

Administrative

Leadership



FERMENT IN EDUCATIONAL ADMINISTRATION AT THE UNIVERSITY

by Clifford P. Hooker, Chairman, Dept. of Ed. Ad.

The education of administrators has become a central concern of most major universities. Through organizational changes and the allocation of staff, budget, and facilities, universities are "tooling-up" for a very large effort in educational administration. In brief, the crucial role of the educational leader has been recognized and the development of professional programs for his education has become a respectable full-time occupation for an increasing number of college professors.

The College of Education of the University of Minnesota has joined the select group of major institutions which place a high premium on educational administration. A new Department of Educational Administration was established on July 1, 1964. This Department is responsible for the development of professional programs for administrators at all levels and for professors of educational administration. While the Dept. will continue to share some staff members with the Bureau of Field Studies and Surveys, a full-time staff is being recruited. Remodeled offices in Burton Hall, equipped with new furnishings have been allocated to the Department. A departmental secretary and six teaching assistants have joined a growing staff of professors. The total staff in the Department and related units (Bureau and ERDC) now numbers 28.

While much of the attention in the new Department has been focused on such mundane matters as budget, space, and staff, the professional programs have not been ignored. Recent program developments include the following:

1. The internship in educational administration has been expanded and is now an integral part of the preparation program.
2. Simulated materials for secondary school principals have been purchased by the Department and will be used in a workshop next summer.
3. A workshop for superintendents will be offered next summer.
4. The Department is engaged in a massive search for talented graduate students who are interested in pursuing an advanced degree on a full-time basis. Scholarships, assistantships, and other support programs have been expanded and are available to persons who qualify.

Future plans for the Department include aiming a large portion of the program at a new target audience -- the administrator in the field. Experience has demonstrated conclusively that leadership for continuing education of the administrator is the responsibility of the institution which selected and prepared him for his initial position. It is too much to hope that after such selection and preparation he will "live happily ever after." A lifetime dedicated to continued education is the true quality of the professional. This Department is committed to a plan for statewide and regional workshops, seminars, and short courses to make this education possible. The assistance of all will be needed if this plan and other aspirations of the Dept. are to reach fruition.

A newsletter published quarterly by
Department of Educational Administration
College of Education, University of Minnesota

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Ed 8312

CALENDAR

- DECEMBER 3 Schoolmen's Day
Mayo Auditorium, Univ. of Minn.
"Financing Public Elementary and Secondary Schools in Minnesota"
- DECEMBER 13-17 ERDC
Superintendents' Seminar
Normandy Motor Hotel, Mpls.
"Problems of Metropolitan Areas and Their Implications for Public Education"
- DECEMBER 19 Fall Quarter Commencement
- DECEMBER 28 Winter Quarter Registration
- JANUARY 4 W. Q. Classes Begin
- JANUARY 15-20 NASSP National Convention
Miami Beach, Florida
- JANUARY 28-29 MASSP Winter Workshop
Pick-Nicollet Hotel, Mpls.
"Broadening the Base of Educational Opportunities"
- FEBRUARY 13-18 AASA National Convention
Atlantic City, New Jersey

INSERVICE EDUCATION FOR PRACTICING ADMINISTRATORS

Most of the administrative posts in Minnesota education for the next 10 or 15 years will be held by persons who have completed their formal program of education and who must learn in a variety of ways to cope with their problems. The Department of Educational Administration recognizes that it has a responsibility for inservice training comparable to its responsibility for the preservice education of administrative leadership. In the past, much of the inservice education was carried on through summer workshops and conferences. The validity of this notion that inservice opportunities must continue to be summer activity has been challenged as the role of the administrator has changed and expanded.

Under planning and consideration by the Department is a new, broadened program for continuous learning, designed to prevent obsolescence in educational administration and to assist practicing administrators in becoming agents for intelligent change. Being considered are a series of weekend sessions, perhaps on a regional basis within the state, involving school administrators and

University personnel. These sessions could cover the expedient topics such as buses and bonds and other day-to-day operating procedures as well as dealing with some of the broad economic and social issues that trouble teachers and administrators.

A carefully planned, well-thought out program of high level inservice education must include cooperative planning by those who receive and provide the services. With this in mind, a portion of the program for Schoolmen's Day on Dec. 3, 1964 will be devoted to identifying needs and directions for determining well-conceived inservice activities. In addition, school administrators from all areas of the state are urged to communicate, by letter, phone, or personal visitation, their concerns, interests, and needs; and to contribute their ideas and viewpoints concerning the organization, content, and design of new inservice programs.

DEAN OF THE COLLEGE OF EDUCATION

In May of this year, Robert J. Keller, Professor of Education and Director of University High School, was appointed by the Board of Regents as Dean of the College of Education. The new chief of the College has played a prominent role in the planning for higher education facilities in Minnesota, particularly junior colleges, through surveys he has directed for legislative, governor-appointed, and University committees.

Dr. Keller attended Winona State Teachers College, then the University of Minnesota. He received the Master of Arts degree with a major in educational administration and the Doctor of Philosophy degree in education from the University in 1940 and 1947, respectively. A member of the University faculty since 1940, when he served as a teaching assistant in education, the new Dean had been Director of University High School since 1956. For many years, he was a staff member of the University's Bureau of Institutional Research, serving as Director of the Bureau in 1950-54.

He has published a number of books and wrote the section on "Secondary Education" in the 1960 Encyclopedia of Educational Research and is now chairman of the Committee on Curriculum and Development of the Nat. Assn. of Secondary School Principals.

DEPARTMENTAL STAFF

The staff of the Department of Educational Administration has expanded rapidly in the past year. As practicing administrators desire to make contact with the Department from time to time, the brief description below will help identify the areas of particular responsibility of the staff in ed. ad.

James R. Curtin Ph. D. Univ. of Iowa
Professor of Education and Chairman,
Department of Elementary Education

Donald E. Davis Ed. D. Teachers College, Columbia Univ. Asst. Professor of Education and Executive Secretary, Ed. Research and Development Council; Teaching areas: Foundations of Ed. Ad. and Personnel

Otto E. Domian Ph. D. Univ. of Minn. Professor of Education and Director, Bureau of Field Studies and Surveys Teaching areas: School Finance; School Business Administration

Gerald R. Firth Ed. D. Teachers College, Columbia Univ. Associate Prof. of Education and Acting Chairman, Dept. of Secondary Education; Teaching areas: Secondary Curriculum and Sec. Supervision

Clifford P. Hooker Ed. D. Indiana U. Professor of Education and Chairman, Department of Educational Administration; Teaching areas: School Law and School Plant Planning

Robert J. Keller Ph. D. U. of Minn. Professor of Education and Dean, College of Education

Ronald T. Lambert Ph. D. U. of Minn. Associate Prof. of Education; Teaching area: Elementary Administration

Van D. Mueller Ed. D. Mich. State U. Asst. Professor of Education and Associate Executive Secretary, Educational Research and Dev. Council

Neal C. Nickerson, Jr. Ed. D. Teachers College, Columbia Univ. Asst. Professor of Education; Teaching areas: Secondary School Administration, Supervisor of the Administrative Internship Program

Samuel H. Popper Ph. D. New York U. Associate Professor of Education; Teaching areas: Junior High School Administration, School Community Relations

INTERNSHIP IN EDUCATIONAL ADMINISTRATION

The concept of the internship in educational administration is similar to that found in other professional fields. Its basic function is to enable the intern, who is an almost fully-trained practitioner, to gain the necessary experience in the performance of the critical tasks of his profession while under the close supervision of a fully-trained and experienced practitioner. Thus, he has the opportunity to refine the skills, develop the insights, and achieve the habitual intuitive familiarity with educational administration problems because he has an experienced administrator ready to advise and assist him or to take over in case of serious difficulty. It is an opportunity for the University and local school systems to work together in training well-qualified school administrators.

Now, during this first year of the internship program, six interns are in the field and gaining valuable experience.

They are:

Oria Brinkmaier-Central Office-Mpls.
Kenneth Garland-Central Office-Mpls.
Bruce Halgren-Jr. High School-Waysata
Arland Otte-Univ. High School-Mpls.
Gerald Ubben-North H.S.-North St. Paul
Richard Williams-Kellogg Sr. H.S.-
Roseville

Contacts are being made with educational leaders throughout the state by the University coordinator of the program, Dr. Neal C. Nickerson, Jr., to discuss the internship, explain it further, and receive expressions of willingness to host interns in the years to come. A brochure describing the program is available from the Department of Educational Administration at the University.

MASA SELECTS EXECUTIVE SECRETARY

Congratulations to W. O. Anderson, the first Executive Secretary of the MASA. Mr. Anderson, former supt. at Aurora-Hoyt Lakes, is making his headquarters in Aurora and will be available for meetings any where in the state. His duties will include coordinating the many activities of the MASA; maintaining liaison with related organizations and institutions, and representing the MASA in matters pertaining to legislation favorable to public education and showing opposition to bills considered unfavorable.

DEPARTMENT CONDUCTS SEMINAR ON METROPOLITAN PROBLEMS

Metropolitanism and its influence on education will be the area of study for metropolitan superintendents of the Educational Research and Development Council at a four-day seminar, Dec. 13-17, 1964 at the Normandy Hotel, Minneapolis.

This seminar is being conducted by the Department of Educational Administration, College of Education, under the sponsorship of the University Council for Educational Administration and the American Association of School Administrators with funds provided by the National Institute of Mental Health. The major emphasis of the seminar will be on the consideration by metropolitan superintendents of the problems facing the growing Twin-Cities Metropolitan Area and the affect of these on educational planning.

Mr. David Loeks, Executive Director of the Twin Cities Metropolitan Planning Commission, will keynote the sessions on Sunday, Dec. 13 at 6:00 p.m. Other prime contributors to the seminar include: Dr. Edward Gross, Professor of Sociology, Univ. of Minn.; Dr. Vincent Ostrum, Professor of Political Science, Indiana U.; Dr. Francis Boddy, Professor of Economics, U. of Minn.; Dr. Luvern L. Cunningham, Director of the Midwest Administration Center, U. of Chicago; and Dr. W.W. Charters, Professor of Social Psychology, Washington U., St. Louis.

Observers from UCEA and AASA will attend the seminar to evaluate this program as a meaningful device for professional development of practicing administrators. Two other seminars in this pilot series are being conducted under the sponsorship of UCEA and AASA for selected superintendents. The first of these deals with the process of change in education conducted by the U. of Oregon, the second with problems of segregation conducted by New York University.

MASTER'S COMPREHENSIVE CHANGED TO ESSAY EXAMINATION

The comprehensive examination battery for Master's degree candidates in educational administration has been changed from objective to essay items. The eight-hour examination period has been divided into two portions of four hours each. In the first period, all Ed. Ad. degree candidates, regardless of area of major emphasis, respond to general essay questions

in the field. The second examination period requires separate responses from those majoring in elementary or secondary administration.

This new examination procedure, first instituted in Fall Quarter 1964, is intended to provide the opportunity for students to integrate and synthesize knowledge rather than emphasize specific recall which was typical of the objective battery.

EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL

The Educational Research and Development Council is a nonprofit organization incorporated in Sept. 1963 under the laws of the state of Minnesota. Active Council membership is made up of 34 public school systems of the seven-county Twin-Cities metropolitan area, the College of Education of the U. of Minn., and several educationally-related organizations. Membership is open to institutions, agencies, and individuals interested in the development of education in the metropolitan area and the state of Minnesota.

The two-fold purpose of the Council is the conduct of responsible research relating to the conditions of learning for children and classroom practice and the development of school system personnel and instructional programs through curricular studies and inservice clinics. The pooling of resources of the members and the College of Education makes available the funds and personnel needed to conduct a wide range of research. Council studies pertinent to the operation of public schools completed during the past year were concerned with fiscal support and expenditures, organizational climate in the elementary schools, and the adolescent trainable retarded. Clinics were sponsored on salary policy development & organizational patterns for instruction in elementary schools. The determination of projects to be conducted by the Council is made by the membership through commissions on administration, curriculum and instruction, and exceptional children.

For further information, write or call
Dr. Donald E. Davis, Ex. Sec.
201 Burton Hall
College of Education, Univ. of Minn.
Mpls., Minn. 55455 Tel.: 373-4872

BUREAU OF FIELD STUDIES AND SURVEYS

Thirteen school surveys were added during 1963-64 to the mounting number of survey reports which have been completed by the Bureau of Field Studies and Surveys. Communities served during the year were:

Aurora-Hoyt Lakes	Orono
Belle Plaine	Osceola, Wis.
Crookston	Osseo
Duluth	St. Cloud
Lewiston	Starbuck
Mankato	Winona
Menomonie, Wis.	

Although most of these studies were directed at school building needs, other educational problems were well represented. At Crookston the problem was the future role of the Northwest School of Agriculture. The Duluth study was a comprehensive analysis of the needs of vocational-technical education. The curriculum study of elementary and secondary schools at Menomonie involved some 20 members of the College of Education staff. Elementary, secondary, & vocational-technical programs and plant needs were included in the comprehensive study at Winona. During the year, Otto E. Domian, the Director of the Bureau, also served as Chief of Staff for the UNESCO Educational Mission to Brazil.

The 1964-65 school year promises to be a record year for survey services to the schools. Contracts have already been negotiated with these ten school districts and the projects are at various stages of completion:

Byron	Moorhead
Claremont-Dodge Center	New Ulm
Cloquet	Robbinsdale
Columbia Heights	Rochester
Minneapolis	St. Paul

Representatives of the Bureau are available to meet with superintendents and boards of education to explain the survey services. Such meetings can be arranged without cost or obligation to the local district.

 For further info., please write or call
 Dr. Otto E. Domian, Director
 Bureau of Field Studies and Surveys
 205 Burton Hall, Univ. of Minn.
 Mpls., Minn. 55455 Tel.: 373-2251

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FELLOWSHIPS AND ASSISTANTSHIPS-'64-65

Dept. of Ed. Ad. - teaching assistants with former positions.

John Carlsted, Cont. Grain Co. of New York, Minneapolis branch

Larry Harris, elem. ed., Bloomington

Eugene Kairies, music instructor, Oakland, California Public Schools

Ronald Nelson, high school teacher, Cokato, Minnesota

Arnold Ness, high school music teacher, Central High School, Minneapolis

Paul Ramseth, student, Univ. of Minn.

Wichit Srisa-An, student from Thailand

Josefina Resurreccion, student from Illinois, and from the Philippines

Thomas Walsh (research assistant for the Department), student, U. of Minn.

Bureau of Field Studies and Surveys - Instructors and Field Assistants

Glenn Carlson, elem. principal, Babbitt

Eldon Null, high school principal, Hector, Minnesota

Manley Olson, high school principal, Elk Hound, Wisconsin

John Voth, asst. prof. of education, Brandon College, Brandon, Manitoba

Emil Wilken, superintendent of schools, Montevideo

Educational Research and Development Council, Instructor and Research Asst.

James Sargent, assistant principal, St. Paul Central High School

 SCHOOLMEN'S DAY
 MAYO AUDITORIUM
 UNIVERSITY OF MINNESOTA
 DECEMBER 3, 1964
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A A S A C O N V E N T I O N A C T I V I T I E S

The Department of Educational Administration in cooperation with the College of Education Alumni Association, Minnesota Education Association, and the Minnesota Association of School Administrators will expand activities at the 1965 AASA convention in Atlantic City, February 13-17. All Minnesotans attending this convention are encouraged to take part in these activities.

MINNESOTA LUNCHEON

The annual Minnesota Luncheon will be held at the Madison Hotel, 12:00 noon on Sunday, February 14.

Program participants for the 1965 luncheon are: H. E. Frisby, president MASA; Duane Mattheis, Commissioner of Education; Nicholas Duff, president MEA; and Robert J. Keller, Dean, College of Education, who will address the group. Clifford P. Hooker, Chairman, Department of Educational Administration will serve as toastmaster.

Reservations should be made with the Department of Educational Administration. The cost of the luncheon is \$3.50.

HEADQUARTERS SUITE

The Department of Educational Administration will maintain a MINNESOTA HEADQUARTERS SUITE in the DENNIS HOTEL.

Minnesota administrators and alumni attending the convention are encouraged to use these facilities for consultation with staff members and meetings with colleagues. The suite will be open during the day and evening and will have space available for private conferences.

Professors Clifford P. Hooker, Donald E. Davis, and Van D. Mueller will be in attendance and will look forward to seeing you at "MINNESOTA HEADQUARTERS" where the coffee pot will be "on."

RECEPTION FOR ROBERT J. KELLER

On Monday, February 15 a reception will be held in honor of Robert J. Keller, the new Dean of the College of Education, University of Minnesota.

The reception will be held from 4:00 - 6:00 p.m. in the MINNESOTA HEADQUARTERS SUITE, Dennis Hotel, Atlantic City.

SCHOOLMEN'S DAY - - 1964

Three hundred and seventy-five school leaders from Minnesota convened on the University campus on December 3, 1964 to participate in Schoolmen's Day conducted by the Department of Educational Administration. The theme for the day was "Financing Public Elementary and Secondary Schools in Minnesota." The morning session opened with addresses by Professors Erick L. Lindman of U.C.L.A. and Otto E. Domian of the University of Minnesota. Superintendents Oliver P. Bakken of Aitkin, Luther Fjelstad of New Ulm, and Emmet D. Williams of Roseville commented on the papers and addressed questions to the speakers. Professors Arthur M. Borak of the Department of Economics (U. of M.) and Donald E. Davis, College of Education, were speakers at the afternoon session.

A summary of these major presentations follows.

"FINANCING PUBLIC EDUCATION IN THE DECADE AHEAD"

Summary of a presentation at Schoolmen's Day

Erick L. Lindman, Professor of Education, U.C.L.A.

Dr. Erick L. Lindman pointed to the complexity of present-day public school programs as the primary cause of the variety of sources and purposes of school revenues. He stated that the increased complexity of the educational enterprise has resulted in "a maze of school finance arrangements which, more often than not baffle legislators and school board members alike." Dr. Lindman further indicated that "even school superintendents, who keep a watchful eye over this entire enterprise, occasionally find themselves lost in this maze."

Summarizing briefly the pressures and trends which will bear upon the public school system in the immediate future, Dr. Lindman emphasized the need for making the financial arrangements which support the various aspects of the public school program clear to every American citizen, if, indeed, the school is to be able to respond effectively to changing needs.

It was suggested that the need exists for a broadened "foundation" program, financed by the state and the local school district, but permitting a variety of optional programs and for federal participation. Four distinct types of programs were identified, each of which has its special financing arrangements. First, there is the state mandatory program guaranteed for each child in the state, financed from taxes borne uniformly by all taxpayers in the state. Secondly, there are optional local programs supplementary to the state mandatory programs, financed exclusively from taxes borne by the local school district property taxpayers. Thirdly, there are the jointly financed optional programs, in which the cost is shared by the state and the local school district in accordance with a variable matching ratio. Finally, the contracted service programs, in which the full cost is paid by another department of local government, by the state, or by the federal government. Dr. Lindman emphasized the need for improved cost accounting systems to identify clearly the total costs of such programs.

In closing, Dr. Lindman cited the imperativeness of redesigning public school finance arrangements to go beyond the "preoccupation with state minimum aid and property tax equalization" and include provision for categorical aids aimed at improving and broadening the scope of public school programs. The components of the public school finance program identified in Dr. Lindman's presentation were recommended as a means providing flexible financial arrangements needed for the increasingly complex and rapidly changing program of public schools.

"AN ANALYSIS OF PUBLIC SCHOOL FINANCE IN MINNESOTA"

Summary of a presentation at Schoolmen's Day

Otto E. Domian, Professor of Education, U. of M.

1. Minnesota's public elementary and secondary school system is a tremendous operation. In 1963-64, the school districts expended \$501,416,329, enrolled 781,304 students, and closed the year with a bonded indebtedness of \$600,175,906.
2. The local property tax is the largest source of funds for public elementary and secondary education. The sources of funds for 1963-64 were: local taxes = 43.7%, county = 2.3%, state aid = 32.6%, federal = 1.5%, other sources = 19.9%. For each \$1 of state aid, local property taxes produced \$1.34. A desirable goal for Minnesota -- \$1 of state aid for each \$1 of local property tax.
3. Sources of the \$170,539,081 paid as state aid during 1963-64; approximately \$8.1 million is interest on the permanent school fund; the balance comes from the state income tax.
4. Foundation program aid is the "big money" item. Including the endowment income fund and the income tax school aid, which are interwoven in it, the foundation program embraces more than four-fifths of all state aid.
5. Foundation program aid originated in a study authorized by the 1955 legislature, was initiated in the 1957 session, and has been continued and revised in each succeeding session.
6. The foundation program is a simple procedure for sharing the costs of education by the state and the local district in order to assure that all youngsters, regardless of the wealth of the district in which they live, have available to them the kind of an education which the citizens of the state agree is necessary for all children. The operation of the program involves the determination of the educational program that the citizens of the state are willing to underwrite for all children, pricing that program, deciding what is a reasonable tax effort for the local districts, and then having the state pay the difference between the cost of the foundation program and the prescribed local tax effort.
7. The foundation program must be defined and priced. The 1955 legislative report emphasized that necessity. In order to initiate the program, however, the median maintenance cost of Minnesota school districts operating both elementary and secondary schools was accepted by the survey staff as a temporary substitute. The reasonable tax effort was set at the mill rate required by the 9 wealthiest school districts to raise the amount of the median maintenance cost.
8. As some districts would have received less aid under such a foundation program than they were receiving under the basic aid program that was in operation, the survey staff recommended that such districts continue to receive aid on the old basis.
9. The history of the foundation program through four legislative sessions as contrasted to median maintenance cost is as follows:

<u>Session</u>	<u>Foundation Program</u>	<u>Median Maintenance Cost</u>
1957	\$240 less 16.5 mills	1957-58 \$266
	\$ 85 plus \$10 census aid	1958-59 279
1959	\$270 less 19.0 mills	1959-60 297
	\$ 87 plus \$10 census aid	1960-61 312
1961	\$275 less 18.5 mills (1st yr.)	1961-62 330
	\$285 less 18.5 mills (2nd yr.)	1962-63 348
	\$ 90 plus \$10 census aid	
1963	\$309 less 19.0 mills (1st yr.)	1963-64 359
	\$315 less 19.0 mills (2nd yr.)	1964-65 370 (est.)
	\$ 95 plus \$10 census aid	

10. Specific weaknesses of the foundation program:
- The foundation program has not been defined and priced.
 - It should not be limited to maintenance cost; for example, Capital Outlay and Debt Service (median cost was \$71 per pupil unit in ADA in 1963-64) were ignored.
 - Its operation results in controversy between districts on the "A" and "B" basis.
11. Sound school district organization is essential for an effective program of school finance.
12. Minnesota's school district organization is weak. Although some 5,600 districts have been eliminated in the last 20 years, much less progress has been made in terms of forming good districts. On July 1, 1964, there were 1,999 districts:
- 454 districts operated elementary and secondary schools
 - 1,032 districts operated elementary schools only (mostly 1-teacher rural schools)
 - 513 districts operated no school
13. There are wide differences in district organization by counties. In Cook and Lake counties, the entire county is one school district; in another ten counties there are no "elementary school" districts; at the other extreme are eight counties which have 50 or more school districts per county.
14. The 513 districts operating no school will be eliminated July 1, 1965, as a result of legislation passed at the 1963 session. The time is approaching for legislative action requiring all districts to become part of a district operating an elementary and secondary school.
15. The toughest school district reorganization problem facing Minnesota relates to the districts operating small high schools. The distribution of the 452 districts, operating a school through the twelfth grade in 1963-64, by size of secondary school enrollments is as follows:
- | <u>No. of Secondary Students</u> | <u>No. of Districts</u> |
|----------------------------------|-------------------------|
| Less than 100 | 17 |
| 100 - 149 | 30 |
| 150 - 199 | 62 |
| 200 - 249 | 51 |
| 250 - 299 | 40 |
| 300 - 449 | 95 |
| 450 - 599 | 40 |
| 600 and over | 117 |
16. Many educational authorities hold that a minimum of 300 students is required for an effective and economical secondary school. Other authorities suggest that a minimum of 500 to 600 students would be more desirable. On any acceptable standard, it is evident that Minnesota has a large number of ineffective school districts offering secondary education.
17. We can no longer afford the "luxury" of ineffective and inefficient school districts. Minnesota needs a comprehensive statewide plan of district organization. Good education and a sound program of school financing cannot be achieved without it. Such a plan should be developed by a representative group of citizens with participation from all sections of the state. After the formulation of a statewide plan, it should be implemented by legislative action. Minnesota should profit by the experiences of other states which have found that complete district reorganization cannot be achieved through state subsidies, through educational programs, or through any method other than legislative action.

DEAN KELLER STRESSES INSERVICE EDUCATION

At the Schoolmen's Day luncheon, Dean Robert J. Keller cited advancing technology, urbanization, struggles for power over public education, and increased specialization in educational administration as factors requiring the establishment of University-sponsored, inservice programs for practicing administrators of Minnesota schools. Through the Dept. of Educational Administration, the Dean said, this responsibility has been recognized and will be fulfilled. Workshops and seminars, both on and off campus, are being planned to assist educational leadership in Minnesota adapt to the requirements of a fast changing world. He stressed that the practicing administrators of the state need to become involved in the planning of such programs along with University personnel, if the cause of education is to move forward at all levels.

The comments reflected that the requirements of today's world and of the future necessitate not only preservice programs of high caliber for school administrators, but also career-long partnerships for the optimum development of the University and the public schools.

"THE TAX STRUCTURE IN MINNESOTA AND THE QUESTION OF ADDITIONAL TAX REVENUE"

Summary of a presentation at Schoolmen's Day
Arthur M. Borak, Professor of Economics, U. of M.

Many financial demands will be made upon the present legislature. The University, state colleges, local school districts, welfare agencies and others will all be competing for the tax dollar. These requests emphasize the need for new money.... Those who are against the sales tax as a source of this new money still want additional financial aids. We cannot forget that without new revenue we cannot have increased outlays. The recommendations to have more personnel to collect delinquent tax accounts at the rate of \$5 returned for each \$1 spent for these new people is a good one. But it's no new taxation--just some new money from old sources.

In Minnesota the property tax yields 53.6% of the tax income. Next is the income tax which contributes 18.43% of the tax revenue. A third giant revenue producer conspicuous by its absence in Minnesota is the sales tax. Thirty-seven states have a sales tax and it is the number one tax in 30 of them. Twenty have both the sales and income tax.

It has been noted that a 3% statewide sales tax would yield over \$157 million. If the sales tax replaced the personal property tax, \$93 million of this new revenue would be gone. The sentiment to replace other taxes with a sales tax is growing. Another suggestion is to increase the rates of the net income tax. But that won't be enough. Our per capita income tax collection puts us seventh from the top already in the country. That's right up there. We need a combination of revenues--additional rates on old taxes, an increase in new taxes, plus economic growth.

So much for the state. How about the local level? Maybe they'll go to the local sales tax and the local income tax. 2,010 cities and villages besides Washington, D. C. and 179 counties in 13 states have a local sales tax--mostly one-half of 1% to 1%. But most of them are in the sales tax states. The local income tax is a payroll tax--usually 1% of the earned income of the wage earner. Minneapolis and Duluth both considered special acts to authorize local income taxes but implementation of them were defeated by referendum!

But again, if we want more services, we need more money. The possibilities for getting it include the sales tax at either the state or local level.

(Copies of materials distributed at Schoolmen's Day, including Dr. Borak's "Snapshot of the Public Purse" and "Public Finance, State and Local Tax Receipts in Minnesota" are available from the Department of Educational Administration.)

"TAX REVENUES AND EXPENDITURES FOR SCHOOLS IN MINNESOTA
AND SELECTED STATES"

Summary of a presentation at Schoolmen's Day

Donald E. Davis, Assistant Professor of Education, U. of M.

The following charts indicate major comparisons in revenue and expenditures for four states and the national average.

CHART I					
PER CAPITA STATE TAX COLLECTIONS, 1963, BY TYPE OF TAX					
TAX	U. S. AVERAGE	MINNESOTA	WISCONSIN	NEW YORK	CALIFORNIA
Sales & Gross Receipts	\$69	\$42	\$49	\$40	\$87
Income	24	52	69	83	37
Licenses	15	17	15	12	12
Other	11	17	14	9	9
TOTAL	\$119	\$128	\$147	\$144	\$150

Source: CEF Report NEA, 1964

Comment:

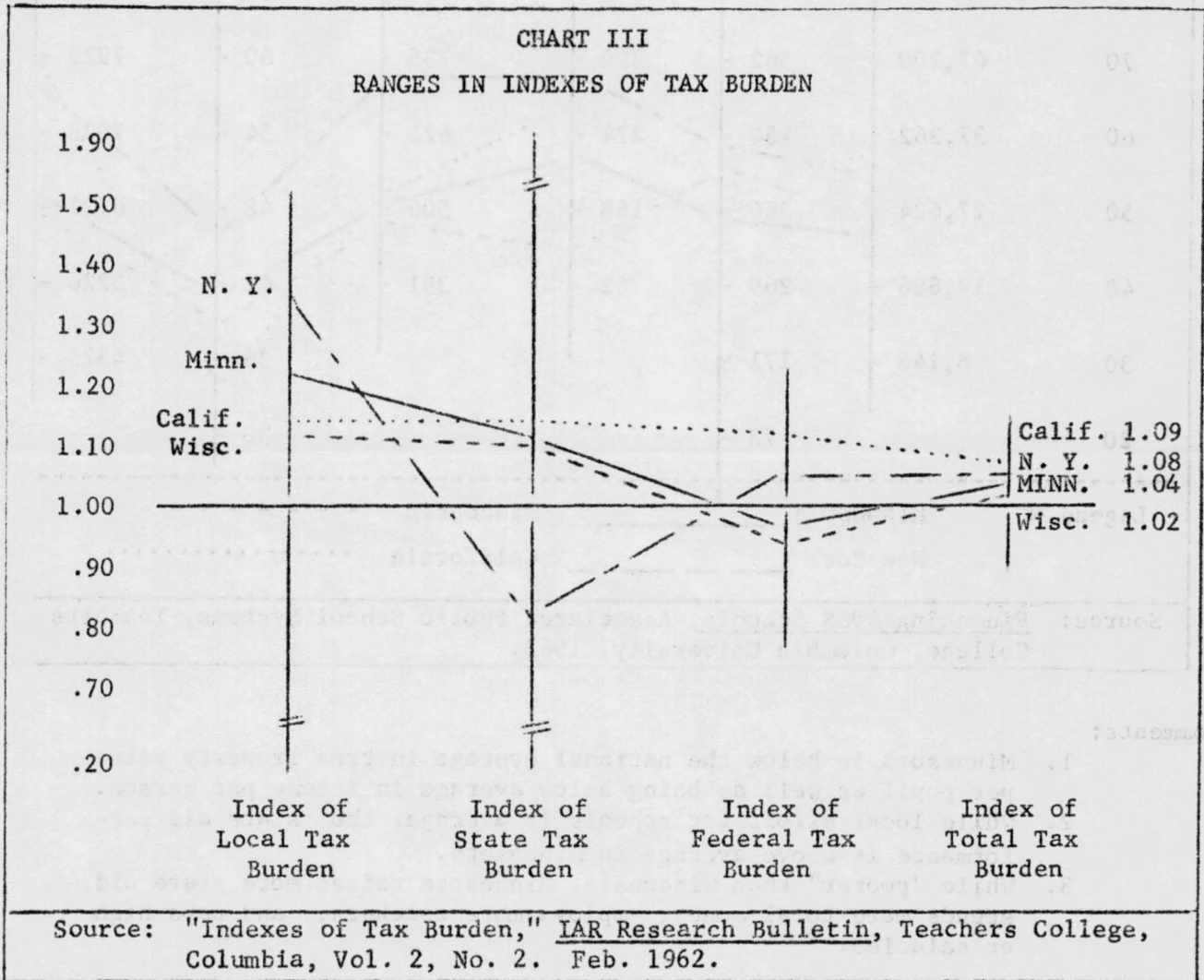
1. Without a general sales tax, Minnesota already raises almost as much per capita in sales taxes as does Wisconsin, which has a general sales tax law.
2. With a comparatively heavy income tax law, Minnesota raises less per capita than other states because Minnesota is a "poor" state in personal income.
3. In all state taxes, Minnesota raises only slightly more than the average for the nation.

CHART II					
STATE, LOCAL, AND FEDERAL TAXES AS A % OF PERSONAL INCOME 1963					
U.S. AV. & STATES	STATE TAXES % OF PERS. INC.	LOCAL TAXES % OF PERS. INC.	FEDERAL TAXES % OF PERS. INC.	TOTAL TAXES AS A % OF PERS. INCOME	
U.S. Average	119 5.03	111 4.69	341 14.41	24.13	
MINNESOTA	128 5.72	134 5.99	309 13.82	25.53	
Wisconsin	147 6.44	129 5.65	278 12.18	24.27	
New York	144 4.91	172 5.87	631 21.55	32.33	
California	150 5.18	159 5.49	389 13.42	24.19	

Source: Ranking of the States, 1964, NEA

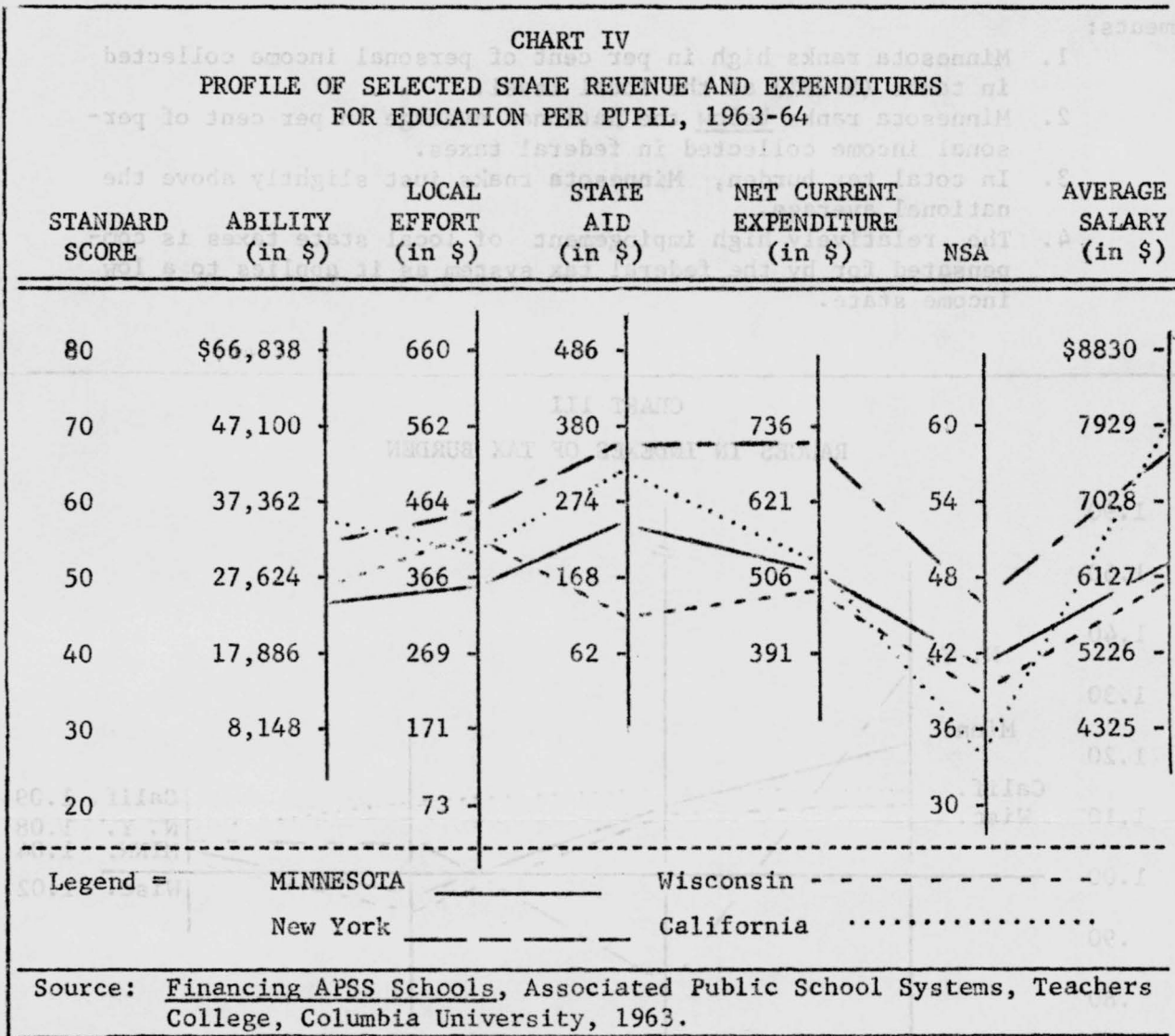
Comments:

1. Minnesota ranks high in per cent of personal income collected in taxes (5.99%) at the local level.
2. Minnesota ranks below the national average in per cent of personal income collected in federal taxes.
3. In total tax burden, Minnesota ranks just slightly above the national average.
4. The relatively high impingement of local state taxes is compensated for by the federal tax system as it applies to a low income state.



Comments:

1. While there is a wide range in performance among states in local and state taxes, the highly progressive federal tax system equalizes this to provide a narrow range in total tax impingement.
2. The tax burdens (state-local-federal) of Wisconsin and Minnesota are nearly identical.
3. New York provides an extreme example of high emphasis on local taxes and low emphasis on state taxes, yet provides much more state money for education than other states (see Chart IV).



Comments:

1. Minnesota is below the national average in true property value per pupil as well as being below average in income per person.
2. While local effort for schools is average, the state aid performance is above average in Minnesota.
3. While "poorer" than Wisconsin, Minnesota raises more state aid, spends more total money, employs more teachers, and pays higher salaries.

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SCHOOLMEN'S DAY - - 1965

The Department of Educational Administration hopes that all

participants in Schoolmen's Day 1964 found it a profitable

day. We urge you to share with us your suggestions for

constructive improvement so that SCHOOLMEN'S DAY 1965 can be

of greater service to public school leadership in Minnesota.

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PLANNING FOR PROFESSIONAL DEVELOPMENT PROGRAMS

School administrators attending the noon luncheon session on Schoolmen's Day were asked to react to new programs proposed by the Dept. of Educational Administration. 219 administrators completed response sheets designed to provide guidance in formalizing new inservice programs. Assisting in this cooperative planning venture were 117 school superintendents, 53 secondary school principals, 15 elementary school principals, 6 school business administrators, and 26 assistant superintendents, administrative assistants, directors of elementary and secondary instruction and other administrative personnel.

Interest in a "pilot" regional workshop (Spring, 1965) was indicated by 112 respondents, while 141 administrators signified interest in a series of regular regional programs to begin in the fall of 1965. The summer workshop for superintendents (M-F, 12:30-4:30 p. m. from June 14-30, 1965) was of paramount interest to 94 administrators. The question of interest in an annual one-day conference on school finance was answered affirmatively by 142 of the administrators present.

Problems of greatest interest and concern to the administrator respondents as topics to be treated in workshop settings were ranked according to frequency of response. The problem of educational leadership in curriculum planning and development was ranked number one, to be followed in order by personnel administration, economic-social-political influences on education, educational finance, school-community relations, educational law, school business management, and appraisal and research. Numerous other professional interests and needs were also indicated.

The Dept. of Educational Administration is appreciative of the interests and concerns shown by the administrators of Minnesota who reacted to the "response sheet." The data collected will be of considerable assistance in planning new inservice programs. The staff

of the Department hopes the administrators continue to communicate their concerns by personal visit, by letter, or telephone.

PILOT INSERVICE WORKSHOP SCHEDULED FOR SOUTHEAST MINNESOTA

Plans have been formulated for a "pilot" inservice workshop for the practicing school administrators of southeast Minnesota. Day and a half sessions beginning Fridays at 2 p.m. and adjourning Saturdays at 4 p.m. have been scheduled for Austin on April 2-3, 1965; for Waseca (Experimental Sta.) on April 23-24, and Rochester on May 21-22.

The "pilot" workshop will emphasize "Curriculum Planning and Development" and will carry 3 credits of Ed. Ad. 128, Workshop in Educational Administration. Participants will be required to attend all 3 sessions. It is the intent of this initial workshop to serve 45 administrators, 15 each of superintendents, secondary school principals, and elementary school principals. Participation will be by invitation with enrollment limited to practicing administrators.

The tuition and fees for the 3 sessions will be \$40. Board and lodging will be arranged; all such costs will be assumed by the enrollees. The program will be coordinated by Dr. Van D. Mueller, assistant professor of ed. ad. Members of the faculty of the Dept. of Ed. Ad. will participate and special resource persons will be made available. The May meeting in Rochester will utilize the University closed-circuit television faculty for part of the program.

The Dept. of Ed. Ad. is hopeful that a successful "pilot" workshop this Spring will provide the structure and means for similar programs in other regions of Minnesota beginning in the Fall of 1965.

FOR FURTHER INFORMATION
Department of Educational Administration
203 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455 373-2248

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UNIVERSITY OF Minnesota

The Board and lodging accommodations will be \$400. Board and lodging will be arranged. All such costs will be assumed by the program.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION MINNEAPOLIS, MINNESOTA 55455

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FOR FURTHER INFORMATION Department of Educational Administration 203 Burton Hall University of Minnesota Minneapolis, Minnesota 55455 373-2248



TERMINAL EDUCATION IS OBSOLETE

by Clifford P. Hooker, Chairman
Dept. of Ed. Ad.

Educators often view their students as falling into two rather distinct camps. One group is destined for college and thus pursues a "college preparatory program." The other students may follow one of several tracks but all of them can be classified as terminal in nature. These students are expected to terminate their formal education upon dropping out of school or the completion of grade 12. The world of work, marriage, or the armed services are seen as appropriate careers for the non-college students. This myopic philosophy holds further that such careers are devoid of need for additional education, or at least the public school has no responsibility for such education.

Continuous Education Need

There is considerable evidence that this is an outmoded concept of education. It is inconsistent with the demands of our times. Education is never terminated and people never drop out. Programs of terminal education at any level--high school, junior college, or the graduate school--are obsolete. This is an age of continuous learning and a basic purpose of education is to make further education possible. Modern technology has created a new relationship between man, his education and his

work. Education is placed squarely between man and his work. Although this relationship has traditionally held for some men and some work (school administrators for example), we are approaching the point where the relationship exists for all men and for all work.

Goals and Means to Great Society

The importance of continuous education is recognized when one examines national goals as identified in the components of the "Great Society." The elimination of poverty, improvements in public and private health, full employment, and urban renewal head the list of an impressive set of national goals. Education, though not the sole means, is the best means by which these goals can be attained. Moreover, if significant progress toward these goals is to be realized within a decade, persons whose formal education is "complete" will need additional training. Doctors who are licensed to practice, architects with degrees, and educators with certificates will be expected to provide leadership. Advances in all cases will come from the discovery of new knowledge and wider dissemination of what is known. Professionals and workers alike will have to return to classrooms, conferences, and seminars for additional and continuing education. In many cases, we must first discover our problems, then invent solutions. Education of a high order is called for.

(Continued on next page)

TERMINAL EDUCATION IS OBSOLETE (Contd.)

The world of work provides one further example of the need for continuous education. Reliable predictions of the work life expectancy of recent high school graduates is 6.6 major job changes. These young people on the average will make two job changes before age 24, and can be expected to remain on any one job less than six years. Clearly, the implications for vocational education for post-high school youths and adults are enormous.

Education for the Great Society

These are a few of the things which we must do if we are to provide an education for the Great Society. We are in the middle of the 60's with a dangerous problem. We have an enormous concentration of young people who are out of school and unemployed. Being unable or unwilling to adjust to technological changes on the farm and in small towns, they have migrated to the cities to seek their fortune. Here their problems of adjustment are compounded and perpetuated in what Harrington in The Other America has called "hereditary poverty." This is a vicious and expanding circle of the culture of poverty for a large portion of our population in a nation of abundance. A nation, or a state, that is half poor and half wealthy is inconsistent with the American traditions of freedom, equality and dignity of the individual.

Education for the great society demands that we:

1. Educate the unable as well as the able.
2. Educate the unwilling as well as the willing.
3. Develop educational programs suitable for the 8 out of 10 who will not graduate from college.
4. Recognize that ignorance is a luxury which we can ill afford.
5. Reject the concept of a completed education or a dropout.

SCHOOL SURVEYS CONDUCTED BY BUREAU

The staff of the Bureau of Field Studies and Surveys has completed 10 additional school surveys since last fall. Communities for which surveys were completed include:

Byron	New Ulm
Cloquet	Robbinsdale
Columbia Heights	Rochester
Dodge Center-Clairemont	St. Paul
Moorhead	Staples

The studies of Robbinsdale, Moorhead, and New Ulm included, among other phases, studies of vocational education for these communities. The St. Paul study was one phase of a more comprehensive study for the city as emphasis was centered on the west side area. The Rochester study was concerned with reorganization, as was the Dodge Center-Clairemont study. The other studies were general in nature, dealing with future needs of the various school districts.

Studies currently under way include:

Alexandria	Owatonna
Belview-Echo	Rockford
Crookston	St. Louis Park
North St. Paul	St. Paul
Osseo	Wahpeton, N.D.

These studies include various types of investigations which are designed according to the felt needs of the communities.

Representatives of the Bureau are available to meet with superintendents and boards of education to explain the survey services. Such meetings can be arranged without cost or obligation to the local district.

 For further info., please write or call
 DR. OTTO E. DOMIAN, Director
 Bureau of Field Studies and Surveys
 205 Burton Hall, Univ. of Minn.
 Mpls., Minn. 55455 Tel.: 373-2251

NEW COURSES UNDER DEVELOPMENT
IN EDUCATIONAL ADMINISTRATION

Staff members in educational administration are currently working on the development of two new courses in the training program for administrators.

Administrative Organization
and Staffing

Better focus on the training requirements for administrators in today's schools and opportunities provided by advancing technology have brought about these developments. One course in the area of administrative organization and staffing brings together the considerations of organizational theory, structure and goals with staffing requirements for operating the organizational process. Emphasis will be placed on training, recruitment, selection, assignment, and professional development for administrative positions, as well as on methods for determining needs for administrative positions in the school organization.

Educational Information Systems

A working title of Educational Information Systems refers to another course development focused on preparing the administrator to deal effectively with advancing computer technology. Emphasis will be placed on the determination of potential and limitations of computer-based information processing for pupil scheduling and evaluation, automation of school records, evaluation of school process and applications in computer-assisted instruction. Content of the course will be aimed at providing the administrator that knowledge required to use such information systems effectively rather than attempting to convert the administrator into an information processing technician.

PIERCE APPOINTED TO
FACULTY IN ED. AD.

The Department of Educational Administration recently announced the appointment of Dr. Douglas R. Pierce as Assistant Professor of educational administration. Dr. Pierce will join the staff in September. During the coming year he will teach courses in the foundations of educational administration, the community school, and a seminar in administrative theory and research.

Active in Research

Dr. Pierce is especially interested and skilled in research and is at present engaged in several such projects. The title of his dissertation is "An Analysis of Contemporary Theories of Organization and Administration." Included in his other publications is a position paper, written for the University Council on Educational Administration, "The Professorship in Educational Administration."

Comes from Cornell

Dr. Pierce is at present an Assistant Professor at Cornell University, Ithaca, New York. He completed his B.S. at the University of Illinois and obtained the M. Ed. from that institution while serving as a sixth grade teacher for three years. Following this, he entered into full-time doctoral study at the University of Florida, also serving as a research assistant and instructor at that institution.

To Live in St. Paul

Dr. Pierce, his wife, and their three children will make their home in North Oak Farms, St. Paul.

REPORT FROM EDUCATIONAL RESEARCH
AND DEVELOPMENT COUNCIL

The E.R.D.C. through the winter months has been involved in a number of activities of particular interest to administrators. In December, a highly successful superintendents' seminar was held. Participants explored ramifications of the theme "Problems of Metropolitan Areas and Their Implications for Public Education." In February, 25 secondary school principals took part in a six-day simulation workshop. Favorable evaluations by the participants prompted the Council to offer this workshop again for two 3-day sessions (May 3-5, 10-12).

V. R. A. Grant

In February, the V.R.A. approved a grant for a five-year demonstration project of an "Inter-district School Rehabilitation Program for Less Able Retarded Adolescents." An E.R.D.C. committee is actively engaged in securing a professional staff for this project scheduled to be underway July 1, 1965.

Publications

An updated and greatly expanded study of "School Financing Practices" was completed and distributed in March. The 1965 study of "Staffing Practices" and the second of three companion studies of elementary school climate are to be distributed in May. A preliminary report on "Municipal Overburden" was released in April. Seven other publications mailed to Council members included articles and surveys on marking practices, substitute teachers, needs and facilities in the special services, survey of curricular and instructional practices, opportunities for Council leadership, and two bibliographies on the evaluation of elementary schools and programs for less able retarded adolescents.

New Projects

Exciting projects now being developed by E.R.D.C. committees include a pilot experiment using computers in instruction and the production of a 30-minute film, "The Sound of Poetry" (the first of a planned series). The E.R.D.C. is also sponsoring a study of the relationship of school achievement to job success and a study of secondary school organizational climate. Activities of E.R.D.C. committees give promise of additional interesting and useful efforts in the months ahead.

NEW TEACHING ASSISTANTS

The following teaching assistants join the Department of Educational Administration for the coming academic year:

Richard Williams, presently an administrative intern at Roseville;

Gerald Ubben, now an administrative intern at North St. Paul;

John Hilborn, a guidance counselor at Mounds View, who will serve during both summer terms;

Dale Johnson, an assistant principal at Willmar, and

Eugene Kairies, presently serving as an assistant to Dr. Hooker. Information concerning the admittance of additional assistants will be released at a later date.

The Bureau of Field Studies and Surveys has appointed the following field assistants:

Gayle Anderson, presently high school principal at Warroad;

Kenneth Garland, an administrative intern in Minneapolis;

Banning Hanscom, superintendent of Danube Public Schools; and

Harris Miller, principal of Woodland Junior High School in Duluth.

Others will be announced later.

SOUTHEASTERN MINNESOTA WORKSHOP
FOR SCHOOL ADMINISTRATORS

Forty school administrators, superintendents and elementary and secondary school principals, from southeastern Minnesota are participating in a "pilot" professional growth experience. The workshop emphasizes "Curriculum Planning and Development" and carries three credits. The workshop participants have attended two-day sessions in Austin on April 2-3 and in Waseca on April 23-24. The final session is scheduled for Rochester on May 21-22.

Featured Personnel

In addition to members of the faculty of the Dept. of Ed. Ad. special resource persons are utilized. Dr. Harold E. Silvernail, Superintendent, Edmonds, Washington Public Schools and Dr. Rodney Tillman, Assistant Superintendent, Mpls. Public Schools, were presentors at the initial sessions. Dr. Gerald Firth and Dr. Ronald Lambert, Univ. of Minn., served as consultants for the Waseca session. Special resource persons for the final session include Dr. Russell Hamm, Roseville Public Schools and Mr. Russell Anderson, West St. Paul Schools. The May session in Rochester also includes a special panel presentation on closed-circuit television. The panel's topic is "Curriculum Evaluation," moderated by Dr. Neal C. Nickerson, Jr.

For Further Information

The superintendents of the "Big Nine" school districts have been extremely helpful in organizing and stimulating interest in this workshop. The Dept. of Ed. Ad. staff is hopeful that similar programs in other regions of Minnesota can be offered in 1965-66. For further information interested groups of school administrators should contact the Dept. of Ed. Ad., 203 Burton Hall, Univ. of Minn., Mpls., Minnesota-55455 or call 373-2248.

SUPERINTENDENTS TO USE SIMULATED
SITUATIONS AT SUMMER WORKSHOP

A summer workshop program has been developed at the University of Minnesota in which a wide range of simulated background materials and "in-basket" work materials will be used to create an environment in which each participant assumes the role of John L. Douglas, Superintendent of Jefferson Township Schools. The subject matter content of the workshop has been derived largely, but not entirely, from materials developed by the University Council for Educational Administration, an organization of 48 major universities, preparing school administrators.

The workshop will be held from June 14-30, 1965 with registration taking place on Monday, June 14. The class will meet five days a week from 12:30-4:30 p.m. in 255 Peik Hall and will carry 3 credits of Ed. Ad. 128, Workshop for School Administrators. Enrollment will be limited to 30 practicing school superintendents. Dr. Van D. Mueller, Assistant Professor of Ed. Ad. will direct the workshop. Dr. Robert Snyder, Superintendent, Wayzata Public Schools, will serve as a special resource person.

Action -- Tests Theory

The use of simulated materials will give participants opportunities to act--not merely to tell what action would be desirable. In addition, the workshop will enable students to test "theory" against facts. Emphases will be on the development of procedures, the techniques of decision-making, and the general understanding of the administrative process. The goal of this professional development experience is to sharpen the skills, concepts, and insights needed on the job. Special attention will be given to developing the "ability to see the whole picture--each problem in its broader context."

INSERVICE WORKSHOP FOR SECONDARY
SCHOOL PRINCIPALS

The Educational Research and Development Council and the Dept. of Ed. Ad. University of Minnesota, in cooperation with the General Extension Division, held an inservice workshop for secondary school principals February 1-3 and 8-10, 1965. Twenty-three junior and senior high school principals and assistant principals--each from a different Council school system -- took part from 1:00-9:30 p.m. each day, at the Extension Center in St. Paul. Using the technique of "simulation" the participants were placed in the role of principal of "Jefferson High School, Jefferson Township, in the state of Lafayette." These simulated materials, developed by the University Council for Educational Administration, were recently released, and this workshop was one of the first to use them.

Workshop Purposes

The purposes of the workshop were:

- 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.
- 6) To test the use of simulation as an inservice instructional device.

A supplementary purpose was to determine the value of this workshop being repeated for other secondary school administrators.

Evaluation Results

An evaluation of the workshop indicated that all members agreed the workshop was worthwhile. The participants said they learned new ways to meet problems from the others, exchanged ideas, gained confidence and self insight, objectivized problems, saw new ways of doing things, and broadened their understanding and ability to apply good theory to their work.

All members agreed the workshop should be repeated. As a result of this positive evaluation, the workshop was repeated May 3,4,5 and 10,11, 12 for E.R.D.C. principals. In addition, the workshop will be offered July 19 - August 4, 1965. It will be available to 25 persons now in secondary school administrative positions, and will meet five days a week from 10:30 - 2:30. Four graduate school credits will be offered for the course which is Ed. Ad. 239. Dr. Donald E. Davis and Dr. Neal C. Nickerson, Jr. will direct this workshop.

ED. AD. CALENDAR

June 14	Registration - Summer Session
June 14-30	Workshop on Campus for Superintendents Only
<u>June 14 - July 17</u>	First Term SUMMER SESSION
<u>July 19 - August 27</u>	Second Term SUMMER SESSION
July 19 - August 4	School Principals' Workshop on Campus
<u>August 22 - August 27</u>	Nat. Conference of Professors in Ed. Ad. at Humboldt State College, Arcata, California
	Theme: "The Team Approach to Ed. Ad. Viewed Vertically and Horizontally"
<u>September 27, 1965</u>	FALL QUARTER
	TASK FORCE MEETING, U.C.E.A. on U. of M. Campus - "SYSTEMS ANALYSIS in EDUCATIONAL ADMINISTRATION"

S U M M E R S E S S I O N C O U R S E S
I N E D U C A T I O N A L A D M I N I S T R A T I O N

GENERAL COURSES

- 101 PUBLIC SCHOOL ADMINISTRATION
(3 cr; II MTWThF - Popper)
First Term Only
- 128 WORKSHOP: EDUCATIONAL ADMIN.
(1-4 cr; V-VII MTWThF -
Mueller - June 14 - 30)
See story on page 5, col. 2
- 201 FOUNDATIONS OF EDUCATIONAL ADMIN.
(3 cr; I MTWThF - Davis)
First and Second Terms
- 202 FOUNDATIONS OF EDUCATIONAL ADMIN.
(3 cr; II MTWThF - Mueller)
First Term + IV hr Second Term
- 210 PUBLIC SCHOOL FINANCE
(3 cr; II MTWThF - Mueller)
Second Term Only
- 211 SCHOOL BUSINESS MANAGEMENT
(3 cr; I MTWThF - Domian)
First Term Only
- 224 LEGAL ASPECTS OF PUBLIC SCHOOL
ADMINISTRATION
(3 cr; III MTWThF - Hooker)
First Term Only
- 227 PUBLIC SCHOOL PERSONNEL PROGRAMS
(3 cr; IV MTWThF - Davis)
First Term Only
- 228 PROBLEMS: EDUCATIONAL ADMIN.
(1-3 cr; hrs ar - Domian,
Hooker, Davis, and Mueller)
First and Second Terms
- 236 FIELD STUDY
(0-10 cr; hrs ar - Curtin,
Domian, Hooker, Firth, Popper,
Davis)
First and Second Terms
- 239 SCHOOL PRINCIPALS' WORKSHOP
(4 cr; III-IV MTWThF - Davis,
Nickerson)
July 19 - August 4
See page 6.

ELEMENTARY EDUCATION

- 200 SEMINAR: ELEMENTARY SCHOOL
ADMINISTRATION
(3 cr; III-IV TTh - Lambert)
Second Term Only
- 215 THE ELEMENTARY SCHOOL
PRINCIPALSHIP
(3 cr; II MTWThF - Lambert)
First Term Only
- 270A PROBLEMS: ELEMENTARY SCHOOL
ADMINISTRATION
(cr ar; hrs ar - Curtin,
Lambert)

SECONDARY EDUCATION

- 218 SEMINAR: SECONDARY EDUCATION
(Cr ar; IV MTWThF - Popper)
First Term Only
- 264 THE SECONDARY SCHOOL
PRINCIPALSHIP
(3 cr; I MTWThF - Nickerson)
First and Second Terms
- 265 ADMINISTERING THE HIGH SCHOOL
PROGRAM
(3 cr; III MTWThF - Nickerson)
First Term Only
- 270B PROBLEMS: SECONDARY SCHOOL
ADMINISTRATION
(cr ar; hrs ar - Domian,
Hooker, Firth, Popper, Davis,
Mueller, Nickerson)

A number of candidates have been interviewed for a position in the administration of higher education with emphasis on junior college administration. The Selection Committee has Dr. Clifford P. Hooker as chairman and professors Ayers L. Bagley, John G. Darley, Ruth E. Eckert, and Dean Horace T. Morse serving on it. The Committee expects to fill this position very soon.

SUMMER SESSION COURSES IN EDUCATIONAL ADMINISTRATION

ELEMENTARY EDUCATION		GENERAL COURSES	
200	SEMINAR: ELEMENTARY SCHOOL ADMINISTRATION (3 cr; III-IV Tth - Lambert) Second Term Only	101	PUBLIC SCHOOL ADMINISTRATION (3 cr; II MTHW - Popper) First Term Only
215	THE ELEMENTARY SCHOOL PRINCIPALSHIP (3 cr; II MTHW - Lambert) First Term Only	128	WORKSHOP: EDUCATIONAL ADMIN. (1.5 cr; V-VII MTHW - Mueller - June 18 - 30) See story on page 2, col. 2
270A	PROBLEMS: ELEMENTARY SCHOOL ADMINISTRATION (3 cr; hrs as - Lambert)	201	FOUNDATIONS OF EDUCATIONAL ADMIN. (3 cr; I MTHW - Davis) First and Second Terms
218	SEMINAR: SECONDARY EDUCATION (3 cr; IV MTHW - Popper) First Term Only	202	FOUNDATIONS OF EDUCATIONAL ADMIN. (3 cr; II MTHW - Mueller) First Term + IV or Second Term
262	THE SECONDARY SCHOOL PRINCIPALSHIP (3 cr; I MTHW - Nickerson) First and Second Terms	210	PUBLIC SCHOOL FINANCE (3 cr; II MTHW - Mueller) Second Term Only
265	ADMINISTERING THE HIGH SCHOOL PROGRAM (3 cr; III MTHW - Nickerson) First Term Only	211	SCHOOL BUSINESS MANAGEMENT (3 cr; I MTHW - Doman) First Term Only
270B	PROBLEMS: SECONDARY SCHOOL ADMINISTRATION (3 cr; hrs as - Doman, Hooker, Fitch, Popper, Davis, Mueller, Nickerson)	212	LOCAL ASPECTS OF PUBLIC SCHOOL ADMINISTRATION (3 cr; III MTHW - Hooker) First Term Only
		227	PUBLIC SCHOOL PERSONNEL PROGRAMS (3 cr; IV MTHW - Davis) First Term Only
		228	PROBLEMS: EDUCATIONAL ADMIN. (1-3 cr; hrs as - Doman, Hooker, Davis, and Mueller) First and Second Terms
		236	FIELD STUDY (0-10 cr; hrs as - Corliss, Doman, Hooker, Fitch, Popper, Davis) First and Second Terms
		239	SCHOOL PRINCIPALS' WORKSHOP (4 cr; III-IV MTHW - Davis, Nickerson) July 19 - August 4 See page 6.

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UNIVERSITY OF *Minnesota*

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
MINNEAPOLIS, MINNESOTA 55455