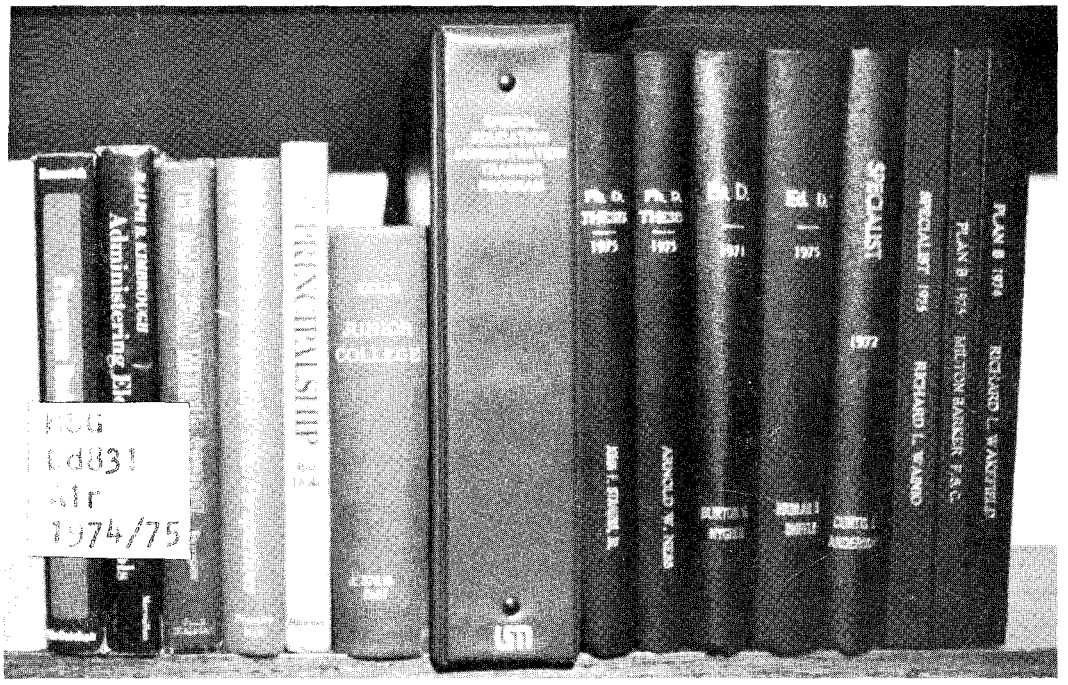
College of Education
University of Minnesota

1974-75
Annual Report
Educational Administration



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I. INTRODUCTION

This report summarizes the activities of the Department of Educational Administration, College of Education during the period June 15, 1974 through June 14, 1975. The activities are reported in sections dealing with (1) Instruction/Curricula, (2) Research/Development/Training Efforts, (3) Professional Activities of Faculty, (4) Future Plans and Needs, and (5) Personnel. To assist in interpretation and assessment of activities and data, the following brief statements of Department history, mission, and organization are provided.

History

The College of Education has a long and distinguished record of training persons to administer both elementary-secondary and post-secondary educational programs. Early leadership in preparation programs for school and college administrators was provided on a state and national basis by such professors and administrators as Lotus D. Coffman, Melvin E. Haggerty, Leonard V. Koos, Fred A. Engelhart, M. G. Neale, Leo G. Breuckner, Charles W. Boardman, Nelson A. Bossing, Walter W. Cook, Otto E. Domian and Robert J. Keller. In 1948 the Bureau of Field Studies and Surveys was organized as an outgrowth of the Bureau of Educational Research to provide survey and consulting services to school districts in the areas of plant facility planning, school finance, and other management problems on a contractual basis. Faculty members with interests in educational administration held appointments or assignments in the Bureau. In 1957 the Metropolitan School Study Council was organized. The Council organization provided a means for continuous, cooperative study of educational management problems by interested faculty and school districts in the growing metropolitan area. The Council became the Educational Research and Development Council of the Twin City Metropolitan Area, Inc. in 1963.

Faculty interest and involvement in educational management combined with the growing need for expanded research and training opportunities led to the formation of a Department of Educational Administration in 1963. The Department was renamed the Division of Educational Administration as part of College reorganization in 1969. Under the Division structure, the Bureau of Field Studies and Surveys, the Educational Research and Development Council, and the Department established in 1963 were coordinated, but remained semi-autonomous units.

The present Department of Educational Administration was established under the 1974 College reorganization plan which placed all units in the College into seven administrative departments. The present organizational structure, which combines the original Department, the Bureau of Field Studies and Surveys, and the Educational Research and Development Council into an integrated unit, is discussed in a subsequent section.

Mission

The mission of the Department is stated in its Constitution approved by the faculty in 1969. The five goals or purposes which express the Department mission are as follows:

1. The primary concern of the Department shall be the generation, development, and communication of knowledge relevant to the administration of educational institutions.
2. The Department shall continuously develop and provide professional training programs for persons seeking leadership positions in the field of education.
3. The Department shall initiate, sponsor, and support research and development activities which will enhance the body of knowledge and technique that comprises the field of educational administration.
4. The Department shall be of service to practicing administrators and educational agencies offering such diverse activities as in-service education, school surveys, operations research, clinical experiences, and other activities that bridge practice and the systematic study of the administrative process.
5. The Department shall be the mechanism for planning, budgeting, and communicating among its component sub-units, with other departments, and with the College of Education.

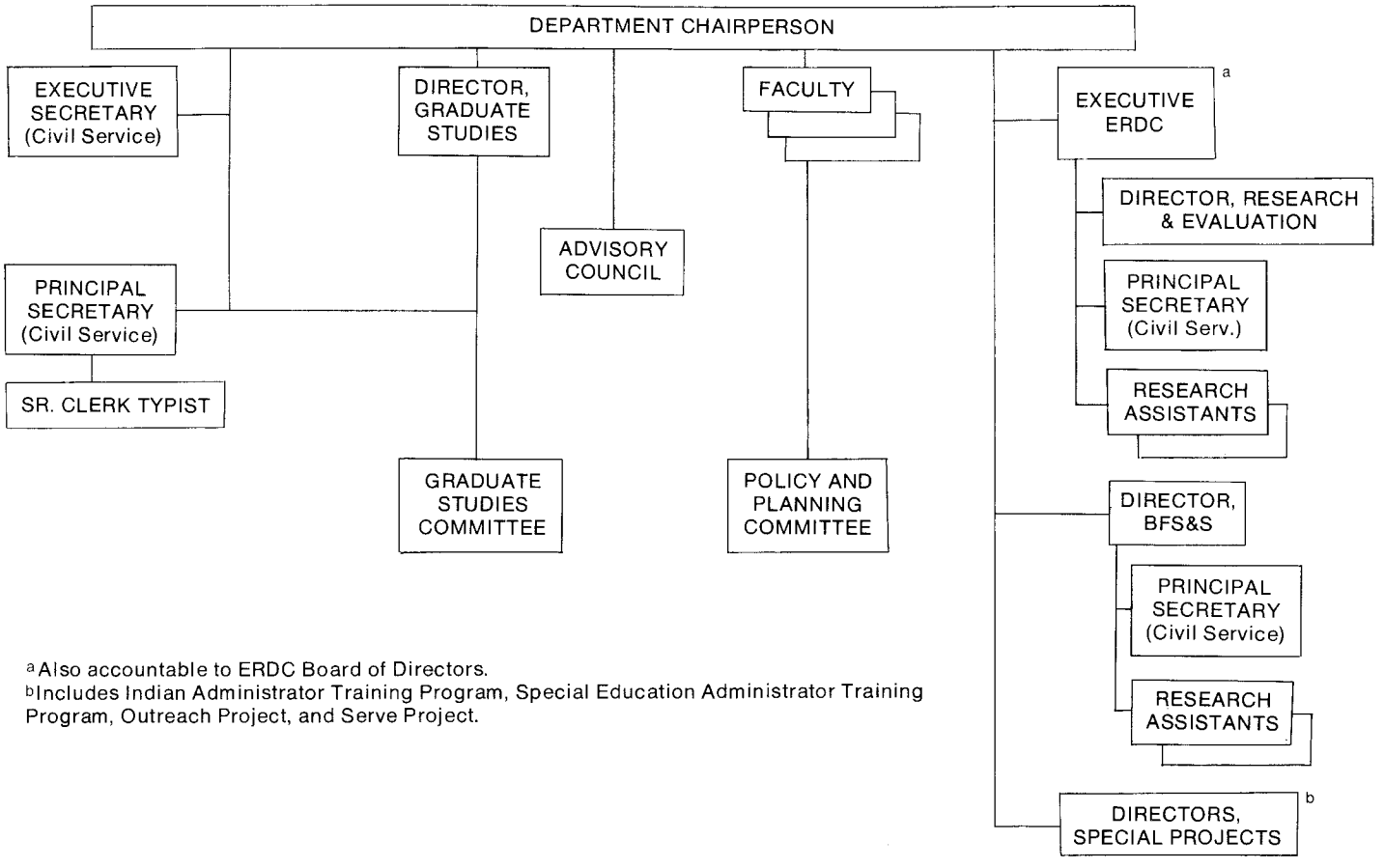
Departmental Organization

The Department of Educational Administration is a recently reorganized unit which administratively integrates the former Department, the Bureau of Field Studies and Surveys, and the Educational Research and Development Council of the Twin City Metropolitan Area, Inc. The organizational structure of the Department is portrayed graphically in Figure I.

The faculty of the Department of Educational Administration includes the Department Chairperson, Director or Executive Secretary of each organizational sub-unit or special project, professors, associate professors, assistant professors and other personnel recommended for appointment by the Dean in accordance with the personnel policy of the College. Voting members of the Department are all faculty members with the rank of assistant professor and above, assigned to organizational sub-units of the Department and a number of full-time graduate students in educational administration not exceeding 50 percent of the number of faculty members eligible to vote. Student members are certified by the Educational Administration Student Organization.

A three member Graduate Studies Committee chaired by the Department Director of Graduate Studies has responsibility for interface with the Graduate School and makes recommendations on (1) all applications for admissions, (2) all graduate programs, Ed.D. field projects and Ph.D. thesis proposals, and (3) all petitions and other required student personnel actions. The Policy and Planning Committee, consisting of three elected

FIGURE I
DEPARTMENT OF EDUCATIONAL ADMINISTRATION, 1974-75



[a] Also accountable to ERDC Board of Directors.
[b] Includes Indian Administrator Training Program, Special Education Administrator Training Program, Outreach Project, and Serve Project.

faculty members, makes recommendations on policy issues affecting the governance and operation of the Department.

The Department has a 15-member Advisory Council with the following members:

Robert Arnold, Executive Secretary, Minnesota Elementary Principals Association

Edward C. Bolstad, Executive Secretary, Minnesota Federation of Teachers

Carl Gerber, President, Lakewood Community College

S. L. Held, President, Minnesota Association of School Administrators

Ralph Hvidsten, President, Minnesota School Boards Association

John Maas, Executive Secretary, Minnesota Association of School Administrators

David W. Meade, Executive Secretary, Minnesota Association of Secondary School Principals

Tom Myhra, President, Minnesota Association of Supervision and Curriculum Development

E. Raymond Peterson, Assistant Commissioner, Minnesota State Department of Education

Robert Reed, Director of Research-Negotiations, Minnesota Education Association

R. J. Rehwaldt, President, Minnesota Association of Secondary School Principals

Harvey Sandstrom, President, Minnesota Association of School Business Officials

Werner Tesmer, President, Minnesota Elementary School Principals Association

W. A. Wettergren, Executive Secretary, Minnesota School Boards Association

Emil Wilken, Assistant to the Chancellor for Planning, Minnesota State Community College System.

II. INSTRUCTION/CURRICULA

The instructional program of the Department is best summarized in terms of degree programs offered, courses taught, and descriptive data on admissions, enrollment, program completion, and certificate endorsements. All instruction in the Department is at the graduate level.

Degree Programs

The Department offers programs leading to the master of arts, specialist certificate, doctor of education, and doctor of philosophy degrees. Requirements for admission to the M.A. and Specialist programs are identical. This is also true of the two doctoral programs; however, admissions requirements for the two doctoral programs are also identical but are based on more stringent criteria than those used for the Masters and Specialist programs.

Each of the programs, with the exception of the Masters, can be planned to meet the requirements for state certification in school administration. The M.A. can be supplemented with 45 credits in a planned program in Educational Administration to meet certification requirements without admission to another degree program.

Master of Arts. The Department offers programs leading to a master of arts (M.A.) granted by the Graduate School of the University of Minnesota. This degree normally serves as a first step for students beginning a program of graduate study in educational administration.

The major portion of course work and research is in educational administration. In addition, the student program includes work in curriculum and instruction, educational psychology, foundations of education, and a collateral or related field outside education.

Specialist Certificate. The Specialist Certificate in Educational Administration is designed to meet requirements for certification in school administration. While there is no requirement that the student complete the Master's degree before moving to the Specialist program, the requirements are compatible and students holding the Master's degree in educational administration encounter little difficulty in including all of their Master's degree work in the Specialist program.

Specialist certificate programs permit specialization in elementary, secondary, or central office administration during the second (post M.A.) year of graduate study.

Doctoral Programs. The Graduate School, in cooperation with the Department of Educational Administration, offers two doctoral programs with a major in educational administration: The doctor of education (Ed.D.) and the doctor of philosophy (Ph.D.). The primary aim of the Ph.D. program is to prepare students for college teaching and research, but some students may elect to work in administration at the local, state, or national level. The doctor of education degree program is especially suitable for individuals who will provide leadership in the operation of educational institutions and who are capable of applying the products of research within the setting of the educational organization.

Course Offerings

Table 1 shows the courses offered by the Department and the total enrollments by course during 1974-75.

Table 1
EDUCATIONAL ADMINISTRATION COURSES AND ENROLLMENTS, 1974-75

Course Number	Course Title	Credits	Total Enrollment
5101	Public School Administration	3	41
5103	Supervision and Administration of Special Education	3	15
5130	Administrator Development Seminar	3-9	53
5139	Laboratory in Decision-Making	1-4	68
5167	Junior High School	3	22
5180[a] 5181	Seminar: Administration of Special Education	3	11
5990[b]	Seminar: Administration of Indian Programs	1-9	24
8201	Formal Organizations in Education	3	98
8202	Politics of Education	3	131
8203	The Community School	3	14
8210	Economics of Education	3	100
8212	School Budgeting	3	18
8213	Financial Resource Management	3	13
8214	School Management Information Systems	3	3
8215	The Elementary School Principalship	3	31
8216	Recent Research in Elementary School Administration	3	16
8217	Seminar: Elementary School Administration	3	4
8220	Quantitative Foundations for Management Methods	3	77
8221	Quantitative Models for Program Analysis and Research	3	51
8223	Quantitative Techniques for Decision Making	3	12

a Cross-listed with Special Education 8560 and 8561.
b Cross-listed with American Indian Studies 5990.

Table 1 (continued)

Course Number	Course Title	Credits	Total Enrollment
8224	Legal Implications of Acts By School Boards, Administrators and Teachers	3	100
8225	Educational Policy and the Law	3	41
8226	Educational Facilities Planning	3	20
8227	Public School Personnel Programs	3	96
8230	School Community Relations	3	16
8234	Seminar: Educational Finance	3	13
8237	Seminar: Educational Law	1-3	9
8238	Seminar: Theory and Research	3	29
8241	Seminar: Internship in Educational Administration	0-9	41
8242	Administrative Organization and Staffing of School Systems	3	11
8244	Administration of Public Education in Metro Areas	2	5
8245	Administration of Public Education in Metro Areas	2	3
8246	Administration of Public Education in Metro Areas	2	3
8253	Administration in Higher Education	3	30
8264	The Secondary School Principalship	3	50
8265	Administering the High School Program	3	50
8270	Problems: Elementary School Administration	arr.	20
8271	Problems: Secondary School Administration	arr.	28
8272	Problems: Educational Administration	1-3	33
8273	Field Study	0-10	33
8274	The Two-Year College	3	35
8275	Two-Year College Administration	3	26
8276	Seminar: Administration of Curriculum in the Two-Year College	3	8
8278	Recent Research in Two-Year College Administration	1-3	15
8290	Financing Higher Education	3	22
8340	Policy Systems in Education	3	17
8341	Analysis of Education Policy Systems	3	7

Faculty in the Department were also involved in University Extension Division instructional activities. Information about courses and activities offered through Extension is provided in Table 2.

Table 2

EDUCATIONAL ADMINISTRATION COURSES AND ENROLLMENTS IN EXTENSION CLASSES, 1974-75

Course Number	Course Title	Credits	Total Enrollment	
5105	Workshop: Administration and Supervision of Special Education	3		
	Section I		22	
	Section II		19	
	Section III: Educational Law		25	
	Section IV		31	
				97
5120	Practicum: Post-Secondary Administration	3-6		
	Section I: Two-Year College and Administration of Adult Education Programs	3	14	
	Section II: Faculty Leadership Issues in the Administrative Process of Community Colleges	3	9	
	Section III: Administration and Articulation of Post-Secondary Career Education	3	22	
	Section IV: Curriculum Alternatives for Minnesota Community College Students	3	16	
				61
5128	Workshop: Educational Administration	1-6		
	Section I: IOTA	3		
	Section II: Interpersonal Communications	3	25	
	Section III: Research Utilizing Problem Solving	3	16	
	Section IV: Two-Year College Institute	3	17	

Table 2 (continued)

Course Number	Course Title	Credits	Total Enrollment	
	Section V: Community School Workshop	3	29	
	Section VI: Applied Humanism in Leadership Roles	3	31	
	Section VII: MCEA Academic Fair	3	15	
	Section VIII: IOTA	3	33	
	Section IX: Educational Alternatives	6	8	
	Section X: Educational Alternatives	1	2	
	Section XI: Teacher Evaluation	7	2	
	Section XII: An Overview of Educational Alternatives	2	1	
	Section XIII: Administration of Post-Secondary Student Personnel Services	3	27	
	Section XIV: Time Management	2	10	
	Section XV: Educational Law	3	34	
	Section XVI	3	15	
	Section XVII: Affirmative Action—Sex Bias with SAM	2	6	
	Section XVIII: An Overview of Educational Alternatives	1		
	Section XIX: PDK—Higher Education	2-3		
	Section XX: SAM,CQU—Four Applied Models for Administrative Support	1-2	3	
			—	274
5139	Laboratory in Decision-Making	3	17	
8201	Formal Organizations in Education	3	7	
8202	Politics of Education	3	8	
8210	Economics of Education	3	8	
8217	Seminar: Elementary School Administration	3		
	Section I: Elementary School Principal's Workshop	3	24	
8225	Educational Policy and the Law	2	24	

Table 2 (continued)

Course Number	Course Title	Credits	Total Enrollment	
8231	Practicum in School-Community Relations	1-4		
	Section I	3	24	
	Section II	1	53	
				77
8265	Administering the High School Program	3	9	
8270	Problems: Elementary School Administration	cr ar		
	Section I	1	12	
	Section II	1	14	
	Section III	1	11	
	Section IV	1	29	
				56
8271	Problems: Secondary School Administration	cr ar		
	Section I	1	12	
	Section II	1	14	
	Section III: Teacher Evaluation	1	11	
	Section IV	1	29	
	Section V: Special Education for School Administration	1	4	
				70
8272	Problems: Educational Administration	1-3		
	Section I: Problems in Administering Post-Secondary Student Personnel Services	3	23	
	Section II: Two-Year College Institute	3	20	
	Section III: Teacher Evaluation	1	38	
	Section IV: Administrative Performance Review	1	9	
	Section V: Managing Schools with Declining Enrollments	1	8	
	Section VI: Meeting Affirmative Action Requirements	1	14	

Table 2 (continued)

Course Number	Course Title	Credits	Total Enrollment	
	Section VII: State Aid Systems	1	14	
	Section VIII: SPECS	1	10	
				136
8273	Field Study	0-10		
	Section I: Post-Secondary Faculty and Curriculum	3		26
	TOTAL ENROLLMENT			870

Selected Student Personnel Data

Data on student admissions, enrollments, and degree completion give both direct and indirect indications of the scope, nature, and issues in the instructional program.

Admissions. Growing numbers of students have made application for admission to programs in Educational Administration. Approximately 85 percent of all applicants are admitted to degree programs. This relatively high percentage is largely the result of preapplication counseling where admission standards are discussed with potential applicants. The data in Table 3 summarize student admissions to the department during 1974-75 according to degree objective and sex. The Department admitted a total of 248 students: 73 to Master's degree, 67 to Specialist, and 108 to Doctoral degree programs. These large numbers led to faculty adoption of a policy limiting admissions to doctoral study discussed in a subsequent section. The Department has made a deliberate effort to recruit and admit minorities and women. Data were not collected on racial or ethnic background, but sex data show that 42.3 percent of students admitted were women.

Enrollment. Enrollment data cannot be equated with admissions data because (1) not all students attend classes during the year in which they are first admitted, and (2) students admitted in one year continue to attend classes during subsequent years in pursuit of degree objectives. Total student-course enrollments for 1974-75 and two previous years are provided in Table 4. This three-year picture shows the rising enrollment trend experienced in the Department.

Table 3

STUDENTS ADMITTED TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION BY DEGREE OBJECTIVE AND SEX DURING 1974-75

Degree	Summer I, II		Fall		Winter		Spring		TOTAL		
Objective	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Combined
Master	4	8	13	9	13	7	7	12	37	36	73
Specialist	8	3	14	7	12	8	8	7	42	25	67
Ed.D.	3	1	6	2	4	1	4	3	17	7	24
Ph.D.	10	9	18	8	12	14	7	6	47	37	84
TOTAL	25	21	51	26	41	30	26	28	143	105	248*

*Includes representation of foreign students and U.S. citizen racial groups based on sight count data as follows: Black 24
Chicano 4
Indian 11
Foreign 7

Table 4
STUDENT COURSE ENROLLMENTS IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION BY QUARTER, 1972-73 THROUGH 1974-75

Quarter	1972-73	1973-74	1974-75
SSI	289	252	275
SSII	154	135	155
Fall	301	403	437
Winter	273	369	366
Spring	249	326	330
TOTAL	1,266	1,485	1,563

Table 5
POSITIONS NOW HELD BY EDUCATIONAL ADMINISTRATION MAJORS WHO GRADUATED FROM THE UNIVERSITY OF MINNESOTA (TWIN CITIES CAMPUS) DURING THE PAST THREE YEARS

Position	Location: Minnesota	Location: Out-of-State	Total	% of All Positions
Elementary Principal (or Asst. Principal)	23	1	24	12.6
Secondary Principal (or Asst. Principal)	41	9	50	26.3
Superintendent (or Asst. Superintendent)	14	2	16	8.4
College Teacher	9	7	16	8.4
Other Administrator	29	17	46	24.2
Miscellaneous (Teacher, Student)	32	6	38	20.0
TOTALS	148	42	190	99.9+

Degree Completion. Positions held by recent graduates are reported in Table 5. During 1974-75, 85 students completed advanced degrees in educational administration. Among the degrees earned were 27 Master's, 20 Specialists, 18 Educational Doctorates, and 20 doctor of philosophy degrees. The graduates are listed below. Dissertation titles of doctoral graduates indicate the nature of student research efforts.

Master's of Arts

Mary Athey
Aster Bato
Odessa Cassius
Susan Earhart
Paulette Fairbanks
Kee Chae Lee
Sr. Mary St. Jerome Ostrowski
Elaine Pilon
Rufus Simmons
Thomas Tapper
Harold Tiffany
Joanne Ventura
Gerald Wedlund
David Younger
Kenneth Baltes
Gail Garlson
Merrill Clark
Lynne Farmer
Douglas Jensen
Melvin Lofstrom
Ezekiel Oyenusi
Joyce Shelton
Oliver Spencer
Christos Theophilides
Mary Tjosvold
Richard Wakefield
Nancy Wester

Specialist Certificates

John Bednar
Robert Clappier
Sr. Elinore Davis
Michael Hawkins
Kenneth Holley
Waldo Larson
Corolyn Mortensen
Rachel Radtke
Jerald Shannon
John Welcke
George Brandenstein
Paul Corliss
John Edwards
Harry Hoff
Viola Johnson
Sr. Bernadette Marie Longt n
Elaine Pilon
Richard Sainio
Mitchell Trockman
George Zabee

Doctors of Education

Bruce M. Bauer, *Project*: "A Model of Continuing Education for Older Adults." President, Itasca Community College.

James Couture, *Project*: "Indian Student Informational Needs as Perceived by Teachers: An Analysis of Those Perceptions." Teacher, St. Paul Public Schools.

Philip Dyrud, *Project*: "A Guide for the Implementation of a Needs Assessment Program." Superintendent, Middle River Public Schools.

Dwaine Ganyo, *Project*: "A Model for Attendance Improvement in Small High Schools." Principal, Montevideo Senior High School.

Donn Hoffman, *Project*: "A Comparative Study of Institutionalized and Noninstitutionalized Trainable Mentally Retarded Children and Implications for Educational Planning in the Public Schools in Minnesota." Director, Special Education, Hutchinson Public Schools.

Robert Jewell, *Project*: "An Adoption-Diffusion Model for the Administrative Integration of Crisis Intervention Techniques in Early Adolescent Education." Assistant Supervisor of Secondary Education, State Department of Education, Richmond, Virginia.

Merton Johnson, *Project*: "The Development of a Model for Systematic Educational Management." Executive Director, Metro II, Minnesota Education Computor Consortium.

Floyd Keller, *Project*: "The Development of a Prototypical Goal-Referenced Administrative Manual for Planning, Implementing, and Evaluating in Education." Director of Instruction, Minnesota State Department of Education.

Rodgers Lewis, *Project*: "Recruitment and Selection of Elementary School Principals in Ohio City School Districts." Principal, Columbus Public Schools, Columbus, Ohio.

Paul Mascotti, *Project*: "Higher Education and Collective Bargaining: A Developmental Model." Instructor, Metro Community College.

Roger Norsted, *Project*: "An Analysis of the University of Minnesota Internship Program in Educational Administration." Superintendent, Elgin Public Schools.

Harlan Sheely, *Project*: "A Study of Preferred Environment and Job Satisfaction of Special Intermediate School District 916 and Component District Faculty." Manager, Administrative Services, District 916, White Bear Lake.

Raymond Smyth, *Project*: "Due Process of Law and the Secondary School Student." Principal, Edina East High School.

Charles Speiker, *Project*: "A Study to Determine the Reliability of Community Participation in a Process of Curriculum Planning." Association for Supervision and Curriculum Development, Washington, D.C.

George Theis, *Project*: "Simulation Analysis of Policy Making Decisions in Education." Director, Indianhead and Vocational Technical School, Rice Lake, Wisconsin.

James Tool, *Project*: "Teacher Behavior in a Modular-Flexible Scheduled Junior High School: A Comparative Study." Superintendent, Trimont Public Schools.

Richard Ugland, *Project*: "A Study of An Area Vocational School's Capabilities for Serving Handicapped and Disadvantaged Students." Associate Professor, Mankato State College.

Joseph Williams, *Project*: "The Development and Evaluation of an Adoption-Diffusion Model for Effective Home-School Interaction in Inner City Schools." Education Testing Service, Princeton, New Jersey.

Doctors of Philosophy

Joseph Baker, *Thesis*: "An Administrative Design for Working With First Grade Predicted Reading Failures." Elementary Principal, Spring Lake Park Public Schools.

Michael Blodgett, *Thesis*: "Student Violence, Status Maximization, and Anonymity as Factors Subject to Staff Control in Potentially Explosive Desegregating Public Schools." Principal, Minneapolis Public Schools.

Thomas Theodore Butson, *Thesis*: "A Study of the Effects of an Alternative School Program on Selected Cognitive and Affective Areas of Growth of Non-Urban Students." Administrator, Alternative School, Grand Rapids Public Schools.

Michael Crowe, *Thesis*: "Comparison of Student Perceptions and Teacher Perceptions of the Structure in a Unit of American History." Program Assistant, Regional Laboratory, Ohio State University, Columbus, Ohio.

Judith Doerann, *Thesis*: "An Investigation of the Effect of Non-Normal Distributions on the Integrated Moving Average Model, With Implications for Time Series Analysis in Educational Research and Evaluation." Assistant Professor, University of Indiana.

DeArv Gimm, *Thesis*: "Perceptions of the Actual and Ideal Role of the Secondary School Department Chairman by Principals, Department Chairmen, and Teachers in Public Schools in the Metropolitan Area of Minneapolis and St. Paul." Teacher, Mounds View Public Schools.

Walter Goodwin II, *Thesis*: "A Comparative Analysis of Student Attitude Toward the Climate of Minneapolis Secondary Schools Based on Differences in Grade, Race and Sex." Assistant Principal, Roseville Public Schools.

Cornelius Guenter, *Thesis*: "Press Relations of a Local School District: An Analysis of the Coverage of Emerging Issues." Lothbridge Collegiate Institute, Alberta, Canada.

Clarence Jordan, *Thesis*: "The Effects of Federal Financial Assistance on Quality Characteristics of Black Colleges and Perceived by College Presidents."

Beatrice Litherland, *Thesis*: "Functions of the Dean of Home Economics in Land-Grant Colleges and Universities with Implications for Administrator Development." Director of Student Academic Affairs, North Dakota State University.

Ralph Mawdsley, *Thesis*: "A Legal Analysis of the School-Home Relationship." Administrator, Fourth Baptist Day School, Minneapolis.

Nathaniel McNiel, *Thesis*: "An Investigation of Performance Differences of Urban High School Students by Race, Sex, and Grade on a Measure of Culture Homogeneity and Intelligence." Counselor, Minneapolis Public Schools.

William Neher, Jr., *Thesis*: "Academic Governance at the University of Minnesota."

Arnold Ness, *Thesis*: "Relationships Between Selected Personal and Professional Characteristics of First-Year Elementary Teachers and Their Attitudes Toward Culturally Disadvantaged Children." Director of Curriculum, Red Wing Public Schools.

Antonios Papadopoulos, *Thesis*: "Selected Variables Involved in Inservice Teacher Education in Cyprus: A Simulation Model." Inspector of Elementary Schools, Ministry of Education, Nicosia, Cyprus.

Cheol Soon Shin, *Thesis*: "A Study of Levels of Competency in Fiscal Management Needed by Administrators in Several Public School Management Roles." Jeon Bak National University, Korea.

John Strauss, Jr., *Thesis*: "An Evaluation of the Juanita High School Open Education Program, 1971-1974." Principal, Kirkland Public Schools, Washington.

Lorraine Taylor, *Thesis*: "A Comparison of Self-Esteem and Self-Concept of Academic Ability in Three Groups of Black Adolescents." Assistant Professor, State University of New York, Buffalo.

Tong-In Wangsotorn, *Thesis*: "Decision Making and Information Needs of Administrators in a Selected School System." Ministry of Education, Bangkok, Thailand.

Philemon Washington, *Thesis*: "The Job Satisfaction of Black Public School Administrators in New Jersey." Principal, Jersey City Public Schools.

Certificate Endorsements. The Department is responsible for certifying to the State Department of Education whether persons seeking administration certificates have met training requirements prescribed in regulations. The Department is responsible only for its own graduates in this regard. During 1974-75 endorsements were granted for 16 elementary principalship certificates, 35 secondary principalship certificates, and 25 superintendent's certificates for a total of 76 endorsements.

III. RESEARCH/DEVELOPMENT/ TRAINING EFFORTS

The principal research, development, and training efforts are identified with the Educational Research and Development Council, the Bureau of Field Studies and Surveys, and special projects supported by grant awards. The special projects underway during 1974-75 include the Indian Administrator Training Program, Special Education Administrator Training Program, Outreach, and SERVE Projects. The activities of each of these organizational sub-units and special projects are summarized below.

ERDC: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc.

Board of Directors:

Roger Amundson, Superintendent, Chaska Public Schools, President
Erling Johnson, Superintendent, Anoka Public Schools, Vice President
Wesley Measel, Assistant Superintendent, St. Paul Public Schools, Secretary-Treasurer
Russell Anderson, Superintendent, West St. Paul Public Schools, Director
G. J. Greenawalt, Superintendent, Hopkins Public Schools, Director
LeRoy Hood, Superintendent, Robbinsdale Public Schools, Director
Robert Mayer, Superintendent, Shakopee Public Schools, Director
Robert Miller, Superintendent, Stillwater Public Schools, Director

Executive Secretary: Gerald Mansergh, Associate Professor of Educational Administration

Director of Research and Evaluation: Jon R. Morris, Associate Professor Educational Administration

Funding Agencies: Forty-one member school districts

Budget: $100,400

The Educational Research and Development Council of the Twin Cities Area is a non-profit consortium of school districts existing for the purpose of improving education through the conduct of needed research, the development of instructional programs, and the training of school personnel. The Council is comprised of the superintendents, or their representatives, of each member district. It meets semi-annually to make general policy decisions and determine major thrusts of the organization. A Board of Directors consisting of eight district representatives elected by the full Council serves as the major governing body.

The major research and development efforts of the Council are identified through the commission structure. Six commissions are currently operating. Membership on each of the commissions except the Long Range Planning Commission consists of one representative from each

member school district. The Long Range Planning Commission consists of a superintendent and board member from each school district. The Commissions are:

Commission on Administration
Commission on Curriculum and Instruction
Commission on the Exceptional Child
Commission on Instructional Media and Technology
Commission on Teacher Education
Commission on Educational Long Range Planning

In addition to the Commissions, special study committees are formed periodically in response to special needs.

The activities of all commissions and committees can be summarized as the Social Studies Service Center, inservice workshops, institutes, and special reports.

Social Studies Service Center. The Social Studies Service Center, located at 2959 North Hamline Avenue in the Mounds View District Center, is an example of school districts working together through the ERDC to solve common problems. Over the past six years, the ERDC has created, developed, and helped to maintain a service institution which is unique in the United States and which has earned a national reputation for effectiveness.

Six years ago, the ERDC's Commission on Curriculum and Instruction, working with district superintendents, identified social studies as the instructional area most in need of improvement. As a result of this survey, the ERDC formed a planning committee of social studies educators to study the situation and to recommend positive action to improve it. That committee developed the basic model that was to become the Social Studies Service Center. That model became the basis for a Title I I, Elementary and Secondary Education Act (ESEA) proposal, which was sponsored by the ERDC with the Shakopee Public Schools being the administrative legal educational agency (LEA) of the funds. The Center has operated successfully for four years, and during this school year has been independent of federal or state funding.

Workshops

Administration of Master Contract Agreements. Charles Fine, Detroit labor attorney and former trial attorney before the National Labor Relations Board in Washington, D.C., was the conference leader for the workshop.

This workshop was designed to provide the building and central office administrator experiences in examining key contract clauses. The intent of the workshop was to develop competencies in contract administration and contract language interpretation. Experiences gained during the workshop should have assisted the contract negotiator in more effectively designing the construction of the master contract agreement so as to reduce the likelihood of conflict resulting from language interpretation and administration.

A report was produced by the ERDC and was designed to serve as a reflection of the context of the workshop "Administration of Master Contract Agreements: Intepretation of Contract Language." The workshop, conducted on December 11 and 12, 1974, was planned and sponsored by the ERDC Commission on Administration and was attended by 58 participants.

Parents', Pupils', and Educators' Rights and the Law. This workshop was held on February 4, 1975. Funds for the workshop which dealt with the legal realm of confidentiality of student records were provided by the Huested Foundation for the Handicapped, 205 Commerce Building, St. Paul, Minnesota. Featured speakers were Clifford P. Hooker, Professor of Educational Administration, University of Minnesota, and Ralph D. Mawdsley, Attorney at Law.

Area special education directors and officials from the Special Education Section of the State Department of Education served as resource persons for small group activities dealing with practices and policies concerning students' rights. A workshop booklet was mailed to all ERDC member school districts.

Process and Practice in Educational Decision Making. William Fredendall, a seminar leader and consultant to educational and industrial organizations throughout the nation, conducted this workshop on April 23, 1975.

Workshop participants were introduced to the concepts used in systematic decision making and were given an opportunity to practice using this method with the kinds of educational decisions which they are required to make.

Use and Misuse of Copyright Materials. This workshop was planned by the Commission on Instructional Media and Technology and conducted February 15, 1975.

The workshop featured three speakers: Wayne Sivertson, attorney from Minneapolis; Ivan Bender, attorney for Encyclopedia Britannica Education Corporation in Chicago; and Susan Englehart, Staff Director for the Association of American Publishers, Washington, D.C. In the presentation, "The User's Perspective," Sivertson provided background information related to copyright materials and presented the consumers' view on copyright materials usage. Ivan Bender in his presentation, "Copyright Dilemma and Educational Non-Print Materials," concentrated on ownership and fair use of non-print copyright materials. Englehart's presentation, "Copyright: Compromise, Conflict or Chaos," dealt with use of printed copyright materials. During the afternoon session the participants were involved in small group discussions with the presentors.

The general thrust of the copyright workshop presentations was to encourage greater cooperation between consumers and producers of copyright materials. The 100 workshop participants represented school districts from throughout the state, the Ramsey and Hennepin County Library Systems, the University of Minnesota Library School, and the University of Wisconsin Library School.

Productivity and Management Development in Educational Administration. Tor Dahl, President of the Extensor Corporation and Professor of Hospital Administration, served as consultant for a workshop designed for educational administrators. The workshop, conducted on April 4, 1975, was designed to assist managers in using their time more effectively.

The workshop focused upon the latest techniques and approaches for studying and improving the productivity of educational administrators. Case studies with recent data on productivity improvements were presented, and the processes used to generate and implement these improvements were discussed in detail. Data from other relevant studies on American executives were presented. The 55 participants were taught how to develop an individualized, proven strategy for improving effectiveness and efficiency in educational administration.

Legal Aspects and Procedures for Staff Reduction. This workshop, jointly sponsored with the Minnesota Association of School Administrators, was conducted on January 22, 1975. The MASA/ERDC Workshop featured attorney Peter Popovich of the Peterson, Popovich, Knutson and Flynn law firm.

The workshop dealt with Minnesota Statute 125.12. Popovich reviewed that law in detail and addressed the procedures required in reducing staff. The roles of the board, superintendent, and principal were discussed, as well as the rights of the teacher. Attorney Popovich provided the participants with sample forms for each step in the staff reduction process. The workshop was attended by approximately 80 practicing administrators from the state.

Planning, Conducting, and Using Evaluation Studies. This series of half-day workshops was conducted on January 15, 22, 29, and February 5, 1975. Participants were practicing administrators who had the responsibility of gathering and using evaluation information. The instructional format alternated among video-tape presentations, simulations, practice problem situations, and group discussion of results.

Performance Review. The workshop, held at Hudson, Wisconsin on October, 28-29, 1974, featured national and local school administrators who talked and interacted with 45 workshop participants on practices, promises, and pitfalls of performance review.

Among the presenters at the workshop were Thomas McLernon, Assistant Superintendent at Charlottesville, Virginia, who spoke on "Administrator and School Board Evaluation," and Ted Cunio, Director of Elementary Education, Bloomfield Hills, Michigan, whose address was entitled "Developing a Results-Oriented Administrative Evaluation System." A panel of local superintendents, moderated by Van Mueller, Professor and Chairperson of Educational Administration, University of Minnesota, discussed performance review in their districts.

Institutes

Regional Evaluation Training Institute. Sponsored by the American Educational Research Association, the Educational Research and Development Council and the Minnesota State Department of Education, this

institute was a two and one-half day session on practical topics related to planning and conducting educational evaluation studies. It was held May 15, 16, and 17, 1975.

Topics included the relationship of evaluation to other activities such as assessment and accountability programs; basic evaluation constructs; strategies for selecting appropriate evaluation approaches or procedures; simple guidelines for planning evaluation studies; the use of selected evaluation designs; methods for determining and weighting the evaluation standards and criteria; practical criteria for regulating evaluation designs and studies; methods for generating, prioritizing, and evaluating objectives; roles and responsibilities of the evaluator and client in different settings; methods and problems in selecting or developing appropriate measurement and data analysis techniques; a comparative examination of criterion-referenced, domain-referenced, objective-referenced, and norm-referenced data collection and analysis approaches; minimum essentials in evaluation contracts; guidelines for reporting evaluation findings; and competencies to look for when hiring evaluation personnel.

The workshop instructors were: Blaine R. Worthen, Director of Research and Evaluation, Northwest Regional Educational Laboratory; James R. Sanders, Director of Assessment Projects Unit, Northwest Regional Educational Laboratory; Adrian Van Mondfrans, Professor, Brigham Young University. These instructors are specialists in evaluation and research, having had extensive experience in program evaluations for federal, state, and local agencies.

The Institute served practicing evaluators, administrators, and other personnel who use evaluation information in universities and colleges, local education agencies, state departments of education, and other nonprofit educational agencies.

Special Reports

Finance Study. Financial data are collected from all member districts. The information presented includes sources of school revenue at local, county, state, and federal levels; and expenditure patterns for administration, instruction, plant operations, plant maintenance, transportation, capital outlay, debt service, and other important categories. School districts are grouped according to size and displays expenditures, and additional comparisons with school districts outside the Council.

The report is intended to be a convenient source document for "within-the-district" comparisons of various revenue and expenditure patterns and also to provide a common yardstick for comparison among districts.

Staffing Study. The report is published in two parts. Part I presents charts relating to school organization, staffing ratios, special education personnel by area, personnel supported by federal sources, and pupil-teacher ratio policies. Part II includes charts reporting median class size, class size range, and class size mean. The information is presented in a format convenient for within and between district comparisons.

Historical Enrollments and Current Trends Study. A new study for 1975 reviewed by the Commission on Administration and approved by the Board of Directors, displays historical enrollment patterns for each mem-

ber school district and reports current projections of school enrollment by districts. The report makes available a convenient body of information related to the current issue of fluctuating school enrollments.

BFS&S: Bureau of Field Studies and Surveys

Director: Charles H. Sederberg, Professor of Educational Administration

Funding agencies: Contracting agencies

Budget: $43,702

The Bureau of Field Studies and Surveys, established in 1948, is an organizational sub-unit of the Department of Educational Administration. It contracts through the Board of Regents, University of Minnesota to provide survey, research, and consulting services to local, regional, state, and national agencies of educational government. Through this unit the skills of professional scholars in education and other fields can be made available to address problems in school districts and other educational organizations.

In addition to the contractual service function, the Bureau of Field Studies and Surveys supports the instructional mission of the Department by providing field experiences for graduate students, field contracts for faculty, and opportunities for student support. The Bureau of Field Studies and Surveys has been instrumental in the identification, procurement, and management of training grants such as the Indian Administrator Training Program and the Managing Educational Change Project.

All activities of the Bureau of Field Studies and Surveys are supported by external resources earned on service or training contracts. During 1974-75 the following contracts were completed or neared completion:

1. A contract with Shakopee Independent School District No. 270 to prepare a policy and procedure manual for the district. Contract amount: $13,000
2. A contract with the Board of Education of St. Paul Public Schools to provide consulting services in connection with the school desegregation project. Contract amount: $5,000
3. A contract with the Department of Mental Health, Division of Mental Retardation/Developmental Disabilities, State of Missouri to (a) conduct a survey of management practices and management training needs in the regional and community-based human services centers under the control of the Department and (b) to implement a plan for assessment and individualized program planning for mentally retarded clients served by the Department in state institutions, regional mental health centers, and community-based mental health service centers within the State of Missouri. Contract amount: $19,702
4. A contract for the processing of data for use in the evaluation of the Community Youth Development Centers Project in Special School District No. 1, Minneapolis, Minnesota.
   Contract amount: Cost not to exceed $6,000

Indian Administrator Training Program

Project Co-Directors: Van D. Mueller, Professor of Educational Administration
Charles H. Sederberg, Professor of Educational Administration

Funding Agencies: U.S. Office of Education and Bureau of Indian Affairs

Budget: $121,334

Education for Indian children must take into account cultural differences and meet special educational needs that arise from those differences and other social experiences. The development of meaningful and educational programs requires input from Indian people, both lay and professional. The shortage of Indian educators has hindered the development and implementation of many needed programs in Indian education.

In recognition of this need, the Office of Economic Opportunity funded a program to train American Indian School Administrators for the school year 1970-71. The program, operated in four universities, was refunded through the 1974-75 academic year through a joint effort of the Bureau of Indian Affairs, the Office of Economic Opportunity, and the Office of Education. The Division of Educational Administration, College of Education, University of Minnesota, operated one of the programs supported by these resources.

The goal of the program was to provide training for students of American Indian ancestry who wished to serve as administrators in local districts, state departments of education, and federal agencies which serve large numbers of Indian children. Their programs of study led to state certification as elementary and secondary school principals, curriculum directors, school superintendents, and other administrative specialists.

Criteria for admission to the program were as follows:

—American Indian ancestry.

—Bachelor's Degree (prerequisite for Master's Degree program) or Master's Degree (prerequisite for Doctor's Degree program).

—Desire to be an educational administrator.

—Teaching or other educational experience.

—Academic performance.

Applicants were selected by a six-member Advisory Committee which included three members of the Indian community.

A unique feature of the program is a nine-credit seminar, Educational Administration 5990, Administration of Indian Programs, which was crosslisted with the Department of American Indian Studies.

During 1974-75 stipend support was made available for 12 participants. During the five years the program was in operation, 49 Native Americans participated in program activities and opportunities. As evidence of the program's success, the following degrees were earned by participants during the five-year period:

Master's Degrees 17
Doctoral Degrees 5

Outreach Training Program for Personnel Serving Mentally Retarded Children

Project Director: Richard Weatherman, Professor, Educational Administration and Psychoeducational Students

Liaison: Warren H. Bock, Residential Consultant, State Department of Public Welfare

Funding Agency: Social and Rehabilitation Service

Budget: $100,000

Over the past ten years there has been a significant change in the philosophy of care and treatment of mentally retarded children and adults. In Minnesota, and nationally, the trend has been toward deinstitutionalization with concurrent development of community-based alternatives.

Approximately 850 persons, representing eight types of public and private agencies providing a wide array of services to some 6,500 mentally retarded children and adults, will receive training offered by this project. Through training packets and regional workshops, these professionals and paraprofessionals will develop skills in conducting individual behavioral assessment and individualized program plans for retarded citizens.

The first phase of the one-year project is instrument and materials development. The objective of phase one is the adoption in Minnesota of a single assessment instrument for use in public and nonpublic residential and nonresidential programs. Phase two, beginning early in 1975, will be devoted to training and evaluation activities. In phase two, several hundred mental retardation professionals will be trained to instruct residential, school, and activity center staff in assessment and program planning activities. A significant product of this project will be the development and refinement of a behavioral assessment instrument and program planning system called the Minnesota Developmental Programming System.

Included in this grant is support for a full-time project coordinator, one half-time graduate teaching assistant, a secretary, and other personnel.

A Model for Continuing Education for Special Education Administrators

Project Director: Richard Weatherman, Professor, Educational Administration and Psychoeducational Studies

Funding Agency: Bureau of Education for the Handicapped

Budget: $110,000

The Special Education Administration Training Program (SEATP) is a series of workshops or short courses, each carefully designed to teach a specific skill or competency needed by current special education administrators. It is believed that this approach has advantages of easier access to training, better identification of competencies needed, flexibility to meet changing needs of administrators, and replicability.

The SEATP program (divided into three topics—fiscal, personnel, and program) is designed simultaneously to meet a current, pressing need in Minnesota and also to serve as a model that can be replicated in training administrators and practitioners in other areas of human services. More

importantly, the general model of this program may be applied to preparation programs for other types of positions.

SEATP is going into its third year. At the present time, two out of the three volumes for the workshops have been completed and a computer-based management system for the program is in progress. By the end of the third year, May, 1976, both the computer system and the three-volume workbook will be completed and ready for distribution.

Through this grant, support is provided for the director, a co-director, four graduate research assistants, faculty members who conduct workshops, and secretarial and other essential personnel.

SERVE: Special Education, Rehabilitation, and Vocational Education Administrators Training Program

Project Director: Richard Weatherman, Professor, Educational Administration and Psychoeducational Studies

Funding Agency: Bureau of Education for the Handicapped

Budget: $20,000

Special education, vocational rehabilitation, and vocational education share a common role in the provision of services to handicapped children and adults. The effectiveness and efficiency of this concern depends not only on mutual awareness of each agency's duties and responsibilities, but also on a program of cooperative training and involvement.

The need for common orientation and training for the administration of program resources and the programs themselves for handicapped persons is immediate. Further, the incumbents of this emerging position have seldom had preparation for their administrative role.

A model for competency based training for administrators of special needs programs was awarded as a planning grant to plan a project for delivery of training to administrators of local special needs programs in vocational education. The envisioned training model would be applicable nationally, utilizing inputs from special education, vocational rehabilitation, and vocational education.

Through this grant, support is provided for a project coordinator, a secretary, and consultants.

Summary

These activities and special projects generated a total of $367,681 in external funds. These activities and resources have enabled the Department to have extensive contact and exchange with practicing administrators, access to school systems for research and development opportunities, support for graduate students, field-laboratory settings for training experiences, and opportunities for faculty development.

IV. PROFESSIONAL ACTIVITIES OF FACULTY

The professional activities of faculty are described in terms of publications, conference, meeting and institute participation, and statements of individual faculty accomplishments.

Publications

Alkire, Gary F. *Status and Welfare Study.* Minnesota Elementary School Principal's Association, St. Paul, 1974.

Ammentorp, William M. (with Paul D. Gunderson and Jon R. Morris). *A Dynamic Simulation Model of the Articulation Between a Regional Occupational Training System and an Occupational Work Force.* Forthcoming Regional Science Perspectives, 1976.

Hendrix, Vernon L. (with Henry Borow). *Environmental Differentials of Occupational Programs and Educational Career Patterns in Public Junior Colleges.* University of Minnesota, Minneapolis (Final Report of USOE Project #5-0120), 1974.

Hendrix, Vernon L. *A Three Year Study of Achievement in the Urban Centers for Quality Integrated Education Project.* Minneapolis Public Schools, 1974.

Hooker, Clifford P. *A Study of the Supply and Demand for School Administrators in Minnesota.* Department of Educational Administration, University of Minnesota, St. Paul. (Forthcoming 1975).

Keller, Robert J. (with Mario F. Bognanno and Arthur K. Swan). *Report of the Investigating Team on Anoka-Ramsey Community College.* Minnesota Community College Board, St. Paul, 1974.

Keller, Robert J. *Report of A Visit to University of South Dakota, May 5-8, 1974,* Commission on Institutions of Higher Education (Higher Commission), North Central Association of Colleges and Secondary Schools (NCA), Chicago, 1974.

Keller, Robert J. *Report of A Visit to CBA Institute, December 4-6, 1974.* Higher Commission, NCA, Chicago, 1975.

Keller, Robert J. *Report of A Consultant Visit to Colorado Northwestern Community College, December 12-14, 1974.* Higher Commission, NCA, Chicago, 1975.

Keller, Robert J. *Report of A Consultant Visit to Colorado Northwestern Community College, March 26-28, 1975.* Higher Commission, NCA, Chicago, 1975.

Keller, Robert J. *The Korean Higher Education Reform Project in Transition.* Ministry of Education and USAID/Korea. College of Education, University of Minnesota, 1971.

Mansergh, Gerald G. and B. S. Knighton. *The Impasse Simulation Game.* University Council for Educational Administration, Columbus, 1975.

Mansergh, Gerald G.

The following monographs were published by the Educational Research and Development Council under the editorship of Mansergh:

Staffing Schools in the Twin Cities Metropolitan Area, Part I—December 1974.

Financing Schools in the Twin Cities Metropolitan Area—November 1974.

Finance Study Supplement—Selected Statistics, 1973-74—November 1974.

Historical Review of Staffing Trends, 1967-68 to 1974-75—January 1975.

Administration Workshop Report—Administration of Master Contracts: Interpretation of Contract Language—December 1974.

ERDC Annual Report, 1974-75—May 1975.

Inservice Communication System Report I and II—November 1974 and June 1975.

Parents', Pupils', and Educators' Rights and the Law—February 1975.

Use and Misuse of Copyright Materials—February 1975.

Mazzoni, Tim L., Jr. (with Roald Campbell) *State Policy-Making for the Public Schools*, Educational Governance Project, Columbus, 1974.

Mazzoni, Tim L., Jr. (with Roald Campbell) *Alternative Models of State Educational Governance*, Educational Governance Project, Columbus, 1974.

Mazzoni, Tim L., Jr. (with Roald Campbell) "State Governance of the Public Schools," *Planning and Changing*, Illinois State University, Normal, Ill., July 1975.

Mazzoni, Tim L., Jr. (with Roald Campbell) "Influentials in State Policy Making for the Public Schools," *Educational Administration Quarterly* (Winter 1976).

Morgan, Don A. "Real Life Activities"—Chapter Eight in *Humanizing Student Services* (Blocker, editor) V. 2; #4, *New Directions for Community Colleges,* San Francisco: Jossey Bass, Inc. Winter 1974-75.

Morgan, Don A. *New Needs and New Institutional Responses* (editor). Vol. 5: *The Two-Year, Post-Secondary Student.* Rochester: The Rochester Center, University of Minnesota. March 1975.

Morgan, Don A. *Articulation of Occupational Education.* (editor) Vol. 3: *Two Year College Faculty Concerns.* Duluth: University of Minnesota. February 1975.

Morgan, Don A. *OUTREACH*, The Council of Universities and Colleges of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Community and Junior Colleges.

Morris, Jon R. (with Paul D. Gunderson and William Ammentorp) *A Dynamic Simulation Model of the Articulation Between a Regional Occupational Training System and an Occupational Work Force.* Forthcoming Regional Science Perspectives, 1976.

Morris, Jon R. (with William Ammentorp) "Policy Analysis for Manpower Planning." In Gunderson, et al. (Eds.) *Manpower Planning: Simulation Studies of Social and Organizational Policy.* Monograph: University of Minnesota Press (forthcoming 1975).

Mueller, Van D. "School Finance and Budgeting," *Administering Special Education in Rural Sparsely Populated Areas.* Special Education Administration Training Program, University of Minnesota, 1975.

Nickerson, Neal C. "Ailing Administrators: Diagnosis and Treatment." *American Secondary Education.*

Sederberg, Charles, Project Director. *Planning Plant Facilities for a Changing School Community. A Survey for Independent School District No. 861*, Winona, Minnesota, Bureau of Field Studies and Surveys, June 1974.

Sederberg, Charles and Mary Jo Weingarten, Principal Investigator. *Board of Education Policy and Procedure Manual for Shakopee Independent School District No. 720.* Shakopee, Minnesota, Bureau of Field Studies and Surveys, June, 1975.

Sederberg, Charles and Vernon Hendirx, Principal Investigator. *A Three-Year Study of Achievement in the Urban Centers for Quality Integrated Education Project.* Special School District No. 1, Minneapolis, Minnesota, Bureau of Field Studies and Surveys, August, 1974.

Weatherman, Richard F. and I. Harpaz. "Position Analysis of Special Education Directors in Minnesota," forthcoming, *Exceptional Children,* 1975.

Weatherman, Richard F. and G. Krantz. "Survey of State Special Needs Coordinators," forthcoming *American Vocational Journal*, 1975.

Weatherman, Richard F. and D. Dobbert. "A Field Centered Competency Based Education Model," paper presented at the 1975 convention of the American Educational Research Association.

Weatherman, Richard F. *A Competency Based, Field Centered Special Education Administration Training Project: Program Description,* University of Minnesota, 1974.

Weatherman, Richard F. "The Delphi Technique," in *Futurism in Education*, S. P. Hencley and J. R. Yates (eds.), McCutchan Publishing Corp., 1974, pp. 97-114.

Conference, Meeting, Institute Participation

Department faculty participated in the following conferences, meetings and programs:

Academic Fair, Bemidji, August 1974 (Morgan, Nickerson)

Alaska Association of Secondary School Principals Conference, Anchorage, March 1975 (Nickerson)

American Association of Higher Education National Conference, Chicago, March 1975 (Keller, Morgan)

American Association of Community and Junior Colleges, Seattle, April 1975 (Morgan)

American Association of School Administrators Annual Meeting, Dallas, February 1975 (Mansergh, Morgan, Mueller, Alkire)

American Educational Research Association Annual Conference, Washington, D.C., March 1975 (Jackson)

American Educational Research Association Regional Evaluation Training Institute, Bloomington, MN, May 1975 (Morris)

Anoka Elementary School Principals and ERDC Administrative Inservice Institute, Anoka, January 1975 (Lambert)

Association for Professors of Higher Education Annual Meeting, Chicago, March 1975 (Keller)

Association for Supervision and Curriculum Development, New Orleans, March 1975 (Hooker, Nickerson)

Association of Canadian Community Colleges, Winnipeg, Canada, November 1974 (Morgan)

Center for The Advanced Study of Educational Administration—PPBS National Seminar, Eugene, April 1975 (Mansergh)

College Entrance Examination Board Annual Meeting, Washington, D.C. October 1974 (Keller)

Columbia University Program for School Business Officials, July 1974 (Sederberg)

Commission on Institutions of Higher Education, NCA: (Keller)
- Institutional Review Committee, Chicago, July 1974
- Consultant-Examiner Conference, Wayzata, September 1974
- Evaluation Committee for CBA Institute, Chicago, December 1974
- Consultant for Northwestern Colorado Community College, Rangely, CO., December 1974, March 1975 (Keller)

Council of North Central Community Junior Colleges, Madison, October 1975 (Morgan)

Council of Universities and Colleges, Seattle, April 1975 (Morgan)

Danforth Fellows Conferences:
- St. Louis, June 1974 (Hooker)
- St. Louis, August 1974 (Hooker)
- Minneapolis, October 1974 (Hooker, Nickerson)
- Louisville, November 1974 (Hooker, Nickerson)
- Atlanta, January 1975 (Nickerson)
- St. Louis, April 1975 (Hooker, Nickerson)

Educator's Day, Minneapolis, November 1974 (Mueller)

ERDC Planning, Conducting and Using Evaluation Studies Workshop, Minneapolis, January-February 1975 (Morris)

HEW Conference on Sex Discrimination in Education, Boston, January 1975 (Hooker)

Higher Education Colloquium Annual Meeting, Chicago, March 1975 (Keller)

Korean Higher Education Reform Project, Ministry of Education and USAID/Korea, Seoul, July-September 1974 (Keller)

Midwest Council for Educational Administration, Cedar Falls, April 1975 (Nickerson)

Midwestern Universities Council on International Activities (MUCIA): Advisory Council on International Education, Chicago, July 1974

(Keller) Korean Task Force on Higher Education, Chicago, November 1974 (Keller)

Minneapolis Public Schools Leadership Conference, St. John's University, August 1974 (Lambert)

Minnesota Association of Post-Secondary School Institutions, Spring Meeting, St. Cloud, May 1974 (Keller)

Minnesota Association of Elementary School Principals and Association for Evaluation of Elementary Schools Annual Institute, Minneapolis, November 1974 (Lambert)

Minnesota Association of Secondary School Principals:
Winter Workshop, Minneapolis, January 1975 (Nickerson)
Summer Conference, Brainerd, June 1975 (Nickerson)

Minnesota Association of School Administrator's Fall Conference, Brainerd, September 1974 (Hooker, Mueller, Mansergh)

Minnesota Education Seminar:
St. Paul, February 1975 (Mazzoni)
Wayzata, September 1974 (Mueller, Mansergh)

Minnesota Horizons Legislative Conference, St. Paul, January 1975 (Mansergh, Sederberg)

Minnesota Parent, Teacher, Student Association Annual Convention, Minneapolis, April 1975 (Mueller)

Minnesota School Facilities Council Conference, Minneapolis, November 1974 (Nickerson)

National Association of Elementary School Principals Annual Meeting, Minneapolis, April 1975 (Alkire, Lambert, Mueller)

National Association of State Boards of Education Annual Conference, New York, October 1974 (Mazzoni)

National Conference of Professors of Educational Administration, Marquette, MI, August 1974 (Mansergh)

National School Development Council: (Mansergh)
Board of Director's Meetings, Bozeman, October 1974 and Chicago, December 1974
Annual Meeting, Commerce, TX, February 1975

National School Finance Conference, New Orleans, March 1975 (Mueller)

National Study of Accreditation, Federation of Regional Accrediting Commissions of Higher Education (FRACHE) and Council on Post-Secondary Accreditation, Columbus, December 1974 (Keller)

North Central Association of Colleges and Secondary Schools:
Annual Meeting, Chicago, April 1975 (Keller, Nickerson)
Board of Directors, Chicago, June 1974 (Keller)
Commission on Research and Service 5th Annual Workshop, Tulsa, January 1975 (Keller)

Regional PTSA Conferences, Fargo, Sioux Falls, Omaha, May 1975 (Mueller)

Regional Science Association, Seventh Annual Meeting—Midcontinent Section, Duluth, June 1975 (Ammentorp, Morris)

School Law Conference, St. Paul, October 1974 (Hooker)

Special Education State Conference, Alexandria, December 1974 (Hooker)

Conference on Exceptional Children and Least Restrictive Environments, Bloomington, May 1975 (Jackson)

Special Education Leadership Conference, Minneapolis, November 1974 (Mueller)

Teacher Corp:

Regional Conference, Columbus, April 1975 (Jackson)

Management Information Systems Conference, Santa Barbara, May 1975 (Jackson)

National Developmental Conference, Washington, D.C., June 1975 (Jackson)

Time Management Conference, Minnesota Association of School Administrators, Bloomington, April 1975 (Mansergh)

University Council for Educational Administration Career Development Seminar, Columbus, April 1975 (Mazzoni, Mansergh, Mueller, Sederberg, Jackson)

University Council for Educational Administration Career Development Seminar—Use of the Case Study in Higher Education, Champaign, November 1974 (Morgan)

University Council for Educational Administration Planning Session—Higher Education Competency Study, Columbus, November 1974 (Morgan)

University Council for Educational Administration Plenary Session, Madison, November 1974, Dallas, February 1975 (Morgan)

Wisconsin Department of Public Instruction Seminar, Madison, January 1975 (Hooker)

Individual Faculty Activities

Gary F. Alkire

Professor Alkire's activities for the 1974-75 academic year involve the areas of instruction, program development, department administration, relationships with elementary principals, and research.

His involvement as the Department's Director of Graduate Studies and the chairperson of the Admissions Committee has placed him in a position similar to that of an assistant department chairperson. Professor Alkire's activity has moved more and more into department administration; this professional direction fits in with his personal strengths.

Instruction and departmental relationships with students are Professor Alkire's priority. Under these headings there have been several accomplishments. The growth and maturity of Administrator Development Seminar has been a major accomplishment, and the student evaluations indicate this beginning experience is most valuable. The internship continues to prosper even though the number of positions at the elementary

level is declining. The continued development of other administrative positions is needed, i.e. private businesses and programs dealing with facility planning is well established accomplishes the students objectives.

Professor Alkire's work as Director of Graduate Studies has been a major time consumer, and relationships with the Graduate School have been much better during this past year as a result of his efforts. The move to strengthen this position dictates a detailed look at the Department level at all policies and procedures dealing with student programs.

Professor Alkire met with three groups of elementary principals during the past year—an activity which has done much to improve the Department's image.

Professor Alkire has also been involved in two research projects: the elementary principals status report and the University Council for Educational Administration's national study of preparation programs. This latter has potential for several major articles and presentations.

Professor Alkire's continued involvement with school planning through professional groups and actual school studies have kept him current in the field. Future plans indicate a continuation of the present patterns with major emphasis on instruction and student affairs, department administration, and professional organization development.

William M. Ammentorp

During the past year, Professor Ammentorp has developed two new courses, EdAd 8340 and EdAd 8341. These courses assist students in acquiring skills in analysis of social and educational systems using computer simulation models. The materials for these courses are fully programmed and instructional tapes are provided for each lesson.

Professor Ammentorp has been involved in a year-long project (with Professor Paul E. Johnson of the Department of Social, Psychological, and Philosophical Foundations of Education) at the Cargill Company. In that project, a computer model of the grain flow of the company was developed and integrated with a decision making game to be played by Company personnel. The model and game are designed both for training prospective company employees and as research targets for Professor Ammentorp's investigations into organizational control problems.

Regular teaching of the basic introductory course (EdAd 8201) is the occasion for most of Professor Ammentorp's student contacts. The advisees who elect to continue doctoral study under his direction tend to concentrate their work in simulation modelling. These research efforts have resulted in two publications this year, a paper given at the Regional Science Association, and a monograph jointly edited and written with Professor Gordon I. Swanson.

Professor Ammentorp's service activities are limited to his involvement on the governing Board of St. Mary's College, Winona, Minnesota. Recently elected to his second term as Chairman, Professor Ammentorp has been working closely with College officials to institute management development and nurture fiscal strength.

Vernon L. Hendrix

In the area of instruction Professor Hendrix formally taught six different "preparations," (ADS, 8220, 8221, 8223, 8238, 8278) for a total of 12 "sections" (formal course offerings). This resulted in approximately 236 "student-course" contacts. (Three courses, 8220, 8221, 8223, had new content.) The greatest amount of time, however, was spent in "informal instruction," usually in the form of dissertation or field project consultation with individual graduate students. Professor Hendrix serves on committees for approximately two-thirds of these students. For the remainder, primarily students from other departments, no "formal" responsibility is held. Finally, service on preliminary orals, thesis preparation, and final orals accounted for a significant proportion of instructional effort.

In the area of research, Professor Hendrix completed a USOE project with Henry Borow. Special individual reports were prepared and sent to the 24 participating colleges. Several research activities are on the "back-burner" for next year.

One of the more interesting university service functions has been Professor Hendrix's participation on the "Committee on the Use of Human Subjects in Research," an appointment made by President Magrath. This involves monthly meetings, even in the summer, and review from fifteen to twenty research proposals before each meeting. This service will have implications for our department, as committee approval is extended to *all* research involving humans.

Finally, a significant amount of effort was expended in service activities. Approximately two-thirds of these activities were connected with the Department through the Bureau of Field Studies and Surveys and Special Education Administration Projects. The remainder were individual research and evaluation projects with school districts, the National Indian Education Association, and several non-profit research and development corporations.

Clifford P. Hooker

Professor Hooker's professional activities for the past year were determined largely by decisions which had been made prior to that time and by conditions over which little personnal control could be exercised. For instance, as more students were admitted to programs, it was inevitable that his teaching load would increase. An expansion of the advising load was also predictable. Accordingly Professor Hooker taught twelve classes for the University during the past twelve months, and advised six graduate students who successfully completed graduate degrees—three Ph.D.'s, two Specialist Certificates; and one M.A. More significantly, the Graduate School approved dissertation proposals for fourteen of Professor Hooker's Ph.D. students. Most of Professor Hooker's professional activities for the future are already established; teaching classes and advising students will consume virtually all professional time. Research and professional writing, the hallmarks of a graduate school professor, will have to be neglected.

Research activities during the past year were limited to designing

a study and collecting data relative to the supply and demand of school administrators in Minnesota. The data from over 2,000 questionnaires have been coded for analysis by computer. The principal remaining tasks are analyzing the data and writing a report. Both tasks will be completed during the fall of 1975.

Other professional work by Professor Hooker included a ten month assignment as the Minneapolis Coordinator for the Danforth School Administrator Fellowship Program. This project focused on the inservice education of high school principals in Minneapolis, St. Paul, St. Louis, Louisville, and Atlanta. Various activities and seminars were conducted in each of the five participating cities.

Consulting with boards of education provided some opportunity for maintaining contacts in the field. Most of the consulting pertained to the process of selecting a superintendent of schools.

During the past year Professor Hooker testified as an expert witness in a State District Court in Minnesota and in a Federal District Court in Pennsylvania. Both cases involved questions of school district reorganization. The case in Pennsylvania, however, is complicated by some legal and educational issues regarding racial desegregation.

Another interesting research and writing project in 1974-75 was conducted for the Wisconsin Department of Public Instruction (DPI). Professor Hooker was commissioned to study the impact of Federal funding on the Wisconsin DPI. The results of this study will appear as a 42 page chapter in a book which is now in publication.

In sum, 1974-75 was a busy year. A great amount of professional stimulation and satisfaction was obtained in all of the work, especially the court appearances and the research. Serious concerns are held with the rapid expansion in teaching and advising load.

Thomas L. Jackson

From May 7 to July 9, 1974 Professor Jackson attended a nine-week "Equal Opportunity and Treatment" course at Lackland AFB, Texas in conjunction with his assignment as a Major and Social Actions Officer of the 133d Tactical Air Wing, Minnesota Air National Guard. This advanced training was directly related to Professor Jackson's teaching and research interests.

Professor Jackson was on leave from the University of Minnesota from 20 August, 1974 to February 28, 1975. During this period he was on the staff of the Human Development Counseling Department, Sangamon State University, Springfield, Illinois. His major professional activities were teaching three courses: School and Community, Developmental Adolescent Psychology, and Learning Disabilities. In addition he served on the examining committee for two bachelor of arts and two master of arts students. Service activities included serving as a member of committees on the Illinois Public Internship Program, Sangamon State Affirmative Actions Committee, and the Black Caucas.

Effective March 1, 1975 Professor Jackson became Director of the University of Minnesota/St. Paul Public Schools Teacher Corps Project.

Since that time he has devoted full time to the programmatic and administrative duties of the project. During this period he developed a concept paper for program management of Teacher Corps. Ten graduate interns are involved in the program. They are pursuing master's degrees, working half-days as interns in two St. Paul Junior High Schools, and participating in an active community-based component.

Future plans for Professor Jackson include developing another concept paper and submitting a joint proposal with the St. Paul Schools for a Cycle XI Teacher Corps project for the years 1976-78. Professor Jackson also is developing a new course tentatively titled, "Administering Urban Education."

Robert J. Keller

The traditional three-fold university functions of instruction, research, and service encompass 1974-75 professional commitments for Professor Keller who devoted approximately two-thirds of his time to teaching and approximately one-sixth to research and one-sixth to service.

Professor Keller's teaching involved 161 graduate students enrolled in nine courses or seminars and three independent study courses. *Study Guides* for Educ 8250 and EdAd 8290 were revised extensively. His advisees numbered 31 graduate students: five M.A., two specialist, 22 doctoral, and three post-doctoral candidates. Though only three advisees completed degrees, two M.A. and one Ph.D., Keller chaired five oral doctoral examinations and reviewed theses for nine other candidates. Administrative service as Director of Graduate Study (Higher Education) involved review of 45 applications for admission and coordination of faculty schedules and advising.

Publication of the 200-page report, *The Korean Higher Education Reform Project in Transition* (June, 1975), marked conclusion of two years of service on this project in Korea, which started in 1971 under the auspices of USAID/Korea, the Ministry of Education, and this University through MUCIA. Other research activities included the Danforth Foundation-supported National Accreditation Study under FRACHE/COPA sponsorship and an exploration of statewide governing and coordinating agencies.

Service activities of Professor Keller involved participation in an investigation of Anoka-Ramsey Community College for the Minnesota Community College Board, chairmanship of two accrediting teams and one consultantship for the North Central Association's Higher Education Commission. Other NCA involvements included memberships on the Board of Directors, the Committee to Study the Association, and the Editorial Committee (Chairman). Locally-appointed memberships included the Council on International Education, two MUCIA-sponsored advisory bodies, the College of Education Senate and other college or departmental committees.

Ronald T. Lambert

After returning from sabbatical furlough in August, 1974, Professor Lambert's professional activities in educational administration (which is

not the program area of major budget appointment) were carried-out in the dimensions of teaching, advising, and service. Major instructional activities consisted of student advising and the teaching of two courses, EdAd 8215 and EdAd 8217. A major revision of EdAd 8215 was accomplished using data from Measurement Services Center course evaluations. One Ph.D. advisee completed degree requirements and one specialist advisee will complete specialist certificate requirements during SS II, 1975.

Major service activities were entirely non-remunerative (i.e. part of the University supported service responsibilities), consisting of consultant and service activities with the Minnesota Elementary School Principals Association (MESPA), the Association for Evaluation of Elementary Schools (AEES), and the National Assocation of Elementary School Principals (NAESP). Examples of specific service activities include serving as program chairman for the annual MESPA/AEES institute in November, 1974, serving as an assembly speaker for that institute, serving as a member of the North Central Association Task Force on Accreditation of Elementary Schools in Minnesota, and assuming responsibility for the professor's meeting at the annual national conference of NAESP in April, 1975.

Gerald G. Mansergh

Professor Mansergh's professional activities during the time period of August 1, 1974 to June 15, 1975 were focused around instruction, service, and contribution to national professional organizations.

Major instructional activities included teaching EdAd 8242 in the fall of 1974 and EdAd 8227 in the winter of 1975. During the spring of 1975 new content on a systems approaches to managing education was developed for EdAd 5128. It was taught in the summer of 1975. Involvement with students included advising Ed.D., Ph.D., and specialist candidates with participation on four examining committees.

Instructional support activities included participating on the College's Continuing Education Committee and the Department's Graduate Studies Committee.

Principal service activities were performed as Executive Secretary of the Educational Research and Development Council of the Metropolitan Twin Cities Area, Inc. These activities included the coordination and provision of seven ERDC inservice training workshops; the development and implementation of an eight-session management training program for the elementary principals of the Anoka-Hennepin Independent School District; and the provision of an All Council Meeting and ERDC Annual Meeting. ERDC published follow-up reports about the inservice programs along with the traditional annual publications of the ERDC (nine publications in total).

A primary outreach activity of the ERDC was the development of a model for university-public elementary-secondary school cooperative known as the Council for Educational Planning and Services (CEPS). Much time was spent in attempting to implement this model via the Edu-

cational Cooperative Service Units (ECSU) bills (H. F. #96 and S. F. #22) in the legislature. This emphasis will be continued during the interim session of the legislature in 1976.

Primary contributions to national professional organizations were provided through leadership and publication. Professor Mansergh served as president of the National School Development Council, Inc. (a national consortium of school/development councils such as the ERDC) and is currently serving as Past President. He also served on Negotiations Committee of the University Council for Educational Administration, work which culminated with the June 1975 publication of *The Impasse Simulation Game: A Simulation Mediation and Fact-finding for Collective Negotiations in Education.* In addition, he worked with the National Conference of Professors of Educational Administration as a member of the Local Planning Committee.

Tim L. Mazzoni, Jr.

Professor Mazzoni's professional focus during the 1974-75 academic year was on three sets of activities: (1) instruction, (2) course development, and (3) writing. Particular attention in the first was directed toward the complete revision of EdAd 8202 from a loosely-structured course in the foundations of educational administration to one that emphasizes the political context of school management. Two new seminar courses—Local School Politics (EdAd 8247) and Metropolitan School Governance (EdAd 8248)—were developed for inclusion in the 1975-76 course offerings.

Writing activities drew upon extensive research data gathered when Professor Mazzoni served as Associate Director of the Educational Governance Project (January, 1972-August, 1974). In 1974-75, Roald Campbell and Professor Mazzoni authored two articles: one titled "State Governance of the Public Schools" for *Planning and Changing* (July, 1975) and the other titled "Influentials in State Policy Making for the Public Schools" for *Educational Administration Quarterly* (forthcoming, 1976). Professor Mazzoni in collaboration with Dr. Campbell also began work on a book manuscript for McCutchan Publishing Corp. titled *State Policy Making for the Public Schools.*

Don A. Morgan

Professor Morgan's primary interests are the administration of community colleges and the preparation of community college administrators. Primary focus is on Minnesota and adjacent Upper Midwest states and on the office of the president.

Morgan's graduate seminars are designed to prepare doctoral students for administrative positions. A practicum and a workshop, used primarily for field service purposes, are organized chiefly through the Rochester CEE as "The Institute on Post Secondary Student Concerns." The fact that these seminars have been offered successfully the past six years has attracted national attention.

Two of his advisees received Ph.D.'s and two others received M.A.'s. Six were successful in preliminary Ph.D. examinations. Approximately

twenty advisees remain in active stages of doctoral programs. Two former students are now community college presidents, two more have moved into dean of instruction positions and an additional two into associate dean positions.

Research and writing effort focused on the principal administrative positions in community colleges. Specifically he conducted a University Council for Educational Administration sponsored examination of competencies of post-secondary administrators, a study of the supply and demand of administrators of post-secondary institutions in Minnesota and in the Upper Midwest, and a study of the function and characteristics of the community college presidency and the president. A monograph is produced each year from the "Rochester Institute." A nationally distributed newsletter was created and written for other professors of similar interests.

Service to the Department has been sharply increased. Professor Morgan has been chairperson of the Policy and Planning committee, college representative to the Plenary Session of UCEA, co-advisor of the graduate student organization, and chairperson for organizing the Forum. Service to the field continued in the form of commencement speeches and faculty workshops offered in five states.

Jon R. Morris

Professor Morris' primary professional interest is the area of simulation studies of social policy. Major activities of the past year relating to this focus include a data organization and analysis of educational policy questions project for the Minnesota House, continued development of instructional materials including interactive computer tools for an existing policy analysis course sequence, continued work on a textbook in this area, and contributions to a forthcoming monograph dealing with simulation studies of manpower policy.

Service to the educational community comes as a part of Professor Morris' association with the ERDC. Major activities included instructing a series of evaluation training institutes and performing the analysis for the annual staffing, finance, and enrollment trends reports of the council. Work was started on a facilities utilization profile report. In 1975-76 some ERDC districts will participate in the trial run of collecting and analyzing data in this new area.

Van D. Mueller

During the past year Professor Mueller has been engaged in educational activities which can be classified under the general headings of departmental administration, teaching, research, and external service.

Departmental administrative activities during 1974-75 included continued development of a competency-based curriculum for administrator training, the consideration and adoption of an affirmative action policy, revised student admissions policies and procedures, a follow-up study of doctoral graduates, continued search for student support funds, and systematic alumni/placement contacts. The adoption of a formal grie-

vance procedure and the involvement of civil service support staff represent additional changes in departmental governance.

Instructional efforts during this period included course revision for EdAd 8210. This course was taught three times on-campus (100 students) and once in Rochester. The seminar in educational finance was taught once during the academic year. Professor Mueller also participated in twelve off-campus workshops scheduled through Continuing Education and Extension. During 1974-75 16 graduate advisees completed programs and graduated. They included 12 doctoral students, three specialist certificate students and one M.A. student.

Research and development activities were heavily influenced by the need to provide advice and counsel on research to doctoral students. In addition, the final report of the State School Finance Task Force which Professor Mueller chaired was completed during Fall 1974. A 12-month sabbatical leave is anticipated for 1976-77 to study changes in state resource allocation systems and their effect on the elementary and secondary school systems.

Professional service activities have been concentrated on two primary groups: superintendents of schools through activities with the Minnesota and American Association of School Administrators and parents through chairmanship of the education commission of the Minnesota Parent Teacher Student Association (PTSA) and membership on the board of managers. The major external service activity since Fall 1974 has been as chairperson of the legislatively-established Council on Fluctuating School Enrollments. This 11-member body was appointed by the Governor in September 1974 and is charged with making recommendations to the legislature in 1976 and 1977 concerning the effects of fluctuating school enrollments on the cost and quality of K-12 educational programs and services.

Planning for the 1975-76 academic year has assumed the same general focus of effort and activity as accomplished this past year.

Neal C. Nickerson, Jr.

Professor Nickerson's professional activities for the 1974-75 period came under the headings of teaching, advising, coordinating the administrative internship program, and service.

Professor Nickerson's teaching load included, ADS during summer 1974; EdAd 8264, EdAd 8241, and EdAd 5128 Fall, 1974; EdAd 8265 and EdAd 8241 in the Twin Cities plus EdAd 8265 in Rochester, Winter, 1975; EdAd 8241 Twin Cities, and EdAd 5139 Rochester, Spring 1975. In addition several short workshops were offered.

As of Fall 1974 Professor Nickerson's advising load was 24 Ed.D., 15 Ph.D., 46 specialist, and 24 M.A. students. Of those five Ed.D., one Ph.D., seven specialist, seven M.A. students completed their degrees during the 1974-75 year. Twenty-three administrative interns were placed, supervised, and met in seminar each week.

Service by Professor Nickerson included being the University representative to the Minnesota North Central Association State Board and to

the MASSP Board of Directors. He also worked with the St. Paul Secondary Education Citizen Advisory Committee (SECAC) project and the Danforth Administrator Fellowship Program. Included also in this area was advice to school districts about teacher evaluation and changes to improve the high school master schedule.

Professor Nickerson's committee work for the University included membership on the Summer School Committee for the College and the Faculty Alumni Recognition Committee and chairpersonship of an ad hoc committee which dealt with a professor's alleged grievance; for the Department he was chairperson of the Principalship Competency Committee, co-advisor to the Educational Administration Student Organization, and a member of the committee investigating the written prelims.

Publications authored by Professor Nickerson during 1974-75 included a pamphlet summarizing the St. Paul Danforth Fellows' year and an article entitled "Ailing Administrators, Diagnosis and Treatment" which will be published in *American Secondary Education* in the fall of 1975.

Samuel H. Popper

The academic year 1974-75 was devoted by Professor Popper to sabbatical-leave activities leading to professional self-revitalization. Except for brief site visits to Workers Council Schools in Yugoslavia and Communal Schools in Hungary, all sabbatical-leave time was spent in Israel under the joint auspices of the Ministry of Education and the University of Haifa.

Activities which have contributed most to fresh insight and intellectual enlargement are the following:

1. Consultation to a Ministry of Education Development Team in the construction of simulation materials—following models of the University Council for Educational Administration—for the preparation and inservice training of school administrators.
2. Consultation to a faculty committee of the University of Haifa on the development of an interdisciplinary Master of Arts in Educational Administration. The program will become operative for the academic year 1975-76 and it will be the first of it's kind in Israel.
3. Consultation to a Community School Demonstration Project in Naharia—the Galilee region of Israel. Two elementary schools have been selected in the City of Naharia to be developed as demonstration schools within the community school organization concept. The Ministries of Education, Welfare, Health and the HISTADRUT (Israel's equivalent of a National Federation of Trade Unions) are principal agencies providing the support for this project. The goal of this effort is to demonstrate optimum models for inter-agency cooperation in educational programs.
4. Extensive visits to Kibbutz-sponsored boarding schools and to other types of boarding schools—The Youth Village. These schools are unique insofar as they encompass in their structure and process concepts of intercultural education geared to multi-ethnic groups

dating from the time of Makarenko and Gorki in early Twentieth-Century Russia.

Foremost on Professor Popper's professional agenda for academic year 1975-76 is to weave into the design of his instruction—the fresh insights which he gained from sabbatical-leave activities.

Charles H. Sederberg

Professor Sederberg's principal professional activities cluster into three general categories; (1) instruction, (2) proposal development/grant management, and (3) service activities. Major instructional activities included student advising and development of two new courses. Seven advisees completed degrees: one Ph.D., one specialist, and five master's. Three advisees are actively working on doctoral dissertations, two on specialist field studies, and three on master's Plan B papers. The new courses developed and taught for the first time were EdAd 8212, School Budgeting and EdAd 8213, Fiscal Resource Management.

Contract development/grant management activities of Professor Sederberg included the development of four major proposals and the co-direction of a grant to train American Indian school administrators. The four major proposals were developed under varying degrees of collaboration with other faculty or students. These proposals included: (1) a training grant proposal for women in educational administration; (2) a training grant proposal for a University-wide Native American Graduate and Professional Study Center; (3) a proposed "Survey of Management Needs in Community-Based Human Service Centers;" and (4) a training grant proposal for managers of community-based human service agencies.

Management of the Indian Administrator Training Program involved recruitment/selection, fiscal management of the program, and teaching the seminar EdAd 5990.

Principal service activities of Professor Sederberg were performed as Director of the Bureau of Field Studies and Surveys. The major service contacts were for (1) the development of a policy and procedure manual for a Minnesota school district, and (2) a study (in conjunction with the Special Education Outreach Project) of management training needs in Missouri community-based human service agencies. An important element of this service contract was the development and validation of an instrument for the inventory of management skills and training needs in human service agencies.

Richard F. Weatherman

Professor Weatherman's University professional activities have focused on two general areas during this past academic year, 1974-75: administration of the three research and development projects for which he is the principal investigator and teaching, advising, and departmental assignments.

In the second operational year of the Special Education Administration Program, major activities were related to developing a competency-based

curriculum for a field-based training program for special education administration. A continuation proposal for this project was written and approved for the year 1975-76.

Activities of the Outreach Training Program concentrated on the development of an instrument for program planning for mentally retarded individuals and a staff development training system. A continuation proposal was also written for this project and received funding for the year 1975-76.

The third project, the Special Needs Administrator Training Program, conducted a national study of state education agency programs. A continuation proposal was written for this project and received funding for the year 1975-76.

Professor Weatherman's instructional activities consisted of refinement of a special education administration simulation training program. Four advisees completed Doctoral degrees, three completed Specialist certificates, and two received Master Degrees.

V. FUTURE PLANS AND NEEDS

The challenges, opportunities, problems, and needs which the Department will face in the future are many and varied. At this point in time the major concerns for the future include (1) responding to changing trends in education in ways which will yield research and development opportunities, (2) continued development of competency-based instruction, (3) limiting admissions, (4) implementing affirmative action goals, and (5) student support.

Responding to Change

The education industry is changing. The changes have implications for the traditional state-local governance/management pattern that was established earlier in the Twentieth Century. Declining demand for educational services in the form of downward fluctuations in enrollment have precipitated or accelerated many changes. Responses to the many change forces include (1) greater control being exercised at state levels of government, (2) fragmentation and realignment of the educational lobby, and (3) new organizational structures, such as regional educational service, being proposed.

The Department organizational structure has evolved to serve the local-state government/management pattern which evolved in the earlier part of the century. The ERDC and BFS&S were predicated on strong local control and voluntary, cooperative efforts. The Department's instructional program has been geared to governance/management at the local district level. An important problem faced by the Department is one of responding and adapting to these changes in ways which will make training activities relevant and will yield new research and development opportunities.

The Department has already been involved in the activities of the ERDC Commission on Educational Long Range Planning. The main thrust of the Commission on Educational Long Range Planning for the 1974-75 school year was the development of a proposal for a legitimate educational cooperative agency for the metropolitan area. This proposal called for the establishment of a Council for Educational Planning and Services (CEPS). The structure of that proposed organization is:

1. a *Council* composed of all Board Members of the metro area schools;
2. a *Representative Assembly* composed of one Board Member and the Superintendent from each of the metro area schools;
3. an *Executive Committee* (Board of Directors) comprised of 10 Board Members, elected by and from the Representative Assembly on a geographically determined basis, and three Superintendents as ex-officio, non-voting members;
4. three *Advisory Committees*; parental, intraprofessional, and intercultural, designed to inform the Executive Committee; and
5. a *Planning and Research* arm, a *Service* arm, and an *Inter-Agency Liaison Activities* arm.

The primary purposes of CEPS would be to perform educational planning and research activities on a regional basis and to assist in meeting children's specific educational needs which could be better met by regional cooperation rather than by the districts working separately.

It is possible that the ERDC will become a different type of organization with a changed relationship to the Department. Perhaps the Bureau of Field Studies and Surveys should be merged with the new organization as a planning and research sub-unit. The Department must respond to these changes and challenges, but the best path to take is not yet clear.

Competency-Based Programs

Education has been subject to the forces of "consumerism" that have swept the larger society. Supporters and consumers of education have demanded evidence of effectiveness and efficiency in educational institutions. "Accountability" has become the password for insuring that high levels of return are realized at all levels of schooling, and preparation programs for Educational Administration are no exception.

In 1973 the State of Minnesota responded to the national trend by mandating that all colleges and universities offering programs leading to administrative certification submit a competency-based program on or before July 1, 1974 for State Department of Education approval. During 1973-74 the Educational Administration Department had three faculty-student committees working on the complex task of restructuring the Department curricula in a competency-based format. On July 1, 1974 the Department plan, *A Plan for Competency-Based Training of Educational Administrators*, was submitted to the State Department of Education.

The matter of competency-based instruction remains a continuing challenge. A number of issues have arisen concerning its implementation. These issues include such questions as the following:

1. Is graduate study in Educational Administration an opportunity to inquire guided by the canons of academic freedom or is it stimulus-response training to meet prescribed vocational placement requirements?
2. How can criteria which distinguish between successful and unsuccessful administrators who must perform in varied and highly politicized social environments be determined and measured?
3. How can the limited resources of the Department be best allocated to meet the demands for greater individualization and a higher level of technical training implied by competency-based instruction?

These and other questions divide the faculty and insure that competency-based instruction will be a continuing challenge for the Department.

Limiting Admissions

The numbers of applicants and students admitted to the Department have continued to rise in a period of general decline in the education industry. Factors which appear to contribute to the increase include: (1)

more minority persons preparing for careers in the governance and management of education, (2) more women seeking to enter the field, (3) higher certification requirements for administrative positions, (4) the emergence of new administrative positions to deal with growing complexity of educational organizations, and (5) persons in other human service agencies seeking administrative skills from the Department.

The growing number of students places an excessive load on the faculty particularly at the doctoral level where much individual student-faculty interaction takes place. Quality doctoral research by students requires manageable faculty-student ratios. Faculty deliberation on the problem has lead to two alternatives: (1) adding faculty to the Department or (2) limiting student admissions.

During the 1974-75 academic year, a faculty, staff, and student committee studied the problem and recommended that doctoral admissions be limited to 120 students. No limits were placed on admissions to Master's and Specialist programs. The acceptance of the recommendation represents the first time that admissions to the Department have been limited. The effects of the decision will be watched carefully for their implications for faculty load, affirmative action goals, and characteristics of the student body.

Implementing Affirmative Action

The "melting pot" idea in American education has been pushed aside by "cultural pluralism" and equal opportunity for the development of human potential. The implications of equal opportunity for the education industry are many and varied. From the governance/management point of view it means the involvement of representatives of previously excluded groups in making and implementing educational policies. Historically, American Indians, Blacks, Chicanos, Orientals, and women have had little, if any, involvement in educational administration.

The ideal that all persons regardless of ethnic background or sex have the opportunity to participate in the governance of education and other social processes remains unfulfilled. The keys to meaningful participation are knowledge and skills in the application of knowledge. Opportunities to acquire knowledge and application skills are offered by units such as the Department of Educational Administration which trains practitioners for the management of the largest human service agency—the public schools.

It is imperative that persons of minority backgrounds and of both sexes be represented in the student body and the faculty of the Department. Progress has been made. While data on ethnic or racial background have not been collected, minority groups are represented among students and faculty. Data for 1974-75 indicated that 42 percent of all new students admitted to programs were women.

The concern for equal opportunity persists as a challenge of the immediate future. Department plans for coping with the problems include the establishment of an Affirmative Action Committee with staff, faculty, and student representation. In addition to the Committee, a half-time Affirmative Action Officer has been elected for next year.

Student Support

Highly qualified students are an essential element for a vital Department. The study of Educational Administration is graduate study undertaken after students have progressed in their careers and have acquired family and other financial obligations, yet experience has demonstrated the value of full-time study away from the day-to-day pressures of administrative positions.

The Department must have resources to assist these mature, qualified students in pursuit of their graduate study. This need is particularly acute in meeting the goals of affirmative action in relation to minority students and women. During recent years the Department has actively sought organizational relationships, research or service contracts, and grants that would allow it to attract and support capable students with diverse backgrounds. Through projects such as the Indian Administrator Training Program, the Managing Educational Change Project, service projects in the ERDC and Bureau of Field Studies, and fellowships from the Graduate School, many students have been able to pursue full-time graduate study. Inflation, contraction in the education industry, expenditure cutbacks, and other factors appear to be cutting back funds from federal and other sources.

In response to the need for student support and to meet the goals of affirmative action, the Department has actively sought a training grant to provide more opportunity for women in Educational Administration. Funding of this project remains uncertain, but is not enough even if funded. Resources need to be found for all capable persons who hold promise of contributing through the study and practice of Educational Administration. The concern for student support is a recurring one which provides a continuing challenge to the Department.

Balancing Services and Resources

Related to all the other problems or challenges is the concern for balancing the growing demand for teaching and advising services with the availability of personnel resources. Admission limitations apply only to applicant's for Doctoral degrees. Departmental admissions policies allow anyone meeting Graduate School requirements to be accepted in Master's and Specialist programs. To supplement the expanding instructional effort, faculty supported by the ERDC, the Bureau of Field Studies and Surveys, and projects have been utilized. As concern mounts for improving the quality of student research, working with growing numbers of advisees, and meeting other obligations of the department, more attention will be given to balance services and resources in the form of faculty personnel.

VI. DEPARTMENT OF EDUCATIONAL ADMINISTRATION PERSONNEL

Faculty

Gary F. Alkire, Ed.D., Michigan State University, 1968, Associate Professor; Educational Facilities, Planning, Elementary School Principalship.

William M. Ammentorp, Ph.D., 1964, University of Chicago, Professor; Educational Policy Systems, Administration of Higher Education.

Vernon L. Hendrix, Ph.D., 1962, University of Texas, Professor; Administrative Research Techniques, Design, Methodology.

Clifford P. Hooker, Ed.D., 1954, Indiana University, Professor; Educational Law, School District Organization.

Thomas L. Jackson, Ed.D., 1970, University of Minnesota, Assistant Professor; Urban Education, Politics of Education, Secondary School Administration.

Robert J. Keller, Ph.D. 1947, University of Minnesota, Professor; Administration of Higher Education.

Ronald T. Lambert, Ph.D., 1961, University of Minnesota, Professor; Supervision, Elementary School Principalship.

Gerald G. Mansergh, Ph.D., 1967, University of Minnesota, Associate Professor and Executive Secretary, Educational Research and Development Council; Personnel Administration and Administration Organization.

Tim L. Mazzoni, Jr., Ph.D., 1971, Claremont Graduate School, Associate Professor; Educational Policy Development, Politics of Education.

Don A. Morgan, Ph.D., 1965, University of Portland, Associate Professor; Administration of Two-Year Post Secondary Institutions.

Jon R. Morris, Ph.D., 1970, University of Colorado, Associate Professor and Director of Research and Evaluation—Educational Research and Development Council; Administrative Research and Evaluation.

Van D. Mueller, Ed.D., 1964, Michigan State University, Professor and Chairman; Educational Finance.

Neal C. Nickerson, Jr., Ed.D., 1964, Columbia University, Professor; Secondary School Principalship, Personnel Evaluation.

Samuel H. Popper, Ph.D., 1952, New York University, Professor; Organizational Theory, Humanities in Administration, Community School Administration.

Charles H. Sederberg, Ph.D., 1964, University of Minnesota, Professor and Director, Bureau of Field Studies and Surveys; School Business Management.

Richard F. Weatherman, Ph.D., 1964, Michigan State University, Associate Professor; Administration and Supervision of Special Education.

Associate Faculty

Roy O. Isacksen, M.A., 1946, University of Minnesota, St. Paul Public Schools; Junior High School Administration.

Richard A. Johnson, Ed.D., 1971, University of Minnesota, Minneapolis Public Schools; Administration and Supervision of Special Education.

James K. Kent, Ed.D., 1969, Harvard University, Minneapolis Public Schools; Alternative School Organization.

James Lindsay, Ph.D., 1972, University of Minnesota, Minnesota School Districts Data Processing Joint Board (TIES); Administrative Information Systems.

Carole A. O'Toole, M.A., 1973, University of Minnesota, Moundsview Public Schools; School Personnel Administration.

Glenn C. Snook, Ed.D., 1970, University of Minnesota, Minnesota Valley Special Education Cooperative; Administration and Supervision of Special Education.

Thomas F. Stark, Ph.D., 1965, Michigan State University, Mankato Public Schools; Personnel Administration.

Dean L. Swanson, Ed.D., 1970, University of Minnesota, Assistant Professor and Assistant Director, Rochester Center—Continuing Education and Extension; Administrative Organization.

John A. Tesmer, M.A., 1960, Fresno State College, Center for Social Development, Minneapolis; Staff and Organizational Development.

William C. Thomas, P.M.D., 1972, Harvard University, Assistant Director—Employee Relations, University of Minnesota.

Marvin R. Tomp, Ph.D. candidate, University of Minnesota, St. Paul Public Schools; School Community Relations.

W. Keith Wharton, Ph.D., 1968, Colorado State College, Associate Professor, College of Agriculture; Administration of Higher Education.

Administrative Personnel

Debbie Allison, Senior Clerk-Typist, Humboldt Institute 1970

Lola Fredrickson, Principal Secretary, B.S., 1969, University of Minnesota.

Janet Kipp, Executive Secretary, A.C., 1964, Waldorf College.

Margaret Madson, Principal Secretary.

Melody Mafi, Principal Secretary, B.A., 1969, University of Wisconsin.

Kathy Majeski, Senior Clerk-Typist, B.A., 1974, University of Northern Iowa.

Sharon Olson, Senior Secretary, St. Paul Technical-Vocational, 1972.

Part-time

Denise Daniel, Senior Clerk-Typist.

Kathy Laramy, Senior Clerk-Typist (terminated 1-1-75).

Carol Senden, Senior Clerk-Typist.

Special Education Administration Project Staff

Warren Bock, Research Assistant, M.S., Mankato State College, 1966.

James Decker, Teaching Assistant, M.S.W., State University of New York at Stoney Brook, 1974.

Edward Deno, Teaching Assistant, B.A., 1971, Macalester College.

Daniel Dobbert, Research Associate, M.S., 1970, Northern Illinois University.

Itz Harpaz, Teaching Assistant, B.A., 1972, University of Haifa.

Carolyn Hawkins, Administrative Assistant, M.A.T., 1963, Purdue University.

SueAnn Hollingsworth, Editor, M.Ed., 1969, Edinboro State College.

P. Jeyachandran, Research Assistant, M.A., Annamalai University, Chidamburum, Madras, India, 1965.

Kay Jacobs, Research Assistant, M.A., 1974, St. Thomas College.

Gordon Krantz, Teaching Assistant, M.A., 1953, University of Minnesota.

Rodgers Lewis, Teaching Assistant, M.Ed., 1969, Xavier University (Ohio).

Jaime Martinez, Teaching Assistant, M.Ed., 1973, Texas Christian University.

William Naylor, Research Assistant, M.S., 1962, Washington State University.

Angie Nelson, Research Assistant, M.A., 1974, University of Minnesota.

Marilyn Seeman, Research Assistant, M.S. 1972, St. Cloud State College.

Harold Tapper, Coordinator, B.A., 1967, University of Minnesota.

Educational Research and Development Council Staff

Lynne Anderson, Research Assistant, B.S., 1960, Moorhead State College.

Walter Bromenschenkel, Research Assistant, Ed. Spec., 1971, University of Minnesota.

Jerome Foecke, Research Assistant, B.A., 1957, Wayne State College.

Carol O'Toole, Research Assistant, M.A., 1973, University of Minnesota.

James Tool, Research Assistant, M.Ed., 1968, Oregon State University.

Bureau of Field Studies and Surveys Staff

Dean Albertson, Research Assistant, M.A., 1966, Colorado State College.

Mary Jo Weingarten, Research Assistant, M.A., 1966, Northwestern University.

Minnesota State Districts Data Processing Joint Board (TIES)

Thomas Allen, Research Assistant, B.A., 1973, Keyon College.

John Strauss, Research Assistant, M.A., 1961, St. Thomas College.

Graduate Teaching Assistants

Patricia Barta, M.A., 1969, University of Minnesota.

Dean Cousineau, M.A., 1970, Michigan State University.

William Cryer, M.A., 1974, University of Minnesota.

Roscoe Gilmore, M.Ed., 1972, East Texas State University.

Byong Moon Kim, M.A., 1974, University of Minnesota.

N. K. Malathi, Ed. Spec., 1974, Kansas State College.
O. M. Poroye
Christopher Wagner, M.A., 1971, Michigan State University.

State Educational Agency Leadership Fellow

Albert San Augustin, M.Ed., 1970, University of Guam.

Native American Administrator Trainees

Basil Braveheart, B.S., 1957, Chadron State College.
Steven Chapman, B.A., 1973, Augsburg College.
Geoffry Craig, B.G.E., 1975, University of Minnesota.
Paulette Fairbanks, B.A., 1966, University of Minnesota—Morris.
Yvonne Fairbanks, M.S.W., 1974, University of Minnesota.
Anthony Genia, M.P.A., 1973, University of Michigan.
Donna Grant, B.S., 1968, University of Minnesota.
Harold Gray, M.Ed., 1970, University of Montana.
John Red Horse, M.S.W., 1969, UCLA.
Herschel Sahmaunt, M.A., 1963, Arizona State University.
Nancy Wester, B.S., 1970, University of Minnesota.

ADMINISTRATIVE INTERNSHIPS—1974-75

Name	Assignment	District/Agency
Pat Barta	Lowell Elementary School	Minneapolis Public Schools
John Bell	Ramsey Junior High School	Minneapolis Public Schools
Mary Charles	Anwatin Learning Center	Minneapolis Public Schools
Gary Chesner	Willard Elementary School	Minneapolis Public Schools
Jean Connell	Irondale High School	Mounds View Public Schools
Susan Earhart	Hosterman Junior High School	Robbinsdale Public Schools
James Greenwood	Mounds View Senior High School	Mounds View Public Schools
Susan Greene	Harding High School	St. Paul Public Schools
Barbara Hauge	Northport Elementary School	Robbinsdale Public Schools
Judy Lamp	Centennial High School	Centennial Public Schools
John Laramy	Elerbe Architects	Minneapolis, Minnesota
Lowell Larson	Richfield High School	Richfield Public Schools
Jane Lillestol	College of Home Economics	University of Minnesota
Joe Nathan	St. Paul Open School	St. Paul Public Schools
David Ondersin	Anoka-Ramsey Community College	Coon Rapids, Minnesota
Ray Sanborgh	UNIVAC	St. Paul, Minnesota
Nancy Short	Development Disabilities	State Planning Agency
Rosa Smith	Cleveland Junior High School	St. Paul Public Schools
Rosemary Sommerville	Prior Lake High School	Prior Lake Public Schools
Joan Sorenson	New City School	St. Paul Public Schools
Gary Swenson	Kennedy Elementary School	Lakeville Public Schools
Tom Tapper	West Junior High School	Hopkins Public Schools
Richard Wakefield	Little Canada Elementary School	Roseville Public Schools
Sherrill Zehr	School of Nursing	Syracuse University
Betty Zupfer	Southwest Minnesota State College	Marshall, Minnesota

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