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THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS: HISTORY AND
EFFECTIVENESS IN MEETING MEMBERSHIP NEEDS

The University of Nebraska - Lincoln

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THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS: HISTORY
AND EFFECTIVENESS IN MEETING MEMBERSHIP NEEDS

by

Douglas Alan Townsend

A DISSERTATION

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education

Major: Interdepartmental Area of Administration,
Curriculum and Instruction

Under the Supervision of Professor O. W. Kopp

Lincoln, Nebraska

May, 1983

TITLE

The Nebraska Council of School Administrators: History
and Effectiveness in Meeting Membership Needs

BY

Douglas Alan Townsend

APPROVED

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CHAPTER I

INTRODUCTION

Professional organizations for educators become more significant as financial pressures within communities and government become increasingly more severe. One example of these financial pressures was the zero per cent budget increase legislation passed in recent years, in Omaha and Nebraska City, Nebraska. This action has placed damaging spending lids on the local school districts. A mandated seven per cent lid on spending which has been placed on all school districts in Nebraska by the Nebraska State Legislature is another example of financial pressure. These events are difficult to comprehend considering the current rate of double digit inflation. It is these external forces which have caused educators to turn to each other and their professional organizations for help, guidance and support.

The Nebraska Council of School Administrators (NCSA) is one such organization which administrators may join.

The objectives of this organization are: to provide an opportunity for continuous study of the mutual professional problems facing school administrators; to make its members aware of public educational issues; to provide a forum for the continuous communication and cooperation in matters of mutual concern to all levels of school administrators; and to cooperate with other organizations in the promotion of effective education and TO RENDER APPROPRIATE PROFESSIONAL ASSISTANCE TO THE MEMBERSHIP UPON REQUEST.¹

¹Nebraska Council of School Administrators Constitution, Nebraska Council of School Administrators, Revised December 16, 1982, p. 1.

The Nebraska Council of School Administrators is a statewide "umbrella" organization composed of four school administrators' associations. These four are:

1. The Nebraska Association of School Administrators (NASA) is an association for superintendents, administrative officers, assistant/associate superintendents, staff members of colleges and universities and administrative officers of the State Department of Education.

2. The Nebraska Association of Elementary School Principals (NAESP) is an association for elementary principals, administrative assistants, elementary consultants and those administrators whose assignments are primarily in elementary education.

3. The Nebraska Association of School Business Officials (NASBO) is an association of school business officials such as assistant superintendents, directors, business managers, clerks, purchasing agents, comptrollers, maintenance and operation supervisors and those administrators whose main responsibilities are in the realm of school business operations.

4. The Nebraska State Association of Secondary School Principals (NSASSP) is an association for principals, assistant principals, middle school administrators, supervisors, consultants and those administrators whose assignments are predominantly in secondary education.

The Nebraska Council of School Administrators is governed by an Executive Board composed of the president, president-elect and past-president of each member association. The individuals serving on the Executive Board elect a chairman from among themselves, who conducts the meetings from September to September during the NCSA calendar

year. The NCSA also employs an Executive Secretary, who along with the chairman of the Executive board, provides leadership to the association. The Executive Secretary works with the Executive Board to establish the agenda for each meeting, set the associations' goals, plan inservice activities, establish the budget, and works to provide the many services required by the NCSA membership. Representatives of the State Department of Education, the State School Boards Association and higher education serve in a nonvoting, advisory capacity. The NCSA has six committees which include: Membership, Resolutions and Legislation, Communication, Welfare and Inservice.

The NCSA provides the united force which administrators in Nebraska need in order to keep abreast of educational and legislative issues. Public education and school administrators need a strong voice in the decisions which affect our society. The NCSA voices these concerns in the Nebraska Legislature, cities, counties and other political subdivisions and the press through news releases and conferences. Other services provided by the NCSA include the following:

Publications

1. Four issues per year of a professional magazine, the CATALYST. This publication was discontinued because of NCSA financial restrictions as of September 1982.
2. A monthly newsletter.
3. A calendar of events for administrators.
4. A "Legislative Alert" during the legislative session.

Workshops and Conferences

1. Co-sponsors a minimum of four Negotiations Institutes with the Nebraska State School Boards Association.

2. Cooperates with the NSSBA to conduct the annual NSSBA-NASA Conference.
3. Participates in planning the annual conference, the school business officials conference and the summer Administrators Days.
4. Provides other joint seminars on topics like due process and contracts.

Legislative Activities

1. Provides legislative information to members and elected officials.
2. Cooperates with other educational agencies in promoting issues of mutual concern.
3. Meets with city and county governments and other political subdivisions to promote the interest of education and items of common concern.

Liaison Activities

1. Maintains contact between the national associations and the state associations by attending national conferences and promoting nationally produced materials.
2. Works with educational agencies to make the needs and concerns of NCSA members known.

Special Activities Requested by Members

1. Counseling services.
2. Information about salaries and fringe benefits.
3. Surveys on special topics.
4. Insurance programs and many other special services.

Legal and Professional Counseling

1. Questions concerning contracts, placement surveys, professional moves, evaluations, board, staff and community relations, the professional practices commission and many other concerns can be answered through the NCSA.

Prior to the development of NCSA two administrative organizations were in existence; the Nebraska Association of Elementary School Principals and the Nebraska Association of School Administrators.

The NASA membership included superintendents, assistant superintendents, junior high principals, secondary principals, central office staff, university professors and Nebraska Department of Education officials; while the elementary principals had their own association and officers.

STATEMENT OF THE PROBLEM

The purpose of the study was: (1) to trace the development of the Nebraska Council of School Administrators, (2) to survey the attitudes of the membership concerning current status and activities of NCSA in relationship to serving the professional needs of school administrators in Nebraska and (3) to present a historical development of administrators umbrella associations in selected areas of the United States.

DELIMITATION OF STUDY

As the writer delved into the development of the NCSA it was discovered that proper records, such as minutes, notes, and correspondence were not maintained. This lack of data made it difficult to gather historical information in regard to the Nebraska Council of School Administrators. The study was limited to interviews, correspondence and questionnaires in seeking out relevant data.

SIGNIFICANCE OF THE STUDY

This research was the first comprehensive NCSA Membership Survey conducted since the Nebraska Council of School Administrators was organized in 1969. This study has provided the NCSA with some positive data to determine and analyze the effectiveness of the

association. It was also the first attempt to write an account of the development of the NCSA.

DEFINITION OF TERMS

To assist understanding of this study, the following terms were defined; others have been defined in the text.

Umbrella Organization. "Umbrella organization" is a term used to describe one association consisting of several discrete membership groups. One Executive Secretary and one Executive Board provide the leadership for the combined organizations.

Executive Secretary. The Executive Secretary is the individual employed by the "Umbrella organization" to administer the Nebraska Council of School Administrators.

PROCEDURES

1. A historical overview will be presented pertaining to the following:
 - a. The historical development of the NCSA.
 - b. The development of selected administrators organizations in the United States which are similar to NCSA.
2. Selected interviews will be conducted with individuals involved in the development of NCSA.
3. A Past-Presidents survey will be developed and administered.
4. The NCSA Membership Survey will be developed and administered.

ORGANIZATION OF THE REMAINDER OF THE DISSERTATION

The historical development of the NCSA and the development of similar selected professional organizations is reported in Chapter II. A presentation and analysis of the data collected will occur in

Chapter III, while Chapter IV contains a summary, findings and recommendations for the Nebraska Council of School Administrators.

CHAPTER II

HISTORICAL OVERVIEW OF THE UMBRELLA STRUCTURE

This chapter contains an overview of the development of the NCSA along with a development of selected administrators organizations. Much to the surprise and disappointment of the writer was the fact that official records, such as minutes of NCSA meetings, notes, or historical records were not available. An extensive search of files in the NCSA office was conducted, and it was discovered that none of the early records had been kept on file. Thus the importance of this research is enhanced. The development of the NCSA was constructed by a Past-Presidents survey, by personal interviews and correspondence with individuals who had served on the founding committee and/or the initial NCSA Executive Board.

The development of selected administrators' organizations has been organized in the following manner: (1) Arizona School Administrators, Inc., (2) Colorado Association of School Executives, (3) Cooperative Council For Oklahoma School Administration, (4) South Carolina Association of School Administrators, and (5) School Administrators of South Dakota.

DEVELOPMENT OF THE NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

Why was the NCSA formed? The consensus response of those individuals interviewed was as follows: During the 1960's, a majority of Nebraska administrators belonged to the Nebraska State Education Association. Administrators were elected to various state leadership positions with the organization; however, this was to change. Pressure for teachers to negotiate and to strike began to gain

national attention during the 1960's and administrators were not as welcome for membership in the NEA. Administrators represented management and this basic philosophical difference created a cause for serious concern. Nebraska administrators felt they could not speak for the teaching profession, and their role was not being represented in the Nebraska Legislature. The NCSA was formed in 1969 primarily because of the advent of teacher negotiations and the need to unify the administrators in Nebraska.

The researcher conducted selected interviews with individuals directly involved with the development of the Nebraska Council of School Administrators. These individuals had served on the NCSA founding committee and their responses were as follows:

1. Dr. Jack Dodds: Prior to 1969 the various administrators groups were beginning to break from the National Education Association and the Nebraska State Education Association. Negotiations were coming to the front in Nebraska and administrators were not as welcome in the teachers association by the powers in the NSEA. . .their loyalty was with the majority of members which was the teachers. The administrators also wanted to have a unified voice to represent them in Nebraska.¹
2. Dr. H. Vaughn Phelps: Negotiations began and a difference in philosophy surfaced between administrators and teachers. Administrators did not have a unified voice and thought that their role in legislation was not being represented.² In November 1967 the Nebraska Association of School Administrators passed the following resolution:

¹Statement by Dr. Jack Dodds, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

²Statement by Dr. H. Vaughn Phelps, superintendent, in a personal interview, Omaha, Nebraska, November 30, 1979.

RESOLUTION XIX - UNIFIED MEMBERSHIP

WHEREAS, school administrators at all levels have much in common, and

WHEREAS, at the present time several administrative and supervisory professional organizations exist, and

WHEREAS, a unified administrators' and supervisors' organization would enhance professional solidarity and help to provide cooperation and coordinated leadership in matters of educational importance to the State and Nation,

THEREFORE, BE IT RESOLVED, that the Nebraska Association of School Administrators encourage membership from all levels of school administration.³

3. Dr. Don Stroh: The Nebraska Teachers Association was strong and becoming militant because of negotiations. NSEA pressure along with the need for a voice in the legislature forced a split between the administrators and teachers. There was a real need for administrators to join forces to coordinate efforts in the legislature and other areas of common concern.⁴
4. Dr. Ralph Thorpe: The NCSA was primarily formed because of the development of teacher negotiations and the need for administrators to unify their efforts in Nebraska. The Nebraska Education Association did not represent the views of administrators and their loyalty was with the teachers. To my knowledge, the NCSA was the first administrators umbrella organization developed in the United States.⁵

What were some of the other options discussed as possible directions for a new association? The responses of those individuals interviewed were as follows:

³H. Vaughn Phelps, Westside Community Schools, Chairman, Resolutions of the Nebraska Association of School Administrators, November 1967, p. 11.

⁴Statement by Dr. Don Stroh, superintendent, in a personal interview, Millard, Nebraska, December 7, 1979.

⁵Statement by Dr. Ralph Thorpe, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

1. Dr. Jack Dodds: The committee talked about the possibility of one complete merger, however, this did not have serious support. Another option was to do nothing and keep the "Status Quo." A very important issue was for each association to maintain their individual identity.⁶
2. Dr. H. Vaughn Phelps: Every option the group knew of was explored before the final decision was made. No one wanted to lose their identity; however, everyone realized to be a strong new association the mother organization must come first and all individual groups second.⁷
3. Dr. Don Stroh: Many other ideas were discussed, however, a main item of consideration was that no one would lose their identity.⁸
4. Dr. Ralph Thorpe: Some of the other options discussed for possible directions for a new association were as follows: (1) A merger of the existing administrators groups into one organization. (2) To keep the "Status Quo." (3) Other considerations were discussed, however, always of primary concern was the preservation of the individual identities of each represented administrators organization.⁹

Who were the individuals responsible for the development of the NCSA? The following individuals have been identified by the writer, through interviews with several people, as the "Founding Committee" of the Nebraska Council of School Administrators in 1969. The alphabetical list is believed to be accurate; however, if any person was omitted it has been completely unintentional.

⁶Statement by Dr. Jack Dodds, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

⁷Statement by Dr. H. Vaughn Phelps, superintendent, in a personal interview, Omaha, Nebraska, November 30, 1979.

⁸Statement by Dr. Don Stroh, superintendent, in a personal interview, Millard, Nebraska, December 7, 1979.

⁹Statement by Dr. Ralph Thorpe, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

1. Dr. Walter Beggs, Dean of Education, University of Nebraska-Lincoln.
2. Dr. Jack Dodds, Elementary Principal, Lincoln Public Schools.
3. Dr. Dale Hayes, Chairman, Administration Department, University of Nebraska-Lincoln.
4. Dr. Tom Keating, Superintendent, Hastings Public Schools.
5. Dr. O. W. Kopp, Chairman, Elementary Education Teachers College, now Director of the Center for Curriculum and Instruction, University of Nebraska-Lincoln.
6. Dr. Harold McClure, Secondary Principal, Kearney Public Schools.
7. Dr. Scott Norton, Secretary/Treasurer NASA, University of Nebraska-Lincoln.
8. Dr. H. Vaughn Phelps, Superintendent, Westside Community Schools.
9. Dr. Don Stroh, Superintendent, Millard Public Schools.
10. Dr. Ralph Thorpe, Elementary Principal, Lincoln Public Schools.
11. Dr. Ron Witt, Assistant Superintendent, Millard Public Schools.

The NCSA has been in operation since 1969 and continues to provide a voice and leadership for Nebraska administrators. How did the NCSA begin and how was the first Executive Secretary selected?

1. Dr. Jack Dodds: The founding committee had many meetings and these meetings were day and night sessions. It was a long and slow process over a period of almost two years. Many healthy discussions, arguments and concerns were expressed... it was not an easy process. After each session each group would go back to their respective organization for discussion, approval and direction. Great care was given to assure that superintendents or any one group would dominate the NCSA. The first year of operation was without an Executive Secretary and the committee made the decision to appoint H. Vaughn Phelps as Chairman. This time was necessary to allow the NCSA to start a search for their first Executive Secretary along with time to establish a financial base.¹⁰
2. Dr. H. Vaughn Phelps: Those questions can be answered by reviewing the minutes of the initial meetings of the NCSA.¹¹

¹⁰Statement by Dr. Jack Dodds, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

¹¹Statement by Dr. H. Vaughn Phelps, superintendent, in a personal interview, Omaha, Nebraska, November 30, 1979.

3. Dr. Don Stroh: It is difficult to remember everything in regard to the beginning of the NCSA, however, answers to your questions would be available in the minutes.¹²
4. Dr. Ralph Thorpe: The NCSA originated with many long and involved meetings of the founding committee. Many vigorous arguments and discussions were conducted over a two year period of time...the development was a careful and deliberate process. After each meeting the committee members would return to their respective associations for discussion, approval and direction. H. Vaughn Phelps was selected to be the NCSA Chairman during the first year of operation. The initial year was without an Executive Secretary to provide time for the NCSA to build a financial base and to provide time to conduct a search for the first Executive Secretary.¹³

Soon after the organization was formed approximately fifty names were submitted to the newly developed NCSA Executive Committee for the position of Executive Secretary. Three finalists were given intensive two hour interviews by the Executive Committee and Dr. Loren Brakenhoff was chosen to be the first Executive Secretary of the Nebraska Council of School Administrators.¹⁴ Dr. Brakenhoff attended Concordia Teacher College and the University of Nebraska-Lincoln. He was a junior high English teacher in the Fremont Public Schools. Dr. Brakenhoff also taught fifth grade and he was an elementary principal from 1963 to 1965. In 1965 he became Consultant of Elementary Education for the

¹²Statement by Dr. Don Stroh, superintendent, in a personal interview, Millard, Nebraska, December 7, 1979.

¹³Statement by Ralph Thorpe, elementary principal, in a personal interview, Lincoln, Nebraska, April 13, 1982.

¹⁴Based on personal correspondence between Dr. Loren Brakenhoff, Past NCSA Executive Secretary, and the writer, November 19, 1979.

Nebraska Department of Education and served in that position until January 1967 when he was promoted to Director of Elementary Education. Dr. Brakenhoff also earned his Doctorate in Education with a major in Educational Administration from the University of Nebraska-Lincoln in 1969. He served as the Executive Secretary of NCSA for ten years until he chose to resign on July 1, 1980 to accept another professional position.

For only the second time since the beginning of the NCSA a search was conducted for an Executive Secretary. The position was advertised locally in Nebraska and throughout the United States. An NCSA Committee was established to review applications and to screen candidates to three finalists. These three individuals were then interviewed by the entire NCSA Executive Committee and the decision was made to employ Robert Peterson in July 1980. Mr. Peterson was an elementary classroom teacher in Colorado Springs, Colorado for five and one-half years and in 1963 he became the Assistant Director of Field Services for the Colorado Education Association. In 1966 he accepted a position with the New York State Teachers Association and in 1969 he moved to become Director of Field Services for the Indiana State Teachers Association. Mr. Peterson accepted the job of Executive Director of the Lincoln Education Association, Lincoln, Nebraska in 1973 and held that position until 1979 when he was employed as the Employee Relations manager at the University of Nebraska-Lincoln.

The NCSA began to operate in a room in the basement of the Executive Building in Lincoln, Nebraska. During that time the

association investigated many other office locations and the decision was made to lease space on the twelfth floor of the First National Bank Building, Lincoln, Nebraska. First National Bank, at that time, was just being completed.¹⁵ The location of this office space and the relative short distance from the Nebraska Legislature had a large impact on the final decision. The office was ready for use in May 1970 and Stephenson School Supply was the successful bidder on office furniture. They also helped to design the initial physical arrangements of the NCSA office. Between March 1970 and May 1970 a full-time office secretary was hired, and as the organization grew, part-time secretarial help was added.¹⁶

The organization began with a budget of approximately \$50,000 and approximately 580 members during the first year of operation with a full-time Executive Secretary. The membership grew from that figure up to 950 members in 1977. In 1978 a slight decrease of membership occurred because of an increase in the dues structure. When the organization started it had dues of .004 times each individual's annual contract salary. In 1977 the Executive Committee of the NCSA agreed to ask the membership to approve an increase in the dues from .004 to .005. The response was a simple majority approval and the increase was placed in operation September 1, 1977.¹⁷ In 1982, the

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

Executive Board again asked the membership to vote a change in the dues and the membership structure. This time the membership approved by passing the proposal by a wide margin. The membership and dues structure reads as follows:

Membership shall consist of active and associate membership: (1) Active members shall be individuals who are practicing administrators and supervisors in education in Nebraska. Each active member will have the privilege of participating in the programs of all NCSA organizations but shall designate one affiliated organization as his/her primary membership organization. (2) Associate members shall be individuals from college and universities, State Department of Education, vocational and technical schools, retired administrators, full-time graduate students and friends of education. Persons who are not practicing school administrators but who are qualified to do so may elect to join as either an active or associate member. Associate members will be afforded all the services of regular membership except voting privileges, election to office and legal services...Active membership dues shall be .0055 of the prior year's average salary of all superintendents, associate or assistant superintendents, elementary and secondary principals, as reported by the Nebraska Department of Education, rounded up to the next dollar amount equally divisible by twelve (12). Associate membership dues shall be determined annually by the NCSA Executive Committee. The membership year shall begin September 1st and end August 31st. First time members will be admitted anytime the first year on a pro-rated basis.¹⁸

The 1982 NCSA budget was approximately \$155,000, more than triple that of the first budget. The 1982 NCSA membership for the first time went over the one thousand member mark.

In 1970 the Executive Committee of the Nebraska Council of School Administrators consisted of representatives from each of the member associations which were the Nebraska Association of School Administrators, the Nebraska Association of Elementary School

¹⁸Nebraska Council of School Administrators Constitution, Nebraska Council of School Administrators, Revised December 16, 1982, p. 1.

Principals, the Nebraska Association for Supervision and Curriculum Development and the Nebraska Association of School Business Officials. The NCSA Constitution and By-Laws indicated that the president of each member association and two others would be members of the Executive Committee of the NCSA. However, in each case the member association decided to appoint the president, the president-elect, and the past-president to the Executive Committee.¹⁹ This procedure has been continued by each member organization since the origin of the NCSA.

In the 1971-1972 fiscal year the secondary school principals decided to form their own state association. They had, prior to this time, been members of the Nebraska Association of School Administrators. In fact, the NASA constitution indicated that one year a secondary principal would be president and the following year a superintendent would be president. The number of individuals on the first Executive Committee included four representatives from the NASA and three from each of the other associations. Following the formation of the Nebraska State Association of School Principals (NSASSP), there were five organizations that were members of the NCSA, each with three members on the Executive Committee.²⁰

During the 1976-77 school year, the Nebraska Association for Supervision and Curriculum decided that they could no longer identify with the administrative structure of the State of Nebraska and

¹⁹Based on personal correspondence between Dr. Loren Brakenhoff, Past NCSA Executive Secretary, and the writer, November 19, 1979.

²⁰Ibid.

the NCSA because of national affiliation problems with the National Association for Supervision and Curriculum Development. Many of the members of ASCD became members of other associations in the NCSA.²¹

The Nebraska Association of Elementary School Principals, prior to the formation of the NCSA, held district meetings which followed the geographical boundaries of the Nebraska State Education Association. In February, 1972, the NCSA organized and established five geographical regions. In 1977 the secondary principals followed suit and patterned their regional structure after NAESP. In 1978, NASA also invited the regional officers to serve on the NASA Executive Committee, similar to the NAESP procedure. Today, NASA, NAESP, and NSSASP each have a regional governance structure in effective operation.²²

Formulating the history of NCSA also revealed the following listings which appear in Appendix A.

1. NASA Past Presidents.
2. NAESP Past Presidents.
3. NASBO Past Presidents.
4. NSASSP Past Presidents.
5. NCSA Chairman.
6. NCSA Distinguished Award Recipients.
7. NCSA Honorary Life Memberships.
8. NCSA members who were elected to national offices.

As the researcher delved into the development of the NCSA it was discovered that proper records were not maintained. This lack of data made it necessary to gather more historical information. A Past-Presidents Survey, which appears in Appendix B, was developed to contain a list of eighteen statements designed to help determine why the NCSA evolved.

The survey was administered to thirty-five past-presidents from each of the respective member associations. The survey was mailed to the first four past-presidents along with nineteen other selected past-presidents who were believed to have considerable knowledge about the development of the NCSA. Thirty surveys were returned for a eighty-six per cent response. The following tables represent the analysis of the data elicited in the survey.

Table 1

Responses to Item 1

Item 1: The large majority of administrators in Nebraska were members of the Nebraska Education Association prior to the development of the NCSA.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	88	12	0
Secondary Principals	88	12	0
Superintendents	100	0	0
Business Officials	100	0	0
Total Group Responses	93	7	0

Twenty-eight or 93 per cent of the total group response agreed that the large majority of administrators in Nebraska were members of the Nebraska Education Association prior to the development of the NCSA. Two or 7 per cent were neutral, and zero per cent disagreed with Item 1 as stated. From the data, it appeared that respondents strongly agreed with Item 1.

Table 2
Responses to Item 2

Item 2: The Nebraska Education Association did not adequately represent the views of administrators in the Nebraska Legislature prior to the development of the NCSA.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	88	0	12
Secondary Principals	76	12	12
Superintendents	75	25	0
Business Officials	83	17	0
Total Group Response	80	13	7

Twenty-four or 80 per cent of the total group response agreed that the Nebraska Education Association did not adequately represent the views of administrators in the Nebraska Legislature prior to the development of the NCSA. Four or 13 per cent were neutral, and two or 7 per cent disagreed with Item 2 as stated. From the data, it appeared that respondents strongly agreed with Item 2.

Table 3

Responses to Item 3

Item 3: One of the major reasons that the NCSA evolved was a desire by administrators to have their interests represented in the Nebraska Legislature.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	0	25
Secondary Principals	88	0	12
Superintendents	63	12	25
Business Officials	67	23	0
Total Group Response	73	10	17

Twenty-two or 73 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was a desire by administrators to have their interests represented in the Nebraska Legislature. Three or 10 per cent were neutral, and five or 17 per cent disagreed with Item 3 as stated. From the data, it appeared that respondents generally agreed with Item 3 with superintendents and business officials less likely to agree.

Table 4

Responses to Item 4

Item 4: The Nebraska Education Association did not adequately represent the interests of administrators in relation to inservice.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	75	25	0
Superintendents	63	25	12
Business Officials	100	0	0
Total Group Response	83	13	4

Twenty-five or 83 per cent of the total group response agreed that the Nebraska Education Association did not frequently represent the interests of administrators in relation to inservice. Four or 13 per cent were neutral, and one or 4 per cent disagreed with Item 4 as stated. From the data, it appeared that respondents strongly agreed with Item 4 with superintendents less likely to agree.

Table 5

Responses to Item 5

Item 5: The Nebraska Education Association did not adequately represent the needs of administrators in relation to legal services.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	75	25	0
Superintendents	63	12	25
Business Officials	83	17	0
Total Group Response	80	13	7

Twenty-four or 80 per cent of the total group response agreed that the Nebraska Education Association did not adequately represent the needs of administrators in relation to legal services. Four or 13 per cent were neutral, and two or 7 per cent disagreed with Item 5 as stated. From the data, it appeared that respondents strongly agreed with Item 1 with superintendents less likely to agree.

Table 6
Responses to Item 6

Item 6: One of the major reasons that the NCSA evolved was a desire by administrators to have more appropriate inservice programs.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	25	0
Secondary Principals	25	50	25
Superintendents	12	38	50
Business Officials	67	33	0
Total Group Response	43	37	20

Thirteen or 43 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was a desire by administrators to have more appropriate inservice programs. Eleven or 37 per cent were neutral, and six or 20 per cent disagreed with Item 6 as stated. From the data, it appeared that respondents had mixed responses related to Item 6 with superintendents least satisfied with Item 6.

Table 7
Responses to Item 7

Item 7: One of the major reasons that the NCSA evolved was a desire by administrators to have increased legal services.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	0	25
Secondary Principals	50	50	0
Superintendents	25	63	12
Business Officials	50	33	17
Total Group Response	50	37	13

Fifteen or 50 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was a desire by administrators to have increased legal services. Eleven or 37 per cent were neutral, and four or 13 per cent disagreed with Item 7 as stated. From the data, it appeared the respondents had mixed responses related to Item 7 with superintendents least satisfied with Item 7.

Table 8
Response to Item 8

Item 8: A difference in philosophy relating to teacher negotiations surfaced between Nebraska teachers and administrators in the late 1960's.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	88	12	0
Secondary Principals	76	12	12
Superintendents	100	0	0
Business Officials	100	0	0
Total Group Response	90	7	3

Twenty-seven or 90 per cent of the total group response agreed that a difference in philosophy relating to teacher-negotiations surfaced between Nebraska teachers and administrators in the late 1960's. Two or 7 per cent were neutral, and one or 3 per cent disagreed with Item 8 as stated. From the data, it appeared that respondents strongly agreed with Item 8 with secondary principals less likely to agree.

Table 9

Responses to Item 9

Item 9: One of the major reasons that the NCSA evolved was the beginning of teacher negotiations.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	63	12	25
Secondary Principals	100	0	0
Superintendents	88	0	12
Business Officials	83	17	0
Total Group Response	83	7	10

Twenty-five or 83 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was the beginning of teacher negotiations. Two or 7 per cent were neutral, and three or 10 per cent disagreed with Item 9 as stated. From the data, it appeared that respondents strongly agreed with Item 9 with elementary principals less likely to agree.

Table 10

Responses to Item 10

Item 10: Administrators were not as welcome for membership in the Nebraska Education Association in the late 1960's as compared to previous years.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	63	12	25
Secondary Principals	88	0	12
Superintendents	88	0	12
Business Officials	67	33	0
Total Group Response	77	10	13

Twenty-three or 77 per cent of the total group response agreed that administrators were not as welcome for membership in the Nebraska Education Association in the late 1960's as compared to previous years. Three or 10 per cent were neutral, and four or 13 per cent disagreed with Item 10 as stated. From the data, it appeared that respondents generally agreed with Item 10 but elementary principals and business officials agreed to a lesser extent.

Table 11

Responses to Item 11

Item 11: The only two administrative organizations in Nebraska available for administrators to join prior to the development of the NCSA were the Nebraska Association of Elementary School Principals and the Nebraska Association of School Administrators.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	88	0	12
Secondary Principals	76	12	12
Superintendents	100	0	0
Business Officials	68	16	16
Total Group Response	83	7	10

Twenty-five or 83 per cent of the total group response agreed that the only two administrative organizations in Nebraska available for administrators to join prior to the development of the NCSA were the Nebraska Association of Elementary School Principals and the Nebraska Association of School Administrators. Two or 7 per cent were neutral, and three or 10 per cent disagreed with Item 11 as stated. From the data, it appeared that respondents strongly agreed with Item 10 with business officials less likely to agree.

Table 12

Responses to Item 12

Item 12: Nebraska administrators did not have a unified voice to represent their interests in Nebraska prior to the development of the NCSA.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	0	25
Secondary Principals	88	12	0
Superintendents	88	0	12
Business Officials	100	0	0
Total Group Response	87	4	9

Twenty-six or 87 per cent of the total group response agreed that Nebraska administrators did not have a unified voice to represent their interests in Nebraska prior to the development of the NCSA. One or 4 per cent was neutral, and three or 9 per cent disagreed with Item 12 as stated. From the data, it appeared that respondents strongly agreed with Item 12.

Table 13

Responses to Item 13

Item 13: One of the major reasons that the NCSA evolved was a desire by administrators to have a strong unified voice to represent their interests.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	100	0	0
Superintendents	100	0	0
Business Officials	100	0	0
Total Group Response	100	0	0

Thirty or 100 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was a desire by administrators to have a strong unified voice to represent their interests. Zero per cent were neutral, and zero per cent disagreed with Item 13 as stated. From the data, it appeared that respondents unanimously agreed with Item 13.

Table 14

Responses to Item 14

Item 14: The NCSA umbrella concept was not copied from another state, it represented an original prototype.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	25	0
Secondary Principals	25	63	12
Superintendents	50	12	38
Business Officials	68	16	16
Total Group Response	53	30	17

Sixteen or 53 per cent of the total group response agreed that the NCSA umbrella concept was not copied from another state, it represented an original prototype. Nine or 30 per cent were neutral, and five or 17 per cent disagreed with Item 14 as stated. From the data, it appeared that respondents had mixed responses related to Item 14 with secondary principals least likely to agree. The total group generally agreed that the NCSA represented an original prototype.

Table 15

Responses to Item 15

Item 15: One of the major reasons that the NCSA evolved was a desire by administrators to have a greater voice in educational policy in Nebraska.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	88	12	0
Superintendents	88	0	12
Business Officials	100	0	0
Total Group Response	94	3	3

Twenty-eight or 94 per cent of the total group response agreed that one of the major reasons that the NCSA evolved was a desire by administrators to have a greater voice in educational policy in Nebraska. One or 3 per cent was neutral, and one or 3 per cent disagreed with Item 15 as stated. From the data, it appeared that respondents strongly agreed with Item 15.

Table 16

Responses to Item 16

Item 16: The original NCSA umbrella consisted of the four following associations: (1) The Nebraska Association of School Administrators, (2) The Nebraska Association of Elementary School Principals, (3) The Nebraska Association of School Business Officials, and (4) The Nebraska Association for School Curriculum and Development.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	88	0	12
Secondary Principals	75	0	25
Superintendents	76	12	12
Business Officials	83	0	17
Total Group Response	80	4	16

Twenty-four or 80 per cent of the total group response agreed that the original NCSA umbrella consisted of the four following associations: (1) The Nebraska Association of School Administrators, (2) The Nebraska Association of Elementary School Principals, (3) The Nebraska Association of School Business Officials, and (4) The Nebraska Association for School Curriculum and Development. One or 4 per cent was neutral, and five or 16 per cent disagreed with Item 16 as stated. From the data, it appeared that respondents strongly agreed with Item 16.

Table 17

Responses to Item 17

Item 17: The NCSA has provided a mechanism for better communication among administrators in Nebraska.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	100	0	0
Superintendents	88	12	0
Business Officials	100	0	0
Total Group Response	97	3	0

Twenty-nine or 97 per cent of the total group response agreed that the NCSA has provided a mechanism for better communication among administrators in Nebraska. One or 3 per cent was neutral, and zero per cent disagreed with Item 17 as stated. From the data, it appeared that respondents strongly agreed with Item 17.

Table 18

Responses to Item 18

Item 18: The NCSA has provided a mechanism for leadership in educational policy within Nebraska.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	100	0	0
Secondary Principals	100	0	0
Superintendents	88	12	0
Business Officials	100	0	0
Total Group Response	97	3	0

Twenty-nine or 97 per cent of the total group response agreed that the NCSA has provided a mechanism for leadership in educational policy within Nebraska. One or 3 per cent was neutral, and zero per cent disagreed with Item 18 as stated. From the data, it appeared that respondents strongly agreed with Item 18.

STATE ORGANIZATIONAL COMPARISONS

The seventies appeared to be a period in the history of professional organizations in the various states of the nation when consolidation and merger of various types occurred. The reasons appeared to be a formal fissure between teacher associations and administrators based upon teachers progressing in the direction of collective bargaining. Dr. Loren Brakenhoff, Past NCSA Executive Secretary and Past-President of the National Association of Executive Secretaries, mailed a letter to eight other state umbrella organizations throughout the United States to obtain historical and other relevant data in regard to their respective associations. Five states responded. They represented various geographic areas of the nation and all had undergone reorganizational changes. These responses were analyzed and compared to the Nebraska "Umbrella" model which was generally considered to be a prototype model.

Arizona School Administrators, Inc.

The purposes of the Arizona School Administrators, Inc. are as follows:

The Association has been formed to promote and advance public education through research and investigation; to publish reports on educational problems; to facilitate, and to provide the means for such research, investigation and publication; to advance the interests of public education; to afford opportunity for the educational development of its members; to promote and advance the best interest of the public school in the State of Arizona.²³

²³Arizona School Administrators, Inc. Constitution, Arizona School Administrators, Inc., as of July 1, 1979, p. 1.

Similar to the administrators in Nebraska, the Arizona Administrators realized that a break from the Arizona Education Association was becoming necessary. Serious conflicts in maintaining a branch for administrators within the direct structure of the Arizona Education Association became apparent.²⁴ In April of 1970 the Arizona administrators met with the teachers association to request a change in the AEA constitution. They were asking for an affiliate status for the administrators group, however, the AEA delegate assembly rejected the idea in May of 1970.²⁵

In February of 1971, a meeting was held of the Arizona administrators and seventy-two per cent of those individuals present voted to curtail unified membership in the AEA. With a significant margin of the vote, no option remained except to proceed with the formation of a separate administrators group. Beginning in July of 1971, the required procedures were followed for the Arizona School Administrators to incorporate.²⁶

Glenn F. Burton, Superintendent, points out:

One of the first things we had to do was to find an organizational headquarters. We had asked the AEA to allow us to continue to rent office space in the AEA building. However, the AEA refused to allow this. It is interesting to note the way it was written up in the November, 1971, AEA newsletter, ARIZONA EDUCATION ACTION. It says, "AEA, Inc., is Arizona School Administrators, which

²⁴Based on correspondence between Glenn F. Burton, superintendent, and Arizona School Administrators, 1971.

²⁵Ibid:

²⁶Ibid.

pulled out of the AEA headquarters and is sharing a new building with the Arizona School Board Association and Arizona Interscholastic Association." You would never dream from this sort of reporting that we asked to be allowed to rent space from AEA and that we were refused. It is quite true that we are now in a new building. It is also true the Arizona School Board Association and the Arizona Interscholastic Association are sharing the building with us. This is providing a very favorable financial arrangement for each of the three organizations. ASA, Inc., is now giving the finest service ever furnished to the administrators of Arizona. We have our Executive Director, Dr. McCormick, and good clerical help. At last we have someone who can and does do an excellent job in helping us put on the workshops and conferences and special events that our county, elementary, secondary, and superintendency division want. We also have an intern from ASU who is of very great assistance. It's a new era for us.²⁷

The ASA, Inc., recognizes the importance of the Administration-Board team. ASA, Inc., creates the most positive communication along with combined action for school administrators. It is an umbrella concept designed for those concerned with the professional practice of school administration and includes principals, assistant principals, superintendents, coordinators, directors, supervisors, and professors.²⁸

Similarities between the Arizona School Administrators, Inc., to the Nebraska Council of School Administrators appear to be as follows: (1) Both associations have similar purposes and objectives along with a Constitution and By-Laws. (2) Each organization employs the services of an Executive Secretary. (3) Prior to their development, each association encountered some discomfort with their respective state teachers associations. (4) Each group considers itself to be an umbrella concept. (5) Both are non-profit organizations. (6) Each

²⁷Ibid.

²⁸Ibid.

association recognizes significant educational achievements by presenting annual Distinguished Service Awards. (7) The ASA, Inc., and the NCSA have officers and similar governance structures.

Differences of the Arizona School Administrators, Inc., to the Nebraska Council of School Administrators appear to be as follows:

- (1) The dues structures between the two organizations are quite different. The NCSA procedure, described earlier in this paper, appears to be quite unique compared to the process used in Arizona.
- (2) The NCSA has two classes of membership; active and associate, while the ASA, Inc., has five classes of membership; active, associate, graduate student, honorary, and retired.

Colorado Association Of School Executives

The purposes of the Colorado Association of School Executives are as follows:

The purpose of this Association shall be to unite all school administrators in the continuous improvement of education and to maintain and elevate the professional and ethical standards of its members. Therefore, it holds the following specific purposes; (a) To improve the educational process by helping members become more effective in their various roles as administrators. (b) To meet the needs of members by providing a single organization to fulfill this responsibility. (c) To coordinate programs and activities and to provide for sharing of services for member organizations and agencies seeking to improve education.²⁹

It was by decree that the Colorado Association of School Executives was originated. The decree was a decision by the National Education Association along with the Colorado Education Association to create the appearance of a union which effectively

²⁹Colorado Association of School Executives Bylaws. Colorado Association of School Executives, 1978-1979, p. 1.

eliminated school administrators from their organizations.³⁰

Colorado, like Nebraska, was one of the early organizations to see many future problems ahead as a result of teacher associations moving towards unionism. An administrative board member of the Colorado Education Association, John Stuart, was the individual who led the move from CEA during 1969. He extended an invitation to all school executives in Colorado to help with the development of a new administrative association. In the Fall of 1969 approximately two hundred fifty administrators met in Aurora, Colorado to attend what turned out to be the First Annual Convention of the Colorado Association of School Executives. During the conference a constitution was adopted and John Stuart was elected President and Bill Hinkley was elected Secretary.³¹

It was quickly discovered in the first year of operation that the many requirements of the association could not be handled properly by donated time of school administrators. The Colorado Association of School Executives realized that they needed to hire a full-time Executive Secretary. A decision was made to employ Colbert Cushing, current CASE Associate Executive Director, until a permanent Executive Secretary could be hired. Alice Vawter was the first secretary of CASE and the Englewood Public Schools allowed CASE to establish

³⁰Colbert Cushing, "From Then To Now: Case In Retrospect," COMING OF AGE AN ANNIVERSARY, August 10-11, 1978, p. 1.

³¹Ibid.

temporary headquarters in their administration building.³²

Cushing soon discovered that he had to convince the membership of the Colorado Association of School Executives to change from their current status to an umbrella organization. Each unit under the umbrella concept would maintain their identity, however, operate within the consolidated posture of CASE. A Board of Directors called the Coordinating Council was established with representatives from each of the five departments of CASE. The five departments in CASE are:

1. Business Officials
2. Educational Specialists
3. Elementary Principals
4. General Administrators
5. Secondary Principals

To provide an incentive for other groups to join CASE the Board of Directors made a commitment to move the leadership among the organizations within CASE. The elementary principals joined CASE in September 1971 with leadership provided by Arly Burch and the Colorado Association of Secondary School Principals united with the CASE umbrella in 1972. It was at a later date that the business officials along with the educational specialists developed their own structures and affiliated with CASE.³³

Arly Burch was selected as the first full-time Executive Secretary of the Colorado Association of the Colorado Association of School Executives on January 5, 1971. Under his leadership CASE has evolved to a membership of over 1600 school executives representing

³²Ibid.

³³Ibid.

seventy-five percent of eligible Colorado administrators. To provide additional leadership strength to the association CASE hired Art Ludka as the Associate Executive Director.³⁴

Colbert E. Cushing, the Assistant Executive Director of CASE, provides the following insights:

It is interesting to note CASE has been a model for the organization of school executives in other states that similarly faced the problem of union created cleavages between administrators and teacher organizations. Only three states still have an alignment of school executives and teachers in one association.

It should be pointed out that administrators and teachers can work effectively in a cooperative manner to improve educational programs. Each group serves its clients particular needs and interests. CASE began as a professional association 10 years ago and continues to maintain the integrity of professionalism that its founders envisioned.³⁵

Similarities of the Colorado Association of School Executives to the Nebraska Council of School Administrators appear to be as follows:

- (1) Both associations have adopted the umbrella concept with several groups unified and working together as one body.
- (2) Each association employs the services of an Executive Secretary.
- (3) Their purposes and objectives for operation have a great resemblance.
- (4) The governance structures are alike in the fact that each state organization elects officers along with representatives from every branch of the umbrella serving on the Board of Directors.
- (5) The Nebraska Council of School Administrators along with the Colorado Association of School Executives were both started in 1969 and for approximately the same

³⁴Ibid.

³⁵Ibid.

reasons; teacher unionism and negotiations.

Differences between the Colorado Association of School Executives and the Nebraska Association of School Administrators appear to be as follows: (1) While the NCSA has an Executive Secretary, CASE has both an Associate and Assistant Executive Secretary in addition to their Executive Secretary. (2) CASE has a considerably larger membership of one thousand six hundred plus members in comparison to the one thousand plus members of the NCSA. (3) CASE has eight classifications of membership including Active Membership-Departmental, Active Membership-At Large, Affiliate Membership, Emeritus Membership, Honorary Membership, Institutional Membership, Service Membership, and Student Membership while the NCSA has two, Active and Associate Membership. (4) The NCSA has four member organizations in their umbrella while CASE have five departments in their umbrella. (5) The dues are established for CASE by the Coordinating Council and approved by a voting majority of the Association. The NCSA method as described earlier in this paper is substantially different and unique. (6) The officers for the NCSA Executive Board are elected by the members on the Executive Board by a secret ballot while the officers for the Coordinating Council of CASE are elected by secret ballot at the annual meeting of the association.

Cooperative Council For Oklahoma School Administration

The purposes of the Cooperative Council for Oklahoma School Administration are as follows:

This organization recognizes that there is a common responsibility of leadership in all administrative levels of education in the State of Oklahoma, that there is a need for concentrating the

knowledge, judgment, and influence of all administrators in matters affecting the quality of education in this state.

The objectives of this organization are to provide an opportunity for continuous study of the mutual professional problems facing school administrators, to make its members aware of public educational issues, to provide a forum for the discussion of such issues, to formulate positions on such issues, to establish close and continuous communication and cooperation in matters of mutual concern to all levels of school administrators, and to cooperate with other organizations in the promotion of effective education.³⁶

Dr. Jerry Doyle offers the following insights about the administrative association situation before the development of the Cooperative Council for Oklahoma School Administrators.

Prior to the formation of the Cooperative Council for Oklahoma School Administrators, the Oklahoma Education Association included in its membership most educators and represented their interests with the legislature, other political leaders, and the general public. The Oklahoma Education Association was the primary professional organization for all educators in Oklahoma.

By 1971, administrators had begun to express public dissatisfaction with the Oklahoma Education Association...The situation in Oklahoma during this time period was not unique. At both the material level and in many States, administrators were disassociating themselves, both as individuals and administrator organizations, from the parent education associations.³⁷

A meeting was held in October of 1972 with individuals representing the Oklahoma Association of Secondary School Principals, the Oklahoma Association of Elementary School Principals, and the Oklahoma Association of School Administrators to analyze the possibility of developing an association of school administrators.

³⁶Cooperative Council for Oklahoma School Administration Constitution, Cooperative Council for Oklahoma School Administration, October 1, 1973, p. 1.

³⁷Jerry Doyle, "A Study of the Relationship of Biographical and Situational Factors To Membership in the Cooperative Council of Oklahoma School Administrators" (unpublished Doctoral dissertation, Oklahoma University, 1978), p. 12.

The initial concept was to form an administrative group that would remain a wing of the Oklahoma Education Association. Disagreement was apparent among administrators during the discussions as to whether a new association should continue working with the OEA. The meetings were instead being used to formulate the origination of a totally new administrators group along with a constitution.³⁸

After the OEA meetings, the three Oklahoma administrative associations formed a governing structure with three representatives from each group and they proposed a name of the Cooperative Council for Oklahoma School Administrators. A constitution was developed, proposed, and approved by each of the three respective administrative organizations in 1973. Problems with the Oklahoma Education Association continued to grow and the result was a withdrawal from the OEA of the superintendents, the secondary principals, and the elementary school principals respectively.³⁹

The establishment of an umbrella organization of administrators that was separate from the organization that had historically been the professional group for all educators represented a very significant step towards a changed relationship between teachers and administrators in Oklahoma.⁴⁰

Similarities of the Cooperative Council for Oklahoma School Administrators and the Nebraska Council of School Administrators appear to be as follows: (1) Both organizations have adopted the

³⁸Ibid., pp. 2-3.

³⁹Ibid., pp. 3-4.

⁴⁰Ibid., p. 4.

umbrella concept. (2) Each association employs the services of an Executive Secretary. (3) Prior to their development, each association encountered problems with their respective State teachers association. (4) Their purposes and objectives for operation have much resemblance. (5) The governance structures are similar in the fact that each state association elects officers along with representatives from every branch of the umbrella serving on the Board of Directors.

Differences of the Cooperative Council for Oklahoma School Administrators and the Nebraska Council of School Administrators appear to be as follows: (1) The NCSA has an Executive Secretary and the CCOSA employs an Associate Executive Director along with a Director of Public Relations in addition to their Executive Secretary. (2) The NCSA dues structure is quite different and unique as compared to the CCOSA method of their Executive Committee making a recommendation for approval by the Council membership at an election. (3) The NCSA has four member organizations in their umbrella group as compared to three in the CCOSA.

South Carolina Association Of School Administrators

The purposes of the South Carolina Association of School Administrators are as follows:

This association shall have the following purposes: (a) to improve the general administration of school systems through services to and professional improvement of the administrators and the entire school staff; (b) to raise, defend; and enforce the standards of the profession of school administration specifically and of education generally; (c) to speak with integrity for the professional executive officers of the boards that operate schools; (d) to stimulate and foster public support of schools and the educational profession; (e) to promote legislation in the interest of the schools and the profession; and (f) to cooperate with other school administrative and educational

officials and their organizations to further these purposes.⁴¹

The South Carolina Association of School Administrators officially developed as an umbrella association in January of 1974. Until that time the administrators organization was a branch of the South Carolina Teachers Association. In the beginning the newly formed group had three member divisions, namely the South Carolina Association of Elementary School Principals, the South Carolina Association of Secondary School Principals, and the South Carolina Association of School Superintendents. Since its organization in January of 1974, three additional member divisions called the South Carolina Association of Adult Education, the South Carolina Association of School Personnel Administrators, and the South Carolina Association of Allied School Administrators have joined SCASA.⁴²

The first Executive Secretary of the South Carolina Association of School Administrators was Thomas H. Ackerman. Effective July 1, 1979 the SCSAS started a new position of Assistant Executive Secretary for the purpose of Legislative Liaison with the South Carolina Legislature.⁴³

⁴¹South Carolina Association of School Administrators Constitution, South Carolina Association of School Administrators, June 7, 1979, p. 1.

⁴²Based on correspondence between Thomas H. Ackerman, SCASA Executive Director, and Dr. Loren Brakenhoff, November 1979.

⁴³Ibid., p. 2.

Thomas H. Ackerman offers the following insights to the SCASA:

These are the main objectives established by the SCASA Executive Board as the very reasons for the association existing:

1. The development of inservice training programs: As an association, each of the divisions are encouraged to sponsor seminars, workshops and conferences throughout the year.
2. The establishment of legislative objectives: The association has established legislative priorities and objectives for the past four years. The legislative committee of the association is charged with the responsibility of working toward implementing the legislative objectives of the association.
3. To serve as liaison for the national associations: As a state association and an affiliate of the counterpart at the national level, the association encourages and promotes membership as well as encourages attendance at the regional and national meetings.
4. The establishment of a communication system for its members: During 1976-77, the SCASA formally established a newsletter which was published seven times during the year. There is a public relations committee and they seek suggestions and articles from its members. Also, each division, during the year, will send out memos and other forms of communication to better keep its members informed.
5. The establishment of Legal Assistance Program designed to help members of the association who need legal assistance and qualify according to the guidelines.⁴⁴

Similarities of the South Carolina Association of School

Administrators and the Nebraska Council of School Administrators

appear to be as follows: (1) Both associations have adopted the umbrella concept. (2) Each association employs the services of an Executive Secretary. (3) The purposes of the NCSA and the SCASA are very similar. (4) The governance structures of each organization are similar in that each group elects officers along with representatives from every division of the umbrella serving on the Board of Directors.

⁴⁴Ibid., p. 2.

Differences between the South Carolina Association of School Administrators and the Nebraska Council of School Administrators appear to be as follows: (1) The NCSA employs an Executive Secretary while the SCASA employs an Assistant Executive Secretary in addition to their Executive Secretary. (2) The NCSA has four membership associations in their umbrella as compared to six divisions for the SCASA. (3) The SCASA has five classifications of memberships called Active, Associate, Retired, Student, and Business Affiliate compared with two for the NCSA, Active and Associate. (4) The NCSA dues structure is quite different and unique as compared to the SCASA method determined by the Board of Directors and approved by a majority of voting members at their yearly business meeting.

School Administrators Of South Dakota

The purposes of the School Administrators of South Dakota are as follows:

Purposes of the organization shall be: 1. To formulate a comprehensive administrative structure which will foster a mutual interest on the behalf of children. 2. To unify the professional efforts of member groups in areas of common interest. 3. To establish communication and cooperation among all groups of school administrators. 4. To improve the professional, economic, social and civic status of school administrators. 5. To coordinate efforts in research, publications and legislative activities. 6. To cooperate with other concerned organizations in the interest of quality education.⁴⁵

The School Administrators of South Dakota which originated on July 1, 1970 is also named the Umbrella Organization. Three administrator associations, the South Dakota School Superintendents

⁴⁵School Administration of South Dakota Constitution, School Administrators of South Dakota, August 15, 1980, p. 2.

Association, the South Dakota Association of School Business Officials, and the South Dakota Association of School Curriculum and Development initially approved the constitution. The South Dakota Association of Elementary School Principals voted to become the fourth group to unite with SASD on July 1, 1972 and the South Dakota Association of Secondary School Principals followed becoming the fifth group on July 1, 1978. The SASD has had two half-time Executive Secretaries and two full-time Executive Secretaries since its organization.

From July of 1971 to July of 1973, Dr. H. C. Rustad was the first to serve as the half-time Executive Secretary of SASD and for one year Dr. Keith Thomasen served until July of 1974. The first full-time Executive Secretary, from July of 1974 to July of 1978, was Morris Magnuson, and Charollene Coates has represented SASD as its Executive Secretary since August of 1978.⁴⁶

Communicating with members is accomplished through a number of publications including the monthly Open Umbrella and the Team Talker, which is printed as a supplemental information sheet. The annual conference and convention is also a communication and information activity...An annual salary survey is printed and distributed to all members.

Special committees and task forces are charged with responsibilities which stress SASD's concern for improving the quality of education for all youngsters.

Legislative positions relating to all phases of education are developed and promoted as one of the most important functions of SASD. Members are involved and encouraged to participate in a legislative program that includes taxation, negotiations,

⁴⁶Charollene Coates, "History of School Administrators of South Dakota," School Administrators of South Dakota, August 15, 1980, p. 2.

curriculum, organization, financing and services to schools.

Representation at state board and commission meetings monitors, suggests and has input into decision, rules and policies which affect education in the state.⁴⁷

Similarities of the School Administrators appear to be as follows:

- (1) Both groups have similar purposes along with a Constitution and By-Laws.
- (2) Each organization has an Executive Secretary.
- (3) The NCSA and the SASD both consider themselves umbrella organizations.
- (4) SASD has been the first administrative association studied that has a dues structure that resembles that of the NCSA.
- (5) Each association recognizes significant educational achievements by presenting annual Distinguished Service Awards.

Differences of the School Administrators of South Dakota and the Nebraska Council of School Administrators appear to be as follows:

- (1) The NCSA encompasses four groups in the Council compared to five for the SASD.

⁴⁷Ibid., p. 3.

CHAPTER III

DATA PRESENTATION AND ANALYSIS

The data for this study were secured from a NCSA Membership Survey distributed to each of the nine hundred forty-three members of the Nebraska Council of School Administrators. Each member of the Council, representing all four member associations, was requested to complete the survey. A more detailed explanation of the procedures has been included in this chapter.

THE SURVEY

The survey, which appears in Appendix C, was developed to contain a list of statements designed to determine effectiveness of the NCSA along with membership attitudes concerning current status and activities of the NCSA. The survey consisted of forty-three statements in all, with six statements related to legislative services, twelve statements related to communication services, four statements related to inservice programs, five statements related to NCSA office and staff, six statements related to liaison services, and six statements related to committee/welfare services. Each member was asked to rank the following items as to what they believed to be the most important priority (1) to the least important priority (8) of the NCSA.

- A. Legislative Services
- B. Communication Services
- C. Inservice Programs
- D. NCSA Office/Staff Services
- E. Liaison Services
- F. Consulting Services
- G. Committee/Welfare Services
- H. Other (Please List)

Each member was also asked to respond to the following questions:

(1) In what directions should the NCSA move in the 1980's? (2) Your

general comments about the NCSA will be greatly appreciated.

The survey was structured to elicit an acceptance or refusal of each statement by ranking each statement on a scale of one to five, with one representing "strongly disagree" and five representing "strongly agree". The survey was examined by a committee of three persons including the Executive Secretary of the NCSA. These individuals were asked to react to the wording and the structure of the survey. Members of the committee were asked (1) to make any suggested wording changes or comments that would help to clarify any given question, and (2) to specify any item which had been or should have been omitted from the survey. This examination brought about many constructive suggestions for improvement, and these improvements were incorporated into the NCSA Membership Survey. The reliability of the survey was then tested by the computer at the University of Nebraska-Lincoln. The writer received assistance with this project from individuals working in the NEAR Center at the University of Nebraska-Lincoln. The results of the test proved the survey reliable at the .85 level.

DATA COLLECTION

The survey was administered to the nine hundred forty-three members of the NCSA during the period of November 17, 1980 through December 3, 1980. A cover letter was written to accompany the survey and it was then mailed to each NCSA member. The cover letter, which appears in Appendix B, explained the purpose of the survey and how to complete and return the survey. Six hundred forty-four surveys were returned for a sixty-eight per cent response. The response to the survey was indicative of the interest in the Council by its membership.

The demographic information, which appears in Appendix D, presents additional information relative to the study.

DATA ANALYSIS

The following tables represent the analysis of the data elicited in the survey.

Table 19

Responses to Item 19

Item 19: The NCSA has made an impact in achieving school legislation.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	72	20	8
Secondary Principals	74	18	8
Superintendents	68	17	15
Business Officials	81	12	7
Male	72	17	11
Female	74	19	7
Large School Districts 1000 or more enrollment	69	20	11
Small School Districts 999 or less enrollment	75	15	10
Total Group Response	72	18	10

Four hundred sixty-four or 72 per cent of the total group response agreed that the NCSA has made an impact in achieving school legislation. One hundred fourteen or 18 per cent were neutral, and sixty-five or 10 per cent disagreed with Item 19 as stated. From the data, it appeared that NCSA members generally agreed with Item 19.

Table 20
Responses to Item 20

Item 20: A more concentrated effort in lobbying should be made by the NCSA.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	81	16	3
Secondary Principals	84	11	5
Superintendents	81	14	5
Business Officials	84	4	12
Male	82	13	5
Female	77	16	7
Large School Districts 1000 or more enrollment	82	13	5
Small School Districts 999 or less enrollment	82	13	5
Total Group Response	82	13	5

Five hundred twenty-seven or 82 per cent of the total group response agreed that a more concentrated effort in lobbying should be made by the NCSA. Eighty-five or 13 per cent were neutral, and thirty-one or 5 per cent disagreed with Item 20 as stated. From the data, it appeared that NCSA members strongly agreed with Item 20.

Table 21
Responses to Item 21

Item 21: The current lobbying effort reflects the needs of Nebraska administrators.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	59	32	9
Secondary Principals	59	29	12
Superintendents	49	27	24
Business Officials	56	26	18
Male	55	28	17
Female	54	34	12
Large School Districts 1000 or more enrollment	57	30	13
Small School Districts 999 or less enrollment	53	28	19
Total Group Response	55	29	16

Three hundred fifty-four or 55 per cent of the total group response agreed that the current lobbying effort reflects the needs of Nebraska administrators. One hundred eighty-six or 29 per cent were neutral, and one hundred one or 16 per cent disagreed with Item 21 as stated. From the data, it appeared that the NCSA members generally agreed with Item 21.

Table 22

Responses to Item 22

Item 22: The NCSA should be more involved in legislative hearings.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	85	13	2
Secondary Principals	82	16	2
Superintendents	77	17	6
Business Officials	84	9	7
Male	81	15	4
Female	76	17	7
Large School Districts 1000 or more enrollment	82	14	4
Small School Districts 999 or less enrollment	81	16	3
Total Group Response	80	15	5

Five hundred eighteen or 80 per cent of the total group response agreed that the NCSA should be more involved in legislative hearings. Ninety-nine or 15 per cent were neutral, and twenty-six or 5 per cent disagreed with Item 22 as stated. From the data, it appeared that NCSA members strongly agreed with Item 22.

Table 23

Responses to Item 23

Item 23: Monitoring legislation should be an important function of the NCSA Executive Secretary.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	91	7	2
Secondary Principals	91	7	2
Superintendents	94	5	1
Business Officials	96	2	2
Male	93	6	1
Female	93	6	1
Large School Districts 1000 or more enrollment	95	4	1
Small School Districts 999 or less enrollment	90	8	2
Total Group Response	93	6	1

Five hundred ninety-five or 93 per cent of the total group response agreed that monitoring legislation should be an important function of the NCSA Executive Secretary. Thirty-seven or 6 per cent were neutral, and nine or 1 per cent disagreed with Item 23 as stated. From the data, it appeared that the NCSA members strongly agreed with Item 23.

Table 24

Responses to Item 24

Item 24: Direct lobbying in the Legislature should be an important function of the NCSA Executive Secretary.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	76	16	8
Secondary Principals	74	19	7
Superintendents	78	16	6
Business Officials	70	19	11
Male	75	18	7
Female	73	10	7
Large School Districts 1000 or more enrollment	79	14	7
Small School Districts 999 or less enrollment	72	21	7
Total Group Response	75	17	8

Four hundred eighty-six or 75 per cent of the total group response agreed that direct lobbying in the Legislature should be an important function of the NCSA Executive Secretary. One hundred eleven or 17 per cent were neutral, and forty-four or 8 per cent disagreed with Item 24 as stated. From the data, it appeared that the NCSA members generally agreed with Item 24.

Table 25

Responses to Item 25

Item 25: Keeping members informed about recent and proposed legislation should be an important function of the NCSA Executive Secretary.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	97	2	1
Secondary Principals	93	7	0
Superintendents	95	3	2
Business Officials	100	0	0
Male	95	4	1
Female	96	2	2
Large School Districts 1000 or more enrollment	97	3	0
Small School Districts 999 or less enrollment	95	4	1
Total Group Response	96	3	1

Six hundred fifteen or 96 per cent of the total group response agreed that keeping members informed about recent and proposed legislation should be an important function of the NCSA Executive Secretary. Twenty-two or 3 per cent were neutral, and five or 1 per cent disagreed with Item 25 as stated. From the data, It appeared that NCSA members strongly agreed with Item 25.

Table 26

Responses to Item 26

Item 26: Communication from the NCSA regarding legislation prior to the State Legislative Session is adequate.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	64	18	18
Secondary Principals	60	21	19
Superintendents	54	22	24
Business Officials	51	30	19
Male	58	22	20
Female	56	20	24
Large School Districts 1000 or more enrollment	61	19	20
Small School Districts 999 or less enrollment	55	23	22
Total Group Response	58	22	20

Three hundred fifty-eight or 58 per cent of the total group response agreed that communication from the NCSA regarding legislation prior to the State Legislative Session is adequate. One hundred thirty-eight or 22 per cent were neutral, and one hundred twenty-nine or 20 per cent disagreed with Item 26 as stated. From the data, it appeared that NCSA members generally agreed with Item 26 but degree of agreement appears to be a function of school size.

Table 27

Responses to Item 27

Item 27: Communication from the NCSA regarding legislation during the State Legislative Session is adequate.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	69	23	8
Secondary Principals	71	19	10
Superintendents	69	14	17
Business Officials	70	16	14
Male	71	17	12
Female	60	23	17
Large School Districts 1000 or more enrollment	71	19	10
Small School Districts 999 or less enrollment	69	17	14
Total Group Response	70	18	12

Four hundred forty-nine or 70 per cent of the total group response agreed that communication from the NCSA regarding legislation during the State Legislative Session is adequate. One hundred sixteen or 18 per cent were neutral, and seventy-nine or 12 per cent disagreed with Item 27 as stated. From the data, it appeared that NCSA members generally agreed with Item 27 but female members agree to a lesser extent than male members.

Table 28

Responses to Item 28

Item 28: NCSA informs you of the organization's involvement in key educational issues.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	73	18	9
Secondary Principals	72	19	9
Superintendents	72	16	12
Business Officials	72	14	14
Male	72	17	11
Female	79	11	10
Large School Districts 1000 or more enrollment	76	15	9
Small School Districts 999 or less enrollment	69	19	12
Total Group Response	73	17	10

Four hundred sixty-seven or 72 per cent of the total group response agreed that the NCSA informs you of the organization's involvement in key educational issues. One hundred six or 17 per cent were neutral, and seventy or 10 per cent disagreed with Item 28 as stated. From the data, it appeared that NCSA members generally agreed with Item 28.

Table 29

Responses to Item 29

Item 29: The monthly newsletter provides sufficient information about NCSA activities.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	77	14	9
Secondary Principals	73	20	7
Superintendents	68	16	16
Business Officials	86	9	5
Male	73	16	11
Female	80	12	8
Large School Districts 1000 or more enrollment	79	13	8
Small School Districts 999 or less enrollment	69	18	13
Total Group Response	73	16	11

Four hundred seventy-two or 73 per cent of the total group response agreed that the monthly newsletter provides sufficient information about NCSA activities. One hundred three or 16 per cent were neutral, and sixty-eight or 11 per cent disagreed with Item 29 as stated. From the data, it appeared that NCSA members generally agreed with Item 29. Female respondents agree to a greater extent than male respondents.

Table 30

Responses to Item 30

Item 30: The format and layout of the NCSA monthly newsletter is acceptable.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	77	12	11
Secondary Principals	69	23	8
Superintendents	65	27	8
Business Officials	75	16	9
Male	69	22	9
Female	81	9	10
Large School Districts 1000 or more enrollment	71	19	10
Small School Districts 999 or less enrollment	69	23	8
Total Group Response	70	21	9

Four hundred fifty or 70 per cent of the total group response agreed that the format and layout of the NCSA monthly newsletter is acceptable. One hundred thirty-five or 21 per cent were neutral, and fifty-nine or 9 per cent disagreed with Item 30 as stated. From the data, it appeared that NCSA members generally agreed with Item 30.

Table 31

Responses to Item 31

Item 31: The CATALYST is an excellent professional journal.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	70	24	6
Secondary Principals	78	19	3
Superintendents	66	25	9
Business Officials	63	25	12
Male	71	23	6
Female	73	19	8
Large School Districts 1000 or more enrollment	73	22	5
Small School Districts 999 or less enrollment	69	23	8
Total Group Response	71	22	7

Four hundred fifty-eight or 71 per cent of the total group response agreed that the CATALYST is an excellent professional journal. One hundred forty-four or 22 per cent were neutral, and forty-two or 7 per cent disagreed with Item 31 as stated. From the data, it appeared that NCSA members generally agreed with Item 31.

Table 32

Responses to Item 32

Item 32: The CATALYST should be continued.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	74	19	7
Secondary Principals	78	18	4
Superintendents	66	26	8
Business Officials	65	28	7
Male	72	23	5
Female	76	17	7
Large School Districts 1000 or more enrollment	74	20	6
Small School Districts 999 or less enrollment	70	24	6
Total Group Responses	72	22	6

Four hundred sixty-four or 72 per cent of the total group response agreed that the CATALYST should be continued. One hundred thirty-nine or 22 per cent were neutral, and forty or 6 per cent disagreed with Item 32 as stated. From the data, it appeared that NCSA members generally agreed with Item 32.

Table 33

Responses to Item 33

Item 33: The CATALYST topics are appropriate and timely.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	75	17	8
Secondary Principals	77	20	3
Superintendents	67	27	6
Business Officials	74	21	5
Male	73	23	4
Female	74	17	9
Large School Districts 1000 or more enrollment	76	19	5
Small School Districts 999 or less enrollment	70	25	5
Total Group Response	73	22	5

Four hundred seventy-one or 73 per cent of the total group response agreed that the CATALYST topics are appropriate and timely. One hundred forty or 22 per cent were neutral, and thirty-three or 5 per cent disagreed with Item 33 as stated. From the data, it appeared that NCSA members generally agreed with Item 33.

Table 34

Responses to Item 34

Item 34: The length of the CATALYST should be increased.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	8	45	47
Secondary Principals	13	46	41
Superintendents	9	50	41
Business Officials	5	47	48
Male	10	49	41
Female	7	36	57
Large School Districts 1000 or more enrollment	6	48	46
Small School Districts 999 or less enrollment	13	46	41
Total Group Response	10	47	43

Sixty-two or 10 per cent of the total group response agreed that the length of the CATALYST should be increased. Three hundred two or 47 per cent were neutral, and two hundred seventy-seven or 43 per cent disagreed with Item 34 as stated. From the data, it appeared that NCSA members were neutral or generally disagreed with Item 34.

Table 35

Responses to Item 35

Item 35: The format of the CATALYST should be changed.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	11	49	40
Secondary Principals	4	46	50
Superintendents	9	49	42
Business Officials	9	44	47
Male	7	48	45
Female	13	47	40
Large School Districts 1000 or more enrollment	7	48	45
Small School Districts 999 or less enrollment	8	47	45
Total Group Response	7	48	45

Forty-seven or 7 per cent of the total group response agreed that the format of the CATALYST should be changed. Three hundred seven or 48 per cent were neutral, and two hundred eighty-seven disagreed with Item 35 as stated. From the data, it appeared that NCSA members were neutral or generally disagreed with Item 35.

Table 36

Responses to Item 36

Item 36: The process being used to gather articles for the CATALYST is adequate.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	30	58	12
Secondary Principals	44	50	6
Superintendents	29	61	10
Business Officials	34	57	9
Male	36	55	9
Female	29	61	10
Large School Districts 1000 or more enrollment	36	54	10
Small School Districts 999 or less enrollment	33	58	9
Total Group Response	35	56	9

Two hundred twenty-four or 35 per cent of the total group response agreed that the process being used to gather articles for the CATALYST is adequate. Three hundred fifty-eight or 56 per cent were neutral, and sixty-two or 9 per cent disagreed with Item 36 as stated. From the data, it appeared that NCSA members were generally neutral about Item 36.

Table 37

Responses to Item 37

Item 37: NCSA Provides enough inservice opportunities.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	33	30	37
Secondary Principals	42	19	39
Superintendents	52	13	35
Business Officials	47	21	32
Male	45	19	36
Female	40	24	36
Large School Districts 1000 or more enrollment	42	21	37
Small School Districts 999 or less enrollment	45	19	36
Total Group Response	44	20	36

Two hundred eighty-three or 44 per cent of the total group response agreed that the NCSA provides enough inservice opportunities. One hundred twenty-eight or 20 per cent were neutral, and two hundred thirty-three or 36 per cent disagreed with Item 37 as stated. From the data, it appeared that NCSA members had mixed responses related to Item 37 with elementary principals least satisfied and superintendents most satisfied about inservice opportunities.

Table 38

Responses to Item 38

Item 38: NCSA inservice topics are important and timely for the membership.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	64	25	11
Secondary Principals	66	22	12
Superintendents	73	21	6
Business Officials	56	21	23
Male	67	23	10
Female	62	24	14
Large School Districts 1000 or more enrollment	63	25	12
Small School Districts 999 or less enrollment	70	21	9
Total Group Response	66	23	11

Four hundred twenty-seven or 66 per cent of the total group response agreed that NCSA inservice topics are important and timely for the membership. One hundred fifty or 23 per cent were neutral, and sixty-five or 11 per cent disagreed with Item 38 as stated. From the data, it appeared that NCSA members generally agreed with Item 38.

Table 39

Responses to Item 39

Item 39: NCSA inservice programs and activities are scheduled in appropriate locations throughout Nebraska.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	59	26	15
Secondary Principals	62	25	13
Superintendents	76	16	13
Business Officials	68	19	13
Male	65	22	13
Female	61	23	16
Large School Districts 1000 or more enrollment	62	24	14
Small School Districts 999 or less enrollment	67	19	14
Total Group Response	65	22	13

Four hundred fifteen or 65 per cent of the total group response agreed that NCSA inservice programs and activities are scheduled in appropriate locations throughout Nebraska. One hundred forty-one or 22 per cent were neutral, and eighty-four or 13 per cent disagreed with Item 39 as stated. From the data, it appeared that NCSA members generally agreed with Item 39.

Table 40

Responses to Item 40

Item 40: Organizing NCSA inservice activities should be an important function of the NCSA Executive Secretary.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	82	13	5
Secondary Principals	82	14	4
Superintendents	91	6	3
Business Officials	91	9	0
Male	86	11	3
Female	83	10	7
Large School Districts 1000 or more enrollment	84	13	3
Small School Districts 999 or less enrollment	87	9	4
Total Group Response	86	11	3

Five hundred fifty-three or 86 per cent of the total group response agreed that organizing NCSA inservice activities should be an important function of the NCSA Executive Secretary. Sixty-eight or 11 per cent were neutral, and twenty-three or 3 per cent disagreed with Item 40 as stated. From the data, it appeared that NCSA members strongly agreed with Item 40.

Table 41
Responses to Item 41

Item 41: NCSA should work towards the use of combined staff, space and activities with the Nebraska State School Boards Association while still maintaining each association's identity.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	61	24	15
Secondary Principals	63	24	15
Superintendents	71	13	16
Business Officials	60	23	17
Male	65	18	17
Female	64	27	9
Large School Districts 1000 or more enrollment	62	23	15
Small School Districts 999 or less enrollment	68	17	15
Total Group Response	65	19	16

Four hundred fifteen or 65 per cent of the total group response agreed that NCSA should work towards the use of combined staff, space and activities with the Nebraska State School Boards Association while still maintaining each association's identity. One hundred twenty-five or 19 per cent were neutral, and one hundred three or 16 per cent disagreed with Item 41 as stated. From the data, it appeared that NCSA members generally agreed with Item 41.

Table 42
Responses to Item 42

Item 42: The NCSA office is organized to provide excellent service to members.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	51	41	8
Secondary Principals	50	45	5
Superintendents	47	43	10
Business Officials	54	42	4
Male	49	43	8
Female	47	47	7
Large School Districts 1000 or more enrollment	47	46	7
Small School Districts 999 or less enrollment	51	41	8
Total Group Response	48	44	8

Three hundred ten or 48 per cent of the total group response agreed that the NCSA office is organized to provide excellent service to members. Two hundred eighty-three or 44 per cent were neutral, and fifty-two or 8 per cent disagreed with Item 42 as stated. From the data, it appeared that NCSA members agreed and/or were neutral with Item 42.

Table 43

Responses to Item 43

Item 43: The NCSA office staff generally provides helpful and friendly service to members.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	67	30	3
Secondary Principals	78	19	3
Superintendents	77	19	3
Business Officials	79	21	0
Male	77	21	2
Female	67	29	4
Large School Districts 1000 or more enrollment	75	24	1
Small School Districts 999 or less enrollment	75	20	5
Total Group Response	75	22	3

Four hundred eighty-two or 75 per cent of the total group response agreed that the NCSA office staff generally provides helpful and friendly service to members. One hundred forty-three or 22 per cent were neutral, and nineteen or 3 per cent disagreed with Item 43 as stated. From the data, it appeared that NCSA members generally agreed with Item 43.

Table 44

Responses to Item 44

Item 44: It should be an important function of the NCSA Executive Secretary to spend more time with members in their schools and spend less time in the office.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	35	47	18
Secondary Principals	37	37	26
Superintendents	37	42	21
Business Officials	33	42	25
Male	37	42	21
Female	36	37	27
Large School Districts 1000 or more enrollment	36	41	23
Small School Districts 999 or less enrollment	38	42	20
Total Group Response	36	42	22

Two hundred thirty or 36 per cent of the total group response agreed that it should be an important function of the NCSA Executive Secretary to spend more time with members in their schools and spend less time in the office. Two hundred seventy-two or 42 per cent were neutral, and one hundred forty-one or 22 per cent disagreed with Item 44 as stated. From the data, it appeared that NCSA members had mixed responses related to Item 44.

Table 45

Responses to Item 45

Item 45: Helping to organize member organization's conventions should be an important function of the NCSA Executive Secretary and office staff.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	69	20	11
Secondary Principals	74	16	10
Superintendents	69	21	10
Business Officials	67	21	12
Male	71	19	10
Female	61	27	12
Large School Districts 1000 or more enrollment	70	20	10
Small School Districts 999 or less enrollment	71	19	10
Total Group Response	70	20	10

Four hundred fifty-one or 70 per cent of the total group response agreed that helping to organize member organization's conventions should be an important function of the NCSA Executive Secretary and office staff. One hundred twenty-six or 20 per cent were neutral, and sixty-seven or 10 per cent disagreed with Item 45 as stated. From the data, it appeared that NCSA members generally agreed with Item 45, with female members less likely to agree.

Table 46

Responses to Item 46

Item 46: It is important for the NCSA to have a positive working relationship with State Universities and Colleges.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	92	7	1
Secondary Principals	90	7	3
Superintendents	86	10	4
Business Officials	88	12	0
Male	90	8	2
Female	90	7	3
Large School Districts 1000 or more enrollment	91	7	2
Small School Districts 999 or less enrollment	88	9	3
Total Group Response	89	9	2

Five hundred seventy-three or 89 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with state universities and colleges. Fifty-five or 9 per cent were neutral, and sixteen or 2 per cent disagreed with Item 46 as stated. From the data, it appeared that NCSA members strongly agreed with Item 46.

Table 47

Responses to Item 47

Item 47: It is important for the NCSA to have a positive working relationship with the Nebraska State School Boards Association.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	97	2	1
Secondary Principals	96	3	1
Superintendents	94	4	2
Business Officials	98	2	0
Male	97	2	1
Female	90	7	3
Large School Districts 1000 or more enrollment	95	4	1
Small School Districts 999 or less enrollment	96	2	2
Total Group Response	95	4	1

Six hundred thirteen or 95 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with the Nebraska State School Boards Association. Twenty-two or 4 per cent were neutral, and six or 1 per cent disagreed with Item 47 as stated. From the data, it appeared that NCSA members strongly agreed with Item 47.

Table 48

Responses to Item 48

Item 48: It is important for the NCSA to have a positive working relationship with the Nebraska Department of Education.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	97	2	1
Secondary Principals	96	3	1
Superintendents	93	5	2
Business Officials	98	2	0
Male	96	3	1
Female	90	7	3
Large School Districts 1000 or more enrollment	96	3	1
Small School Districts 999 or less enrollment	95	4	1
Total Group Response	95	4	1

Six hundred ten or 95 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with the Nebraska Department of Education. Twenty-seven or 4 per cent were neutral, and seven or 1 per cent disagreed with Item 48 as stated. From the data, it appeared that NCSA members strongly agreed with Item 48.

Table 49

Responses to Item 49

Item 49: It is important for the NCSA to have a positive working relationship with the Nebraska State Education Association.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	85	10	5
Secondary Principals	86	11	3
Superintendents	74	17	9
Business Officials	76	12	12
Male	81	13	6
Female	83	14	3
Large School Districts 1000 or more enrollment	84	12	4
Small School Districts 999 or less enrollment	79	15	6
Total Group Response	81	13	6

Five hundred twenty-three or 81 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with the Nebraska State Education Association. Eighty-six or 13 per cent were neutral, and thirty-five or 6 per cent disagreed with Item 49 as stated. From the data, it appeared that NCSA members strongly agreed with Item 49.

Table 50
Responses to Item 50

Item 50: It is important for the NCSA to have a positive working relationship with the Nebraska Parent Teacher Association.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	81	18	1
Secondary Principals	73	25	2
Superintendents	68	26	6
Business Officials	93	7	0
Male	74	23	3
Female	79	19	2
Large School Districts 1000 or more enrollment	83	15	2
Small School Districts 999 or less enrollment	67	29	4
Total Group Response	74	23	3

Four hundred seventy-six or 74 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with the Nebraska Parent Teacher Association. One hundred forty-seven or 23 per cent were neutral, and twenty or 3 per cent disagreed with Item 50 as stated. From the data, it appeared that NCSA members generally agreed with Item 50.

Table 51

Responses to Item 51

Item 51: It is important for the NCSA to have a positive working relationship with the national associations represented by the NCSA.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	94	5	1
Secondary Principals	90	9	1
Superintendents	85	11	4
Business Officials	91	11	4
Male	90	9	1
Female	91	6	3
Large School Districts 1000 or more enrollment	92	7	1
Small School Districts 999 or less enrollment	87	10	3
Total Group Response	89	9	2

Five hundred seventy-three or 89 per cent of the total group response agreed that it is important for the NCSA to have a positive working relationship with the national associations represented by the NCSA. Fifty-eight or 9 per cent were neutral, and ten or 2 per cent disagreed with Item 51 as stated. From the data, it appeared that NCSA members strongly agreed with Item 51.

Table 52

Responses to Item 52

Item 52: The present legal and counseling services provided to members upon request are adequate.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	31	58	11
Secondary Principals	46	44	10
Superintendents	34	43	23
Business Districts	49	39	12
Male	39	45	16
Female	30	61	9
Large School Districts 1000 or more enrollment	40	48	12
Small School Districts 999 or less enrollment	36	46	18
Total Group Response	38	47	15

Two hundred forty-two or 38 per cent of the total group response agreed that the present legal and counseling services provided to members upon request is adequate. Three hundred four or 47 per cent were neutral, and ninety-eight or 15 per cent disagreed with Item 52 as stated. From the data, it appeared that NCSA members were generally neutral relative to Item 52.

Table 53
Responses to Item 53

Item 53: The NCSA should provide consulting services in negotiations.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	63	33	4
Secondary Principals	65	24	11
Superintendents	62	20	18
Business Officials	56	28	16
Male	63	23	14
Female	57	37	6
Large School Districts 1000 or more enrollment	60	28	12
Small School Districts 999 or less enrollment	65	22	13
Total Group Response	62	25	13

Four hundred or 62 per cent of the total group response agreed that the NCSA should provide consulting services in negotiations. One hundred sixty-three or 25 per cent were neutral, and eighty or 18 per cent disagreed with Item 53 as stated. From the data, it appeared that NCSA members generally agreed with Item 53.

Table 54

Responses to Item 54

Item 54: The NCSA should provide consulting services in teacher non-renewal.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	74	18	8
Secondary Principals	76	14	10
Superintendents	70	19	11
Business Officials	67	21	12
Male	75	16	9
Female	54	31	15
Large School Districts 1000 or more enrollment	70	21	9
Small School Districts 999 or less enrollment	76	14	10
Total Group Response	72	18	10

Four hundred sixty-four or 72 per cent of the total group response agreed that the NCSA should provide consulting services in teacher non-renewal. One hundred thirteen or 18 per cent were neutral, and sixty-five or 10 per cent disagreed with Item 54 as stated. From the data, it appeared that NCSA members generally agreed with Item 54.

Table 55

Responses to Item 55

Item 55: The NCSA should provide consulting services in public relations.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	78	18	4
Secondary Principals	72	21	7
Superintendents	63	27	10
Business Officials	63	30	7
Male	70	23	7
Female	66	27	7
Large School Districts 1000 or more enrollment	70	23	7
Small School Districts 999 or less enrollment	69	23	8
Total Group Response	70	23	7

Four hundred forty-eight or 70 per cent of the total group response agreed that the NCSA should provide consulting services in public relations. One hundred forty-eight or 23 per cent were neutral, and forty-seven or 7 per cent disagreed with Item 55 as stated. From the data, it appeared that NCSA members generally agreed with Item 55.

Table 56

Responses to Item 56

Item 56: The NCSA Executive Board should endorse products, programs or services recognized to be in the best interests of the membership.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	40	30	20
Secondary Principals	45	30	25
Superintendents	36	24	40
Business Officials	19	23	58
Male	38	27	35
Female	36	27	37
Large School Districts 1000 or more enrollment	38	26	36
Small School Districts 999 or less enrollment	39	28	33
Total Group Response	38	27	35

Two hundred forty-six or 38 per cent of the total group agreed that the NCSA Executive Board should endorse products, programs or services recognized to be in the best interests of the membership. One hundred seventy-two or 27 per cent were neutral, and two hundred twenty-five or 35 per cent disagreed with Item 56 as stated. From the data, it appeared that NCSA members had mixed responses relative to Item 56.

Table 57

Responses to Item 57

Item 57: The NCSA committees provide an important vehicle for member involvement.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	66	26	8
Secondary Principals	63	29	8
Superintendents	61	20	19
Business Officials	61	26	13
Male	63	24	13
Female	63	29	8
Large School Districts 1000 or more enrollment	68	22	10
Small School Districts 999 or less enrollment	58	27	15
Total Group Response	63	24	13

Four hundred seven or 63 per cent of the total group response agreed that the NCSA committees provide an important vehicle for member involvement. One hundred fifty-five or 24 per cent disagreed with item 57 as stated. From the data, it appeared that NCSA members generally agreed with Item 57.

Table 58

Responses to Item 58

Item 58: The NCSA committees should be representative of the membership (member organizations, school district size and geographic location).

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	78	18	4
Secondary Principals	87	9	4
Superintendents	89	5	6
Business Officials	96	2	2
Male	87	8	5
Female	77	16	7
Large School Districts 1000 or more enrollment	84	12	4
Small School Districts 999 or less enrollment	87	7	6
Total Group Response	86	9	5

Five hundred fifty-four or 86 per cent of the total group response agreed that the NCSA committees should be representative of the membership (member organizations, school district size and geographic location). Fifty-eight or 9 per cent were neutral, and thirty or 5 per cent disagreed with Item 58 as stated. From the data, it appeared that NCSA members strongly agreed with Item 58.

Table 59

Responses to Item 59

Item 59: The NCSA Executive Board should provide positive directions for all NCSA committees.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	90	9	1
Secondary Principals	88	10	2
Superintendents	96	6	2
Business Officials	96	2	2
Male	91	7	2
Female	87	10	3
Large School Districts 1000 or more enrollment	91	8	1
Small School Districts 999 or less enrollment	90	7	3
Total Group Response	91	7	2

Five hundred eighty-four or 91 per cent of the total group response agreed that the NCSA Executive Board should provide positive directions for all NCSA committees. Forty-seven or 7 per cent were neutral, and eleven or 2 per cent disagreed with Item 59 as stated. From the data, it appeared that NCSA members strongly agreed with Item 59.

Table 60

Responses to Item 60

Item 60: The NCSA has made a difference in the professional status of Nebraska administrators.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	76	19	5
Secondary Principals	71	24	5
Superintendents	67	26	7
Business Officials	70	23	7
Male	72	23	5
Female	64	26	10
Large School Districts 1000 or more enrollment	70	26	10
Small School Districts 999 or less enrollment	71	23	6
Total Group Response	71	23	6

Four hundred fifty-eight or 71 per cent of the total group response agreed that the NCSA has made a difference in the professional status of Nebraska administrators. One hundred forty-seven or 23 per cent were neutral, and thirty-six or 6 per cent disagreed with Item 60 as stated. From the data, it appeared that NCSA members generally agreed with Item 60 but females were less likely to agree.

Table 61

Responses to Item 61

Item 61: The NCSA does provide direction and leadership for
Nebraska administrators.

	Per Cent Agree	Per Cent Neutral	Per Cent Disagree
Elementary Principals	82	15	3
Secondary Principals	80	16	4
Superintendents	73	19	8
Business Officials	77	19	4
Male	79	16	5
Female	73	22	5
Large School Districts 1000 or more enrollment	80	16	4
Small School Districts 999 or less enrollment	75	18	7
Total Group Response	79	16	5

Five hundred or 79 per cent of the total group response agreed that the NCSA does provide direction and leadership for Nebraska administrators. One hundred four or 16 per cent were neutral, and thirty-three or 5 per cent disagreed with Item 61 as stated. From the data, it appeared that NCSA members generally agreed with Item 61.

The most important priorities identified by the survey of all participants listed from the highest priority (1) to the lowest priority (8) are as follows:

1. Legislation
2. Inservice
3. Communication
4. Consulting Services
5. NCSA Office Services
6. Committee/Welfare Services
7. Liaison Services
8. Other Services

On the other hand if we noted the priority rankings of the Nebraska Association of Elementary School Principals, the Nebraska Association of School Business Officials, the female respondents, and school districts with more than a thousand enrollment, a change in ranking could be seen as follows:

1. Legislation
2. Communication
3. Inservice
4. Consulting Services
5. NCSA Office Services
6. Committee/Welfare Services
7. Liaison Services
8. Other Services

CHAPTER IV
SUMMARY, FINDINGS AND RECOMMENDATIONS

SUMMARY

Purpose of the Study

The purpose of the study was: (1) to trace the development of the Nebraska Council of School Administrators, (2) to survey the attitudes of the membership concerning current status and activities of NCSA in relationship to serving the professional needs of school administrators in Nebraska and (3) to present a historical development of administrator umbrella associations in selected areas of the United States.

Significance of the Study

This research was the first comprehensive NCSA Membership Survey conducted since the Nebraska Council of School Administrators originated in 1969. This study has provided the NCSA with some data to determine and analyze the effectiveness of the association. It was also the first attempt to write an account of the development of the NCSA.

Historical Overview

Chapter II contains a brief history of the development of the NCSA along with the development of selected administrators' organizations. The development of the NCSA was constructed by a Past-Presidents survey, by personal interviews and correspondence with individuals who had served on the founding committee and/or the initial NCSA Executive Board. The historical development of selected administrators' organizations was presented in the following order:

(1) Arizona School Administrators, Inc., (2) Colorado Association of School Executives, (3) Cooperative Council For Oklahoma School Administration, (4) South Carolina Association of School Administrators, and (5) School Administrators of South Dakota.

Data Presentation and Analysis

The data for this study were secured from a NCSA Membership Survey distributed to each of the nine hundred forty-three members of the Nebraska Council of School Administrators. The participants were asked to complete the survey by ranking forty-three statements designed to determine effectiveness of the NCSA along with membership attitudes concerning current status and activities of NCSA. Each member was also asked to rank the following items as to what they believed to be the most important priority (1) to the least important priority (8) of the NCSA.

- A. Legislative Services
- B. Communication Services
- C. Inservice Programs
- D. NCSA Office Staff and Services
- E. Liaison Services
- F. Committee/Welfare Services
- G. Other (Please List)

FINDINGS

Based upon an analysis of the data the following findings were formulated:

1. The large majority of administrators in Nebraska were members of the Nebraska Education Association prior to the development of the NCSA.
2. The Nebraska Education Association did not adequately represent the views of administrators in the Nebraska Legislature

prior to the development of the NCSA.

3. One of the major reasons that the NCSA evolved was a desire by administrators to have their interests represented in the Nebraska Legislature.

4. The Nebraska Education Association did not adequately represent the interests of administrators in relation to legal services.

5. The Nebraska Education Association did not adequately represent the needs of administrators in relation to legal services.

6. A desire by administrators to have more appropriate inservice was not a major reason for the development of the NCSA.

7. A desire by administrators to have increased legal services was not a major reason for the development of the NCSA.

8. A difference in philosophy relating to teacher negotiations surfaced between Nebraska teachers and administrators in the late 1960's.

9. One of the major reasons that the NCSA evolved was the beginning of teacher negotiations.

10. Administrators were not as welcome for membership in the Nebraska Education Association in the late 1960's as compared to previous years.

11. The only two administrative organizations in Nebraska available for administrators to join prior to the development of the NCSA were the Nebraska Association of Elementary School Principals and the Nebraska Association of School Administrators.

12. Nebraska administrators did not have a unified voice to represent their interests in Nebraska prior to the development of

the NCSA.

13. One of the major reasons that the NCSA evolved was a desire by administrators to have a strong unified voice to represent their interests.

14. The NCSA umbrella concept was not copied from another state, it represented an original prototype.

15. One of the major reasons that the NCSA evolved was a desire by administrators to have a greater voice in educational policy in Nebraska.

16. The original NCSA umbrella consisted of the four following associations: (1) The Nebraska Association of School Administrators, (2) The Nebraska Association of Elementary School Principals, (3) The Nebraska Association of School Business Officials, and (4) The Nebraska Association for School Curriculum and Development.

17. The NCSA has provided a mechanism for better communication among administrators in Nebraska.

18. The NCSA has provided a mechanism for leadership in educational policy within Nebraska.

19. The NCSA has had a positive impact in achieving educational legislation.

20. The NCSA should make a more concentrated effort lobbying in the Nebraska Legislature.

21. The current legislative lobbying effort tends not to reflect the needs of Nebraska Administrators.

22. The NCSA should become more involved in legislative hearings.

23. It is an important function of the NCSA Executive Secretary to monitor legislation.

24. It is an important function of the NCSA Executive Secretary to provide direct lobbying in the legislature.

25. It is an important function of the NCSA Executive Secretary to keep the membership informed about recent and proposed legislation.

26. Communication from the NCSA regarding legislation prior to the State Legislative Session tends not to be adequate.

27. Communication from the NCSA regarding legislation during the State Legislative Session tends not to be adequate.

28. The NCSA should provide more information of the organizations involvement in key educational issues.

29. The monthly newsletter tends not to provide sufficient information about NCSA activities.

30. The format and layout of the NCSA monthly newsletter tends to be acceptable.

31. The CATALYST tends to be an excellent professional journal.

32. The CATALYST should be continued.

33. The CATALYST topics tend to be appropriate and timely.

34. The length of the CATALYST should not be increased.

35. The format of the CATALYST could be changed.

36. The process being used to gather articles for the CATALYST tends not to be adequate.

37. The NCSA tends not to provide enough inservice opportunities.

38. The NCSA inservice topics should be more important and timely for the membership.

39. The NCSA inservice programs and activities should be scheduled in more appropriate locations throughout Nebraska.

40. It is an important function of the NCSA Executive Secretary to help organize NCSA inservice activities.

41. The NCSA should work towards the use of combined staff, space and activities with the Nebraska State School Boards Association.

42. The NCSA office tends not to be organized to provide excellent service to the membership.

43. The NCSA office staff provides helpful and friendly service to members.

44. It tends not to be an important function of the NCSA Executive Secretary to spend more time with members in their schools and spend less time in the office.

45. It is an important function of the NCSA Executive Secretary and office staff to help organize member organization's conventions.

46. It is important for the NCSA to have a positive working relationship with State universities and colleges.

47. It is important for the NCSA to have a positive working relationship with the Nebraska State School Boards Association.

48. It is important for the NCSA to have a positive working relationship with the Nebraska Department of Education.

49. It is important for the NCSA to have a positive working relationship with the Nebraska State Education Association.

50. It is important for the NCSA to have a positive working relationship with the Nebraska Parent Teacher Association.

51. It is important for the NCSA to have a positive working relationship with the national associations represented by the NCSA.

52. The present legal and counseling services provided to the membership tends not to be adequate.

53. The NCSA should provide consulting services in negotiations.
54. The NCSA should provide consulting services in teacher non-renewal.
55. The NCSA should provide consulting services in public relations.
56. The NCSA Executive Board should not endorse products, programs or services.
57. The NCSA committees tend not to provide an important vehicle for member involvement.
58. The NCSA committees should be representative of the membership (member organizations, school district size and geographic location).
59. The NCSA Executive Board should provide positive directions for NCSA committees.
60. The NCSA has made a difference in the professional status of Nebraska Administrators.
61. The NCSA does provide direction and leadership for administrators in Nebraska.

RECOMMENDATIONS

Based upon the findings of the study, the following recommendations are made:

1. The data vividly indicate that legislation was the most important priority of the membership and the NCSA must direct major efforts in the legislative arena.
2. The NCSA must increase the quantity and improve the quality of communications to members prior to, during, and following the annual meeting of the Nebraska Legislature.

3. The CATALYST was discontinued in September of 1982 because of financial restraints, however; serious consideration should be given to reinstating this publication.

4. The NCSA should improve inservice functions by increasing the number of opportunities along with more timely and appropriate topics.

5. The NCSA should continue to strive to provide a first class office while working to improve and to increase membership services.

6. The visibility of the Executive Board along with the Executive Secretary should be expanded by building more linkages between universities, colleges and other agencies associated with the best interests of children throughout Nebraska and the United States.

7. Balanced membership representation by association, district size, and geographic location should be provided along with specific goals for NCSA Committees.

8. The NCSA must make a serious effort to maintain written documentation and records of their association activities and progress.

9. This study was the first attempt to survey the NCSA and evidence provided in this study would suggest that future assessments should be conducted to assist with the continued development of the Nebraska Council of School Administrators.

General recommendations for consideration of the NCSA Executive Board are as follows:

1. The NCSA should not limit its attention to legislative issues in Nebraska but they should also become more aware of Federal legislation as related to educational issues.

2. In addition to the Executive Secretary, the membership must

become more involved in lobbying efforts for the NCSA to be more effective in the Unicameral.

3. The NCSA should employ a lobbyist to assist the Executive Secretary monitor and report legislative issues.

4. The NCSA should consider sponsoring legislation and improve working relations with State Senators in this regard. The educators' retirement program in Nebraska would be a possible starting place to draft and sponsor legislation.

5. The NCSA should become a more visible association. It appears that this could be accomplished with increased press coverage along with additional publications about educational issues and positions in regard to legislation.

6. Careful consideration should be given to employ the talents of members for inservice programs within the organization prior to exploring outside sources.

7. In addition to legal consulting teams, the NCSA should seriously contemplate providing more legal services to members, such as, the employment of an NCSA attorney to assist administrators with a variety of needs.

8. The NCSA should explore the possibilities of additional association affiliations, such as, special education, central office, etc. Such affiliations could increase membership and NCSA financial support substantially.

It is further recommended that beyond the seventeen recommendations listed above that the NCSA Executive Board along with the Executive Secretary give careful consideration to the sixty-one findings

presented earlier in this chapter in determining the future directions of the organization.

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APPENDIX A

PAST PRESIDENTS

NEBRASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

1. Edwin Langhoff, McCook, 1969.
2. Dr. Jack Dodds, Lincoln, 1970.
3. Dr. Ralph Thorpe, Lincoln, 1971.
4. Bill Hotz, Grand Island, 1972.
5. Dr. Robert Shultze, Omaha, 1973.
6. Dr. Margaret Fitch, Omaha, 1974.
7. Jack Little, Kearney, 1975.
8. Richard Eisenhauer, Norris, 1976.
9. Jim Merritt, Fremont, 1977.
10. Dr. Ron Bernth, Millard, 1978.
11. Dr. Curt Crandall, Lincoln, 1979.
12. Dr. John Deegan, Bellevue, 1980.
13. Nyla Alexander, Grand Island, 1981.
14. Douglas Alan Townsend, Plattsmouth, 1982.

PAST PRESIDENTS

NEBRASKA STATE ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

1. Elmer Murman, Hastings, 1971.
2. Jim Friesen, Omaha, 1972.
3. Paul Baker, Fremont, 1973.
4. Richard Sedlacek, North Platte, 1974.
5. Jim Friesen, Omaha, 1975.
6. Don Osborn, Cozad, 1976.
7. Harley Rector, Norfolk, 1977.
8. Dr. Jim Tangdall, Westside, 1978.
9. Dr. John Lammel, Millard, 1979.
10. Gerald Menke, Kearney, 1980.
11. Les George, Omaha, 1981.

PAST PRESIDENTS

NEBRASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

1. Dr. Don Stroh, Millard and Harold McClure, Kearney, 1969.
2. Dr. H. Vaughn Phelps, Westside and Jim Friesen, Omaha, 1970.
3. Dr. Tom Keating, Hastings, 1971.
4. Les Chamberlin, Alliance, 1972.
5. Dr. Owen Knutzen, Omaha, 1973.
6. Francis Haun, Wayne, 1974.
7. John Prasch, Lincoln, 1975.
8. Dr. Gene Lavender, Norfolk, 1976.
9. Dr. Richard Triplett, Bellevue, 1977.
10. William Gogan, Ord, 1978.
11. Harold Bennett, McCook, 1979.
12. Dr. Harold Koch, Gering, 1980.
13. Dr. Fred Bellum, Columbus, 1981.

PAST PRESIDENTS

NEBRASKA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

1. Jim Douthit, Beatrice, 1969.
2. Paul Wieckhorst, Kearney, 1970.
3. Martin Dunklau, Omaha, 1971.
4. Floyd Peterson, Bellevue, 1972.
5. William Rachow, Gering, 1973.
6. Dr. Myrton Hall, Omaha, 1974.
7. Floyd Peterson, Bellevue, 1975.
8. Gene Ransdell, North Platte, 1976.
9. Earl Pace, Ralston, 1977.
10. Richard Lewis, Millard, 1978.
11. Ruth Leopold, McCook, 1979.
12. Dr. Stan Wilcox, Papillion-LaVista, 1980.
13. Bob Duryea, Alliance, 1981.

NCSA HONORARY LIFE MEMBERSHIPS

Dr. Loren Brakenhoff, First and Past Executive Secretary
of the Nebraska Council of School Administrators, 1970-1980.

NCSA MEMBERS WHO HAVE BEEN ELECTED TO A NATIONAL OFFICE

1. Dr. Jack Dodds, President, National Association of Elementary School Principals, 1974, Lincoln Public Schools.
2. Dr. Robert Den Hartog, President, National Association of School Business Officials, Business Manager, Lincoln Public Schools.
3. Dr. Eugene Miller, President, National Association of Secondary School Principals, Secondary Principal, Grand Island Public Schools.
4. Dr. H. Vaughn Phelps, President, American Association of School Administrators, Superintendent, Westside Community Schools.

PAST CHAIRMAN

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

1. Dr. H. Vaughn Phelps, Superintendent, Westside Community Schools, Omaha, 1969 and 1970.
2. Dr. Tom Keating, Superintendent, Hastings, Public Schools, 1971.
3. Dr. Robert Schultze, Elementary Principal, Omaha, 1972.
4. Dr. Myrton Hall, Assistant Superintendent, Omaha, 1973.
5. John Prasch, Superintendent, Lincoln Public Schools, 1974.
6. Richard Eisenhower, Elementary Principal, Norris, 1975.
7. Dr. Gene Lavender, Superintendent, Norfolk Public Schools, 1976.
8. Dr. Jim Tangdall, Secondary Principal, Westside Community Schools, 1977.
9. Dr. Ron Bernth, Elementary Director, Millard Public Schools, 1978.
10. Harold Bennett, Superintendent, McCook Public Schools, 1979.
11. Dr. John Lammel, Secondary Principal, Millard Public Schools, 1980.
12. Dr. Harold Koch, Superintendent, Gering Public Schools, 1981.

NCSA DISTINGUISHED SERVICE AWARD RECIPIENTS

1. Howard Schroeder, Administrator, 1970.
2. Dr. H. Vaughn Phelps, Superintendent, 1971.
3. Dr. O. W. Kopp, Chairman, Teachers College, UNL, 1971.
4. Fred Wilhelms, Educator, 1973.
5. Melvin Olson, Administrator, 1973.
6. Dr. Walter Beggs, Dean of Education, UNL, 1973.
7. Jerry Warner, Educator, 1974.
8. Barney Gyger, Administrator, 1976.
9. Ben Burke, Educator, 1976.
10. Bill Bogar, Administrator, 1976.
11. Dr. Owen Knutzen, Superintendent, 1977.
12. Lloyd Sexton, Administrator, 1977.
13. Gerald Koch, Nebraska State Senator, 1977.
14. Frank Lewis, Nebraska State Senator, 1977.
15. Dr. Rosalie Farley, UNL, 1978.
16. Dr. Paul Kennedy, UNO, 1979.
17. Dr. Cliff Dale, Superintendent, 1979.
18. Dr. Anne Campbell, Commissioner of Education, 1979.
19. Dr. Jim Tangdall, Secondary Principal, 1980.
20. Dr. Don Stroh, Superintendent, 1980.
21. Dr. Loren Brakenhoff, NCSA Executive Secretary, 1980.
22. Dr. John Deegan, Elementary Principal, 1981.
23. Paul Baker, Superintendent, 1981.
24. Dr. Robert Den Hartog, Business Official, 1981.
25. Irvin Yaffe, Westside Board Member, 1981.

APPENDIX B

January 29, 1983

Dear Past-Presidents of Respective Member Associations
of the Nebraska Council of School Administrators:

As a part of my doctoral dissertation, an extensive search of the files in the NCSA office was conducted, and it was discovered that none of the early records are available. Much to my surprise and disappointment was the fact that official records, such as, minutes of NCSA meetings, notes and historical records were not kept on file. This lack of data has made it necessary to gather more historical information to enhance Chapter II of my study.

As a leader in the NCSA, would you please take a few minutes to respond to the enclosed survey and return it in the self-addressed stamped envelope? Your individual response will be kept confidential and your cooperation in completing the survey will help provide valuable information about the development of the NCSA. It would be greatly appreciated if you would please return the survey as soon as possible and not later than February 11, 1983.

Thank you for your help and cooperation.

Sincerely,

Douglas Alan Townsend
Plattsmouth Community Schools

Enclosure

PAST-PRESIDENTS SURVEY

This survey has been structured to elicit your responses relating to historical information about the Nebraska Council of School Administrators. Directions: Please rank each item on the scale from one to five, by circling your choice. One represents strongly disagree and five represents strongly agree. A ranking of three shows a neutral feeling about the statement.

(Circle your choice)

	strongly disagree	disagree	neutral	agree	strongly agree
1. The large majority of administrators in Nebraska were members of the Nebraska Education Association prior to the development of the NCSA.	1	2	3	4	5
2. The Nebraska Education Association did not adequately represent the views of administrators in the Nebraska Legislature prior to the development of the NCSA.	1	2	3	4	5
3. One of the major reasons that the NCSA evolved was a desire by administrators to have their interests represented in the Nebraska Legislature.	1	2	3	4	5
4. The Nebraska Education Association did not adequately represent the interests of administrators in relation to inservice.	1	2	3	4	5
5. The Nebraska Education Association did not adequately represent the needs of administrators in relation to legal services.	1	2	3	4	5
6. One of the major reasons that the NCSA evolved was a desire by administrators to have more appropriate inservice programs.	1	2	3	4	5
7. One of the major reasons that the NCSA evolved was a desire by administrators to have increased legal services.	1	2	3	4	5
8. A difference in philosophy relating to teacher negotiations surfaced between Nebraska teachers and administrators in the late 1960's.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 9. One of the major reasons that the NCSA evolved was the beginning of teacher negotiations. | 1 | 2 | 3 | 4 | 5 |
| 10. Administrators were not as welcome for membership in the Nebraska Education Association in the late 1960's as compared to previous years. | 1 | 2 | 3 | 4 | 5 |
| 11. The only two administrative organizations in Nebraska available for administrators to join prior to the development of the NCSA were the Nebraska Association of Elementary School Principals and the Nebraska Association of School Administrators. | 1 | 2 | 3 | 4 | 5 |
| 12. Nebraska administrators did not have a unified voice to represent their interests in Nebraska prior to the development of the NCSA. | 1 | 2 | 3 | 4 | 5 |
| 13. One of the major reasons that the NCSA evolved was a desire by administrators to have a strong unified voice to represent their interests. | 1 | 2 | 3 | 4 | 5 |
| 14. The NCSA umbrella concept was not copied from another state, it represented an original prototype. | 1 | 2 | 3 | 4 | 5 |
| 15. One of the major reasons that the NCSA evolved was a desire by administrators to have a greater voice in educational policy in Nebraska. | 1 | 2 | 3 | 4 | 5 |
| 16. The original NCSA umbrella consisted of the four following associations: (1) The Nebraska Association of School Administrators, (2) The Nebraska Association of Elementary School Principals, (3) The Nebraska Association of School Business Officials, and (4) The Association for School Curriculum and Development. | 1 | 2 | 3 | 4 | 5 |
| 17. The NCSA has provided a mechanism for better communication among administrators in Nebraska. | 1 | 2 | 3 | 4 | 5 |

18. The NCSA has provided a mechanism for
leadership in educational policy
within Nebraska.

1 2 3 4 5

Any further information in regard to the development of the Nebraska
Council of School Administrators would be greatly appreciated.

APPENDIX C

November 14, 1980

Dear NCSA Member:

On behalf of the Nebraska Council of School Administrators, as a member of the NCSA Executive Board and as a part of my doctoral dissertation you are invited to complete the enclosed Membership Survey. Your cooperation in completing the Survey will help assess our current status as well as the future directions of our unique Association. Your individual response will be kept confidential but the summary results will become available to the membership at large.

Please take a few minutes to respond to the Survey and return it in the enclosed self-addressed stamped envelope. It would be greatly appreciated if you would please return the Survey by December 3, 1980 in order to include all responses in the computer tabulation scheduled at the University of Nebraska-Lincoln.

Thank you for taking the time to participate in the future of the Nebraska Council of School Administrators.

Sincerely,

Douglas Alan Townsend
NAESP President-Elect
Plattsmouth Community Schools

DAT/sd

Enclosure

Please answer the following by checking one in each category.

1. School District Enrollment

- a. Less than 100 _____
- b. 101-250 _____
- c. 251-500 _____
- d. 501-1000 _____
- e. 1001-3000 _____
- f. 3001-10,000 _____
- g. over 10,000 _____

2. Male _____
 Female _____

3. School District or Educational Position

- a. Superintendent/Assoc. Superintendent _____
- b. School Business Official/Central Office _____
- c. Secondary Principal _____
- d. Elementary Principal _____
- e. University/College Professor _____
- f. Nebraska Department of Education _____

4. How long have you been in your current position?

- a. Less than 1 year _____
- b. 1-2 years _____
- c. 3-4 years _____
- d. 5-8 years _____
- e. Over 8 years _____

5. How long have you been a member of NCSA?

- a. Less than 1 year _____
- b. 1-2 years _____
- c. 3-4 years _____
- d. 5-8 years _____
- e. Over 8 years _____

6. Have you ever been on the NCSA Executive Board?

- a. Yes _____
- b. No _____

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS
MEMBERSHIP SURVEY

This survey is structured to obtain your ideas about the current status and the future directions of the Nebraska Council of School Administrators.

Directions :

Please rank each item on the scale from one to five, by circling your choice. One represents strongly disagree and five represents strongly agree. A ranking of three shows a neutral feeling about the statement

(Circle your choice)

	strongly disagree	disagree	neutral	agree	strongly agree
A. <u>LEGISLATIVE SERVICES</u>					
1. The NCSA has made an impact in achieving school legislation.	1	2	3	4	5
2. A more concentrated effort in lobbying should be made by the NCSA.	1	2	3	4	5
3. The current lobbying effort reflects the needs of Nebraska Administrators	1	2	3	4	5
4. The NCSA should be more involved in legislative hearings.	1	2	3	4	5
5. Monitoring legislation should be an important function of the NCSA Executive Secretary.	1	2	3	4	5
6. Direct lobbying in the Legislature should be an important function of the NCSA Executive Secretary.	1	2	3	4	5
B. <u>COMMUNICATION SERVICES</u>					
7. Keeping members informed about recent and proposed legislation should be an important function of the NCSA Executive Secretary.	1	2	3	4	5

- | | | | | | | |
|------------------------------|---|---|---|---|---|---|
| 8. | Communication from the NCSA regarding legislation prior to the State Legislative Session is adequate. | 1 | 2 | 3 | 4 | 5 |
| 9. | Communication from the NCSA regarding legislation during the State Legislative Session is adequate. | 1 | 2 | 3 | 4 | 5 |
| 10. | NCSA informs you of the organization's involvement in key educational issues. | 1 | 2 | 3 | 4 | 5 |
| 11. | The monthly newsletter provides sufficient information about NCSA activities. | 1 | 2 | 3 | 4 | 5 |
| 12. | The format and layout of the NCSA monthly newsletter is acceptable. | 1 | 2 | 3 | 4 | 5 |
| 13. | The <u>CATALYST</u> is an excellent professional journal. | 1 | 2 | 3 | 4 | 5 |
| 14. | The <u>CATALYST</u> should be continued. | 1 | 2 | 3 | 4 | 5 |
| 15. | The <u>CATALYST</u> topics are appropriate and timely. | 1 | 2 | 3 | 4 | 5 |
| 16. | The length of the <u>CATALYST</u> should be increased. | 1 | 2 | 3 | 4 | 5 |
| 17. | The format of the <u>CATALYST</u> should be changed. | 1 | 2 | 3 | 4 | 5 |
| 18. | The process being used to gather articles for the <u>CATALYST</u> is adequate. | 1 | 2 | 3 | 4 | 5 |
| C. <u>INSERVICE PROGRAMS</u> | | | | | | |
| 19. | NCSA provides enough inservice opportunities. | 1 | 2 | 3 | 4 | 5 |
| 20. | NCSA inservice topics are important and timely for the membership. | 1 | 2 | 3 | 4 | 5 |
| 21. | NCSA inservice programs and activities are scheduled in appropriate locations throughout Nebraska. | 1 | 2 | 3 | 4 | 5 |

22. Organizing NCSA inservice activities should be an important function of the NCSA Executive Secretary. 1 2 3 4 5

D. NCSA OFFICE/STAFF

23. NCSA should work towards the use of combined staff, space and activities with the Nebraska State School Boards Association while still maintaining each Association's identity. 1 2 3 4 5

24. The NCSA office is organized to provide excellent service to members. 1 2 3 4 5

25. The NCSA office staff generally provides helpful and friendly service to members. 1 2 3 4 5

26. It should be an important function of the NCSA Executive Secretary to spend more time with members in their schools and spend less time in the office. 1 2 3 4 5

27. Helping to organize member organization's conventions should be an important function of the NCSA Executive Secretary and office staff. 1 2 3 4 5

E. LIAISON SERVICES

28. It is important for the NCSA to have a positive working relationship with State Universities and Colleges. 1 2 3 4 5

29. It is important for the NCSA to have a positive working relationship with the Nebraska State School Boards Association. 1 2 3 4 5

30. It is important for the NCSA to have a positive working relationship with the Nebraska Department of Education. 1 2 3 4 5

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 31. | It is important for the NCSA to have a positive working relationship with the Nebraska State Education Association. | 1 | 2 | 3 | 4 | 5 |
| 32. | It is important for the NCSA to have a positive working relationship with the Nebraska Parent Teacher Association. | 1 | 2 | 3 | 4 | 5 |
| 33. | It is important for the NCSA to have a positive working relationship with the national associations represented by the NCSA. | 1 | 2 | 3 | 4 | 5 |

F. CONSULTING SERVICES

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 34. | The present legal and counseling services provided to members upon request is adequate. | 1 | 2 | 3 | 4 | 5 |
| 35. | The NCSA should provide consulting services in Negotiations. | 1 | 2 | 3 | 4 | 5 |
| 36. | The NCSA should provide consulting services in Teacher Non-Renewal. | 1 | 2 | 3 | 4 | 5 |
| 37. | The NCSA should provide consulting services in Public Relations. | 1 | 2 | 3 | 4 | 5 |

G. COMMITTEE/WELFARE SERVICES

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 38. | The NCSA Executive Board should endorse products, programs or services recognized to be in the best interests of the membership. | 1 | 2 | 3 | 4 | 5 |
| 39. | The NCSA committees provide an important vehicle for member involvement. | 1 | 2 | 3 | 4 | 5 |
| 40. | The NCSA committees should be representative of the membership (member organizations, school district size and geographic location). | 1 | 2 | 3 | 4 | 5 |
| 41. | The NCSA Executive Board should provide positive directions for all NCSA committees. | 1 | 2 | 3 | 4 | 5 |

42. The NCSA has made a difference in the professional status of Nebraska Administrators. 1 2 3 4 5
43. The NCSA does provide direction and leadership for Nebraska Administrators. 1 2 3 4 5

Please rank the following as to what you believe is the most important priority (1) to the least important priority (8) of the NCSA.

- A. Legislative _____
- B. Communication Services _____
- C. Inservice Programs _____
- D. NCSA Office Staff and Services _____
- E. Liaison Services _____
- F. Consulting Services _____
- G. Committee/Welfare Services _____
- H. Other (Please List) _____

Please react to the following:

1. In what directions should the NCSA move in the 1980's?

2. Your general comments about the NCSA will be greatly appreciated.

APPENDIX D

DEMOGRAPHIC INFORMATION

<u>SCHOOL DISTRICT ENROLLMENT</u>	<u>NUMBER OF RESPONSES</u>	<u>PERCENTAGE</u>
No answer	28	5
Less than 100	11	2
101-250	92	14
251-500	124	19
501-1000	103	16
1001-3000	90	14
3001-10,000	111	17
Over 10,000	85	13
 <u>GENDER</u>		
No answer	14	2
Male	560	87
Female	70	11
 <u>EDUCATIONAL POSITION</u>		
No answer	14	2
Superintendent/Assoc. Supt.	221	34
School Business Official	43	7
Secondary Principal	206	32
Elementary Principal	142	22
University/College Professor	14	2
Nebraska Department of Education	4	2
 <u>LENGTH IN CURRENT POSITION</u>		
No answer	6	1
Less than 1 year	59	9
1-2 years	93	15
3-4 years	117	18
5-8 years	150	23
Over 8 years	219	34
 <u>YEARS NCSA MEMBER</u>		
No answer	6	1
Less than 1 year	40	6
1-2 years	53	8
3-4 years	103	16
5-8 years	163	26
Over 8 years	270	43
 <u>NCSA EXECUTIVE BOARD</u>		
No answer	6	1
Yes	77	12
No	561	87