During the early years of public administration, textbooks and curriculum largely overlooked minorities and dismissed contributions that reflected women’s experience. The later 1900s brought heightened sensitivity of these issues to the forefront, with shifts in public opinion producing the Civil Rights Act, equal opportunity initiatives, and job protection laws. People who ascribe themselves to human capital theory have a different explanation of the differing representations of men and women in public administration and workplaces in general. Contemporary School Administration presents a pragmatic approach to school administration as a career choice, offering a broad, comprehensive overview of educational leadership in both public and private schools. The initial chapters provide a foundation for understanding leadership and management, the primary components of administration. Common questions students ask regarding academic study, licensure, job opportunities, income, and career development are featured in the early chapters. Examples of these topics include private schools, women and minorities in administration, and communication. Content does not overlap with subject matter commonly covered in subsequent courses. For example, men identify long-term career goals in education earlier in their employment than women. And most women, even those with administrative credentials, apply for administrative jobs less often than men (Schmuck, 1975; Krchniak, 1978). Krchniak, S. P. Variables Associated With Low Incidence of Women in School Administration: Towards Empirical Understanding. Paper presented at the annual meeting of AERA, Toronto, Canada, March 1978. Lesser, P. The Participation of Women in Public School Administration. Paper presented at the annual meeting of AERA, Toronto, Canada, March 1978. Women in Administrative Positions in Public Education. Philadelphia: Recruitment Leadership and Training Institute, 1974. (ERIC Document Reproduction Service No...
Part of the reason men outnumber women in administrative positions is that more men have degrees or certification in educational administration than women. Men are simply more likely than women to seek advanced training and certification (Cohen, 1971; Howard, 1975). This disparity may be due to lack of female role models in training institutions or in the field, negative attitudes of counselors and professors toward women. Women in Public School Administration. Paper presented at the annual meeting of AERA, Toronto, Canada, March 1978. Loomis, L. J., and Wild, P. H. In. Women in Administrative Positions in Public Education. Philadelphia: Recruitment Leadership and Training Institute, 1974. (ERIC Document Reproduction Service No. Urban Education, 35(5), 557-566; Career Patterns in Education: Women, Men and Minorities in Public School Administration. New York: J. F. Bergin (1994). 547. Education in the Solomon Islands designed to build teacher education there, funded by NZAID, the development agency of the New Zealand Ministry of Foreign Affairs and Trade. Dr. Eileen Zungolo earned her bachelor's, master's and doctoral degrees from Teachers College, Columbia University. Her career has included a number of years in clinical nursing practice, in acute and pediatric clinical settings. In addition, she has worked in higher education in nursing for over 30 years. A former president of the National League for Nursing, Dr. Zungolo has served many national and regional pro