterns" can be seen in terms of this study as the development of new models and uses of models in establishing organizational meanings.

As organizations have grown in size and complexity, it has often become difficult for top administrators to make decisions about the most effective use of resources due to the increase in complexity of societal demands, of organizational structures, and of environmental contingencies. What is needed is some means by which a new purchase can be gained on the meaning of organizational structure and the kind of accountability which can be formulated.

Throughout the history of education, educators have studied means by which the teaching-learning process can be improved. The structure of an educational organization is of primary importance to the over-all educational process. The organizational structure and the process that determines the structure provide the scope within which the educational enterprise functions. Clear purpose in the planning and decision-making that determine the organizational structure must be evident. An effective model is needed.

A persistent problem occurs where the language used to discuss and develop models is more complex than some other educational terminology. The language of models in the educational process may offer more constraints in developing models of organizational meaning than the language in

educational fields that deal more exclusively with objects and materials of a given subject matter. However, where models are developed as formats or guiding structures, the language and the variables used in organizational models can bring clarity out of organizational confusion. As new contributions are made to model theory, new knowledge of human behavior has emerged. The boundaries that might have precluded a general understanding of the importance of models have been "pushed" and current investigators are bringing model theory closer to every administrator's daily understanding.

This study will be directed toward developing a plan or model that can be utilized in creating a composite of a school organization that should facilitate more effective planning and decision-making by those responsible for the operation of school programs.

Assumptions

For the purpose of this study, the following assumptions, or parameters, have been established.

1. An effective model can provide a means of analyzing data, experimenting with alternatives and evaluating results prior to exploration in the empirical world.
2. An over-all design or model is necessary to every administrative structure in that all components of

the organizational system must be identified, inter-related and placed into a framework of mission statements.

3. All evaluation efforts must be placed into an effective model by which to integrate and coordinate the over-all institutional evaluation efforts.
4. The model will be of value to others in educational planning and decision-making, the development of new departments, and the evaluation of the effectiveness of the organization, by making the process deliberate and explicit.

Limitations

The following were some of the limitations that were in operation for the development of this study.

1. There is very little literature on models in any generic meaning of the word. Therefore, much of the material developed here is generated from the model used by this study and as such has only specified implications.
2. This is a theoretical, methodological study and therefore cannot provide a paradigmatic case of the ideas proposed.

Hypotheses

Hypotheses usually refer to inferences made about some of the relationships that may exist between data collected for a study and include the subsequent verification of the inferred relationships. This study will not use this definition of "hypotheses."

Rather, hypotheses for this study represent informing or structuring concepts which function to determine (1) what constitutes data, (2) what relationships can or will pertain, and (3) which constructed relationships are meaningful as parts of a total design. Therefore, it is hypothesized that organizational effectiveness is totally contingent upon the deliberate construction and/or use of a model which establishes a structural integrity for the organization. This model should make it possible to predict, organize, and monitor each organizational activity.

Method of Treatment

Models will be explored in the related literature. One model will be identified, modified, and/or developed. The structure of the selected model will be defined and definitions of specific terms necessary for understanding and use of the model will be given. A general taxonomy of goals and objectives will be developed.

Criteria will be set for identifying a school district model as an exemplary case. An illustration will be

given of the function of a district wherein a departmental example can be processed through the model.

Summary

Educational organizations have a need for a model through which the effectiveness of the programs, the organizational structure, and accountability in achieving stated goals can be measured to facilitate future planning and decision-making.

The structure of the educational organization is a primary factor in its effectiveness. A model analysis of the structure should help determine where additions and changes should be made to best achieve the educational goals that guide the functions of the organization.

The increasing cost of education makes it mandatory that educators use funds efficiently in the purchase of materials and employment of personnel. Knowledge of the educational goals of the organization, the best alternative methods of achieving those goals, and the available resources that can be used will be necessary to make sound fiscal decisions.

The next chapter will discuss some of the beliefs related to organizational structure and factors that should be of general interest in the development of emergent organizational structural patterns.

CHAPTER 2

ORGANIZATION AND MODELS

Until our meanings are definite and our classifications are fixed, experience cannot conceivably determine anything. We must first be in possession of criteria which tell us what experience would answer what question, and how, before observation or experiment could tell us anything (Lewis 1929, p. 259).

The nature of organizations has been studied for centuries. The earliest students were concerned with the political aspects of organization. Scholars of various backgrounds have compiled much empirical data based on their studies of organizations. Yet, there is still a need for theories of administration that are generic and applicable to present and future structures or structural form.

In defining educational organizations, there is the assumption that a structure has been established, that some unifying of components into a whole has occurred. To have a structure means that parts of the whole have been arranged or interrelated in some meaningful effective order. A model has been formed. The term "model" is often used as a convenient explanation or illustration of something. However, it is important that the term "model" be defined relative to the service the model will perform.

The selection of model type determines what characteristics the model will exhibit. Ideas about models vary, but generally, models are conceived of as scaled duplicates of some originals. A model that is a replica of or simple case of some object or situation is a descriptive model where components are usually physical things or quantifiable elements. Such a model has a value in some situations.

Theoretical models are substantive in character, when used in a field of study, and in this respect are little more than experimental designs, i.e., one talks about the structure of the research conducted. A theoretical model does, however, in a more sophisticated sense, provide a framework from which an understanding of models in perspective can be gained and wherein this framework can be used to explain how model forms can integrate diverse ideas about things.

Analogical models can be conceived of as more generic than theoretical models where an attempt is made to reproduce in some structural way a pattern or relationship that parallels another model.

There is a need for an over-arching design or model, a plan to be developed for the purpose of unifying the particular categories of an organization within which substantive factors and operations of administration can be justified and integrated in a comprehensive statement.

These substantive factors must be ordered in such a way as to contribute to the articulation of the parts to the total organization. Administrative theory must become one with the administrative process. Theory needs a design or model into which it can be translated. The design or model provides the components of guidelines, procedures, and activities.

As theories are interrelated they should constitute a system, an arrangement of components related or connected to form a unity or a whole based upon the generic model or system onto which the components are given meaning.

Without this coordinating system, organizational components will be randomly related and effectiveness will be reduced or eliminated. Things might be observed, ideas conceived, and goals sought, but the ways that they are related in a unifying whole will remain obscure.

Organizational patterns are dependent upon and relative to the conceptual systems used, upon the definition types used in defining "man," and upon the "model" used to direct the organizational pattern identified. The sequence from conceptual system, to definition type, and to model used entails an assumption of a philosophic language and with this language a structural distinction of types or levels of meaning is necessary, i.e., epistemological issues which address

the questions "what do you know?," "how do you know?," and "how do you know you know?"

The language dealing with organizational components must, to gain rigor, be translated in terms of the epistemological trichotomy. There is a need for a way of "ordering experiences" and for focusing on the processes involved in the functioning of an organization in order to provide guidelines. A model can "inform" the organizational functions and anticipate additions in a structural way which can accommodate additions when necessary.

Lewis (1929, p. 14) states:

Experience does not itself determine what is good or bad, or the nature of goodness, nor does it determine what is valid or invalid, or the nature of logical validity. Equally it does not determine what is real or unreal . . . or the nature of reality. Experience does not categorize itself. The criteria of interpretation are of the mind; they are imposed upon the given by our active attitude.

Rules, the formulation of words used in the "active attitude," must be set and they will determine under what conditions a model has meaning and/or can be evaluated, e.g., is there an order of events? Are there levels to be achieved? Are parameters defined?

Inherent in the establishment of rules is the locating of the context for exploration. The context ("How do you know?") determines the categories used by an organizational structure. The structural design can provide a framework

in which all meaning can be made clear, a sharper focus can be placed on criteria, and a more rigorous methodology can be employed by which to select courses of action.

The need for an over-arching model has been noted and leads to the following assumptions.

1. One result of having an organizational model as "informing" is that outcomes can be more predictable and specifiable values can be developed. The categories are set by the design.
2. Effective functions and programs can only develop when there is a model that structures the relationships. The model will allow the components, their interrelationships and functions to emerge and to be identifiable.
3. The model will support an organizational restructuring for future planning. The changes required for this restructuring can be included in the model due to the structural integrity which pre-establishes componential relationships.

These assumptions suggest that an informing analysis is one means by which relationships are traced and by which patterns or designs become clear. Moreover, the relationship can be assumed to give meaning to the components within the various categories and give meaning to the total organization by the design that emerges.

Establishing a model as a means of "talking about" organizational structure helps to explain the structure relative to the functions performed. Within this model the "talk" can refer to things, to structures, and to values.

An organizational structure implies that a taxonomy has been developed which aids in classifying and arranging the components or categories into priorities and that an established framework extends meaning throughout the classification process.

This is to say then that within the pattern of the design established, decisions must be seen as determining the nature of responses that will be acceptable within the organizational structure in terms of the values imposed or assumed.

Structural Levels

Decker's (1974, p. 75) "Model for Coordinating Objectives and Criteria" at different levels (see Figure 1) is a good example of the process of systematizing that can occur through use of a model.

The criteria are set in levels to provide a plan that will be inclusive of all possible situations from the most general to the most specific; to recognize all possible alternatives and the context within which each is placed. Definitions must be clear. The criteria help to establish the framework that supports the claim that the choice one

<u>Objectives</u>	<u>Criteria</u>
<p><u>3rd level:</u></p> <ul style="list-style-type: none"> (i) Establish an administrative model that is democratically consistent (in principle), (ii) theoretically adequate (structurally), (iii) organizationally efficient (internally) administrative model. 	<p><u>3rd level:</u></p> <ul style="list-style-type: none"> (i) Do all claims within the model support the idea that "everyone should have a say in any judgment that directly affects him?" (Democracy) (ii) Is the model parsimonious and categorically consistent? (Theory) (iii) Does the model articulate vertically and horizontally? (Organization)
<p><u>2nd level:</u></p> <p>Confront two alternate administrative organizational forms in terms of organizational behavior, decision-making, climate, and style.</p>	<p><u>2nd level:</u></p> <p>Each organizational system must define in a pervasive way the several categories that constitute the organization.</p>
<p><u>1st level:</u></p> <p>Find specific cases of objectives at the 3rd and 2nd levels in school situations.</p>	<p><u>1st level:</u></p> <p>Take any case of school behavior at any level and develop other situations like the first case. If the two cases fit the organizational system, the first case is adequate.</p>

Figure 1. Decker's model for coordinating objectives and criteria at different levels.

makes for an alternative is categorically compatible, follows rules of internal consistency and is uniform in definition type.

Usage of the criteria should make a study operational. Through the active analysis of each component, it is possible to both establish and evaluate objectives. These criteria establish a design structure that can give direction to organizational development.

Taking Decker's model which makes use of the idea of levels, the importance of the design structure can be illustrated by setting in clear sequence the kinds of criteria which can be employed. In Figure 1, the first level quadrants indicate the need for criteria in that when none are specified there is no direction given and assumptions may run rampant. With rules for clarity, each level requires increasingly clearer, more determinant criteria.

In quadrant 1-A (see Figure 2), a component can be seen as a non-determinant case. Except for a descriptive variable, there is no other meaning which can be attached and there are no indications that an object is a competing component in the face of options. There is no contrast and there are no specified criteria.

As additional components are identified through the criteria assumed at each level the added components require a parallelism that needs clarification. The parallelism

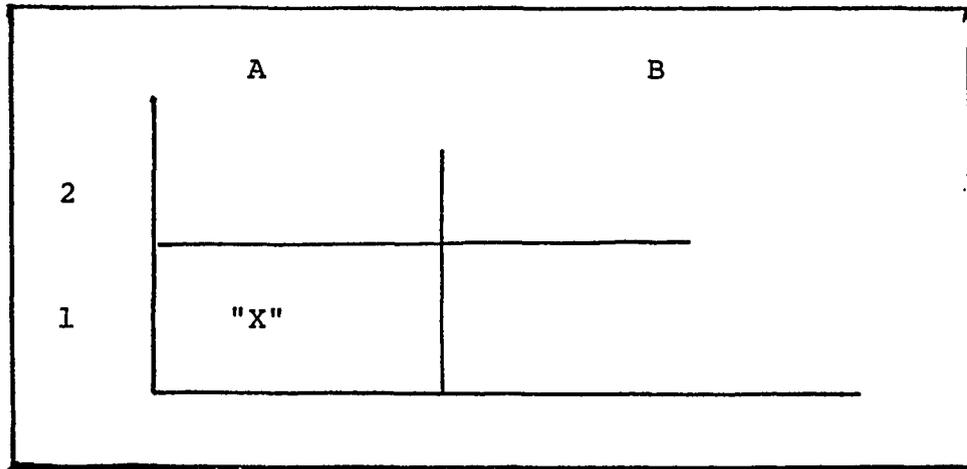


Figure 2. A non-determinant case as a detail of the levels model.

represents two patterns between which a choice must be made. In order to recognize that alternatives exist, there must be criteria that are identifiable for each alternative in any given situation. When an "either-or" condition exists, a choice of criteria is demanded. When a decision must be made, the context and criteria of the decision must be clear to insure that the context belongs to the comprehensive system of criteria specified by the model in use.

In quadrant 2-A (see Figure 3), the possibility of choice is extended. The rules for knowing whether the alternatives fit the context have been established. The alternatives are identified. To make a choice, it is necessary to classify and interpret the content of each

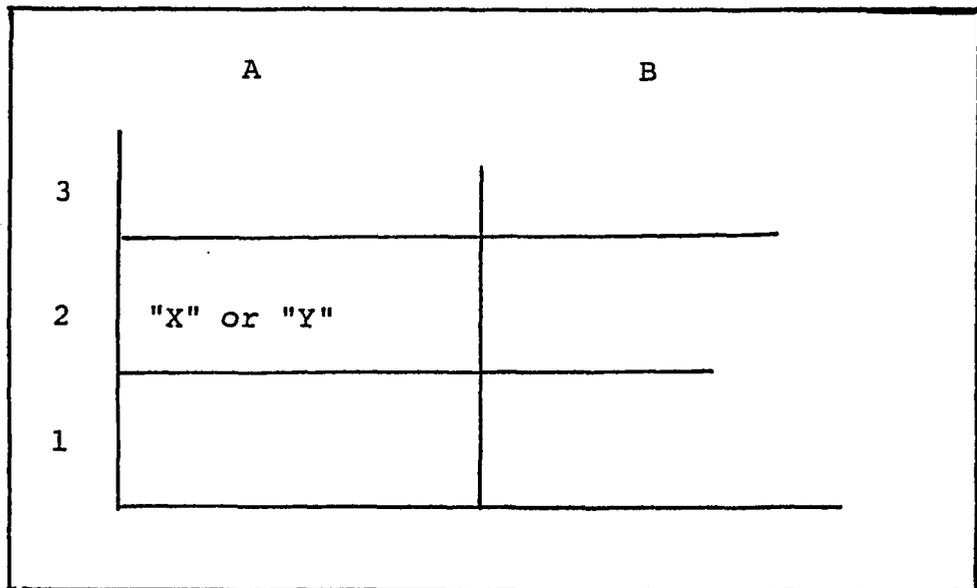


Figure 3. A selected choice within the detail of the model.

alternative and relate it to the task or condition for which it is to be used, i.e., a "2-A" is not a "3-A" nor a "1-A."

As relationships are made clear and criteria identified, it is possible to become more deliberate in choice and consider the purposes for which certain choices are to be made. A choice may be formulated in the terms described by Dewey (1938, p. 109) when he says that "ideas are anticipated consequences (forecasts) of what will happen when certain operations are executed under and with respect to observed conditions." This represents a move to another level of meaning. Not only is the choice to be made from competing

alternatives, but the choice becomes deliberate with an end in view. Goals are viewed as an end to be achieved in a deliberate process.

Man begins to control his environment to some degree when he begins to construct the "world" in which he lives. Alternatives are selected deliberately, because they suit the purposes for which a choice is made and will result in predictable consequences.

An imposed structure created by the purposes one has for the choice made is illustrated by locating a component in quadrant 3-A (see Figure 4), where the component is given meaning by its presence in that place in the model.

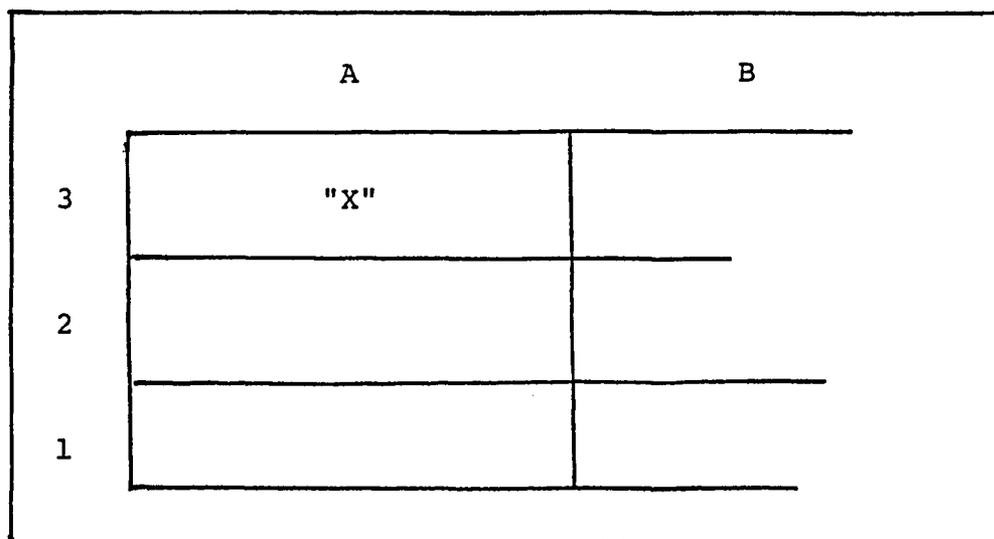


Figure 4. An imposed structure within this detail of the levels model.

As an inquiry moves from content to contextual relevance of content, and then to values that relate to selectivity of available alternatives, to making a choice because of "foreseen consequences" it is possible to locate the deliberate or legislative in method.

An organizational structure should develop from a systematic way of relating the components of the structure. The purposes for which it is should be imposed upon the available alternatives, or if unsatisfactory, lead to the development of new alternatives. Given an option, the structure will take a characteristic form which is predictable once the model for diagnosing the structure is made explicit. The structure itself can become an option in the face of competing structures. Deliberate choice becomes the key to organizational development.

The Model Concept

The model concept has been used by some educational writers but seldom have they used a common structure for developing "model" ideas. According to Corwin, Lane and Monahan (1975, p. 88):

Models allow us to characterize the phenomena in which we are interested in such a fashion that we can "see" most of the components, their interrelationships, and functions. The model lends itself to manipulation such that we can predict the consequences of manipulation

Common sense explanations of organizational development do not make explicit the conditions under which relationships actually hold. Models in the Corwin et al. (1975) sense are seen as after-the-fact systems. These writers also seem to have confused "manipulation" of data and of models wherein the former changes the "data" while the latter restructures the very meaning of the model itself.

Saunders (1969b, pp. 95-96) reminds us that,

. . . the language of common sense leads us astray and into danger . . . it does not provide the structure in which denial is possible, much less in which a question can in principle frame its possible answer. The descriptive question . . . couched in common sense language, is therefore evasive and uncomfortable as uniformly referential.

Another writer who has developed a model and referred to levels to express some relationships in administration is Talcott Parsons. Parsons (1958) identifies three concerns: (1) the set of differences which arise at various levels in the hierarchy of control and responsibility in systems of organization, (2) analysis of the external relations of organizations to the situations in which they function, and (3) the variation in types of organization.

Parsons (1958, pp. 44-45) continues to identify the three levels of formal organizations and places them in a structural hierarchy. The first level is at the bottom of the structure and takes up the technical functions which are defined as the actual teaching processes in an educational

organization. The second level deals with managerial functions in which decisions are made about the diverse technical functions. In education those functions are assumed by educational administrators.

The level at which decisions are made about different managerial functions for Parsons is the third level. It is at this level that the community or societal goals determine which organizational goals are possible. It is identified as the institutional function.

Parsons (1958) seems to have identified the "levels" of meaning needed for this study, but he does not establish the syntax or relational rules for traversing the levels for different situations.

As has been indicated, the model adopted can provide a system for ordering and generalizing the organizational structure and administrative practices; the model can be used to structure the organization and the processes by which it functions or it can be a device for framing and restructuring the organization itself; the model can be used to generate information as well as reveal or "inform" one of what can be.

Saunders' (1968, 1969a, 1969b, 1973) "Cube of Inquiry" model, referred to extensively by Decker (1974) in her writings, has been adopted as the generating basis for this study. His concept provides for the explicit placement of

components through descriptive, contextual, and value language referents and he develops the "syntax" of the model extensively with emphasis on basic language specifications.

Dewey (1938, pp. 104-105) says:

Inquiry is the controlled or directed transformation of an indeterminate situation into one that is so determinate in its constituent distinctions and relations as to convert the elements of the original situation into a unified whole.

Saunders' (1968, 1969a, 1969b, 1973) "Cube of Inquiry" enhances the perception of the user as attention is given to the content under consideration, the context in which it is placed, and the values that determine how it will be interpreted. The response, to be useful, must be framed in a discourse relevant to the content under consideration.

The procedure does not limit the alternatives, but rather makes the selection of an alternative a more deliberate process. The significance of the situation becomes clearer as the context within which the response must be made is defined more precisely and consideration is given to the ontological and epistemological beliefs that have contributed to the values through which choice will be made.

Substantive knowledge is essential to success in the development of organizational structure. Those involved in the processes of administration must be able to apply second and third level considerations to those activities classified as level one functions.

Saunders and Blake (1975, p. 1) state that,

The history of philosophy is almost one with the efforts of thoughtful people to identify and explore, evaluate, and resolve questions of three different types:

- * What do we know?
- * How do we know?
- * How do we know we know?

The three questions are parallel to the trichotomy of the given, the mediate, and the valued mediate. The trichotomy provides a framework for three levels. The first level, at the bottom is the given and serves as a means of identification of the content. Saunders and Blake (1975, p. 1) indicate that all answers to the first question, what do we know?, "can be satisfactorily answered by anyone from whatever information he has available. Answers to this question are all 'satisfactory' in that the question does not supply a framework nor criteria by which an answer can be identified."

The second question is the mediate and suggests, according to Saunders and Blake, (1975, p. 2), a "framework and shared criteria, competing alternatives, and rigorous methodology." This is identified as a second level issue.

Saunders and Blake (1975, p. 4) identify the third question as one demanding "an over-arching design or model within which substantive knowing can be justified and integrated in some comprehensive manner." This third question can be juxtaposed to the valued mediate in the trichotomy.

There is a deliberateness in functions and activities directed by purposes within specified parameters and values that direct choices.

An over-arching model is needed to focus attention on the values, language, and alternatives by which one achieves goals in an educational organization.

In the next chapter, the literature will be discussed in relation to the assumptions made as to the value of models in the study and the structuring of educational organizations.

An effort will be made to locate a range of contributions from selected authors classified along a continuum from those representing ideas most removed from the thesis of this paper to those who can provide an easy transition to the framework and suggestions made in this dissertation.

The Cube of Inquiry model, then, becomes the informing structure of the dissertation as well as one that is an informing system for organizational structure.

CHAPTER 3

REVIEW OF RELATED LITERATURE

The education process is a "continual reorganization, reconstruction, and transformation of experience."

An educative experience is one in which we make a connection between what we do to things and what happens to them or us in consequence. The value of an experience lies in the perception of relationships or continuities among events. Combine past experiences with present experiences to receive and understand future experiences (Dewey 1933, p. 154).

A review of the literature on organization and administration reveals that there has been a continuous concern for and many efforts made to develop theories that can be supportive of more effective organizational structures and administrative practices. Since this investigation concerns the development of a model for organizational development and for proposing a departmental concept as a microcosmic parallel to the over-all organizational structure, the series of sources selected for inclusion here is sequenced from a kind of naive use of the concept of models to rather sophisticated notions of models as informing devices.

Of all of the universes of discourse, the social sciences have contributed extensively to the development of organizational theory and particularly educational organization theory.

Writers in social theory have established that the most common organizational structure is pyramidal and is known as a bureaucracy. Weber's description of a bureaucracy as stated by Merton (cited by Strother 1963, p. 11) is:

The assignment of roles occurs on the basis of technical qualifications which are ascertained through formalized, impersonal procedures (e.g., examinations). Within the structure of hierarchically arranged authority, the activities of "trained and salaried experts" are governed by general, abstract, and clearly defined rules which preclude the necessity for the issuance of specific instructions for each specific case . . . The pure type of bureaucratic official is appointed

A bureaucratic structure does not function effectively when faced with rapid unexpected change; technological complexities that require more diverse activity; and growth that cannot be accommodated in traditional programs. The reason for the lack of adaptability of the bureaucratic structure is that no model structure can be identified in the structure by which flexibility and modification can be made in other than a destructive fashion. Territorial rather than structural concerns are in operation.

Jules Henry (1972, p. 20) relates Weber's definition of bureaucracy to the school system as,

. . . the definition of roles and the routinization of procedures in bureaucracies . . . makes an important function of the organization that of preventing anything within it from changing . . . These are the conditions of incompetence; bureaucracies create the conditions for their own incompetence and hence their own destruction.

An analysis of schools today would show that schools are not true bureaucracies. Change has occurred and is continuing to take place. What Henry should say is that new ways of fulfilling territorial demands have often been placed within the old structure and the new structure does not have the goals and the criteria of the old structure. Ostrichlike there is a tendency to ignore the need for new criteria for structures which can emerge with careful attention to the conception of models in use.

Chester Barnard (1956, p. 91) in speaking of the perpetuation of an organization points out a paradox. "An organization must disintegrate if it cannot accomplish its purpose. It also destroys itself by accomplishing its purpose Most continuous organizations require repeated adoption of new purposes" (italics mine).

This notion that an organization "destroys itself by accomplishing its purpose" is simplicism at its worst. Of course once a goal is attained a new goal must be formulated. The triteness of the issue is made clearer when the distinction between content goals and structure or models for goals

development is made. Is it indeed a destruction of an organization to stabilize its organizational structure?

A system of determining purposes and selecting procedures appropriate to the organization is necessary to direct functions towards the defined goals of the organization. The adoption of new purposes, as a methodology, is necessary in an educational organization as increasing complexities emerge from the model used. It becomes necessary to consider not only what components should be developed and interrelated, but also how the components should be related and finally how it can be known that the component is relevant.

Barnard (1956, p. 137) states that "purpose is the unifying element of formal organization, it is this detailed purpose at the unit level that is effective in maintaining the unit."

The question must be asked as to how a "detailed purpose" for a unit can effectively maintain anything without an over-arching system to point the way. How indeed do unit purposes get "added up" to become a generic purpose? Do the criteria differ? Do the models change?

It is not possible to discuss organization without also including administrative procedure. According to Griffiths (1958, p.125), "Organization is a vitally important subtopic of the subject of administration. All administration

takes place within the context of organization. Priorities are placed on those processes that contribute most directly to goal attainment."

This too is a simplistic statement. Administration refers to the specialized functions or executive processes which are the activities of organizations. The organization sets the framework within which those functions will occur. The organizational framework, if based on an integrating model, provides a means by which administrative priorities can be set in a logical procedure as a response to purposes set and goals to be achieved. If the context of the administration is not clearly the outgrowth of an integrating model, administration is done by fiat and the participants live in serendipity.

Barnard (1956, p. 17) says,

Organization results from the modification of the action of the individual through control of or influence upon the purposes of the system and the alternatives recognized. Deliberate conscious and specialized control of them is the essence of the executive function.

Barnard's statement seems to reverse the order in which choice should occur. The purposes should direct choice of alternatives. Organizational structure should be such that purposes are clearly understood and demand a specific choice. The purposes should be deliberate and directing. The goals should be agents of their own attainment by specifying the very means by which the goal itself will be

actualized. The organization's selection of alternatives based upon stated purposes within a determinate model makes the organization deliberate and directing.

This study is concerned with the model used in the organizational structure and with the procedures by which it is made functional. The emphasis is on structure and evaluation of structure as it relates to the goals of the organization.

Mechanic (1963, p. 140) states:

Organizational studies as we know them and think of them today consist of many diverse approaches and methodologies. There is a growing number of social scientists working for organizations, but many are primarily interested in particular theoretical problems which may not be related directly to the needs of those who manage.

Mechanic cautions against the blind adoption of organizational practices or methodologies without first ascertaining that the selected methodologies are related to the particular purposes for which they are to be used.

Purposes, methodologies, and practices constitute an artificial trichotomy. Surely these are not mutually exclusive categories, nor is it ever possible to find one without the other. The superficial distinction does an injustice to the concept of models and theories. Anti-intellectualism continues to pervade educational concepts.

Granger (1971, pp. 218-219) indicates that theory based on human relations was replaced very soon by structuralism.

The structuralist theory of organizations represents a fusion of a number of interdisciplinary theories of social behavior. The disciplines of economics, politics, logic, sociology, and behaviorist psychology probably have been more instrumental in its formulation than were the more open disciplines of social and cognitive field psychology, philosophy, and the humanities and arts. As a theory of organization, the semi-closed system of structuralism foregoes both the absolutist perception of Aristotelian formalism and bureaucratic theory and the open, atomistic, artistic, character of individualistic humanism. It perceives an organization as a fairly well-structured, definable and predictable system of operations.

The structuralist theory as explained by Granger comes closer to a recognition of the need for a meaningful discourse in the development of organizational theories based on contributions from many disciplines.

The educational organization has the same general structure as other organizations but with certain characteristics that give it special characteristics. Societal configurations, technology, and socio-economic conditions are among the factors that contribute the logistic bases to the patterns of educational organizations. A "good" theory should distinguish between an educational solution to problems and a logistic solution which is necessary to education but is not educational in character.

A search of the literature reveals the non-standardized nomenclature used when referring to organization and administration. This ambiguity in terminology precludes any agreement on the meaningfulness and power of model thinking and theories.

For instance, Chester Barnard (1952, p. 129) states: "Theories are not final because . . . they serve to change the facts, not only by making it possible to discover new facts which must then be taken into account but by modifying what we conceive to be a fact."

As Barnard correctly points out theories do not identify facts, rather they offer explanations of observed phenomena or events. These explanations are based upon the "models" that shaped the stated belief. The explanations that come closest to the "models" used will be the most acceptable as fact. Change will occur when an identification of the means to examine explanations and verify or justify the meaning of the context employed is developed through an expansion of the model as an informing instrument.

Corwin et al. (1975, p. 75) suggests that "understanding becomes clearer as we are able to explain a variety of effects with very few principles."

This observation on the value of parsimony as a criteria for judging the adequacy of theories is interesting but somehow trite in the face of the need for parsimony in the development of models, and indeed, in the formation of Corwin's point itself.

They continue to say, " . . . in the field of administration, rigorous and systematic study of organizational

process must candidly recognize the difficulties imposed by the bifurcation of practice and science" (Corwin et al. 1975, p. 75).

The practice of administration should establish the application of scientific principles or theories from and through the guidelines from which practices are developed.

Halpin (1958, p. 71) further contributes to the confusion of theory and practice:

Our problems . . . are exacerbated because administration may be approached from the point of view of a normative discipline as well as from that of descriptive science. Both approaches are important, but the researcher must keep the two realms straight and must know at all times which approach is being used. Administration as a normative discipline deals with how an administrator ought to behave and is predicated on an ideal situation in which time is theoretically infinite and choices are not coercive. In studying administration as social scientist, our concern is with how administrators actually behave in a real world where time is limited and choices must be made . . . Research in administration has been severely impeded because the language of these two realms has been confused.

Halpin has assumed a generic framework into which the normative-descriptive classifications can be forged. He neglects the model concept as the ground in which the two categories became distinguishable figures. This error encourages writers to establish simple dichotomies as convenient explanations rather than rigorously pursuing a structural issue of greater meaning and complexity.

Another instance of the non-standardized use of model terminology.

Schein (1970, p. 118) quotes Bennis as follows:

If we view organizations as adaptive problem-solving organic structures, then inferences about effectiveness have to be made, not from static measures of output . . . but on the basis of processes through which the organization approaches problems. (Italics mine.)

The use of an analogical system to draw inferences from one system of meaning to another may provide some quick explanations and directions but, when the evaluation process begins, it is always curious to see how the criteria from one system can be transmitted into criteria for another system.

A problem can be seen as an indeterminate situation that has been submitted to inquiry. The inquiry begins the transformation of the problem situation into a determinate situation. The solution to indeterminate situations are very important parts of an organization's function. These processes can add to the strength of the organization and administrative functions by creating determinate situations. For as Dewey (1938, pp. 104-105) says: "Inquiry is the controlled or directed transformation of an indeterminate situation into one that is so determinate . . . as to convert the elements of the original situation into a unified whole."

In contrast to Dewey's point, Corwin et al. (1975, p. 84) say that " . . . theoretical explanation is largely dependent upon the ability to discover and understand the interconnections between elements in a situation . . . Sets

of assumptions can be seen as synonymous with 'models' (italics mine).

Corwin et al. (1975) have done it again in that the words "discover and understand" can only occur when the informing concept of a model is left to imagination and investigations are developed uninformed by hypotheses.

In an effort to extend the meaning of organizational development through the use of model concepts, the following discussion focuses on "human" components of the organizational pattern. This emphasis should help set in perspective a departmental example of the organizational design based on the model adopted. If the issue is renewal and revitalization of the organization, the departmental example can be a staff development design.

Organizations must have relevant, meaningful purposes if they are to be perpetuated. Barnard (1956, p. 83) stresses the need of all organizations to adopt new purposes and "maintain the effectiveness and efficiency of the organization." Argyris (1964) refers to the "steady state" of the organization. In each case, the emphasis is on the organizational plan for renewal and/or revitalization.

This section, then, appeals to the many writings which address staff development in as much as professional development as a department provides a pervasive influence within the crucial organizational structure.

Many school districts within which staff development departments function recognize the need for in-service programs and renewal planning but the statements employed to describe the purposes of staff development omit significant issues and these omissions would suggest that there are major categories of importance that may be overlooked as illustrated by the following quotations.

Zirbes (cited by Flanders 1963, p. 3) says, "in-service education encompasses the whole area of teacher-growth or re-education: it is that basic orientation of attitudes, aims, and aspirations that is essential for a reconstruction of concepts and practices."

No mention is made of organizational purposes and educational changes that should contribute to and identify need for re-education and growth. The organizational design and model for meaning is missing.

Jacobs and Felix (1972, p. 225) list the problems and opportunities related to staff development as,

1. relating personal goals to job demands
2. improvement of human relations skills
3. improvement in professional knowledge and skill
4. institutional accommodation. Achieve harmony between personal goals and institutional job demands.

The reference to "harmony" between personal goals and institutional job demands as related in item four above, is a smuggled statement of Getzel's theory (cited by Griffiths 1965, p. 108) of administration as a social process in which "behavior is conceived as a function of both the nomothetic and the idiographic dimensions of the social system." One problem with Getzel's theory is that it is based upon a syntactical error of combining the psychological concept of personality with the sociological concepts related to institutions. Moreover, the "harmony" is much less relevant to personal growth than a clear understanding by the staff of the mission goals of the organization within which they work.

The important elements of a renewal program are the purpose, method, and activities. When these are set in sequence, changes in any part of the sequence can be identified through evaluation design which is a necessary function for any program and which can provide unity to the process of renewal.

Another problem that is also apparent is the tendency to itemize tasks as a way of defining purposes for staff development as is illustrated in this statement by Hillson and Hyman (1971, p. 37) in which "the key functions of change programs" are listed as,

- curriculum
- diagnostic and achievement testing
- teacher education
- administrative planning
- program evaluation

A laundry list rarely provides direction. This issue is made clear when criteria for effectiveness are set in parallel to each item in the list. The criteria are of drastically different types, therefore, any unity of the items is precluded in operation and evaluation.

Yoemans (cited by Thornbury 1974, p. xiv) broadens the scope defined for staff development considerably when he says,

Professional growth requires skills, and these can be acquired by training. But there is more to good teaching than a set of skills and recipes. That other dimension requires a commitment to learning on the part of the adult; an understanding of the variety of ways in which children learn, including the non-cognitive ways; and an appreciation of the differences among individual children in their interests and capacities at each stage in their growth.

Yoemans' statement establishes a link between learning and staff development. Knowledge of various learning styles and development of alternative methodologies can contribute to learning and are vital to educational staff development activities.

A quotation from Schutz (1970, p. 43) is very relevant regarding what should be incorporated in an organizational statement on staff development when he observes,

Product referents in an educational context is designed to provide defined alternatives from which human beings may select to extend their capability. These alternatives consist of organized material and procedures that have been found by others to produce described consequences. Options concerning if and how a product is to be used are at the discretion of the individual users. Products extend human potential.

An organization should be deliberate in its purposes. Departments within the organization must be just as deliberate in planning and produce predictable results, that is, predictable within the parameters of the framework or model that shape organizational procedures.

A well-designed model can make it possible for anyone in an organization to apply the questions suggested by Dewey (1933, p. 86) in How We Think:

What is the problem?

What are the alternatives?

Which alternative is best?

The problem is defined within the framework of the organization and the purposes that direct it. The alternatives may include previously used methods as well as new methods whenever the generating model has established the rules for participation and identified the level of input.

Blake and Mouton (1969, p. 83) observe " . . . to implement new concepts . . . old ways have to be rejected before new ways can be accepted. Before old ways can be rejected, they have to be studied to decide why they are less acceptable than new ways which can and should replace them." (Italics mine.)

These writers have assumed that the process is simple and direct. Yet, clear criteria are necessary to "reject"

or "accept" and, to "replace" a way means that the previous "ways" are part of an integral system, a designating model.

School districts must take the initiative in planning strategies for determining the validity of concepts that must be evaluated and for providing integrated models.

Organizational missions should reflect the goals of the organization, staff development for renewing and revitalizing the organization's personnel, and a commitment to the personal concern which make an organization an institution. Only by the use of a well-designed model for over-arching coordination is this process possible.

Summary of Related Literature

The social sciences have contributed much to the development of organizational theory designed to achieve more effective and efficient practices.

Some of the theories, such as Weber's bureaucracy, were right for the time in which they were developed. However, the value of such theories changes as organizations become more complex and sophistication in concepts increases.

There is a need for a system of determining purposes and selecting procedures that fit the model established by the organization. It must be determined what components are to be developed, how the components should be related, and how it can be known that the component is relevant.

Models can provide responses to the needs identified above. Many writers have little or no knowledge of models and of the value of models for organizing and directing. Others that write of model use, tend to identify only those models that are a "case of" some identified thing.

This study is concerned with models that can be informing and directing. Writings by Saunders (1968, 1969a, 1969b, 1973) and Decker (1974) come closest to this idea of models.

Organizations must be concerned with renewal processes if the organizations are to be effective, efficient, and relevant. The literature reveals that some writers see staff development as a "laundry list" of tasks or activities. Others recognize a relationship between learning as a process and staff development as activities that develop the process.

The same models used for organizational development must be applied to learning and staff development if those models are to determine what components are to be developed, how the components are to be related, and how it can be known that the component is relevant.

A model can provide the over-arching concept to be applied to each component of the organizational operation.

CHAPTER 4

A MODEL, A TAXONOMY, A DEPARTMENTAL EXAMPLE

The successful model must be isomorphic with its domain of application . . . In stretching the language by which the model is described in such a way as to fit the new domain, we pin our hopes upon the existence of a common structure in both fields . . . (Black 1962, p. 238).

Are the rules for the structure of the model and the rules for the "domain of application" mutually exclusive? Is there a model of a more basic variety in which this "rule" question can be decided? Is an over-arching model for organizational structure, in a generic sense, possible? Can categories be structured in order to provide tightly framed meanings and optimum development? Will the criteria developed be generic enough to fit all cases of organization patterns and the attending category systems which constitute the major divisions of the organization?

If an over-arching model, "a common structure," is to be formulated, there are some questions which should be asked. How informing and analytical will the model be? By informing, reference is made to the model as an instrument to

(a) formulate and construct meaning; (b) decide and determine the categories to be used; (c) be information giving within the categories and meanings identified. Analytical is to be used in reference to the model as a tool for (a) establishing relationships; (b) defining functions; (c) setting parameters and purposes.

The related literature in the previous chapter was intended to provide a vehicle or forum for the refinement of methodological criteria which are to be designed as a part of the model to be developed in this section.

The initiating problem for this model was to generate an over-arching model through which the major organizational categories of a school district can be addressed to determine the effectiveness that each category has in attaining the organizational goals and objectives. The model is to provide a design format that will aid planning and decision-making, monitoring and evaluation.

The language to be used by a model becomes an important consideration in the interpretation and use of theories that will be developed from the model. The levels model, adapted from the "Cube of Inquiry," in previous sections facilitates the delineation of categories of subject matter concepts. A "shared" language can develop by which to minimize categorical fallacies. Words must have common referents and concepts and must form an integral scheme or

system. The levels model interrelates categories in such a way that a clear understanding of the language issue can be established wherein discourse fallacies are minimized.

Since this study proposes to design a model for organizational and departmental structures, a specific description of what a model should do should be indicated.

A model should encourage the kind of analysis for evaluative purposes and for determinateness in choice that leads to more deliberate and effective educational planning and decision-making.

Saunders (1969, p. 87) states:

The essential ingredients for inquiry are found only in abstraction principles, integrative meaning, and the deliberate imposition of generically framed meanings on some subject matter which . . . itself determines the meanings of the data concerned.

A model is informing in that the use of the model as an instrument determines what is. As familiarity with increasing numbers of instruments expands, more "objects" can be identified and given meaning.

Components of organizations in isolation from an informing model may be seen as a conglomeration or "laundry list" of things, objects, and processes (see Figure 5).

"Things" are identified and given form as instruments are used which perform that informing function. The selection of an item from the "blooming, buzzing, confusion" of the world requires a selective hypothesis or an instrument

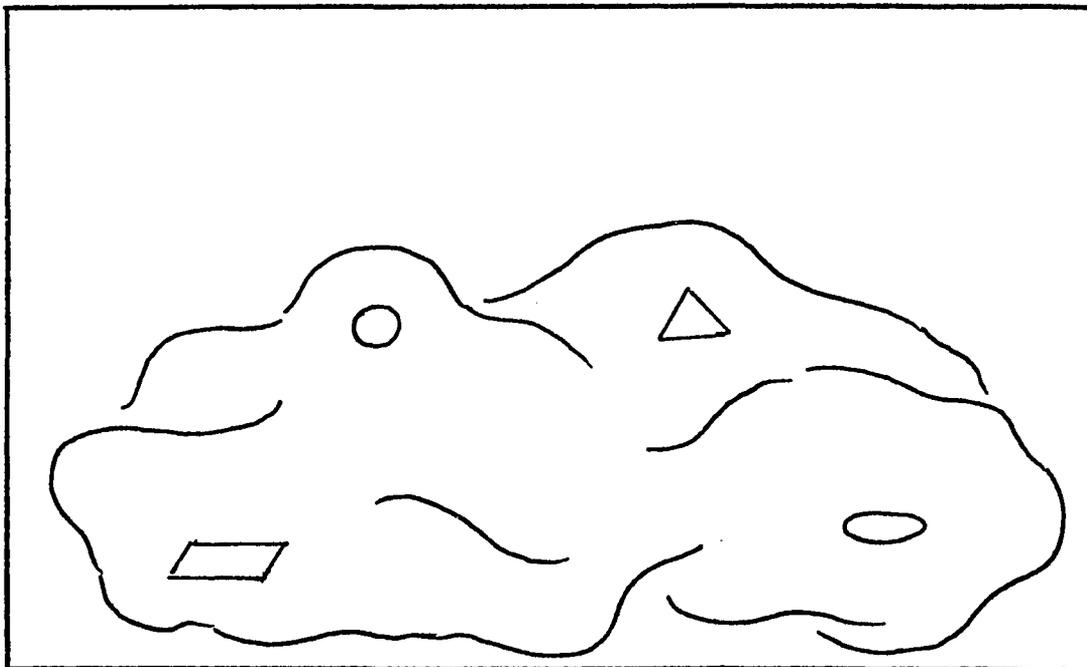


Figure 5. Symbolic components of an organization without clear or necessary meanings or relationships.

through which an object or idea may be located. When the instrument is in operation, specialized language forms are required to "carry" intended meanings.

The structure imposed at another level (level two) and the recognition of contrasts or alternatives makes it possible to identify objects as parts of a relationship set by a model. The objects identified gain meaning in terms of their location in the format. The selective hypotheses at level two locates the symbolic components that would otherwise remain hidden at level one as shown in Figure 6.

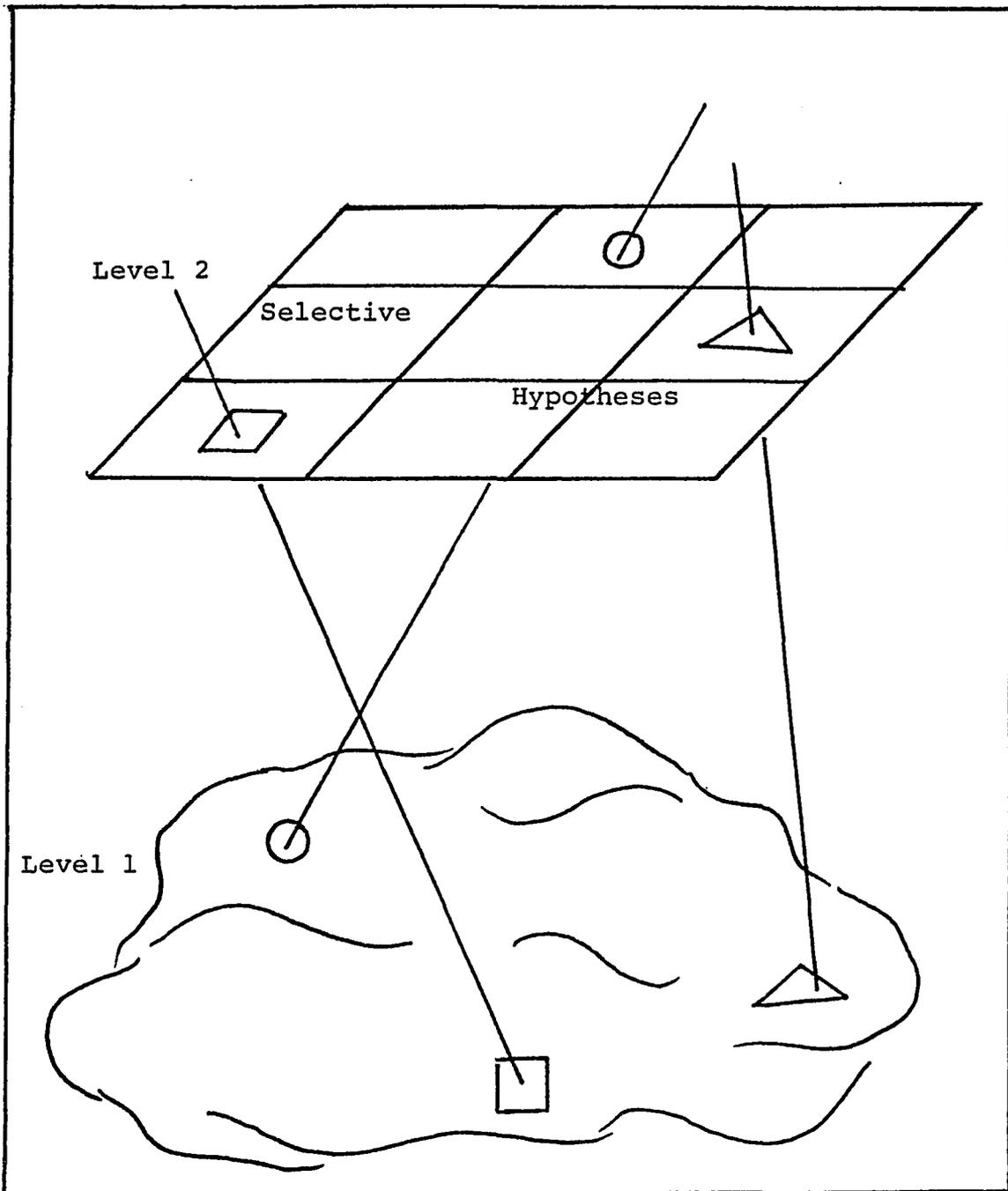


Figure 6. Choice through selective hypotheses to identify components.

Level three refers to those selections shaped by societal and personal values which become the instruments through which choice is made, as shown in Figure 7.

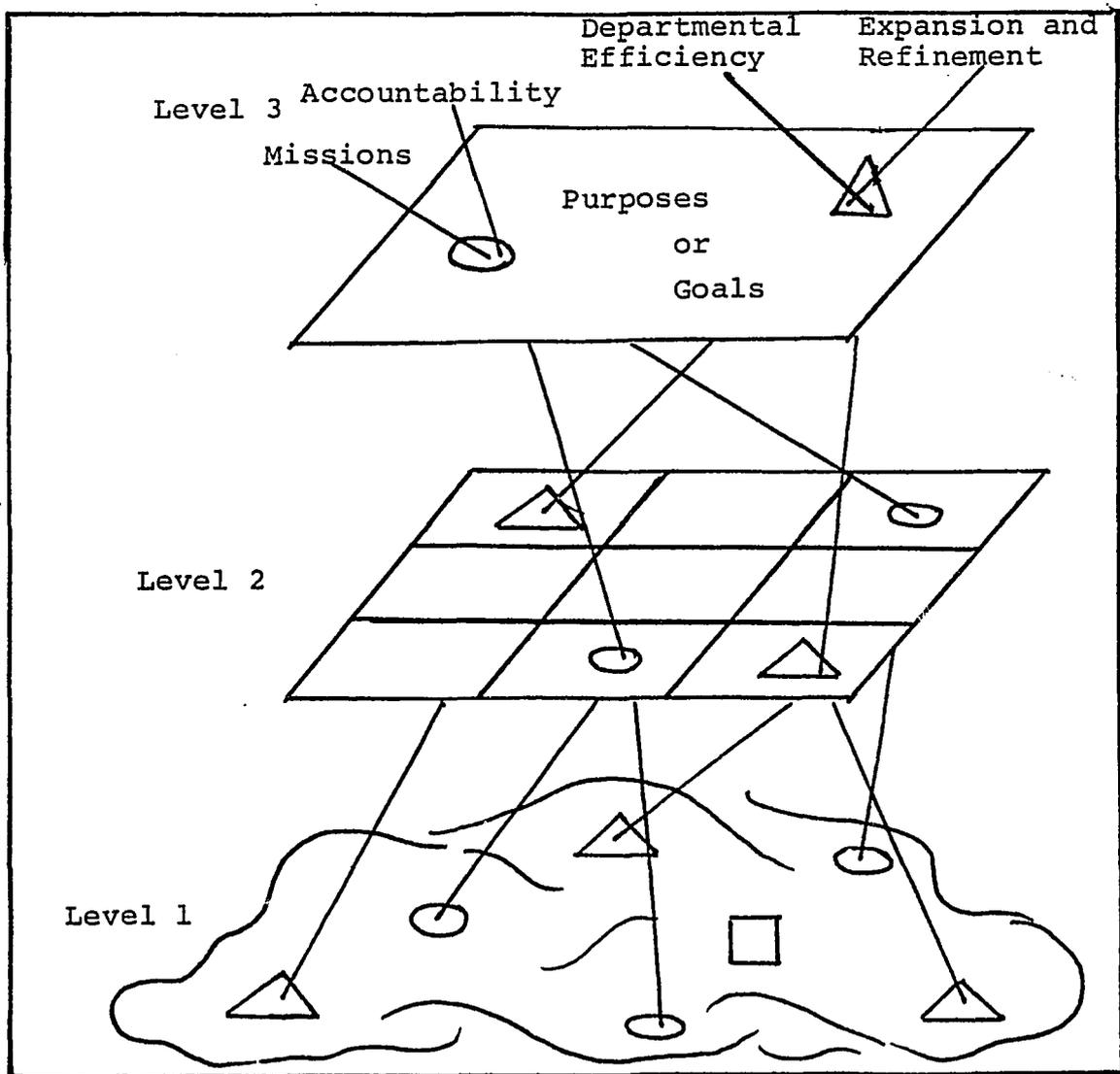


Figure 7. Societal and personal values determine choice and the kinds of components and specificities which have relevance (meaning).

Clarification at level three and level two should result in more effective organization as purposes are clearer and procedures become more well defined (see Figure 8).

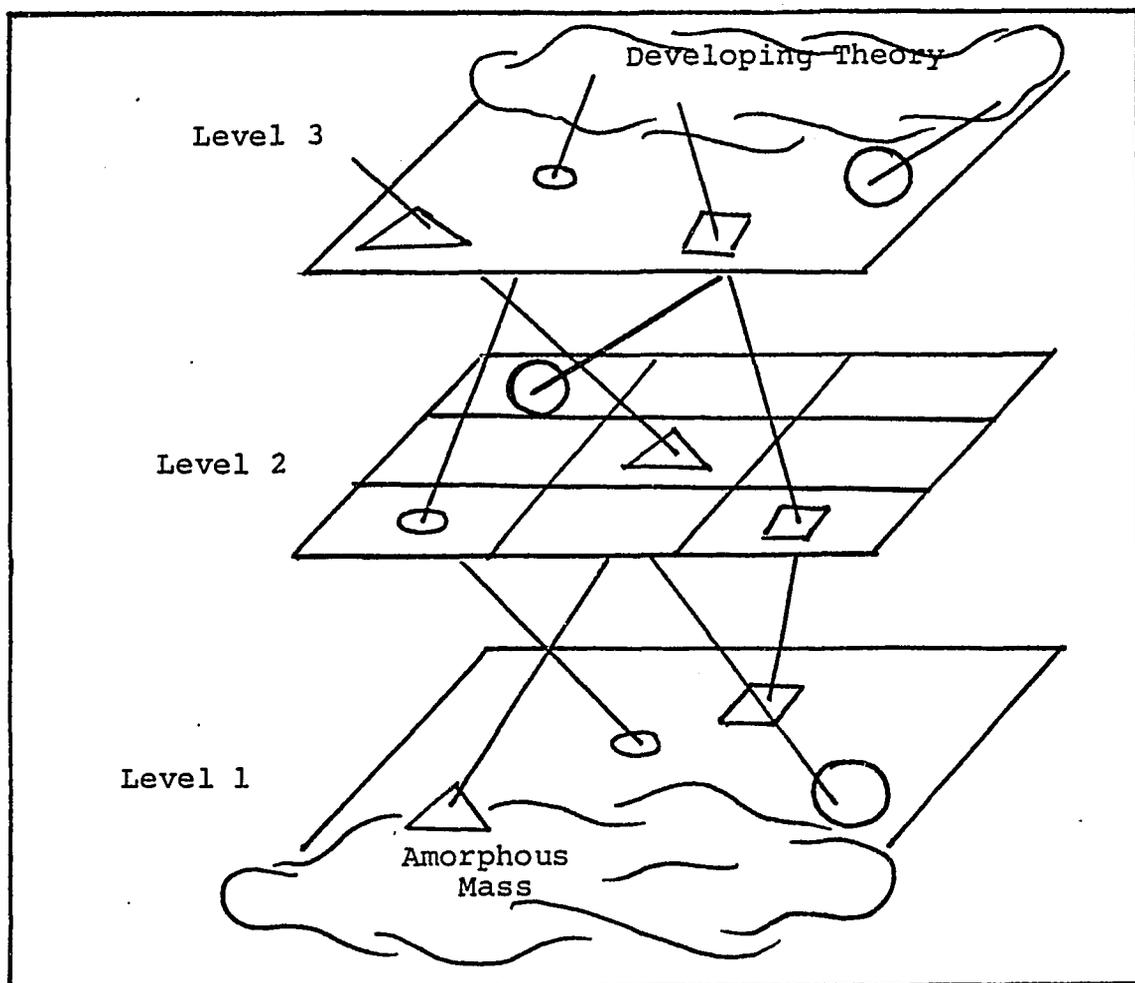


Figure 8. Developing theory improves understanding by providing an integrating system through which perspective can be gained and maintained in the development of meaning for the issues addressed.

Decker (1974, p. 147) outlines the basic assumptions of Saunders' cube model in establishing the distinction that can be made between ideas as follows:

- 1.1. There are things that can be described.
- 1.2. There are ideas which can be contrasted.
- 1.3. There is a value which functions to decide between any two alternatives presented.

Continuing with level 2:

- 2.1. There is a language that is used to describe things.
- 2.2. There is a language in which rules and criteria of adequacy are expressed in direct sequence to contrasted ideas.
- 2.3. There is a continual value conflict which may be partly resolved if the "value-laden" hortative language is examined and any determinate referents identified.

Finally at level 3:

- 3.1. There are beliefs in some ultimate reality which are not questioned and that function to close off questions of an epistemological variety.
- 3.2. There is sufficient material to trace in elaborate paths the written history of most ideas or constructs, especially where there is a conflict between "reality claims" and "how do we know we know" positions.
- 3.3. There is some sense in which an over-arching model must be foreseen in order to develop any series of ideas and by which a monitoring process can trace the path of any sequence toward any goal anticipated by the over-arching model.

From Decker's (1974, p. 142) taxonomy of models we might apply the use of the archetypal model which allows "a systematic category-for-category imposition of proportions or structures from one system to another as from physics to sociology," a hedge for articulations, metaphorical transaction of components for generating new ideas, etc.

Educational organizations have borrowed much from the social sciences without the needed syntactical changes that would unify meaning. Application of techniques from the archetypal model would permit the necessary unifying of language that must take place.

An analogical model, as Decker (1974, p. 142) has defined it, would permit "transference of structure as in interdisciplinary studies or in any parallelism effort."

Educational organization and administration have attempted to parallel corporate business world organizational and administrative practices and have recognized some of the special needs of education that are not found in that world.

The use of a theoretical model or a model for model formulation in the selection of a model type is a critically important phase of the development of a model. Decker (1974) explores in depth the various model types and the use that can be made of each. The two major model types that emerge are theoretical and descriptive.

Descriptive models can be used for organizational study but for the purposes identified for this study, a theoretical model can offer more direction and supply more comprehensive directions.

Educational organization, as has been shown in the theories reviewed, has relied heavily on the social sciences for theory development and has also based practices on those theories from the business world. There is some dissatisfaction with the results derived from those theories as might be expected when categories between different universes of discourse are syntactically mixed. Meanings are not clear and indeed may be nonsensical due to a confusion of language reference systems.

The content of educational organizational theory represents inputs from many disciplines. The problem is in how to determine the relevance, and proportions of information from each subject matter that should be included in educational planning. What conclusions from these fields will produce effective performance, decision-making, planning, and organizing in education? The problem comes to fruition in the "universe of discourse" fallacy where cross references are made between subject matter disciplines without careful redefinition of the terms being cross-referenced.

The diverse components of organizations, however derived, must be placed in a meaningful structure. To relate

these substantives and talk about the structure requires a language of "common structures."

Decker (1974) used a sequential series to "sort models" with interesting results in terms of the functions performed by the different classifications of models.

Some liberty has been taken in this section in applying the idea of the sequential series used by Decker in developing a means of exploring organizational and administrative operations and designs.

The delineations made in the series that follows will establish a taxonomy for use of the model. The content of each quadrant is identified and the relationships established are made clear as each quadrant is added. The cumulative taxonomy results from the components framed within the model.

The syntax of a taxonomy is an effort to identify a way to set priorities between simple classifications and to allow for an articulation of these priorities in relationship to the various structural questions which arise when these priorities address "language" issues and historical precedents.

The following series of figures is intended to illustrate the increasing structural demands on the contrasting and selecting functions needed to establish a taxonomic system.

- 1.1. If there are substantive categories of organizational structure and administrative procedures that can be described, the descriptive elements should be in this form, as shown in Figure 9.

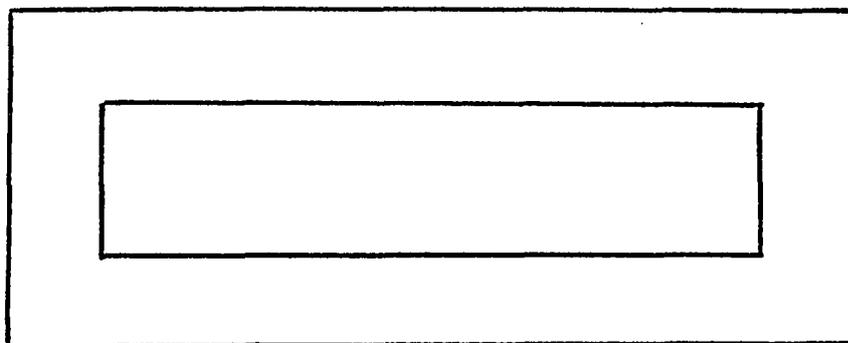


Figure 9. Substantive categories.

- 1.2. If the organizational structures and administrative procedures can be contrasted, the two or more structures can be set in contrast, as shown in Figure 10.

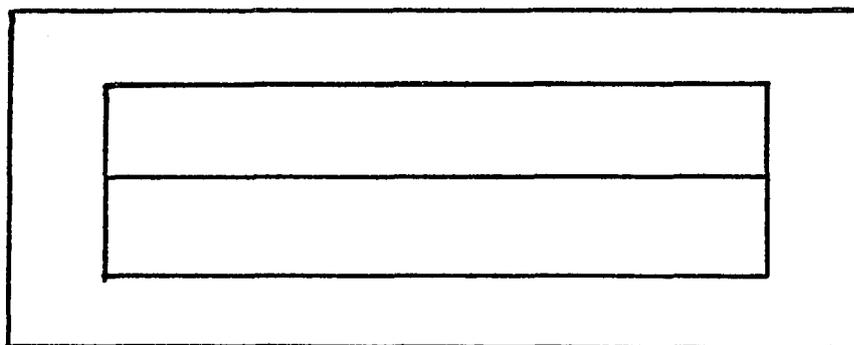


Figure 10. Structures in contrast.

- 1.3. If there is a value that guides choices between options, a purpose or function planned for can be identified as providing the coordinating structure, as shown in Figure 11.

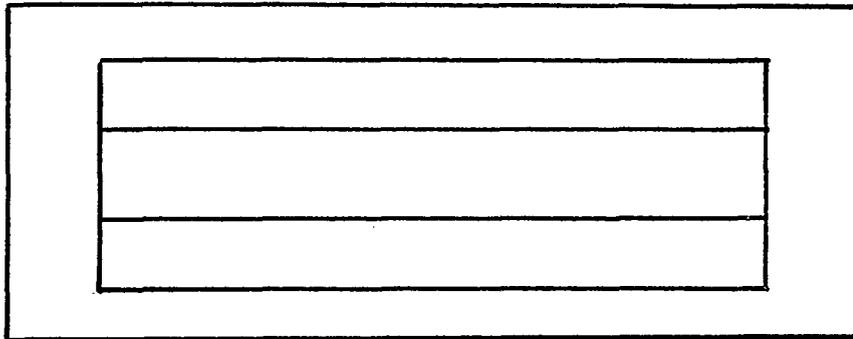


Figure 11. A coordinating structure.

- 2.1. There must be a language of organization and administration for use in discussions which have no intrinsic authority nor explicit criterion of adequacy, since any "true to life" model is either a copy of something, or another thing altogether, as shown in Figure 12.

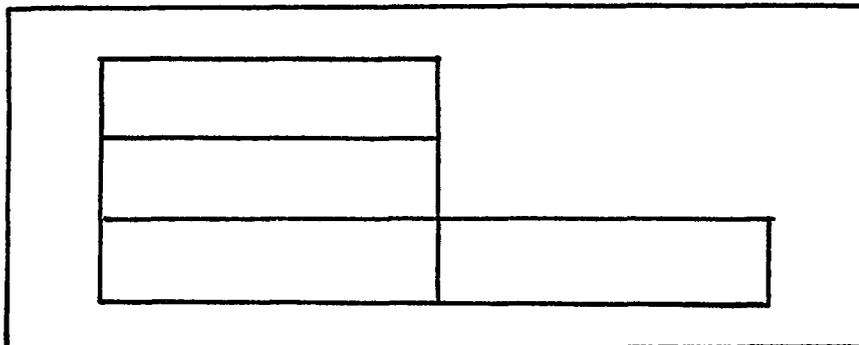


Figure 12. The language of organization defined.

- 2.2. There must be a language in which rules and criteria of adequacy are expressed in direct sequence to contrasted ideas--organizations can be judged as organizations, administration as administration--contrasts as having a common base, and from which structure itself can be examined, as shown in Figure 13.

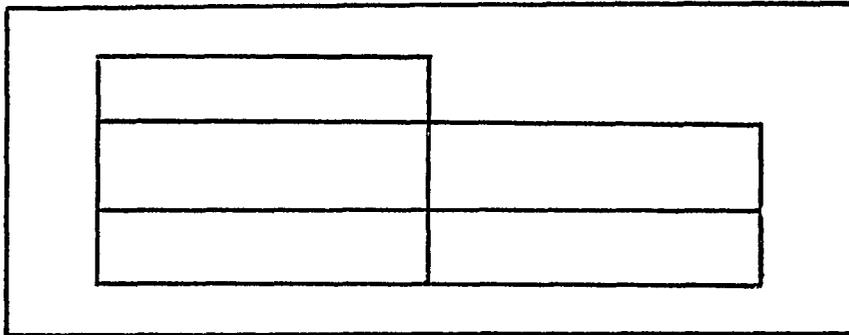


Figure 13. Rules of language established.

- 2.3. The "smuggled" values create continual "value conflict" which may be partly resolved if the "value-laden" hortative or heuristic language is examined and any determinate referents identified, as shown in Figure 14.

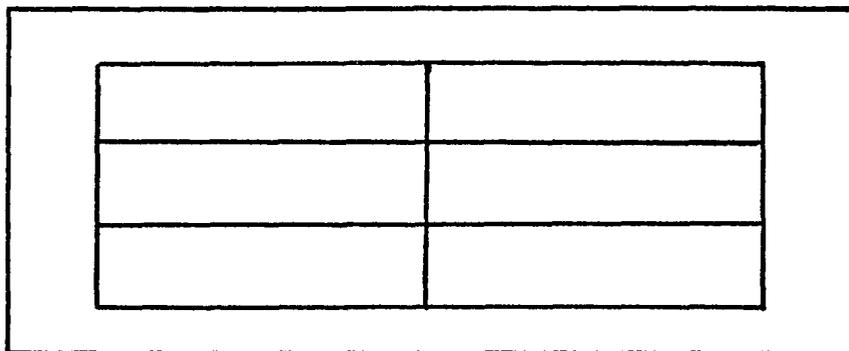


Figure 14. Value-laden language as a determinant.

- 3.1. An absence of alternatives and a limited awareness of the meager evidence for ontologically held beliefs, characterized by a feeling of a one-to-one correspondence between a thing and an idea of a thing, as shown in Figure 15.

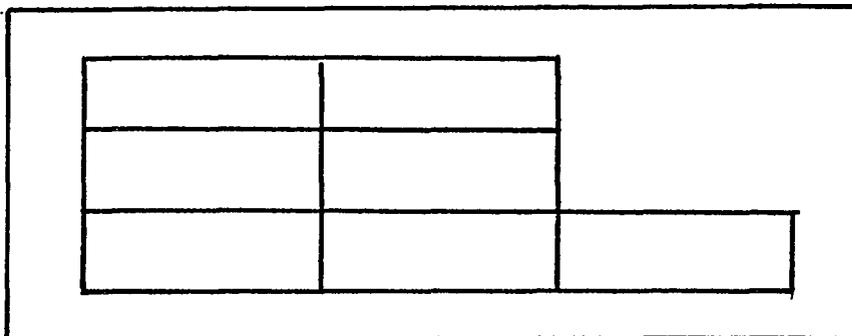


Figure 15. Ontological beliefs determine meaning.

- 3.2. Educational organizations have a history in both an ontological and an epistemological sense where structure and administration have developed from a wide variety of basic assumptions, as shown in Figure 16.

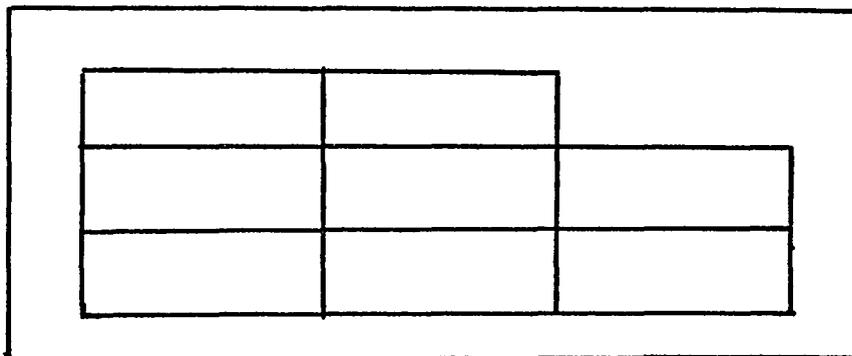


Figure 16. Contrasting beliefs.

- 3.3. The model must be appealed to, to assess the coordination of the organizational structure, the sequencing of components, and finally assume the characteristics of an informing model, as shown in Figure 17.

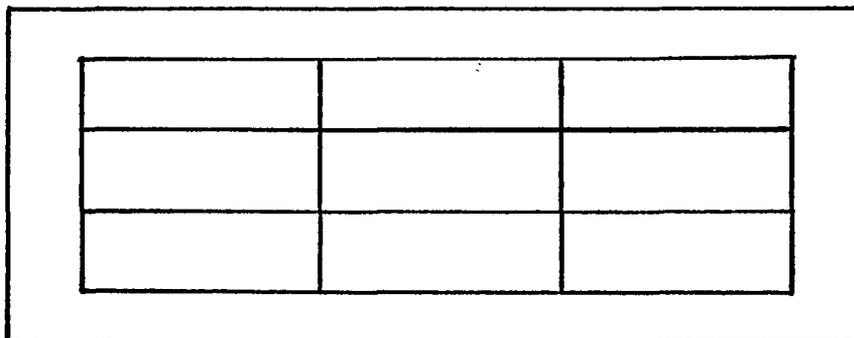


Figure 17. The informing organizational model.

This series of diagrams exhibits the way in which a classification system, as an item placed in a quadrant due to its membership in a given set of characteristics, becomes a taxonomy. The use of a single item is given meaning by its placement in increasingly complex value hierarchies. The taxonomy structure as well as a microcosmic isomorphic parallel to the "Cube of Inquiry" model used as the generating system for this study provides these items and the value hierarchies with meaning.

The sequential series outlined established a framework that is comprehensive, directive, and provides an ordering or classifying structure.

In continuing the development of a taxonomy for inclusion and exclusion of items that can be applied to a departmental example when placed in parallel to the generic model, a more formalized format is necessary.

The structure should try to be generic enough to be applicable to any educational organization whether large or small, departmental or total district.

A Taxonomy: An Elaboration

(A) model must be seen in terms of its syntax; its structural equivalence and non-equivalence; its kind of explanatory power, sequence, and range of continuity; and its usage of a range of definitional types (Decker 1974, p. 133).

The discussion so far has been designed to introduce some of the complexities encountered when the concept of a model as an informing hypothesis is used. One of the major implications of a model as a design is that a system of relating, classifying, and of setting priorities can be developed based on the design. A relational design will formalize criteria, establish levels of meaning, as well as produce sophisticated and in-depth concepts which are processed through the model. When these formalizations are used systematically as a pattern for classifying data with hierarchical rules, they can be defined as a taxonomy.

While a model functions to translate ideas at every level and in every relational pattern, a taxonomy establishes

the "language" to be used such that meanings are clear for the many different uses to which the model will be assigned.

The explanatory power, sequencing of ideas, and the range of continuity must be consistent in order to provide a determinate system with adequate rigor. A model should lead to determinate planning and to retrievable patterns of decision-making for education which itself is necessarily deliberate in process. "Determinate," "retrievable," and "deliberate" are terms that set a special kind of atmosphere for conducting inquiry. They set a framework for methodological rigor and structural reducibility. In order to help clarify just how a structure for ideas emerges from a model and becomes a taxonomic system, a few definitions of terms should be established.

Some terms often used to establish that a kind of grouping or sequential structuring has occurred are "sort," "classify," "categorize," and "taxonomize."

Saunders and Decker (1973) in Double Think define "sort" as the ways in which objects are placed into a pre-existing, "natural" classification. For instance an orange, an egg, a chair will each find a place, as a sort item, in the fruit bin, a nest, or as outfitting for a home. The rationale for sorting is that objects have a natural or obvious place to be in the order of things, things as having

some kind of meaning and interconnections prior to and outside of any human involvement.

In the sequence of terms to be defined, the term "classify" can be located as being greater in scope than "sort." A "sort" locates an item in an order of objects, e.g., a peach is a fruit. A classification sets the object into some further subset by adding qualifications or priority to the object. For example, culling the quality of peaches to be sorted, implies a valued sorting of a natural value for usage.

While sorting and classifying represent the imposition of natural or intrinsic criteria upon the objects or items, there is a more complex process which entails the development of a "category," a kind of null class into which any object or item may be placed. The implication, here, is that when the item is categorized from outside of its "inherent" or "intrinsic" classification, the item is transformed. The meaning is provided by the category used to make the item meaningful. For instance if the category of "weapons" is used and a peach is placed within the parameters of the category, the peach is a weapon with no consideration of its "intrinsic" or "natural" sort or classification. Categories are used by subject matter disciplines to establish the generic structure by which the subject matter is itself defined. Thus a discipline, or universe of discourse,

is delineated by the categories it uses to address the inquiries which characterize it.

A "taxonomy" can be constructed only by appeal to a model which is generic to and supplies the categories with which the taxonomy classifies and sets priorities. A taxonomy in the simplistic sense places items in an order or sequence on the basis of some precisely defined pervasive. This pervasive is most generally formulated to identify valued differences between items and to interconnect the items which are found within the categories used.

The use of the word "top drawer" to locate the really good or valued items as opposed to a bargain "basement" sale, is an example of this kind of metaphor applied to a goods to be sold. In corporate terms, the executives are usually housed on the top floor and the computers in the basement.

The evolutionary scale represents a paradigmatic case of a taxonomy based upon a genus-differentia definition type when the references are made to "lower" animals. Taxonomizing has several advantages over simple sorting, classifying, and even categorizing. The taxonomy provides for a combination of referential systems to emerge:

- a value sequence or hierarchical series can be formed
- a precise interrelationship between items set into the taxonomy can be established

--as an operational case of the categorizing of the generating model, the taxonomy can be set in contrast to other taxonomies of parallel structure, in combination to yield innovative relationships between items and even possibly generate or identify a broader range of categories to be applied. Again, it may be possible to identify a variety of errors in thinking by using these parallel structures where overlaps in taxonomies are thought to occur, e.g., universe of discourse fallacies or category jumping.

If the model to be used in this dissertation is used for generating the categories and their articulation for the taxonomic structure, then the structure of the taxonomy can be developed in a three level system as in Double Think (Saunders and Decker 1973). See Figure 18.

The first level is the content level and refers to all that may exist in any given situation. The form is assumed. No alternatives are identified, nor are there any criteria provided for identifying ideas. Referring back to the trichotomy discussed in Chapter 2, that supported the idea of levels, level one represents the given. In an educational organization the content would be all things related to or dealt with in educational organization and administration. Ontological beliefs would be found in level one.

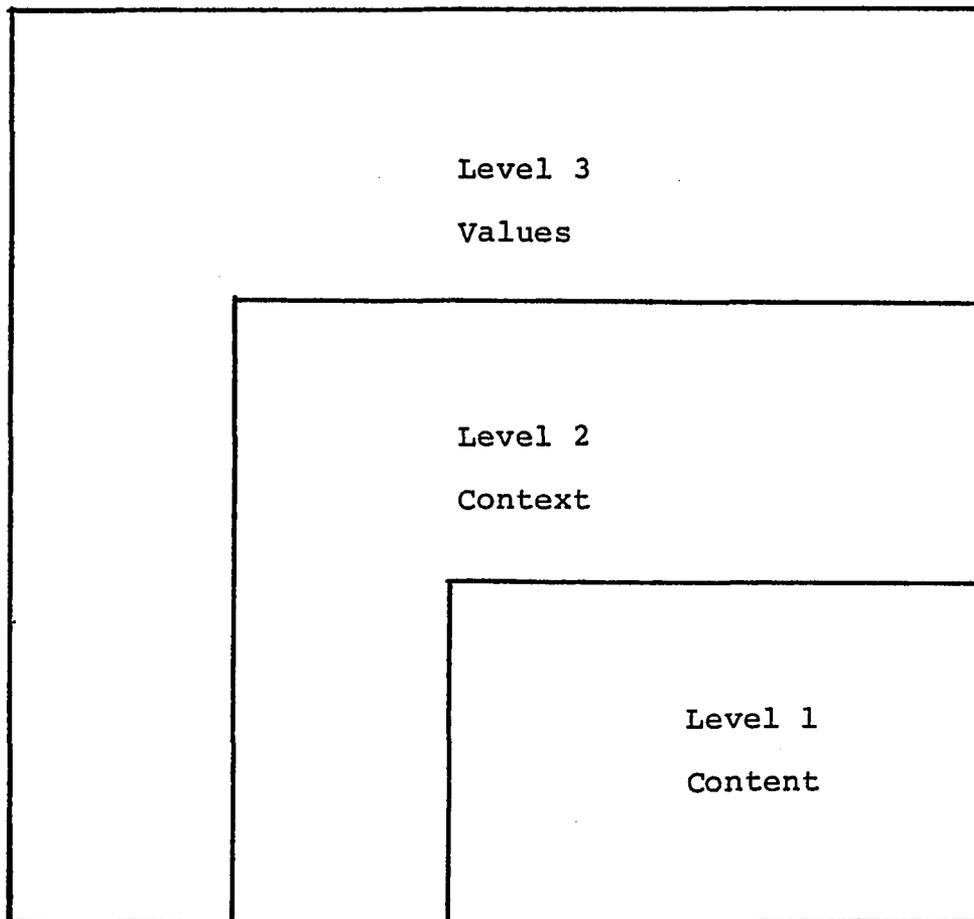


Figure 18. A three-level model.

The second level is the context level or mediate, and refers to the recognized components of the situation, individually and severally. Alternatives are identifiable at this level wherein a choice is required, systems are clear, yet there is no overriding principle for choice. Competing alternatives force a selection.

Level three is the value level and represents the purposes, goals, and standards that determine the selection of alternative processes. An overriding principle supplies the choicing criteria. The selection is more deliberate, more directing. The valued mediate determines the choice for alternative components in educational organization and administration.

As a move is made from level one to level three, there is a corresponding quest for greater depth in considering the directing questions that philosophically determine our choice.

The taxonomy when applied to the model explains the three depths that divide the levels of the model vertically. The vertical divisions cut through each horizontal level as shown in Figure 19.

The first depth as set by the taxonomy frames con-
texts and includes everything in a given situation, the recognized alternatives and the goals and values that direct choice. This responds to the question of what do we know, and includes some "smuggled" values for determining choice.

The second depth places emphasis on the language as an instrument and as a determiner of meaning. Language rules are more precise in terms of meanings employed when set in this pattern. Frameworks are identified in terms of how the frameworks themselves become the subject matter for inquiry.

1 Context	2 Language	3 Values
V - a	- l - u - e	- s
C - o	- n - t - e	- x - t
C - o	- n - t - e	- n - t

Figure 19. Model with vertical divisions representing depth.

The selection of values and structural language becomes more deliberate.

The third depth addresses value questions. At this depth, ontological beliefs are exposed to a scrutiny that may create alternatives by expanding the arenas in which the value can be clearly stated. Choice has been legislated. Figure 20 illustrates the syntactical relationships that are specified where the levels and depths are superimposed.

Organizational Sequence	Organizational Language	Organizational Values
Context	Language	Values
Mission Statements 1-3	Value language imposed on Mission Statements 2-3	Informing Model 3-3
Alternatives Identified 1-2	Language made precise for Alternatives 2-2	Historiography 3-2
Items Components 1-1	Language to Identify 2-1	Ontological Beliefs 3-1

Figure 20. Syntactical relationships between quadrants.

The taxonomy makes the vertical lines bear a relational significance. As one moves to the right across vertical lines, the language and value factors augment meanings and purposes which become evident as direct choices.

The taxonomy uses the horizontal line to mark level changes. The higher the level, the greater the perspective gained and the more relationships are to be considered in making a determinate response.

For the taxonomy as a leveled framework, then, levels have the following explicit meanings.

At level one, the content level, there are a multiplicity of items and components (1-1). Language statements are used to identify the contents (2-1). Because of the lack of alternatives, the content is seen as absolute (3-1).

Level two places the content in a context and relationships are recognized. An alternative or choice is possible (1-2). The language as well as the rules for the contexts for exploring the content becomes more precise and becomes the subject matter for analysis (2-2). The selected alternative is based on the historical patterns of how one has come to know and what viable criteria have been used in the past to credit parallel choices (3-2).

Level three is directed by values or purposes. The values of the community are incorporated in the mission statements and objectives that direct the development of the

organizational structure (1-3). The mission statements and goals must be stated in language in which the values are stated and the intent of the goals are defined in related terminology (2-3). With this clarity of purpose and meaning, the structure becomes informing, directing, and comprehensively formulated to incorporate all preceding issues (3-3).

The taxonomy contributes to the development of education patterns and provides the support structure that leads to a more determinate educational structure, determinate planning, and decision-making.

The taxonomy requires that alternatives be considered on the bases of the purposes or objectives to be met and that those alternatives when concerned with education, be related to educational theories. The taxonomy supplies the criteria for classification and relational types of educational organization alternatives.

Saunders (1973) says, "the structure of an idea is so much more important than the idea itself." The structure permits insight into the purposes for which we will use the idea, the relationships that bear upon it, and the specifics which are and will be given relevance in the structure. As Saunders (1969b, p. 107) says, "When the form of the inquiry supercedes the answer to the question, the sequence of the questions becomes important as the sequence of the forms of the questions."

A Departmental Example

Since one of the over-all purposes of this study is to provide an organizational development model by which organizational structures and the effectiveness of these structures can be evaluated, the study can easily be seen as having major learning and staff development implications.

Therefore the example to be explored in this section will deal with learning and staff development as a departmental component within an organizational structure of a school district. The taxonomy which has been suggested can be applied to determine the department's placement within the organization where the levels and types of operations can be identified and examined.

The model developed here is conceived as generic in structure, wherein any organizational or departmental pattern can be placed within the designated framework and evaluated as to function, interrelationship, and effectiveness.

The taxonomic structure sets the framework for inclusion and exclusion of the components to be judged as having membership in the identified categories, and attempts to make clear the relationship the department, as a component part, has to the organization as an integral whole.

At one time, the evaluation of an organization's departmental operations could be satisfactorily made by the chief administrator as there were few departments and the

functions of those departments were relatively simple in type. Curriculums were relatively simple and federal guidelines relating to public education were practically nonexistent. The complexity of modern education has brought about changes in the organizational patterns of school districts. The modifications that have been made to school curriculums and to the regulations imposed by federal and state governments on educational programs have generally led to more complex organizational structure.

One way of coordinating the mission statements and the goals set by the district board of education with the federal and state guidelines, that must also be incorporated, is to establish a department to perform this coordinating function. The department, when recognized as performing a coordinating function, functions as a pervasive within the organization to set a wide variety of activities on a common basis.

With this pervasive function in mind, the department of staff development using the levels model, can be charged with providing means by which the district can make clear its goals and objectives, as determined by the board and to relate federal and state guidelines that must be incorporated into the district goals and objectives. The goals and objectives framed within the level three issues that determine purposes for organizational functions and activities, guide

the choices made in fulfilling the stated goals and objectives. The scope of the staff development department is such that the term "learning" should be added to it to emphasize the central method by which staff development is carried out.

Methods by which the goals, objectives, and guidelines can be implemented are practiced by those responsible for implementation, however, other alternatives may be available and in some instances may be more effective. A Department of Learning and Staff Development can be charged with providing means by which the staff can acquire knowledge and skill in use of new learning methodologies that will improve the educational process. The presentation of alternatives is a level two function. There are competing alternatives within a specified framework and a choice can be made.

Specific activities and methods in use that implement the goals can be assessed and this assessment can provide direction for possible changes. The specific activities are the actual functions occurring at level one which would deal with the things of the organization that can be identified by the categories of the model. In the identification and assessment, it is necessary that there is evidence that the activities are directed by the goals and objectives of the organization (see Figure 21).

Context	Language	Value
<p>The value base or stated purpose of the department which directs the Learning and Staff Development program activity.</p>	<p>"Conflicting or competing values" which define the purposes of a Department of Learning and Staff Development.</p>	<p>A department within an organization through which missions and goals function as comprehensive parameters and generate evaluation patterns for department development.</p>
<p>Different programs and workshops can be set in direct contrast to one another in an effort to make either item clearer.</p>	<p>"Rules" of study for alternative components or categories which can be seen as categories to be authorized in the sense of the department.</p>	<p>Historical alternatives can be delineated that fit specified Learning and Staff Development purposes and that have several different organizational purposes.</p>
<p>Items or components to be included as the elements of Learning and Staff Development.</p>	<p>"Identification of terms" used to locate goals, curriculum, guidelines, services, etc.</p>	<p>Learning and Staff Development as a static area in which specified kinds of organizational functions are carried out. A closed territory.</p>

Figure 21. Development of the Department of Learning and Staff Development within the Cube of Inquiry model.

The language used in describing, selecting, and determining choice is very important in the avoidance of discrepancies between the universes of discourse involved in an inquiry. All ontological and epistemological claims must be made explicit and the information from this understanding then applied to decisions and choices.

The department and those receiving the services of the department must be able to make deliberate choices and then plan operations more determinately with more predictable results. A system of retrieval must be set to evaluate activities at all levels and for all categories in order to guide the inclusion of new items in the adopted organizational structure.

The methodologies used by a department become important as they are basic to the effective implementation of the stated goals within the guidelines. Knowledge of the various theories on which the methodological patterns are based and knowledge of the structure, interrelationships, and purposes of the organization must be established if decisions are to be deliberate and effective, comprehensive and retrievable.

The model used here will generate frames for new items to be placed into the model as issues occur at the 3-3 level. In an ideal district the models that should have generated a Department of Learning and Staff Development are

those that determine the methodologies and theories employed in developing the curriculums, the categories within which the objectives are established, the federal and state guidelines to be employed, the knowledge of how learning takes place, the materials to be employed, and the relationships that are identified for the teaching-learning process.

The model used for formulating the Department of Learning and Staff Development can be used to select, coordinate, implement, and make it possible for the department to be a retrieval center for information that can be used in the uniform response to questions of district accountability in meeting specified state and federal guidelines that relate to the department's responsibility for upgrading and professional development activities.

Information regarding all programs and activities of the district must be readily available for use in responding to requests regarding mandatory and suggested state and federal guidelines and district policies. The taxonomy provides a quick reference system for responding to issues. Such organized information is needed also in determining priorities in future planning and budgetary considerations. As programming is done, the data can be collated for those departments needing specific information and evaluation instruments and monitoring processes can be implemented.

The Department of Learning and Staff Development, as well as other departments in the organization, can be examined for explicit contributions to the organization. By placing each department of the organization in the model and by examining functions by levels it is possible to define more effectively the relationship the department has to the organization and the organizational purposes that it fulfills. The Department of Learning and Staff Development, when placed in the model adopted for this study, is identified as one of these organizational departments. The identification and naming of the department occurs at level one. At level two the components that are found in the categories assigned to Learning and Staff Development are identified and the competing alternatives structuring the department missions and goals become apparent. At level three, the goals and objectives of the department, that parallel those of the district, help to direct choice and structure the programs and services the department will provide for the district (see Figure 22). The model assures comprehensive departmental services and maintains parallelism between district and departmental patterns.

As programs and services emerge and can be classified within the taxonomy, it is important that these items be processed through the model. The use of the model places constraints on "smuggled" meanings being employed or imposed

Context	Language	Value
<p>The purpose and goals of the district are dedicated to the expansion and refinement of people on the staff.</p>	<p>Learning and Staff Development can be used for "private gain" or for "group growth."</p>	<p>The very meaning of an organizational structure and the organizations <u>raison-de-etre</u> in human terms, is refinement of the options and skills of the staff of the organization-- Learning and Staff Development as pervasive to the needs of an organization in all categories.</p>
<p>Different departments within the organization have parallel functions with Learning and Staff Development in terms of supplying a service to the district staff.</p>	<p>Rules of language for study of departments and the identification of the essential categories by which Learning and Staff Development are even departments.</p>	<p>Where has Learning and Staff Development belonged in the history of organizational movement? Has the concept of Learning and Staff Development changed and does it vary by culture or type of organization?</p>
<p>Learning and Staff Development as one of many departments with its own purposes as an autonomous area.</p>	<p>The variety of "terms used to refer to and to identify" by the Learning and Staff Development continuum.</p>	<p>Learning and Staff Development are the major consideration in solving anticipated problems.</p>

Figure 22. Department of Learning and Staff Development placed in the Cube of Inquiry model structure as the department is articulated with an overall organizational design.

upon planning and decision-making procedures. It becomes mandatory to be clear about purposes and deliberate in the choices made in both programs and models. Figure 23 illustrates a departmental function in the model structure.

Summary

A study of the meanings of the contexts employed in developing theories of organizations should provide the insight needed to use models in a more extensive way, that is, as a door to more alternatives through which knowledge of the world can be constructed and developed.

Contributions from the social sciences are important to organizational development, however, it must be recognized that the concepts and theories from the sciences are only a segment of the total organizational structure. One must use judgment in the use of contributions from the sciences, e.g., when appealing to sociological sources, one ought to maintain an integrity of language and purpose, categories and content where it is imperative that the appeal avoids the universe of discourse fallacy.

Implicit assumptions about educational organization must be made explicit for critical appraisal, inspection, and testing. This can only be done by the administrator who is cognizant of the meanings of theories developed within a model and of the impact the theory and the model can have when implemented. The administrator can be no less rigorous

Context	Language	Value
Learning as a generic term for educational growth through 12 and beyond.	Learning as "value incompatibilities." What determines choice of things to be learned and how to learn it.	Learning as a deliberate process with predictable outcomes essential to the continued expansion and refinement of human options.
Learning as something that can be studied as a category in alternative psychological systems.	Learning as a study of "learning."	Learning as a history of theories and methodologies that have contributed to man's knowledge of how he learns.
Learning as an awareness of the range, scope, depth of specific styles.	Learning in terms of the language commonly used to describe it.	Learning as an ontological experience usually located in terminal-visional or closed systems.

Figure 23. Learning and Staff Development functions as a series of examples to be placed in appropriate quadrants of the inquiry cube.

and consistent in carrying out administrative functions than any other official entrusted with the future of educational growth for people.

The concern of this study is with "how we come to know" and also "how we know we know." These epistemological questions continue to challenge the responses made to the problem.

A model provides an instrument for identifying the problems and the possible solutions in terms of the categories which constitute the model itself. There are choices of models that can be used. The selected model should provide the structure through which a comprehensive analysis of an entire organizational operation can be systematically and precisely evaluated.

A model, then, can be generic to all models by formulating the syntactical relations for categories to be used, e.g., the Cube of Inquiry model used for this study.

A model can be of an organizational structure, which begins to set operations which characterize an organization within the structure of the model.

This "filling in" of the generic model "gives" integrity to the items placed within the model, and indeed, determines the very meaning of the components and categories. The content gains the same structural rigor as is found in the model used.

The ultimate issue for the use of models in the development and structuring of an organizational design can be found in the clarity with which "organizational predicates" can be determinately derived from the categories used in the combinations set by the generating model. The model remains when all variations on the theme have become obsolete.

SELECTED BIBLIOGRAPHY

- Archambault, Reginald D. John Dewey on Education: Selected Writings. New York: The Modern Library, Random House, Inc., 1964.
- Argyris, Chris. Integrating the Individual and the Organization. New York: John Wiley and Sons, Inc., 1964.
- Barnard, Chester I. Organization and Management. Cambridge, Massachusetts: Harvard University Press, 1952.
- Barnard, Chester I. The Function of the Executive. Cambridge, Massachusetts: Harvard University Press, 1956.
- Belth, Marc. Education as a Discipline. Boston: Allyn and Bacon, 1965.
- Belth, Marc. The New World of Education. Boston: Allyn and Bacon, 1970.
- Bennis, Warren G. Organization Development: Its Nature, Origins, and Prospects. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969.
- Bennis, Warren G., Kenneth D. Berne and Robert Chin (eds.). The Planning of Change, 2nd edition. New York: Holt, Rinehart and Winston, Inc., 1969.
- Black, Max. Models and Metaphors: Studies in Language and Philosophy. Ithaca, New York: Cornell University Press, 1962.
- Blake, Robert R. and Jane S. Mouton. Building a Dynamic Corporation Through Grid Organization Development. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969.
- Browder, Lesley H., Jr. (ed.). Emerging Patterns of Administrative Accountability. Berkeley, California: McCutcheon Publishing Corporation, 1971.

- Corwin, R. G., W. R. Lane and W. G. Monahan. "The Nature of Theory." In William G. Monahan (ed.) Theoretical Dimensions of Educational Administration. New York: The Macmillan Publishing Co., Inc., 1975, pp. 73-104.
- Davis, Dorothy S. "Style: A Viable Construct of Thought Patterning." Unpublished doctoral dissertation, The University of Arizona, Tucson, 1972.
- Decker, Colleen S. "Model Meaning: Theory, Taxonomy, and Reconstruction." Unpublished doctoral dissertation, The University of Arizona, Tucson, 1974.
- Dewey, John. How We Learn. Boston: D. C. Heath Co., 1933.
- Dewey, John. Art as Experience. New York: Capricorn Books, G. P. Putnam's Sons, 1934.
- Dewey, John. Logic: The Theory of Inquiry. New York: Holt, Rinehart and Winston, 1938.
- Drucker, Peter F. Managing for Results. New York: Harper and Row Publishers, 1964.
- Flanders, Ned A. Helping Teachers Change Their Behavior. Ann Arbor: University of Michigan Press, 1963.
- Gardner, John. Self-Renewal. New York: Perennial Library, Harper and Row Publishers, 1963.
- Getzels, Jacob W. "Theory and Practice in Educational Administration: An Old Question Revisited." In Roald F. Campbell and James P. Lipham (eds.) Administrative Theory as a Guide to Action. Chicago: The University of Chicago Press, Midwest Administration Center, 1960, pp. 37-58.
- Granger, Robert L. Educational Leadership: An interdisciplinary Perspective. Scranton: Intext Educational Publishers, College Division of Intext, 1971.
- Griffiths, Daniel E. "Administration as Decision-Making." In Andrew W. Halpin (ed.) Administrative Theory in Education. Chicago: University of Chicago Press, Midwest Administrative Center, 1958, pp. 119-149.
- Griffiths, Daniel E. "Some Attempts at Theorizing in Administration." In Walter G. Hack, John A. Ramseyer, William J. Gephart and James B. Heck (eds.) Educational Administration: Selected Readings. Boston: Allyn and Bacon, Inc., 1965, pp. 101-123.

- Halpin, Andrew W. Administrative Theory in Education. Chicago: The University of Chicago Press, Midwest Administration Center, 1958.
- Halpin, Andrew W. Theory and Research in Administration. New York: The Macmillan Company, 1966.
- Harris, Ben M. and Wailand Bessent. In-Service Education: A Guide to Better Practice. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.
- Heichberger, Robert L. "A Theoretical Approach to Conflict in Organizational Change Processes." Education, 94(3):205-236, 1974.
- Henry, Jules. On Education. New York: Vintage Books, A Division of Random House, 1972.
- Hillson, Maurie and Ronald T. Hyman (eds.). Change and Innovation in Elementary and Secondary Organization. New York: Holt, Rinehart and Winston, Inc., 1971.
- Homans, George C. The Human Group. New York: Harcourt, Brace and Company, Inc., 1950.
- Jacobs, James N. and Joseph L. Felix. "Development Developers: The Race to Improve Education." Theory into Practice, XI(4):225-231, 1972.
- Kaufman, Roger A. Educational System Planning. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.
- Leavitt, Harold J. (ed.). The Social Science of Organization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.
- Levinson, Harry. The Exceptional Executive: A Psychological Conception. Cambridge: Harvard University Press, 1968.
- Lewis, Clarence Irving. Mind and the World Order. New York: Dover Publications, Inc., 1929.
- Lippitt, Gordon L. Visualizing Change: Model Building and the Change Process. Fairfax, Virginia: NTL-Learning Resources Corporation, Semline, Inc., 1973.
- Marcell, David W. Progress and Pragmatism: James, Dewey, Beard and the American Idea of Progress. Westport, Connecticut: Greenwood Press, 1974.

- Mechanic, David. "Some Considerations in the Methodology of Organizational Studies." In Harold J. Leavitt (ed.) The Social Science of Organizations. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963, pp. 139-182.
- Melton, Raymond G. "Change for the Practitioner." Planning and Changing, 5(4):211-218, 1975.
- Miles, Matthew B. (ed.). Innovations in Education. New York: Teachers College, Bureau of Publications, Columbia University Press, 1964.
- Miles, Matthew B. and Dale G. Lake. "Self-Renewal in School Systems: A Strategy for Planned Change." In Goodwin Watson (ed.) Concepts for Social Change. Published for Cooperative Project for Educational Development by NTL Institute for Applied Behavioral Science, 1969, pp. 81-88.
- Monahan, William G. (ed.). Theoretical Dimensions of Educational Administration. New York: Macmillan Publishing Co., Inc., 1975.
- Nisbet, Robert A. "The Two Revolutions." In William G. Monahan (ed.). Theoretical Dimensions of Educational Administration. New York: Macmillan Publishing Co., Inc., 1975, pp. 48-71.
- Parrington, Gordon S. and Susan Padro. "A Systems Approach to Organizational Management and Innovation." Planning and Changing, 5(1):12-19, 1974.
- Parsons, Talcott. "Some Ingredients of a General Theory of Formal Organization." In Andrew W. Halpin (ed.). Administrative Theory in Education. Chicago: University of Chicago Press, 1958, pp. 40-72.
- Peirce, C. S. J. "Logic as Semiotic: The Theory of Signs." In Justus Buchler (ed.). Philosophical Writings of Peirce. New York: Dover Publications, Inc., 1955, pp. 98-119.
- Rubin, Louis (ed.). Improving In-Service Education: Proposals and Procedures for Change. Boston: Allyn and Bacon, Inc., 1971.
- Runes, Dagobert D. Dictionary of Philosophy. Totowa, N.J.: Littlefield, Adams and Co., 1971.

- Ryle, Gilbert. The Concept of Mind. New York: Barnes and Noble Books, A Division of Harper and Row Publishers, 1949.
- Saunders, T. Frank. "The Inquiry Cube and Legislative Meaning." Paper presented at the Far West Philosophy of Education Society, San Francisco, December 1968.
- Saunders, T. Frank. "A Think Tank Approach: The Problem of Judgment Stylization." Paper presented at the Far West Philosophy of Education Society, Arizona State University, Tempe, 1969a.
- Saunders, T. Frank. "Monograph: The Inquiry Cube and Learning by Legislation." Unpublished paper presented to Tucson Public Schools, District #1, Arizona, 1969b.
- Saunders, T. Frank. "The Inquiry Cube." An unpublished paper, Tucson, Arizona, 1973.
- Saunders, T. Frank and Roy F. Blake. "Evaluation: A Theoretical Analysis." Paper presented at Far West Philosophy of Education Society, San Jose, California, December 1975.
- Saunders, T. Frank and Colleen Decker. Double Think. Tucson, Arizona: Farmington Press, 1973.
- Schein, Edgar H. Process Consultation: Its Role in Organization Development. Reading, Massachusetts: Addison-Wesley Publishing Company, 1969.
- Schein, Edgar H. Organizational Psychology, 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.
- Schutz, Richard E. "The Nature of Educational Development." Journal of Research and Development in Education, 3(2):39-64, 1970.
- Strauss, George. "Some Notes on Power-Equalization." In Harold J. Leavitt (ed.) The Social Science of Organization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963, pp. 39-84.
- Strother, George B. "Problems in the Development of a Social Science of Organization." In Harold J. Leavitt (ed.) The Social Science of Organization. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

- Thompson, James D. "Modern Approaches to Theory in Administration." In Andrew W. Halpin (ed.) Administrative Theory in Education. Chicago: University of Chicago Press, Midwest Administration Center, 1958, pp. 20-39.
- Thornbury, Robert (ed.). Teacher Centres. New York: Agathon Press, Distributed by Schocker Books, 1974.
- Turbayne, Colin Murray. The Myth of Metaphor. Columbia, South Carolina: University of South Carolina Press, 1962.
- Washburn, David. Democracy and Education of the Disadvantaged. Portland, Oregon: Lee Neff, Lewis and Clark College, 1971.