



## JUNIOR COLLEGES AND THE UNIVERSITY OF MINNESOTA

by Vernon L. Hendrix, Associate  
Professor, Dept. of Ed. Ad.

The University of Minnesota is taking increased measures to meet its responsibilities to the junior colleges of Minnesota, recognizing fully that both the University and the junior colleges will benefit jointly from these efforts. Additional courses and seminars in junior college education are being established. Post-master's and Ph. D. programs in junior college administration are being planned. Steps to further organize the other facilities of the University to assist with the training of junior college staff members progress. Tentative plans are being developed for special summer session programs. The junior colleges will themselves have much to say about the content and organization of these courses and programs. They must be general in nature since the University serves a wider population than the state, but they must also meet the requirements of the "local" consumers.

### RESEARCH PROJECTS

Besides assisting with the training of junior college staff members, the research function of the University can also make significant contributions.

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## SCHOOLMEN'S DAY SET FOR DECEMBER 2

"Measuring the Outcomes of Education" is the topic for this year's Schoolmen's Day which will be held in Mayo Auditorium on the Minneapolis campus of the University, December 2, 1965. Leading off on the subject will be Dr. Herbert C. Rudman of Michigan State University who has definite ideas on a national "testing-assessment-evaluation" program. Another speaker on this topic will be Dr. Edmond Fuller, executive secretary of the National Association of Chief State School Officers.

### LUNCHEON AT COFFMAN UNION

At the luncheon the featured speaker will be Dr. Jack C. Merwin of the Univ. of Minn., who is also staff director of the Exploratory Committee on Assessing the Progress of Education which is the Carnegie Foundation-sponsored group inquiring into a national assessment program. Presiding at the luncheon will be Commissioner Duane J. Mattheis.

### PUBLIC LAW 89-10

At the afternoon session, Sigurd Ode, Assistant to the Commissioner of Education, will speak on "Evaluation Implications of Public Law 89-10." A reactor panel will start a question-and-answer section in response to the whole day's presentation.

The Dept. of Ed. Ad. and the State Dept. of Education are again cosponsors of Schoolmen's Day.

## JUNIOR COLLEGES AND THE UNIVERSITY OF MINNESOTA

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Currently, two federally financed research projects are being expedited. Although national in scope, benefits directly applicable to any junior college that is rapidly growing and evolving in function to meet the needs of its local community should accrue. These two projects are briefly described below.

### COOPERATIVE RESEARCH PROJECT #2849

This project involves study of a national sample of 100 public junior colleges representative of the total population of such institutions. Three "sets" of data are being gathered. The first set describes the communities or geographic areas the colleges serve. This includes a variety of economic, demographic, sociological and cultural variables and indices. Secondly, a set of measurements which describe the environments or atmospheres of the colleges, as these environments impinge on the students, are being obtained. This set of data describes the college as it actually affects the student. Finally, a set of "output" measures are obtained for the colleges. These measures indicate the extent to which the colleges are achieving certain objectives pertaining to student success, failure, employability, transferability, etc.

Statistical analyses will estimate relationships among these three sets of variables. This should permit at least tentative answers to questions such as:

Given a certain type of community and a certain type of college environment, what "outputs" might be most likely?

Given that certain "outputs" are desired from a college in a given community, what type of environment might make these "outputs" most likely be?

If changes are made in the composition of the student body (perhaps by changes in admission and

retention policies), what affects might these changes have on certain outputs?

### PROJECT HRD - 117-65

This project may be considered an outgrowth of C.R.P. #2849. It will use samples of students from 24 carefully selected colleges that are being used in C.R.P. #2849.

The objectives of this project require a more intensive analysis of occupational programs in the colleges. The environmental, sociological, attitudinal and community influence dimensions operating in a college interact with the characteristics of individual students (personality, abilities, and life background) to determine, in part, the success of occupational programs in a college. Success will be determined by the "status" of students at the end of a two-year follow-up period. Have they dropped-out, failed, completed programs, secured relevant employment, etc.?

Statistical analyses will attempt to isolate the variables (college characteristics, community variables, individual student characteristics, and interactions of these) which are related to students that are classified in such categories at the end of the follow-up period. If workable relationships exist, this should permit more intelligent planning and selection of occupational programs and counselling of students who are or should be in these programs.

### FUTURE PLANS

It is hoped that in the near future the University can assist more directly with research, problem-solving, and decision-making tasks facing Minnesota junior colleges. There are a variety of ways in which cooperative efforts can evolve.

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SEVEN 1965-66 INTERNSHIPS IN EDUCATIONAL ADMINISTRATION

Through the cooperation of local school systems and the University's Department of Educational Administration, seven prospective school administrators are receiving valuable practical experience in the field. They are the 1965-66 administrative interns who are involved in this second year of the internship program and working in the public schools under the guidance of experienced school administrators. All are pursuing advanced degrees in educational administration at Minnesota, they are meeting one of the certificate requirements through the internship. They are:

VICTOR B. COFFMAN, intern principal at Willow Lane Elementary School in Osseo, under the supervision of Harold Johnson, Director of Elementary Education;

JOHN M. MAAS, intern principal at the Experimental Junior High School, Mpls., under the supervision of Dr. George Christenson, Assistant Principal at Lincoln Junior High School;

RONALD G. NELSON, administrative intern at Central Junior High, White Bear Lake, under the supervision of Richard N. Rosten, Principal;

ARNOLD NESS, administrative intern at Osseo Junior High, under the supervision of Russell Hersch, Principal;

RICHARD ST. GERMAIN, administrative intern at Alexander Ramsey High School, Roseville, under the supervision of Curtis Johnson, Principal;

LAURENCE D. VILLARS, administrative intern at Robbinsdale High School, under supervision of Mito Mielke, Principal;

JOHN L. YOUNGSTROM, administrative intern at Sunrise Park Junior High, White Bear Lake, under the supervision of William A. Davies, Principal.

The last three interns are also affiliated with the NASSP internship program.

Copies of "INTERNSHIP IN EDUCATIONAL ADMINISTRATION" available at 203 Burton Hall

DEPARTMENT AND UCEA CONDUCT PROGRAM FOR PROFESSORS

Fifteen professors of educational administration from major universities will attend a three-day workshop conducted by the Dept. of Ed. Ad. and UCEA.

The workshop, "SYSTEMS ANALYSIS IN EDUCATIONAL ADMINISTRATION," will be devoted to developing procedures for the application of the techniques of system analysis. The potential of these techniques in the design and analysis of processes in educational organizations appears to be great, judging from current applications in business and industrial organizations. If such powerful tools can be applied to enhance the understanding of processes and relationships in educational administration, a major breakthrough in the study of educational administration will be possible.

Planning for the workshop to be held January 12-14, 1966 is under the direction of Associate Professors Don Davis and Vernon Hendrix. The major consultant in planning and executing the program is Ray Willis, Associate Prof. of Business Administration, Univ. of Minn.

NEW COURSE ADDED IN ADMINISTRATIVE STAFFING

A new course in the educational administration sequence will be offered for the first time during Winter Quarter of the current academic year.

"Administrative Organization and Staffing" (Ed. Ad. 242) will be directed to the study of educational organization, administrative roles, with special emphasis on requirements for training, selecting, and assigning professional staff to these administrative roles in the school organization. This new course is designed to follow the general staffing course "Staff Personnel Administration" (Ed. Ad. 227)

Associate Professor Donald E. Davis will teach this new 3-credit course.

13th ANNUAL INSTITUTE ON PUBLIC SCHOOL LAW

HENDRIX AND PIERCE JOIN STAFF OF ED. AD.

The 13th Annual Institute on Public School Law was held on October 1 and 2 at Mayo Auditorium on the U. of Minn. campus. Approximately 100 educators, lawyers, and state officials attended.

The Institute's program covered a wide range of topics, including: local-state-federal relationships in education, the legal implications of shared time programs, new legislation affecting school personnel relationships, handling public funds, investments, collateral, recent legislation affecting school districts, and the annual problem clinic.

Perhaps the most intriguing, yet disquieting, sessions were those dealing with the implementation of the Elementary and Secondary Education Act of 1965 (Public Law 89-10). The enormous impact this law is going to have on local school districts was made abundantly clear in presentations by Farley Bright, Assistant Commissioner of Education; Linus Hammond, Assistant Attorney General; lawyer, James Knutson; and August W. Steinhilber, head of School Law Unit, Department of HEW, Washington, D.C. Mr. Steinhilber was a guest participant and main speaker at the noon luncheon.

Two professors have been added to the staff in educational administration, Drs. Vernon L. Hendrix and Douglas R. Pierce.

Dr. Hendrix received his Bachelor of Music Degree from Texas Christian Univ., his Master of Music from the Univ. of Texas, and his Ph. D. in junior college administration from the University of Texas. Dr. Hendrix has taught at Pensacola Junior College and at the Univ. of California, Los Angeles. This Winter Quarter at Minn. he will teach Ed. Ad. 274, The Junior College. Dr. Hendrix is currently conducting two federal research projects on the junior college.

Dr. Pierce comes to Minn. from Cornell University, Ithaca, N.Y. where he taught organizational theory, research in educational organizations, foundations in educational administration, and personnel administration. His major interest is in research and organizational theory. He is teaching Ed. Ad. 201 this quarter, Ed. Ad. 202 and 238 in Winter Quarter; and Ed. Ad. 118 in Spring Quarter.

MASSP WINTER WORKSHOP JANUARY 20-21, 1966

MINNESOTA HOSPITALITY SUITE AT NASSP IN CLEVELAND

For the first time at an NASSP convention a Minnesota Hospitality Suite will be available. Sponsored by the Minnesota Association of Secondary School Principals and the Department of Educational Administration, the suite located in the Statler Hilton Hotel will provide a meeting place, message center, and general social headquarters for Minnesota principals and their friends attending the NASSP national convention, February 5-9, 1966 in Cleveland, Ohio.

The 1966 convention of the NASSP marks their 50th year as an organization.

"The Vanishing Principal" is the theme for the 1966 MASSP Winter Workshop to be held January 20-21 at the Capp Towers in Minneapolis. Topics for discussion will include "Democratic Administration?," "What the Principal Did - Once Upon a Time," "The Role of the Computer," and "The Principal's Role in Supervision and Curriculum Development."

In addition, special emphasis will be centered on the place of music and art in the secondary schools. Junior high school sessions are again scheduled.

The workshop promises a chance to face some of the pressures that are working on the principal's position. Speakers and discussion leaders will be from the University of Minnesota and the MASSP.

JUNIOR HIGH SCHOOL CONFERENCE HELD

ERDC GROWS AND PROGRESSES

The first of the annual MASSP Junior High School workshops was held at Douglas Lodge, Itasca State Park, Sept. 24-26. Approximately 45 MASSP junior high administrators considered the changing role of the junior high school. Curricular changes, the flexible schedule, and the "middle school" were discussed.

Among the speakers was Dr. Neal Nickerson of the Dept. of Ed. Ad. who said that because of the failure of the junior high to meet its objectives, it is on the way out and being replaced by the "middle school." Featured speaker was Dr. Irvamae Applegate, president-elect of the NEA, who challenged the group with "Visions of the Future." Roy Isacksen of St. Paul is chairman of the MASSP Junior High Committee.

ED. AD. CALENDAR

- December 2 SCHOOLMEN'S DAY, Mayo Auditorium, U. of M., Mpls. Campus
December 18 Fall Quarter Closes
January 3 Winter Classes Begin
January 10-11 Minnesota School Business Association, St. Paul
January 10,11,12 SIMULATED MATERIALS 17,18,19 WORKSHOP at Duluth
January 12-14 UCEA Workshop for Professors, SYSTEMS ANALYSIS IN EDUCATIONAL ADMINISTRATION - Mpls.
January 20-21 MASSP Winter Workshop Capp Towers, Mpls.
February 5-9 NASSP National Convention, Cleveland, Ohio
February 12-16 Annual Meeting, AASA Atlantic City, New Jersey

Educational Research and Development Council is now in its third year of operation with a membership expanded to 38 school systems having over 11,000 professional staff members and an enrollment of a third of a million pupils. The ERDC activities also mount as indicated by this brief summary:

- 1. A 3-day seminar in data processing was held for Council superintendents in October in Rochester, Minn. IBM instructors presented much of the information. As an outgrowth of this seminar a planning grant will be submitted for the development of an educational computer center under P.L. 89-10, Title III.
2. In a six-day workshop, 23 elementary principals from Council schools used UCEA simulated Whitman Elementary School materials.
3. The "Glen Center" project for trainable adolescents began operation in Sept. This cooperative school project is sponsored by the ERDC and the Vocational Rehabilitation Administration.
4. Current legislation for special education was the topic of a one-day workshop recently held for members of the ERDC's commissions for administration & the exceptional child.
5. The continuing studies on staffing and finance in the ERDC schools have been distributed for 1965 and the 1966 studies are currently underway.
6. "The Sound of American Poetry" a 30-min. sound film produced by ERDC in conjunction with Theatre St. Paul and KTCA-TV is now being circulated among Council schools.
7. Plans are underway with Guthrie Theatre for two major projects: a live performance of MACBETH in each of the Council high schools and the possibility of filming the first act of THE CHERRY ORCHARD for instructional use in Council schools.

ERDC has recently published two new pamphlets describing the operation and functions of the Council. One is simply "ERDC" - the other, "FOCUS." To obtain these, please write: VAN.D. MUELLER, Executive Secretary, ERDC, 215 Pattee Hall, UNIVERSITY OF MINNESOTA

TWENTY COMMUNITIES SERVICED BY BUREAU

The Bureau of Field Studies and Surveys completed 19 school surveys during the 1964-65 school year. In all, 20 communities were served by these projects. The surveys, by community, were:

Belview Echo	North St. Paul
Byron	Owatonna
Claremont-Dodge Center	Robbinsdale
Cloquet	Rochester
Columbia Heights	Rockford
Crookston	St. Louis Park
Minneapolis	St. Paul (2)
Moorhead	Staples
New Ulm	Wahpeton, North Dakota

TYPES OF STUDIES

Most of these studies were comprehensive educational surveys with emphasis on specific problems. School district reorganization was the basic consideration in the Belview-Echo, Claremont-Dodge Center, Rochester and Wahpeton studies. Area vocational-technical needs were emphasized in the Moorhead, New Ulm and Robbinsdale surveys. The Minneapolis study was involved with personnel and the two St. Paul reports dealt with educational problems in specific areas of that city. The other reports were primarily directed toward school building needs.

NEW CONTRACTS IN '65-'66

Contracts already negotiated with school districts for the 1965-66 school year include three from outside the state. They are: Cass County, North Dakota; Brookings, South Dakota; and Brentwood, Missouri. Minnesota school districts having contractual agreements with the Bureau of Field Studies and Surveys are: Alexandria, Breckenridge; New Ulm; Osseo; St. Paul & White Bear Lake. These surveys deal with educational problems similar to those studied in last year's projects, plus curriculum, county-wide reorganization, and junior colleges. In addition, many inquiries regarding surveys have been made and all indications point to another busy year for the Bureau.

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BUREAU PERSONNEL

Field assistants with the Bureau include Manley Olson and Carl Gerber who were members of the 1964-65 staff. Staff members recently appointed, with their previous positions are:

GAYLE ANDERSON, high school principal, Warroad

KENNETH GARLAND, school business management, Minneapolis

BANNING HANSCOM, superintendent of schools, Danube

HARRIS MILLER, junior high school principal, Duluth

School districts in need of consultant services for educational problems of any nature are invited to contact:

DR. OTTO E. DOMIAN, Director  
BUREAU OF FIELD STUDIES AND SURVEYS  
205 Burton Hall  
University of Minnesota

DEPARTMENT CHAIRMAN IS ON LEAVE

Clifford P. Hooker, Professor and Chairman of the Department of Educational Administration, is on leave for the Fall Quarter. During his absence from the University, Professor Hooker is serving as the Acting Assistant Superintendent in Charge of Secondary Education in the Minneapolis Public Schools. He is expected to return to his position at the University in January when Dr. Nathaniel Ober assumes the position as Assistant Superintendent for Minneapolis.

For info. about ed. ad. courses or publications, write Dept. of Ed. Ad., 203 Burton Hall, University of Minnesota or call 373-2248.

## NEW TEACHING ASSISTANTS FOR THE DEPT. OF ED. AD.

For this year the following assistants have been engaged for the Dept. of Ed. Ad.:

JOSEFINA RESURRECCION, research assistant for the Department, is in a Ph. D. program in educational administration. She studied previously in Manilla and received her Master's degree at National College of Education, Evanston, Illinois. Miss Resurreccion has taught at the elementary level in the Philippines and in the U.S.

(Mrs.) JUDITH VIZENOR, teaching assistant for Dr. Lambert, is working on a Master's program in elementary education. Mrs. Vizenor did her undergraduate studies at Minn. and taught kindergarten at the former Univ. Elementary School.

DANIEL BARNETT, teaching assistant for Dr. Popper, is engaged in a Specialist's program. He obtained his Master's degree at St. Cloud State in guidance. Mr. Barnett did guidance work at the high school level in Sioux City, Iowa.

DALE JOHNSON, teaching assistant for Dr. Nickerson, is completing his Master's and plans to continue towards a Ph. D. He did his undergraduate work at Minn. Mr. Johnson was assistant principal at the junior high school in Willmar, Minn.

RICHARD MOORE, teaching assistant for Dr. Pierce, is working on a Master's degree. Mr. Moore did his undergraduate work at the U. of Nebraska and taught for six years in the Minneapolis Public Schools.

GERALD UBBEN, teaching assistant for Dr. Mueller, is completing a Ph. D. program. He obtained his Master's degree at Minn. Last year Mr. Ubben was an administrative intern and assistant principal in North St. Paul.

RICHARD WILLIAMS, teaching assistant to Dr. Davis, is finishing a Ph.D. program. He obtained his Master's degree at Minn. Mr. Williams was an administrative intern and assistant principal of a junior high school in Roseville.

## DULUTH WORKSHOP TO BE HELD IN JANUARY

January 10,11,12,17,18,19 are the dates for a "simulated materials" workshop to be held for Duluth public and private secondary school administrators. Dr. Donald E. Davis and Dr. Neal Nickerson will direct the workshop which will be jointly sponsored by the Duluth Public Schools, the University's General Extension Division, and the Department of Educational Administration.

### ROLE TO BE PLAYED

Workshop participants will play the role of "Gale Jones, principal of Jefferson High School, Jefferson Township, in the state of Lafayette." Through the use of simulated materials developed by the UCEA, participants will be making decisions about real problems a secondary school principal faces.

### PURPOSES INVOLVED

Purposes of this inservice workshop are:

- 1) to broaden the outlook of practicing high school administrators in the decision-making process;
- 2) to improve the principals' competencies in their decision-making process;
- 3) to involve the principals in a common educational situation where they could benefit from each other's methods and ideas;
- 4) to aid the principals in developing and applying administrative concepts and theories;
- 5) to aid in self-concept development.

This will be the fourth offering of the "Jefferson High School" workshop since the materials were available in the fall of 1964. If other groups of principals in the state wish to co-sponsor such a workshop, they should contact the Department of Educational Administration, 203 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455, or call 373-2248.

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UNIVERSITY OF *Minnesota*

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COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
MINNEAPOLIS, MINNESOTA 55455



1966 CONVENTION ACTIVITIES

The Department of Educational Administration in cooperation with the College of Education Alumni Association, the Minnesota Association of Secondary School Principals, and the Minnesota Association of School Administrators is expanding its activities at two major conventions in 1966. All Minnesotans attending are encouraged to join in these functions at the National Association of Secondary School Principals Convention in Cleveland, February 5-9, and the American Association of School Administrators Convention in Atlantic City, February 12-16, 1966.

AASA CONVENTION  
ATLANTIC CITY

The MINNESOTA HEADQUARTERS SUITE will be located in the HOTEL DENNIS. Professors Davis, Domian, Hooker, and Mueller will be available at the suite.

Reservations may be made with the Dept. of Ed. Ad. The cost is \$4.50 payable at the luncheon.

NASSP CONVENTION  
CLEVELAND

The NASSP and the University's Department of Educational Administration will maintain a Minnesota Headquarters suite in the Statler Hilton Hotel. The suite will provide a meeting place, message center, and general social headquarters for Minnesotans at the convention. In addition, space will be available there for private conferences.

The Minnesota Luncheon

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\*\* HOTEL DENNIS, OZONE ROOM, 12:00 noon \*\*  
\*\* Sunday, February 13 \*\*  
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Dr. Calvin Gross, Dean, College of Education, University of Missouri at Kansas City and former Superintendent of Schools, New York City, will address the luncheon. His subject will be "Collective Action of Teachers."

The annual Minnesota Breakfast will be held from 7:30 to 8:30 Monday, February 7, in the Ohio Room of the Statler Hilton. Tickets may be purchased for \$2.50 at the convention registration desk beginning Friday, February 4. Dr. David Beggs, Assistant Professor of Educational Administration at the University of Indiana and member of the NASSP Internship Project staff, will be the speaker.

Platform guests will include Robert J. Keller, Dean, College of Education; Irvamae Applegate, President of NEA; Duane Mattheis, Commissioner of Education; William Nigg, President of MASA; and Mrs. Fred Paul, President of NSBA; Professor Donald E. Davis of the Department of Educational Administration will preside.

DEPARTMENT HOSTS  
"TASK FORCE"  
FOR ED. AD. PROFESSORS

"Systems Analysis in Educational Administration" was the subject of the Minnesota-UCEA Task Force held in Minneapolis January 12-14.

Jointly sponsored by the Department of Educational Administration and the University Council for Educational Administration, the Task Force was attended by 32 professors of educational administration from major institutions in the U. S. and Canada.

PURPOSE OF THE "TASK FORCE"

Purpose of the Task Force, developed under the direction of Professor Donald Davis of the Ed. Ad. Department, was the assessment of system analysis as a method of inquiry for: (a) analysis and design of organizational process in education; (b) dealing with controllable organizational variables and uncontrollable environmental variables effectively; and (c) development of decision models for training, research, and planning in educational administration.

THE "TASK FORCE" FACULTY

The Task Force faculty consisted of Professor Raymond Willis, College of Business Administration, University of Minnesota; Dr. William Rudelius, Senior Industrial Consultant, North Star Research and Development Institute, Minneapolis; Professor Marvin Alkin, College of Education, University of California at Los Angeles; Mr. Bert Ray, Associate, Caudill, Rowlett and Scott, Architects, Houston, Texas; Professor Vernon Hendrix, College of Education, University of Minnesota; and Professor Donald E. Davis, College of Education, University of Minnesota

MEPA HOLDS  
WINTER INSTITUTE

"The Changing Role of the Elementary Principal" is the theme of the Winter Institute of the Minnesota Elementary Principals' Association to be held February 10 and 11 at the Radisson Hotel. The kick-off speaker is Carl Rowan on the topic of "The United States and Revolution."

At the Thursday luncheon, Dr. Dick Hansen, former assistant superintendent of St. Paul schools and now superintendent at Highland Park, Illinois, speaks on "The Elementary School Principalship Facts, Functions, and the Future."

Thursday afternoon, 12 discussion groups meet and during the institute there will be five "consultant centers" on the topics of assistant principalship (Neal C. Nickerson, Jr.), public relations (Peter Pafiolis), retirement (Harvey Schmidt), salaries (A. L. Gallop), and teacher evaluation (Gordon Mortrude).

At the Thursday banquet Mr. Clark Pahlas, general manager of the A. N. Palmer Co., speaks on "Next to the Fastest in the Slow Group."

Friday morning features four assemblies, "The School Administrator," Dr. Erling O. Johnson; "The Instructional Leader," Dr. Emmet Williams; "The Child's Self-Concept Development," Dr. Dick Hansen; and "Public Relations," Richard Kleeman.

Friday luncheon presents Dr. James Curtin, Chairman of the Department of Elementary Education at the University of Minnesota, "The Elementary School Principalship - Today and Tomorrow."

MEPA invites all superintendents to attend and asks that registrations be made by January 28. All administrators are urged to have their principals take part in the institute.

## SCHOOLMEN'S DAY - December 2, 1965

"National Assessment of Educational Outcomes," the subject of Schoolmen's Day, 1965, brought a record turnout of 530 Minnesota school administrators to the University campus on December 2, 1965. As in 1964, Schoolmen's Day jointly sponsored by the Department of Educational Administration and the Minnesota State Department of Education was devoted to a topic of critical interest to educational leadership in Minnesota. Major contributions to the program were presented by Herbert C. Rudman, Professor of Education, Michigan State University; Edgar Fuller, Executive Secretary, Council of Chief State School Officers; Jack C. Merwin, Professor of Education, University of Minnesota, and Sigurd Ode, Assistant to the Commissioner, Minnesota State Department of Education. The program was closed with a panel discussion of the papers presented. Members of the panel were Florence Lehmann, Minneapolis Board of Education; Van D. Mueller, Assistant Professor of Education, University of Minnesota; and Clifford P. Hooker, Professor and Chairman, Department of Educational Administration, University of Minnesota.

### MEASURING THE OUTCOMES OF EDUCATION

by Herbert C. Rudman

As the conference's first speaker, Professor Rudman made it his task to raise some fundamental questions about the definition and limitations of the concept of evaluation, especially as it is being utilized in the ECAPE proposals. It was necessary that this groundwork be built so that those in attendance at the meeting would have a common exposure to the term evaluation. Without this foundation, there was a chance that the importance of what was to follow would be significantly diminished.

His first and major premise was that a difference exists between the terms pedagogy and education, and this difference is important. Pedagogy, as he defined it, is limited to the school's role in the educational process; education, on the other hand, constitutes a much broader term encompassing all of the forces that influence the training of an individual, including the home, mass media, the church, the jail, travel experience, the school, etc. Professor Rudman then posed the rhetorical question, how to measure the impact of the school when it intermeshes with these other educational influences to form the sum of what is called an education.

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In regard to the new federal programs in education, he wondered whether it was possible to answer Mr. Tyler's question, "Was our money well spent?"

He next addressed himself to assessing the work that has been done on evaluating the various sub-elements of education. He defined four areas in which evaluation has been studied. In his opinion, they are in the following stages of development:

Achievement testing: This represents the most accurate form of evaluation. It is "precise, relatively easy to acquire, and steadily improving as advancements are made in measurement theory." Increasingly we are moving from measurement of simple recall to more sophisticated and searching examination procedures.

Sociological testing: Plagued with an almost infinite number of variables, sociological testing has become an enormously complex business and its findings are often subject to intense discussions and controversy.

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## MEASURING THE OUTCOMES OF EDUCATION

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Personality testing: It is difficult to even define what is included under this heading. Yet much pioneering work has been completed and there is promise of greater precision in the future. Computer simulation seems to provide an area for fruitful research.

Interest and personality measurement: The multiple choice type instrument offers some hope; however, it severely limits the possible choices available to the person taking the test and this comprises a serious limitation. Open ended questions help solve this problem; however, they are subject to faking. In short, no comprehensive, usable, and accurate technique has been yet developed.

In conclusion, he turned his attention to pedagogy and evaluation. He dismissed speculation as to whether ECAPE would result in a national curriculum by stating that the advent of the McDuffey's Reader in 1836, which culminated in the graded school, provided us with a national curriculum. This national curriculum has in turn brought about national testing, beginning with the Stanford Achievement Test. These achievement tests yield much the same data as the proposed ECAPE program. He listed the elaborate procedures used in the development of the Stanford Achievement Tests and defined the construct upon which they are built.

Summary: Dr. Rudman's position is briefly: (1) testing techniques are at best imprecise (2) pedagogy is but a part of education and cannot be clearly separated from education so that it alone can be measured, and (3) to attempt to use measurement of pedagogy in an effort to justify federal expenditures in education is a misuse of the purposes and a misunderstanding of the limitations of these techniques.

## NATIONAL PLANS TO EVALUATE EDUCATION by Edgar Fuller

After issuing a "go slow" warning as to national plans to evaluate education Dr. Fuller went on to examine both sides of this current issue facing education.

In presenting his conservative view of national assessment, Dr. Fuller stated that, "The fact appears to be that we have been singularly unsuccessful in measuring the results of teaching or of educational programs in terms that are meaningful to the citizen, or even to the citizen who has been elected to Congress." It was further stated that the various "...achievement tests that are most widely used have been constructed to be of assistance to teachers and counselors in the schools and to admission officers in colleges and universities, rather than to evaluate programs over wide areas."

Dr. Fuller went on to indicate that his view was best stated by a 1962 Joint Committee on Testing, established by the AASA, The Council of Chief State School Officers, and NASSP. He indicated that this Committee in its publication, "Testing, Testing, Testing," raised a very fundamental imperative question: "How can we know that after graduation, the school has any positive effect on behavior in those nebulous areas of citizenship and family life and on personal character?" Quoting further from the Joint Committee's publication, Dr. Fuller, stated, "The ultimate goal of education is intelligent behavior, as distinct from mere intellectual activity. Intelligent behavior embraces, but goes far beyond scholarship, technology, and the arts. It includes self-understanding, facing and accepting truth, showing compassion for self and others, and being able to give up a lesser for a greater good. It requires insight and judgment. It is the kind of behavior that is most effective in perserving and enhancing the well-being of mankind; and it is essentially moral. This kind of intelligence is, of course, not testable

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## NATIONAL PLANS TO EVALUATE EDUCATION (Continued from page 4)

nor can it always be equated with success in college or elsewhere for that matter." Adding to this, the misuses of tests, the influence achievement tests have had on the curriculum (e.g. "teaching for the passing of tests of factual knowledge, while neglecting teaching for values suitable for all secondary school students") and the view that testing has "...discouraged needed education at the national and international levels as in localities," Dr. Fuller concluded his arguments against national plans to evaluate education.

In presenting the positive view of national assessment, Dr. Fuller quoted Commissioner James Allen of New York, and former Commissioner Francis Keppel, of the U. S. Office of Education. Commissioner Allen has written relative to New York, "For the people of the state, Regents' examinations have been a sound and profitable investment. In the area of academic achievement, they offer a measure of quality that is valid, equitable and easily understood. As supervisory tools, they are effective in stimulating good teaching and learning practices. Indeed, no better proof is available of the basic interaction between good examinations and good education, each enhancing the other." Commissioner Keppel speaking specifically on nation-wide assessment has written, "A well-conceived and well-executed assessment would, it is hoped, serve several useful purposes. First, it would give the nation as a whole a better understanding of the strengths and weaknesses of the American educational system." "...Second, assessment results, especially if coupled with auxiliary information on characteristics of various regions would provide data necessary for research on educational problems and processes which cannot now be undertaken. Third, when sampling and testing procedures are adequately developed, international comparisons might be possible."

Dr. Fuller felt that both the Tyler Committee and Commissioner Keppel are sidestepping the controversy on the adequacies of individual testing. He indicated, however, that in many ways their behavior is indicative of emerging forces in our nation's educational system. With increasing federal involvement in education, political expediency will require attempts at evaluating the effects of federal spending. Those programs showing the "greatest results" will receive increasing federal support.

Dr. Fuller closed his remarks by calling for a closer local-state-federal working partnership to ward off federal intrusion too far into state and local decision-making for education. "If the state and local partnership can administer well the current categorical aids that leave most of the decisions to them, they need not fear for their autonomy in American education."

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### EXPLORATORY COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION

by Jack C. Merwin

Dr. Merwin centered his address around two foci; 1) to clarify misunderstandings regarding the purposes and procedures of ECAPE and, 2) to provide the schoolmen with information concerning the background and present status of ECAPE.

#### CLARIFICATIONS OF MISUNDERSTANDINGS

Dr. Merwin began his discussion of the misunderstandings regarding ECAPE by stating that the program had no relationship to the Civil Rights Act or Public Law 89-10. He pointed out that while it is to be a national assessment of education the committee was selected and is financed by a private foundation, the Carnegie Corporation.

Continued on Page 6.

## EXPLORATORY COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION

(Continued from page 5)

## PURPOSE OF ECAPE

He explained that the purpose of the Committee is not to test individual student achievement, as would result from a national achievement testing program, but to investigate means of obtaining more information about the progress of education as a whole. He stated that we have reports on the number of schools, buildings, teachers, and pupils and about moneys expended, but we do not have sound and adequate information on educational results. It was suggested that because dependable data are not available, personal views, distorted reports, and journalistic impressions are often the sources for public opinion. He noted that the schools are often attacked and defended without the necessary evidence to support either claim. Dr. Merwin suggested that this situation can and should be corrected by a careful consistent effort to obtain valid data which can be understood by an intelligent layman that will provide sound evidence about the progress of education. It was noted there is comparable information in other spheres of American life such as the Gross National Product or the Consumer Price Index.

The Exploratory Committee has proposed to gather this information through a national assessment program or a national "census" as Dr. Merwin prefers to call it. Since this national assessment is often confused with achievement testing, the next few minutes were spent distinguishing between assessing progress in education and testing individual achievement.

## ACHIEVEMENT TESTS

Achievement tests measure the relative progress of an individual pupil. His score usually indicates how he compares with other students of the same age, grade, and geographic region. All stu-

dents complete all the items on each test. Questions which can be answered by only a few, or questions which can be answered by all are usually eliminated since they fail to discriminate among most of the students. Because each student must complete all of the items, the exercises are usually limited to paper and pencil. Because these tests are constructed to allow comparison between students, they may also be used to compare the achievement of one class with another, or of one school with another.

## METHODS OF ASSESSMENT

Assessing the progress of education is not the same as mounting a nationwide testing program. The assessment will report on the educational attainments of samples of children, youth, and adults. It will not provide scores of pupils or classrooms but will present examples of what is learned by four different age groups illustrating what all or almost all have learned, what the most advanced have learned, and what is learned by the "average".

At present, plans are to assess the progress of four age groups--9, 13, 17, and adult. Consideration is being given to dividing the adult group into those over 35. The samples of children, youth and adults will be carefully chosen to represent geographic areas; socioeconomic levels, in-school and out-of-school children (dropouts) and youth; and rural, urban, central city and suburban populations, and would provide data without anyone or any classroom taking a full assessment battery or getting a score or report from it. Because the assessment exercises can be given individually and by interview, it is possible to sample more than the content of the traditional paper-and-pencil tests. Performance, interests, skills, habits, and the like can be included. Since reasonable time limits can be provided,

(Continued on page 7)

## EXPLORATORY COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION

(Continued from page 6)

the assessment situation eliminates pressures for rapid response. The areas of appraisal will include: reading, language arts, mathematics, social studies, citizenship, fine arts, and vocational education.

The reports of the assessment would indicate that nearly all (90 percent) of a group can comprehend reading paragraphs like these, can solve arithmetic problems like these, can sing songs like these, have citizenship habits like these. Similarly, samples characteristic of the "average" 13-year old and the advanced (top 10 percent) would be given. Reports made every few years would provide information about educational progress.

The assessment exercises will differ from current achievement tests in two other aspects. First, the assessment will include items which nearly all (90 percent) students can do, and items which only a few students can do (top 1 percent). Second, each exercise will be intelligible to the thoughtful lay citizen and something he recognizes as desirable for children to learn. Current achievement tests report in numerical scores, and items are often included which are correlated with grades but which apparently are not significant for children to learn.

#### BACKGROUND & PRESENT STATUS OF THE ASSESSMENT PROJECT

Background. The assessment project had its beginning in a memorandum prepared by Ralph W. Tyler in the summer of 1963. This memorandum was discussed in December, 1963 by a conference of educational measurement people who concluded that such an assessment was feasible at this time. In January, 1964, a conference of national educational leaders concluded that, although such an appraisal involved problems of potential misuse, the need for carefully developed instruments and comprehensive information was so great that such a

project should be launched. The conference further suggested that the assessment be financed by a private corporation.

The Carnegie Corporation granted the funds and appointed the Exploratory Committee on Assessing the Progress in Education.

This Committee was given two assignments:

1. To confer at length with teachers, administrators, school board members, and others concerned with education to get advice on the way in which such a project might be constructively helpful to the schools and avoid possible injuries.
2. To develop and try out instruments and procedures for assessing the progress of education.

During the academic year, 1964-65, seven conferences were held with teachers, curriculum specialists, administrators, school board members and laymen. These conferences made many recommendations.

Present status. The Exploratory Committee adopted as policy the recommendations of the educational groups and drew up plans for developing instruments and procedures in harmony with them. A seminar in February, 1965, with the major test-construction agencies and survey research centers resulted in the formulation of the following specifications:

1. The specifications of the educational achievement to be assessed are to be developed with the assistance of (a) specialists in the subject or field and (b) teachers.
2. Before final approval, the specifications are to be reviewed by panels appointed by the Exploratory Committee.
3. The assessment procedures and the items, questions, or other exercises

(Continued on page 8)

## EXPLORATORY COMMITTEE ON ASSESSING THE PROGRESS OF EDUCATION

(Continued from page 7)

developed are to be tried out in schools and communities selected in consultation with the Exploratory Committee.

4. The validity of each item, question, or other exercise used in the assessment is to be judged by two criteria: (a) it is an example of the behavior described in the specifications, (b) intelligent laymen can recognize this behavior as worth learning.

5. Items, questions, or other exercises are to be prepared by (a) children approximately 9 years old, (b) children approximately 13 years old, (c) youth approximately 17 years old, and (d) adults. The adult group may be split into those under 35 and those over 35.

6. Each group of items, questions, and exercises to be used at each age level is to include approximately one-third which represent the achievements characteristic of most of those at that age level (approximately 90 percent of them), approximately one-third which represent the achievements characteristic of about half of those at that age level, and approximately one-third which represent the achievements characteristic of the most educationally advanced (approximately the top 10 percent of that age level).

7. Efforts will be made to devise categories for items, questions, or other exercises which can be understood by intelligent laymen and which subsume items which are relatively homogeneous in terms of the percentage of the age group exhibiting the behavior.

8. The total number of items, questions, or other exercises developed for each instrument is to be adequate for a reliable measurement. The level of reliability to be met is a matter to be worked out with the Exploratory Committee after the initial tryouts have provided some preliminary data on the variability and time requirement for the exercises.

9. Contracts have been made with the American Institute of Research, Educational Testing Service, Psychological Corporation, and Science Research Associates to construct the initial instruments in reading, language arts, mathematics, social studies, citizenship, fine arts, and vocational education. Other categories may be added later.

Dr. Merwin concluded that the development of the instruments is taking more time than originally anticipated since an assessment of this sort requires the development of new techniques and perspectives. He apologized for the slow progress and asked the assembled school administrators for any suggestions they might have.

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EVALUATION IMPLICATIONS OF  
PUBLIC LAW 89-10

by Sigurd Ode

Evaluation is nothing new--it's been going on in education since education began.

Although schools have been maligned they have served the country well in times of emergency, and that is one of the criteria of a good system--to serve in an emergency.

By 1970, half of the people in the large cities will be classified as disadvantaged if we continue at the present rate. Public Law 89-10 will bring about economic efficiency to the people of our nation. Jobs for the unskilled are diminishing and progress is hindered by poverty and delinquency.

Schools were established and are still maintained for other than the disadvantaged. The ability to read is an area that must be stressed. Respect for pupils especially the disadvantaged is necessary.

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EVALUATION IMPLICATIONS OF PUBLIC LAW 89-10

(Continued from page 8)

A democracy is least able to hide or ignore its problems.

The philosophy of P.L. 89-10 is:

- 1) Students are to learn more.
- 2) Teachers are to be more satisfied.
- 3) Procedures used are to be economically and logically feasible.
- 4) Buildings must be sufficient.
- 5) Programs must meet needs of all the pupils.
- 6) There must be effective use of equipment and teachers.
- 7) Parents should have a chance to voice their opinions.
- 8) Educational goals must recognize needs of all pupils.

The president outlined the basic objectives of P.L. 89-10:

- 1) Put education at the head of the work agenda.
- 2) Concentrate teacher resources on urban schools.
- 3) Expand and enrich college programs.
- 4) Educate for the life-process.
- 5) Strengthen state departments.

Schools have to give hope to all pupils. They must develop the skills of communication and computation, besides the social skills.

The American Association of School Administrators and the National School Board Association have joined in reaffirming the importance of individual attainment in education.

An article in the November, 1960 issue of PTA Magazine states that far too much is expected of the nation's schools. Schools have valiantly tried to comply, but the needs of education must be re-assessed in the following areas:

- 1) Study skills
- 2) Individual responsibility
- 3) Mind of inquiry
- 4) Satisfaction in learning
- 5) Development of talents
- 6) Human relations.

NEW COURSE ADDED IN JUNIOR COLLEGE ADMINISTRATION  
Ed. Ad. 275. Junior College Administration will be offered for the first time Spring Quarter, 1966.

Selected topics and problems associated with the administration of, and various administrative positions in, junior colleges with emphasis on those that are unique to the junior college. Professor Vernon L. Hendrix teaches the course.

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\* ED. AD. CALENDAR \*  
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* Feb. 5-9	* NASSP Convention: * Cleveland, Ohio
* Feb. 10-11	* MEPA Winter Institute: * Radisson Hotel, Mpls.
* Feb. 12-16	* <u>AASA Convention</u> : * Atlantic City, N. J.
* Feb. 23	* Range Principals' Winter * Workshop: Duluth
* March 19	* Winter Quarter Closes

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\* S U M M E R \*  
\* W O R K S H O P S \*  
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* June 13-29	* Ed. Ad. 239, "simulation" * workshop for administra- * tors
* June 29 - * July 15	* Ed. Ad. 128, this workshop * focuses on the use of com- * puters for processing, * storing and retrieving in- * formation in educational * institutions
* July 18 - * August 4	* Ed. Ad. 239, "simulation" * workshop for elementary * principals
* August 3 - * 19	* Ed. Ad. 274, covers issues * and problems relative to * administration of junior * colleges

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UNIVERSITY OF *Minnesota*

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COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
MINNEAPOLIS, MINNESOTA 55455

THE DEPARTMENT  
OF  
EDUCATIONAL  
ADMINISTRATION



College of Education  
University of Minnesota

## *The University*

The University of Minnesota has played a major role in the educational and cultural growth of the state and nation. The varied and growing resources and the renowned faculty enable the University to strengthen its position of leadership in education. For those who are anxious to pursue the highest type of professional preparation in educational administration, the University of Minnesota offers the facilities and the staff.

## *The College of Education*

The College of Education at the University was established in 1905 to prepare men and women for teaching in the schools of Minnesota and to provide preparation for other kinds of educational service and leadership. Stress is placed upon rendering assistance to school officials in meeting local problems, solving important educational problems by means of research, and building a strong foundation for teachers, supervisors, and administrators of educational institutions at all levels.

## *The Department*

The Department of Educational Administration includes all programs related to the preparation of administrative and supervisory personnel for schools, school systems, and other educational agencies. Through planned programs of graduate study, persons may become qualified for administrative positions in:

Elementary - Secondary - General -  
or Higher Education, and  
Professorships in Colleges and Universities

The Department, one of the largest in the country, places emphasis upon extensive student advising in the development of individualized programs based on each student's strengths and interests.

## Financial Assistance

A variety of part-time and full-time positions as teaching assistants and research fellows are offered within the Department. In addition, service and nonservice fellowships, other part-time employment, both on and off campus, and loans are available.

### Fellowships Unrestricted as to Field

Graduate School Doctoral Fellowships  
University Alumni Graduate Fellowships  
Woodrow Wilson National Fellowships  
National Defense Education Act Aids  
Tozer Foundation Fellowships  
Ph.D. Thesis Grants

### NDEA Fellowships

NDEA presents some three-year fellowships which pay \$2000 the first year, \$2200 the second and \$2400 the third. Please write for qualifications and rules. Applications must be in by March 1st.

### Bureau of Field Studies and Surveys

The Bureau employs six instructors each year who are candidates for the Ph.D. degree. The three-fourths time assistantship pays \$5625 for 12 months' service.

### Educational Research and Development Council

The Council offers employment for three instructors each year to candidates for the Ph.D. degree. The three-quarter time assistantship pays \$5625 for 12 months' service.

### Research Assistants

Four one-half time research assistantships are available for students interested in junior and senior college administration. Stipends of \$2900 to \$3600, depending on the level of training and experience, are provided.

### Teaching Assistantships

The Department has six annual quarter-time assistantships paying \$1100 for the academic year. University High School also offers instructor assistantships.

and the College of Education. Students in the Department of Educational Administration have opportunities to work closely with the Council as it conducts research relating to the conditions of learning for children and classroom practice and the development of school system personnel and instructional programs through curriculum studies and in-service clinics.

### ***University Council for Educational Administration***

The Department is a charter member of U.C.E.A., an organization of universities offering approved programs in educational administration. The U.C.E.A. is devoted to the continuous improvement of professional preparatory programs in educational administration. The Department staff participates in experimental projects, seminars, special studies, and other activities of national and regional orientation.

### ***National Council for Accreditation of Teacher Education***

The Department of Educational Administration is fully accredited for the preparation of school administrators by N.C.A.T.E.

### ***Internship in Educational Administration***

The internship is a phase of the Ph.D. and Specialist programs for preparing school administrators. It is an opportunity for the student to work with the Department and cooperating school agencies in refining the skills and developing the insights necessary to become a well-qualified administrator.

## **Degrees**

### **Master of Arts**

Students beginning a program of graduate study in educational administration will usually complete the Master's degree as the first step. The major portion of study and research will be in educational administration. In addition the student's program will include work in two related fields.

### **Specialist Certificate**

The Specialist program is the plan designed to permit the completion of the "sixth-year requirement" for public school administrative certification.

### **Doctor of Philosophy**

The Ph.D. degree, as the culmination of advanced graduate study in educational administration, incorporates maximum flexibility in order that the student may emphasize intensive study in a particular area of competence.

## ***Bureau of Field Studies and Surveys***

The Department of Educational Administration considers supervised participation in selected field experiences to be a valuable phase of administrative preparation. Essentially a service division operated for the benefit of the schools of Minnesota, the technical staff of the Bureau of Field Studies and Surveys cooperates with local school districts in solving numerous administrative and instructional problems. Students in the Department often have opportunity to work in and with the Bureau of Field Studies and Surveys—an experience particularly valuable to school administrators.

## ***Educational Research and Development Council***

The Council is made up of public school systems of the metropolitan Twin Cities area

## ***Placement***

The Bureau of Recommendations provides the link between advanced graduate students and employment opportunities in administrative and teaching posts in all kinds of educational institutions. This service is available to all graduates and students of the College of Education.

## ***Admission***

Application for admission to the Department of Educational Administration should be submitted to the Graduate School, University of Minnesota. Application forms may be obtained by contacting:

Graduate School  
316 Johnston Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

## ***Information***

For additional information contact:

Dr. Clifford P. Hooker, Chairman  
Department of Educational Administration  
203 Burton Hall  
University of Minnesota  
Minneapolis, Minnesota 55455



## IS PROFESSIONAL BIRTH CONTROL NEEDED IN EDUCATIONAL ADMINISTRATION?

by Clifford P. Hooker, Chairman  
Department of Educational Administration

Most school administrators would agree on at least two dimensions of the personnel situation in education. There is a critical shortage of trained people in some areas (like special education and remedial reading) and an abundance of school administrators. While the former is a matter of grave concern to educators, most of us tend to be indifferent to the proliferation of administrators. Some seem to enjoy knowing that dozens of recruits are standing in line to take their jobs at the first opportunity. One vacancy in an administrative post in Minnesota recently generated applications from 82 hopefuls. A single applicant for a position in some specialized fields may be hard to produce. Clearly, long-range planning by preparation institutions and employees is needed. This planning should be based on an accurate assessment of the current situation.

### SUPPLY AND DEMAND IN MINNESOTA

The problem of balancing supply with demand in educational administration is especially complicated in Minnesota as we move toward new certification regulations. While the new regulations include a so-called "grandfather" clause which extends certification under the present regulations to all persons holding certificates as of August 31, 1967, everyone seeking certification after that date will have to qualify under the new regulations. What will be the impact of this change in regulations? How many people of what ages and with what types of career goals will be blanketed in under the "grandfather" clause? These questions and others must be answered if we are to plan appropriately and seek to maintain a reasonable balance between supply and demand in educational administration.

### STATUS OF ADMINISTRATOR CERTIFICATION

The Department of Educational Administration is investigating the status of administrator certification in Minnesota. The 480 school districts offering instruction in grades 1-12 have been asked to distribute copies of a questionnaire to all persons on their staff who: (1) hold a Minnesota administrator's certificate, (2) are eligible but have not sought such certificates; and (3) have completed 30 or more quarter hours of graduate work toward an administrator's certificate. The results of this study will determine the need for professional birth control in Minnesota.

### PLEASE RETURN QUESTIONNAIRES

Superintendents who have not returned the questionnaire should do so at once to increase the validity of the study and avoid the necessity for additional communications from this Department. If the questionnaires have been misplaced, additional copies will be mailed upon request. The results of this study will be published in the fall, 1966 issue of this newsletter.

## ACTIVITIES OF E.R.D.C.

## CONTINUE TO EXPAND

The Educational Research and Development Council of the Twin Cities is continuing to expand the scope of its research activities. Currently underway is the planning for the Coordinated Data Processing Service and Facility with funds provided under PL 89-10, Title III.

The Glen Center Project for trainable adolescents at Glen Lake is continuing to expand. Its enrollment is now over 80 students. Plans are underway for satellite centers to be located around the Twin Cities.

Other research studies currently being carried on by the E.R.D.C. include a study of teacher organizational membership, continuation of the study of municipal overburden and a study of employee fringe benefits.

## NEW STUDIES PUBLISHED

The most recent publications of the Council are the 1966 studies of finance and staffing in the Council schools. Other recent publications are "Recruitment Procedures," "The Role of the Principal in Discipline," and "Procedures for Assessment of Pupil Achievement."

Two of the major spring activities of the E.R.D.C. include an In-service Workshop for School Administrators held in April and a workshop for school board members held on April 14.

Dr. James Curtin will be spending more time in the Department of Educational Administration beginning Fall Quarter. His responsibilities in the Elementary Department will be decreased proportionally. This move to commit more staff time to elementary school administration is part of a plan to expand our service to the elementary principals of the state.

## THREE

## SUMMER WORKSHOPS

## OFFERED

Three workshops will be offered this summer by the Educational Administration Department. Two of these will be simulated experiences for school principals and one will deal with educational data processing.

The first School Principal's Workshop, (Ed. Ad. 239) will be offered from June 13 through June 29 by Dr. Samuel H. Popper and Dr. Douglas R. Pierce. Simulated materials will be used in this workshop, and it is for secondary administrators.

An Elementary School Principal's Workshop (Ed. Ad. 239) will be offered from July 18 through August 3 with Dr. Ronald T. Lambert and Dr. Neal C. Nickerson, Jr. as instructors.

## EDUCATIONAL DATA PROCESSING

Dr. Donald E. Davis is offering a workshop in school administration (Ed. Ad. 128) from June 29 through July 15. This course will deal with educational data processing, its application by local school districts to student personnel records and accounting, school census, grade reporting and school business and personnel function. It will emphasize the coordination of all applications of data processing to the total educational information system. Current happenings at the State Department of Education, the regional education offices and the federal involvement in educational data processing will be discussed. Dr. Davis also plans to make use of personnel from education and industry who have had experience with data processing.

All three workshops will be offered on the main campus from 11:30 a.m. to 3:30 p.m. (periods IV, V, VI, VIII) Monday through Friday.

## NEW CONTRACTS NEGOTIATED

MANY DIVERSE STUDIES  
COMPLETED BY BUREAU

The Bureau of Field Studies and Surveys has completed ten school surveys since the start of the current school year. Surveys were completed in the following communities:

Alexandria	Mabel-Canton
Baldwin-Woodville, Wis.	New Ulm
Breckenridge	Osseo
Brookings, S.D.	St. Paul
Cass County, N.D.	Windom

These studies dealt with a wide variety of problems and illustrate the many diverse areas in which the Bureau of Field Studies and Surveys can provide service to school districts. The Osseo study, directed by Dr. Firth, and the New Ulm study, directed by Dr. Firth and Dr. Lambert, were curriculum studies and involved many people from other departments in the College of Education. The Cass County Study involved 31 school districts and resulted in a county-wide reorganization plan. The Mabel-Canton study dealt with the unification of two small high schools.

## SERVICES USED IN CONTINUING BASIS

The other studies were of a comprehensive nature but some had an area of special emphasis. The St. Paul report included a detailed evaluation of all existing buildings and proposed a ten-year building program. The Alexandria study included an investigation of the feasibility of establishing a junior college. There is a growing trend for districts to utilize the services of the Bureau of Field Studies and Surveys on a continuing basis. In 13 of the 18 districts in which surveys were recently completed or are now in progress the Bureau had conducted one or more previous studies.

(Continued in next column)

The Bureau of Field Studies has contracts with the following districts:

Brentwood, Mo.	Park Rapids
Mitchell, S.D.	St. Cloud
Mound	White Bear Lake
Nisswa	Willmar

Negotiations are underway with several other districts relative to possible surveys. In addition, a study is being conducted for the Space and Facilities Committee of the College of Education relative to future needs of the College.

School districts in need of consultant services for educational problems are invited to contact:

Dr. Otto E. Domian, Director  
Bureau of Field Studies and Surveys  
205 Burton Hall  
University of Minnesota  
Minneapolis, Minnesota 55455  
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"THE JUNIOR COLLEGE"  
TO BE TAUGHT BY  
DR. GRAHAM

Educational Administration 274, The Junior College, will be offered during a 12-day period beginning August 8-19, 1966. Dr. William Graham, Vice-President of the St. Louis-St. Louis County Junior College District will conduct the course. Dr. Graham, Director of the Forest Park College (one of three in the St. Louis district) had extensive experience as an administrator and teacher in California junior colleges before coming to St. Louis. He will bring to the class an awareness of the most current and pressing issues facing junior colleges today, especially those in metropolitan settings.

Persons interested in taking the course may register directly, if they are eligible for Graduate School enrollment at the University of Minnesota. Others may enroll but should contact Dr. Vernon L. Hendrix as soon as possible at 215 Pattee, University of Minnesota, Minneapolis, Minnesota 55455  
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EVALUATION WORKSHOP  
SPONSORED BY  
E.R.D.C.

"Evaluation of Personnel in the School Organization" was the theme of an in-service workshop for school administrators held April 12-14 and 19-21 in Coffey Hall on the St. Paul Campus, University of Minnesota. The Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. sponsored the workshop in cooperation with the General Extension Division of the University of Minnesota.

Using the technique of "simulation," the workshop participants placed themselves in the role of an administrator in "Jefferson School District." During the six sessions, recent research and theory related to evaluation, personal self-evaluation as administrators, and the relationship of research on human behavior to educational administration were explored. Dr. Neal C. Nickerson, Jr., and Dr. Ronald T. Lambert of the Department of Educational Administration served as the faculty for the workshop.

TEACHING ASSISTANTS APPOINTED  
FOR SUMMER SESSION

Werner Tismer, elementary principal at White Bear Lake, will begin duties as Dr. Hooker's teaching assistant June 13. Mr. Tismer is in a Ph.D. program. He holds a Master's degree from the University of Minnesota and has also attended the University of Maine and the Free University of Berlin. He formerly taught in Berlin.

Re-appointed assistants and their assignments are:

- Daniel Barnett -  
Assistant to Dr. Popper
- Josefina Resurreccion -  
Assistant to Dr. Nickerson
- Gerald Ubben -  
Assistant to Dr. Mueller
- Judith Vizenor -  
Assistant to Dr. Lambert
- Dick Williams -  
Assistant to Dr. Pierce

DR. DAVIS SERVES AS  
PROJECT DIRECTOR FOR TITLE V

Associate Professor, Donald E. Davis, Department of Educational Administration, has been granted a three-quarter time leave from the University of Minnesota for the Spring Quarter. While on leave, he is serving the position of Project Director for Title V, Public Law 89-10. Under a federal grant, Dr. Davis is working at the Minnesota State Department of Education assessing ways in which the role of the State Department can be more adequately defined and strengthened so as to render effective leadership in the rapidly changing educational scene.

Dr. Davis also continues in his teaching and advising capacity at the University while on leave.

TITLE V ADVISORY COMMITTEE

At a recent meeting of the Advisory Committee on Title V, Dr. Clifford P. Hooker was elected chairman of the Committee to succeed Dr. Davis.

DR. HOOKER ELECTED TO  
UCEA BOARD

Dr. Clifford Hooker has been elected to a three-year term of the U.C.E.A. Board of Trustees. He was elected at the annual meeting of the Plenary Session in Atlantic City in February. Dr. Hooker and Dr. Kenneth McIntyre of the University of Texas will replace Dr. Richard Lonsdale of New York University and Dr. Van Miller of the University of Illinois.

NDEA FELLOWSHIPS AWARDED

John Maas and Henry A. Snyder have been appointed to NDEA Fellowships for next year. Both are working toward their Ph. D. degree in educational administration. John Maas is, at present, an intern-principal at Lincoln Experimental Junior High School in Minneapolis, and Henry A. Snyder is a fifth-grade teacher for St. Paul Public Schools.

ED. AD. COURSES OFFERED IN SUMMER SESSION

FIRST TERM

SECOND TERM

- 101 PUBLIC SCHOOL ADMINISTRATION  
(3 cr; I MTWThF) Popper
- 128 WORKSHOP: EDUCATIONAL ADMINISTRATION (DATA PROCESSING FOR SCHOOLS)  
(1-6 cr; June 29- July 15 IV-VII MTWThF; NH 201) Davis
- 201 FOUNDATIONS OF EDUCATIONAL ADMINISTRATION (3 cr; II MTWThF; Arch 10) Pierce
- 202 FOUNDATIONS OF EDUCATIONAL ADMINISTRATION (3 cr; III MTWThF; AH 101) Mueller
- 210 PUBLIC SCHOOL FINANCE  
(3 cr; I MTWThF; A 11A) Domian
- 215 THE ELEMENTARY SCHOOL PRINCIPALSHIP (3 cr; II MTWThF; WuH 130) Lambert
- 226 SCHOOL PLANT PLANNING  
(3 cr; II MTWThF; JohH 105) Mueller
- 228 PROBLEMS: EDUCATIONAL ADMINISTRATION (1-3 cr; hrs. ar.) Domian, Hooker, Davis, Mueller
- 236 FIELD STUDY  
(0-10 cr; hrs. ar.) Curtin, Domian, Hooker, Davis, Lambert, Firth, Popper, Mueller, Pierce, Nickerson
- 239 SCHOOL PRINCIPALS' WORKSHOP  
(1-4 cr; limited to 25 students; IV-VII MTWThF, June 13-29; NH 201) Popper, Pierce
- 264 THE SECONDARY SCHOOL PRINCIPALSHIP (3 cr; I MTWThF; NH 107) Nickerson
- 265 ADMINISTERING THE HIGH SCHOOL PROGRAM (3 cr; III MTWThF; NH 122) Nickerson
- 270A PROBLEMS: ELEMENTARY SCHOOL ADMINISTRATION (cr. hrs. ar.) Curtin, Lambert
- 270B PROBLEMS: SECONDARY SCHOOL ADMINISTRATION (cr. hrs. ar.) Domian, Hooker, Davis, Popper, Firth, Mueller, Nickerson, Pierce

- 201 FOUNDATIONS OF EDUCATIONAL ADMINISTRATION (3 cr; I MTWThF; WuH 130) Pierce
- 202 FOUNDATIONS OF EDUCATIONAL ADMINISTRATION (3 cr; III MTWThF; AH 9) Mueller
- 211 SCHOOL BUSINESS MANAGEMENT  
(3 cr; II MTWThF; WuH 130) Mueller
- 224 LEGAL ASPECTS OF PUBLIC SCHOOL ADMINISTRATION (3 cr; III MTWThF; AH 101) Hooker
- 228 PROBLEMS: EDUCATIONAL ADMINISTRATION (1-3 cr; hrs. ar.) Domian, Hooker, Mueller
- 236 FIELD STUDY (0-10 cr; hrs. ar.) Curtin, Domian, Hooker, Lambert, Firth, Mueller, Nickerson, Pierce
- 238 SEMINAR: RESEARCH AND THEORY  
(1-3 cr; III MTWThF; WuH 130) Pierce
- 239 SCHOOL PRINCIPALS' WORKSHOP  
(1-4 cr; limited to 25 students; IV-VII MTWThF; July 18-August 3; NH 107) Lambert, Nickerson
- 265 ADMINISTERING THE HIGH SCHOOL PROGRAM (3 cr; I MTWThF; Arch 145) Nickerson
- 270A PROBLEMS: ELEMENTARY SCHOOL ADMINISTRATION (cr. hrs. ar.) Curtin, Lambert
- 270B PROBLEMS: SECONDARY SCHOOL ADMINISTRATION (cr. hrs. ar.) Domian, Hooker, Firth, Mueller, Pierce, Nickerson
- 274 THE JUNIOR COLLEGE  
(3 cr; IV-VI MTWThF; August 4-19 NH 107) Graham

NOTE:  
ED. AD. 227 cancelled.

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REMINDER

Please send in your "Status of Administrator Certification" forms. Your superintendent will mail them to:

Dr. Clifford P. Hooker  
203 Burton Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

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# ED AD CALENDAR

UNIVERSITY OF  
*Minnesota*

COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
MINNEAPOLIS, MINNESOTA 55455

June 13	REGISTRATION
June 14-July 16	FIRST TERM - SUMMER SESSION
June 13-29	Ed. Ad. 239 Simulated Materials Workshop
June 29-July 15	Ed. Ad. 128 Data Processing Workshop
July 18-August 20	SECOND TERM - SUMMER SESSION
July 19-August 3	Ed. Ad. 239 Simulated Materials Workshop
August 4-19	Ed. Ad. 274 The Junior College
August 21-26	National Conference of NCFEA in Bloomington, Indiana
SEPTEMBER 26	FALL QUARTER