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COMSTOCK HIGH SCHOOL  
COMSTOCK PUBLIC SCHOOLS  
MAJOR INTERNSHIP

by

David F. Smith

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
Specialist in Education Degree

Western Michigan University  
Kalamazoo, Michigan  
April 1977

## ACKNOWLEDGEMENTS

An expression of gratitude to three individuals who have shared in my successes and disappointments is appropriate at this juncture of my career. First, I thank Dr. William Viall, my faculty advisor and friend, who provided me with guidance and incentive when it was most needed. Also, I wish to thank Mr. Howard O. Ewles, who not only directed me through my internship, but was singly responsible for providing me with the opportunity for professional advancement. Most importantly, I am indebted to my gracious wife Anne, whose initiative, patience, and understanding are the foundations of whatever successes I may have experienced.

David F. Smith

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## PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

The description of the proposed internship is as follows:

- I. Institution: Comstock High School, Comstock Public Schools
- II. Supervisors:
  - A. Mr. Howard Ewles, Principal
  - B. Mr. Roy Walters, Dean of Students
  - C. Dr. William Viall, Department of Educational Leadership,  
Western Michigan University
- III. Length of Experience: June 27, 1973 to August 17, 1973
- IV. Rationale:

The ultimate professional goal of this intern is to attain a high level administrative position in public education. The proposed internship encompasses several facets of public high school administration. The rationale for this intership is based on the premise that the principal source of expertise in high school administration is possessed by the practioners in the field.

Comstock High School offers this intern an opportunity to enhance his conceptual and technical skills in the area of high school administration. The knowledge and skills gained through this experience will enable this intern to become a more competent administrator. It is anticipated that this experience will lead to achieving the following goals:

### V. Skills:

#### A. Conceptual

To gain an understanding of:

- 1. the organizational structure of Comstock High School;

2. the functions and responsibilities of the high school principal;
3. the functions and responsibilities of the Dean of Students;
4. the relationship of these offices to one another; and,
5. the relationship of these offices to the school system as a whole.

B. Human

To gain a better understanding of:

1. the internal decision making process in high school administration;
2. the leadership functions of a high school principal and dean of students; and,
3. the problems of communication among these offices and the school system as a whole.

C. Technical

To enhance my abilities to:

1. understand the nature of student services via the dean of students;
2. recognize effective organizational structure and identify strengths and weaknesses in same;
3. be an effective decision maker; and,
4. provide appropriate leadership skills.

VI. Activities:

The conceptual, human, and technical skills noted above will be achieved through the following activities.



- A. Study of appropriate source materials;
- B. Interaction with administrative personnel;
- C. Involvement in projects or activities deemed appropriate by my supervisors; and,
- D. Regular meetings with Mr. Howard Ewles, Principal, and Mr. Roy Walters, Dean of Students in order to plan and evaluate my activities at Comstock High School.

VII. Evaluation Procedures:

- A. Continuous self evaluation of this experience via a work log.
- B. Evaluation of my performance by Mr. Ewles, Principal, and Mr. Walters, Dean of Students.
- C. Evaluation by Dr. William Viall via my log and via consultation with Comstock High School

## REVIEW OF RELATED LITERATURE

The related readings completed by this intern focused on two subjects; student attendance and student scheduling for secondary schools.

The readings on both subjects were of a technical nature describing procedures, techniques, and model systems for successfully administering student attendance and student scheduling for high schools. The readings assisted this intern in successfully completing two major projects assigned by Mr. Ewles, and also provided technical knowledge which was a major objective as outlined in the internship prospectus.

The readings related to student attendance consisted of attendance policies solicited from Michigan high schools during the second semester of the 1972-73 school year. This intern read the policies from the following Michigan high schools.

Addison	Battle Creek Central	Buccaneer
Albion	Bedford	Cadillac
Allegan	Benton Harbor	Carl Bradley
Alma	Berrien Springs	Central Montcalm
Ann Arbor	Big Rapids	Cheboygan
Annapolis	Bloomington	Clarkston
Arthur	Bloomfield Hills	Climax-Scotts
Atherton	Brandywine	Coldwater
Bad Axe	Bridgeport	Comstock Park

Crestwood	Kearsley	Otsego
Delton Kellogg	Kenowa	Owosso
Dondero & Kimball	Kentwood	Oxford
East China	Kingsford	Parchment
Eaton Rapids	Lakeshore	Pennfield
Ferndale	Lakeview	Plainsville
Fitzgerald	Lakeville	Plainwell
Flat Rock	Lamphere	Portage Northern
Forest Hills	Lincolnm Park	Reed City
Gladstone	Lowell	Reeths Puffer
Godwin Heights	Ludington	Riverside
Grand Haven	Manistique	Rodgers
Grand Rapids Union	Maple Valley	Romeo
Grandville	Marshall	Romulus
Harrison	Mason	Saint Joseph
Haslett	Menominee	Schoolcraft
Hazel Park	Midland	Sparta
Highland Park	Mount Clemens	Theodore Roosevelt
Holland	Mount Pleasant	Three Rivers
Howell	Niles	Trenton
Hudsonville	Northern Huskies	Troy
Huron	Northview	Vicksbury
Ionia	Northville	West Iron
Jenison	Okemos	West Ottawa

The purpose of these readings was to glean ideas for the formulation of a new attendance policy for Comstock High School which was

one of the major assignments given during the internship experience.

Student scheduling is one area in education that has been slow to change. Since 1892, schedules have been very similar; six forty to fifty-five minute periods each day with each class being allotted the same amount of time at the same time each day and five times each week. It was in 1892-93 that the NEA Committee of Ten reported that "every subject which is taught at all in a secondary school should be taught in the same way and to the same extent to every pupil as long as he pursues it, no matter what the destination of the pupil may be..."<sup>1</sup> The report also stated that education for life and preparation for college are synonymous. Educators have changed their ideas on education since then, no longer believing the above statements are true, but the schedules that accommodated the findings of the 1892-93 Committee of Ten are still used in almost all schools on the secondary level.<sup>2</sup>

In the period from 1908-18, commercial, fine, and practical arts were added to the curriculum. The schedules now had to accommodate these additions by making two "tracks" for students to follow; one for college bound, the other for vocationally bound students. In the twenties and thirties, a trend emphasizing the social needs of youth brought about a change in the classes being offered, but no change in the scheduling practices. This seemed to be the trend until

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<sup>1</sup>Eliot, Charles W., "Report of the Committee on Secondary School Studies Appointed at the Meeting of the National Educ. Assoc. July 9, 1892; With the Reports of the Conferences Arranged by this Committee and Held December 28-30, 1892" (Washington: U.S. Bureau of Educ., Gov't Printing Office, 1893), p.17.

<sup>2</sup>ibid.

the late sixties when an emphasis on ability grouping brought about the ability tracking system. Students still carried six classes a day but now they were in classes with others of their same "intelligence". With the emphasis on differences in ability came a realization that all students did not learn in the same way, nor were they interested in the same things. This has brought about the serious consideration of flexibility in scheduling. Today's emphasis on the individual needs and interests of youth warrants careful consideration of scheduling. Since children learn at different rates and in different ways, scheduling has become a reasonable way to insure that students get the extra attention and independent study time they need.

Scheduling is primarily the principal's responsibility. He may delegate it to an assistant principal or the chairperson of the schedule committee if such a committee exists, however, he is still held responsible for its development. It is up to the principal to see that the students' needs and interests are met while also considering what is best for the faculty and staff and what is the most efficient way to use the building.

In considering what type of schedule is to be used, the principal should keep in mind that any schedule is a device which is useful only to the degree that it allows students and teachers to work together more effectively than they could without it or with a different one. It would be best to implement staff curriculum studies of the educational program and to clarify with them the educational goals and objectives of the school. The all-inclusive concern is for the

achievement of school purposes.

- A. Efficiency: Schedule design must promote the most effective utilization of school resources.
  - 1. The schedule is most effective when each teacher has an assignment consistent with his training, talents, and interests.
  - 2. The teaching load must be equitable and teachers aware of the equity.
  - 3. The teaching load of each teacher must be within the physical, emotional, and mental capacity of the teacher.
  - 4. The schedule must make possible the most favorable induction of beginning teachers.
  - 5. The standard classrooms (and specialized rooms) should be effectively and intelligently assigned and used.
  - 6. The schedule should be so arranged that instructional aids can be used to advantage.
- B. Schedule design must make it possible for students to have the variety of educational experiences appropriate to "the breadth of the educational needs and interests which the unselected student bodies of today's high schools possess."
- C. Schedules should increase opportunity for interaction of teachers and students and for enhancing identity: they should focus on the highly personalized nature of learning.
- D. Schedule designers should strive for flexibility which eliminates or minimizes conflicts and which facilitates changes in the organization of school days or weeks from time to time.<sup>1</sup>

Scheduling in the secondary school can be a great problem. There are several factors affecting scheduling. They are:

- A. Determining Policies - the following must be taken into consideration:
  - 1. The specific courses to be offered in a school program.
  - 2. The impact of double extended school sessions, if these are in use.

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<sup>1</sup>Austin, David B. and Gividen, Noble, The High School Principal and Staff Develop the Master Schedule, (New York: Teachers College, Columbia University, Bureau of Publications, 1960), p. 15-23.

3. The organization of the curriculum - whether on an activity or core basis, or on an individual subject basis.
  4. The organization of the school day; the hours of sessions, the length of periods, use of double periods and large blocks of time, and noon-hour plans.
  5. The effect of collegiate attendance plans (under which high school students attend only those classes for which they are scheduled during the school day and need not remain at school at other hours), if these are in use.
  6. The use of semi-annual promotions.
  7. The influence of work experiences and other extended school programs.
  8. The use of the activity period for meeting of school clubs, journalism groups, musical organizations, athletic practice, and other.
  9. The operation of homeroom and assembly periods.
  10. Normal and permitted subject loads for students.
  11. Pupils assignments for study hall, library, or guidance periods.
  12. Required subjects generally or in specific subject areas and curriculum.
  13. Maximum and minimum size of classes permitted in the various subjects taught.
  14. Methods of assigning students to class sections, whether on the basis of homogeneous sex, curriculum elected, or otherwise.
  15. Policies on the control of class interruptions and schedule irregularities.
- B. Philosophy and Curriculum
1. What is the purpose of the school program?
  2. Why are certain subjects offered?
  3. State law concerning mandatory courses and lengths of time each class must meet.
- C. Enrollment
1. District enrollment figures and projections.
  2. Population figures.
  3. Average daily attendance during preceding three to five year period.
  4. Feeder schools - public and private.
- D. Class Size Policy
1. National or state recommendations.
  2. The philosophy of the district and administration.
  3. Building capacity and special facilities.
  4. Teacher organization or union standards.
  5. Fiscal considerations.
  6. Faculty - number and qualifications.
  7. Experimental or non-conventional programs.
  8. Class load definitions.

- E. Innovation
  - 1. Team teaching,
  - 2. Nongraded classes,
  - 3. Individualization of instruction.
- F. Time
  - 1. Fixed-length class periods,
  - 2. Variable length of class periods,
  - 3. Extended school days-double sessions.
- G. Teacher preparation
  - 1. In-service programs,
  - 2. Graduate work.
- H. Teacher load
  - 1. Total number of class sessions per week,
  - 2. Average number of pupils per class,
  - 3. The subject taught,
  - 4. Number of preparations per day,
  - 5. Pupil activities sponsored,
  - 6. Teacher participation in the administration of the school,
  - 7. Participation in professional activities,
  - 8. Sociological climate of the particular school,
  - 9. Playground and lunchroom duty assignments,
  - 10. Study hall or detention hall assignments,
  - 11. Number of periods per day.
- I. Qualifications and availability of teachers
- J. Assignment of teachers
- K. School transportation patterns
- L. Building and facilities
- M. Finance
- N. Extra class activities
- O. Lunch
- P. Homeroom or advisory position
- Q. Minimum days and make-up days
- R. Assemblies, field days, etc.
- S. Method of registration
- T. State Law
- U. Federal programs
- V. Availability of data processing or related "hardware"<sup>1</sup>

Before deciding on which type of schedule would be best suited for each particular educational setting, the principal must consider all

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<sup>1</sup>

Saville, Anthony, Instructional Programming: Issues and Innovations in School Scheduling, (Columbus, Ohio: Charles E. Merrill Publishing Co., 1973), p. 5-11.



of the above. The staff must be consulted if the schedule is to be effective, since they are the ones who must implement it. If the schedule originates with the staff, they are bound to be committed to it.

Once a method of scheduling is selected and agreed upon, the first step in building a master schedule is determining the number of students who will probably enroll and the subjects these students will elect. This is called preliminary or pre-registration.

During pre-registration, each student is given a list of all possible courses and a form on which to list name, grade classification, sex, telephone number, current schedule, choices for the next period and spaces for parental and school approval. The school approval should come from a school guidance person to make sure the student is fulfilling his requirements for his course of study and taking electives that are meaningful or useful to him.

The next step is to compile all the pre-registration data to determine the number of class sections needed (by dividing the number of preliminary registrations by the desired class size), eliminating classes that too few students have elected, and determining the number of teachers that will be needed to handle the load.

The final step in building the master schedule is adding the following information to make it complete and comprehensive:

- A. Units of time
  - 1. Beginning and ending of any given period or module
  - 2. The start and end of the school day
  - 3. Time between each period to facilitate movement
- B. Course name, number, and description
- C. Room numbers
- D. Maximum and current enrollment of each class

- E. Total enrollment per period to double-check the schedule
- F. Preparation or conference periods for the staff
- G. Special classes, blocking time, special education
- H. Color code for classes that are specifically at one grade level or of one ability group
- I. Departmental areas
- J. Lunch periods
- K. Schedules for the following:
  - 1. Assemblies
  - 2. Activities
  - 3. Minimum day
  - 4. Rotation if method is utilized<sup>1</sup>

After completion of the master schedule, copies should be given to all teachers for their approval. Any conflicts that arise should be taken care of quickly and the revised master schedule distributed before school lets out in June. Also, teachers and students should be notified of their final class schedules shortly before school resumes in the fall.

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<sup>1</sup>

Jacobson, Paul B., Logsdon, James D., Weigman, Robert R., The Principalship: New Perspectives, (Englewood Cliffs, N.J.: Prentice Hall, Ind., 1973), p. 88-91.

## LOG

This log is a daily representation of activities as a full-time intern with the Comstock High School. The internship was served from July 9, 1973 through August 17, 1973, and consisted of six forty hour weeks. Additional time was spent with related reading and attending various administrative meetings. It was the intent of this intern to experience and observe as many administrative activities as possible.

July 9, 1973

The purpose of this journal is to record my daily experiences and reactions while serving an administrative internship in the offices of Comstock High School, Comstock, Michigan. I will be working under the direct supervision of Mr. Howard Ewles, principal. It is my intention to work approximately 7 to 8 hours per day for a period of six weeks.

During the 1972-73 school year, Comstock High School housed 1057 students in grades 9 through 12. The building was built in 1967 and was originally designed to house 1250 students. Within the Comstock Public School System there is one high school, two middle schools, and 5 elementary schools.

I toured the building and was very impressed with the facilities.

The major portion of this day was spent reading the board of education policies, curriculum guide, student handbook and the senior handbook.

Those people whom I met today include Mrs. Betty Kirby, the principal's secretary; Mr. Al Bunting, Head Custodian; Mr. Pete Dantone, district director of buildings and grounds; and Mr. Larry Pickett, the athletic director.

Approximately two hours were spent with Mr. Ewles discussing the readings I had completed. The topics of discussion included budgets and requisitions, athletic council and the high school English program.

My first impressions of Mr. Ewles are very positive. He seems greatly concerned with the human relations function of an administrator.

July 10, 1973

Spent most of the morning in the principal's office in a general discussion of administrative behavior. The main topic was the area of administrative-staff relations.

I met Mr. Roy G. Walters, who is the Dean of Students. It is Mr. Ewles intention for me to work with Mr. Walters in finalizing the scheduling of students at the high school. The scheduling is being done with the assistance of the computer at the Kalamazoo Valley Intermediate School District.

This afternoon Mr. Ewles and I went to the superintendent's office. I met the superintendent, Dr. Wayne Vasher, and the assistant superintendent, Dr. Robert Halle. I participated with Dr. Halle and Mr. Ewles in interviewing a candidate for a mathematics teaching and department chairman position at the high school. Subsequent to the interview, it was unanimous that the candidate was not qualified for the position.

July 11, 1973

Read the "Faculty Handbook".

Attended a meeting with Mr. Ewles and the head custodian, Mr. Al Bunting, regarding the summer maintenance of the building.

Informal talk with Mr. Ewles concerning dismissal of staff members. Topics of discussion included due process, teacher tenure and general procedures of dismissal.

Read the file of a student who had been expelled by the board of education for excessive delinquent behavior and sat in a meeting with

Mr. Ewles and an officer of the juvenile court concerning said student.

Spent the last hour of the day reading the master contract between the teaching staff and the board of education.

July 12, 1973

Informal talk with Mr. Ewles concerning procedures of internal budgeting and distribution of funds within the building.

Sat in a meeting with Mr. Ewles and an officer from the Kalamazoo Municipal Probation Department concerning the school record of a former student.

I met Mr. Donald Clark, who is the Director of Distributive Education. Briefly discussed his program with him.

Mr. Ewles has assigned me the task of reviewing and reorganizing the "Teachers Handbook". I spent the remainder of the day at this task, and I took the book home to continue my work.

July 13, 1973

Continued my work on the "Teachers Handbook".

Mr. Ewles introduced me to Mr. Larry Dopp, the Community Education Director. I had met Larry previously when he acted as a guest speaker for Dr. Gerald Martin's community education class at Western Michigan University.

While I was alone attending the office, I met Mr. John Engle, who is the Special Education Director. We had a most interesting discussion concerning the services his agency provided and general philosophies regarding special education.

When I first began working, I was informed by Mr. Ewles that the position of high school assistant principal was vacant. He suggested

that I submit an application which I did earlier this week. Today Dr. Halle, the assistant superintendent, called and asked that I be in his office on Monday at 8:30 A.M. to interview for the position.

July 16, 1973

I was interviewed by Dr. Halle as a possible candidate for the position of assistant principal at the high school. The interview lasted two hours and was very interesting. Dr. Halle seemed very ill-at-ease during the interview. His questions were very nonspecific and the interview very rapidly degenerated into a casual conversation about noneducational topics. I fully realize that this can be an effective interviewing method, but I seriously doubt such was the case.

I returned to the high school office and spent the remainder of the morning reading student discipline files. My first impression is that discipline is administered fairly and consistently. The district does have a uniform code of discipline which is very thorough.

Mr. Ewles asked that I revise and reorganize the procedures and routes for fire drills and tornado warnings in view of the fact that a new addition had been added to the building since the original procedures had been published. I completed this task with the assistance of Mr. Bunting, the head custodian, and then consulted with the township fire marshal who found it satisfactory.

July 17, 1973

The morning was spent with continued reading of student discipline records.

This afternoon I had an interview with Dr. Vasher, the superintendent,

for the position of assistant principal at the high school. The interview was very lengthy and thorough. I gleaned from the interview that his attitudes, particularly those concerning methods of instruction and student discipline, are much more liberal than mine. I feel that the total interview was very successful.

After the interview, I returned to the high school and had an informal talk with Mr. Ewles. These talks are the highlight of my intern experience. He has been a high school principal for eight years. Through discussions of his successes as well as his failures, I am obtaining a wealth of practical knowledge.

July 18, 1973

Attended a meeting in the superintendent's office with Dr. Vasher, Mr. Ewles, Mr. Larry Dopp, and Mr. Paul Harris (principal of Gull Road Elementary School). The purpose of the meeting was to organize a three day administrative team outing. Items of discussion included location, time, cost, and agenda topics. After approximately two hours of discussion, tentative arrangements were finalized. Another meeting was scheduled for July 26th to make final arrangements.

I had a brief discussion with Mr. Ewles. He has assigned me the task of rewriting the student handbook. Thus far I have been assigned three major tasks; work with Mr. Walters to finalize student schedules, reorganize and rewrite the staff handbook and reorganize and rewrite the student handbook. I suspect Mr. Ewles is taking advantage of my undergraduate English major.

Continued working on the staff handbook. I have also spent evenings working on this project. I am almost ready to give the rough draft to Mr. Ewles.



July 19, 1973

Attended a meeting with Mr. Ewles and two ladies who represented the Continuing Education Center of the Kalamazoo Intermediate School District. The discussion included services and facilities available to students from Comstock High School.

Worked on correlating some items that appeared in both the "Teachers Handbook" and the "Student Handbook" to insure that they did not conflict with one another. It is my intent to present Mr. Ewles with the completed revision of the staff handbook on Monday, July 23rd. The secretaries will retype the staff handbook on stencils for reproduction and the student handbook will be sent to the Kalamazoo Intermediate office to be printed.

July 20, 1973

The morning was spent working on the student and teacher handbooks.

Spent approximately two hours in a follow-up interview with the superintendent for the position of high school assistant principal. After the interview, Dr. Vasher said that he would like to recommend to the board of education that I be appointed the new high school assistant principal at the regular board meeting on Monday, July 23rd. I informed him that I would be happy to accept the position.

The superintendent then took me on a tour of a new middle school which has been in operation for one year. The building is designed for the open school concept.

July 23, 1973

This weekend I completed the draft of the staff handbook. I presented it to Mr. Ewles and later in the morning he said he thoroughly approved and is having the handbook typed.

Later in our conversation, Mr. Ewles assigned me another major task. He indicated that one of his concerns the previous year was the increased rate of absenteeism among the student body. He had delegated to his assistant principal the responsibility of drafting a new attendance policy. Since his assistant principal resigned in June, this task was not completed. Mr. Ewles has given me the responsibility of drafting a new attendance policy.

The afternoon was spent on continued revision of the student handbook. After consulting Mr. Ewles, I made contact with the student council secretary, Paul Nufer, who is going to meet with me tomorrow concerning a new attendance policy.

At the regular meeting of the board of education, I was appointed the new assistant principal of Comstock High School. My contract will begin two weeks prior to the opening of school. This appointment adds a great deal of relevance and credibility to the work I am doing.

July 24, 1973

Mr. Ewles, Mr. Walters, and I visited the Kalamazoo Intermediate School District offices. I met the superintendent, Mr. Paul Wollam, and the assistant superintendent, Mr. Larry Wile. All morning was spent touring the facility.

Two interesting events occurred this afternoon. First, the initial complete printout of student schedules was received from the Kalamazoo Intermediate Computer Center. The printout indicates that fifty-three percent of the schedules have conflicts. This is an extremely high rate of conflict which dictates a great deal of time in conflict resolution. I suspect the high rate of conflict is the result of a

poorly constructed master schedule. Secondly, I met with Paul Nufer to discuss revising the attendance policy. I was pleasantly surprised to discover that his attitudes toward student attendance were extremely traditional and conservative. He was well prepared for our meeting in that he had written views concerning attendance that he had solicited from a sample of the student body. I advised him that I would consult with him again prior to the formal adoption of a new policy.

July 25, 1973

Mr. Walters, Dean of Students, and I met to determine the procedure which will be used to resolve the student schedule conflicts. It was decided that he and I would begin by hand resolving conflicts using alternatives that the students had indicated on their initial course selection sheets. Due to the rate of conflict, this involves over five hundred schedules.

Needless to say, the remainder of the day was spent resolving student schedule conflicts.

Prior to leaving the office, Mr. Ewles gave me the attendance policies from eighty-five Michigan schools that the former assistant principal had solicited to investigate prior to writing a new policy for Comstock High School.

I have decided that since the process of resolving schedule conflicts will be extremely time consuming, I will complete the tasks of rewriting the student handbook and the new attendance policy during the evening at home.

July 26, 1973

Last evening I began reading the attendance policies from the eighty-five Michigan schools. It is obvious that I will have to establish a categorical system to sort them.

The entire morning was spent working on student schedule conflicts. The task seems impossible with the time limits we have.

The student council president and vice-president came to the office this afternoon to discuss the attendance policy. Both young men are excessively liberal and would prefer no policy at all. They seemed to reject the premise that the community, staff, and administration would also have input into the policy. It is obvious that their contribution will be minimal.

The remainder of the day was spent working on student schedule conflicts.

July 27, 1973

While Mr. Walters and I were working on resolving student schedule conflicts, we decided that the task was impossible for just the two of us to complete within the time constraints. We asked Mr. Ewles if the two guidance counselors could be called in to assist. He consented and the calls were made to have them report on Monday.

I am extremely uncomfortable with the process being used to resolve student schedule conflicts. When the alternate class selection is also in conflict, I must arbitrarily select another course to resolve the conflict. Since I do not know the students nor their abilities, I must review their records. The entire change is being made without the know-

ledge of the students or their parents.

July 30, 1973

Over the weekend, I completed reading the attendance policies from the eighty-five Michigan schools. I have tentatively sorted them into three categories depending on the strictness of the policy. I must confer with Mr. Ewles before proceeding.

I met the two guidance counselors, Mr. Richard Smith and Mrs. Susan Clay. We met with Mr. Walters and two important decisions were made. First, no attempts would be made to resolve conflicts that appeared during the second semester of a student's schedule. Secondly, if a major schedule change is required, the student will be called in to the school. We presented our ideas to Mr. Ewles and he agreed.

I worked on scheduling the remainder of the day. The secretary is calling students who need to report to the school.

July 31, 1973

The first thing today, I met with Mr. Ewles to discuss the attendance policy. He indicated that the community, the staff, and the administration want a strict policy that can be administered with a minimum of time and effort.

Students have begun to report for schedule changes. The counselors are seeing students while Mr. Walters and I continue to work on the computer sheets.

I have suggested to Mr. Ewles that for the second semester we revise the master schedule and have an arena style scheduling process. He was very hesitant, but since I will be here as assistant principal, I will continue to persuade him.

August 1, 1973

Last evening I categorized the attendance policies. There are approximately twenty policies that conform to Mr. Ewles' standards of strictness and ease of administration. I have established next Monday as a target date to present Mr. Ewles with a rough draft.

We continued working on student schedules and took the completed changes to the computer center at Kalamazoo Valley Intermediate School District office. We may pick up the new run on Friday morning.

August 2, 1973

I have decided to use the 5-10-15 day attendance philosophy as a basis for the new policy. I began the writing last evening and discussed my thinking with Mr. Ewles this morning. He advised me that if it were logical he would support it, but I was the one who would be enforcing the policy during the school year.

August 3, 1973

This morning I went to the computer center and picked up the revised student schedules. Twenty-eight percent of the schedules are still in conflict, but when one considers the fact that the first run had a 53% conflict, progress is being made.

In discussing the scheduling with Mr. Walters, we agreed that the percent of conflict should be down to 5% by Friday, August 17th.

Mr. Ewles and I had a continued discussion concerning the possibility of arena scheduling for the second semester. He seems skeptical but I indicated I would assume full responsibility. I have been involved with the arena scheduling procedure at two previous school systems: Paw Paw, Michigan, and Kentwood, Michigan.

August 6, 1973

This morning I presented Mr. Ewles with the first draft of a proposed attendance policy. He felt that the policy was generally quite thorough but recommended a few minor changes in procedures. I will make the proposed changes tonight and the secretary will type it tomorrow. I have discussed the policy with a few members of the teaching staff who have drifted into the building during the past week. Tomorrow afternoon I am meeting with the three members of the student council to discuss the proposal.

Wednesday, Thursday, and Friday of this week all of the Comstock Public Schools administrators will participate in a retreat/workshop at Timber Shores, North Port, Michigan.

Student scheduling took up the remainder of the day.

August 7, 1973

The entire morning was spent working on student scheduling. This afternoon I will drop the revised schedules at the computer center so that they can be key punched and rerun by Monday morning.

I met with the three officers of the student council concerning the attendance policy. Paul Nufer agreed in total with the policy indicating that it was very fair but placed much of the responsibility on the student. The president and vice-president viewed the policy as sanctioning fifteen days of absence prior to the loss of credit. This pleased them so we mutually agreed that I would present the policy to the board of education at the next meeting.

August 8, 1973 through August 10, 1973

These three days were spent at the Timber Shores Campgrounds in North Port, Michigan. The general schedule of activities included

approximately one-half day of recreational activities and one-half day of school related meetings. The following is a list of the topics discussed.

1. District Budgeting
2. Building Budgets and Procedures
3. Curriculum Development
4. Parent Advisory Groups
5. Teacher In-Service
6. Board Policies and Procedures
7. Student Discipline
8. Student Government

The superintendent, Dr. Vasher, assigned me the topic of "Student Government". My presentation was essentially a review of Dr. Donald C. Weaver's model for student government that I acquired while taking his course on student involvement.

The opportunity to spend three days with the administrative group was an extremely fruitful experience. Not only was I able to familiarize myself with the district policies and procedures, I was also able to meet and talk with the people who administer them.

August 13, 1973

Stopped at the computer center on the way to the office and picked up the rerun schedules. The rate of conflict is now fourteen percent. We should be able to achieve a five percent conflict rate by Friday. We will continue working on the schedule changes through Wednesday and take them to the computer.

In addition to working on schedule changes, my goal is to have the student handbook revised and approved by Mr. Ewles by Friday so that it can be taken to the intermediate office for printing.

In a conversation with Mr. Ewles this afternoon, he approved the



arena scheduling procedure for the second semester.

August 14, 1973 and August 15, 1973

Both Tuesday and Wednesday were spent exclusively on student scheduling. At the end of the day on Wednesday, I delivered the schedules to the computer center. They will be key punched and rerun by Friday morning. Hopefully, this will be the final run.

The procedure for those schedules that are still in conflict is to hand-change them and feed the computer at a later date. A five percent conflict rate will necessitate hand changing fifty to sixty student schedules.

August 16, 1973

Last night I completed the revisions of the student handbook. This morning Mr. Ewles, Mr. Walters, and I discussed the revisions. Both seemed satisfied with the handbook. Mr. Ewles indicated that I could drop the handbook off at the intermediate office this afternoon to be printed.

Mr. Walters and I developed a simple form on which to transfer the new student schedules that were not submitted to the computer. We spent the afternoon resolving schedule conflicts and transferring the new schedules to the form we developed.

August 17, 1973

Today was the last day of my internship. I was somewhat disappointed when I picked up the third schedule run to discover that we still had seven percent of the schedules with conflicts. Mr. Walters and I decided to request a schedule print and hand-write the remainder. This will involve approximately eighty student schedules.

Since I will begin my new role as assistant principal in this office on Monday, I do not feel as though my experience here has ended. Obviously, it has just begun.

## COMMENTARY ON LOG EXPERIENCES

The major portion of Chapter III is an objective description of the daily occurrences experienced by this intern. It seems appropriate at this point to analyze the particular significance of the daily experiences.

The most significant aspect of the daily experiences was the opportunity to observe and in some instances interact with the Comstock Public Schools administrators during the actual performance of their duties. Through these observations, this intern was able to identify the tone of specific situations and observe the importance of the human skills necessary in effective administration. At various times it was necessary for Mr. Ewles to act as a mediator between parents and teachers, to be firm with disruptive students, to reassure and support staff members when their morale was declining, and to re-channel the energies of young staff members. These situations involved the interaction of people during the actual operation of the schools and would be difficult to duplicate in a laboratory setting.

Another significant aspect of the daily experiences was the opportunity to observe the lines of communication that existed between the central office administrators and the high school administrators. This intern observed that all effective communication had to be accomplished through formal lines due to the personal animosity that existed between the two groups. Directives from the superintendent to the high school principal were in writing or given verbally at administrative

meetings and recorded in the meeting minutes. Informal discussions concerning the operation of the schools were nonexistent. The negative relationship seemed to stem from the basic differences in philosophy held by the two groups. The central office administrators had very liberal views concerning curriculum flexibility, student attendance, and student discipline, as opposed to the conservative views of the high school administrators.

The decision making process exhibited by the immediate supervisor, Mr. Ewles, was extremely significant to this intern. Basically, it was observed that managerial decisions were formulated based on three major rationales. The majority of decisions were based on board of education policies or administrative regulations. Decisions related to student suspension and expulsion, staff assignment, and extra-curricular activities are a few governed by board of education policies. In instances where no policies were applicable, decisions were reached through consultation with fellow administrators or staff. Distribution of the high school budget was determined through consultation with department chairmen and administrators. Occassionally, a situation occurred that demanded an immediate arbitrary decision, but these were made rationally and intelligently.

The value this intern received from the daily experiences is immeasurable. The lessons learned have been beneficial in providing successful administrative experiences in the career of this intern.

## SUMMARY OF THE INTERNSHIP

The past six weeks have been an extremely enjoyable and rewarding experience. I have enjoyed working on relevant and current projects that I know will be utilized during the normal operation of the coming school year. I feel that my work has been appreciated but more importantly that it has validity.

Chapter III of this project report clearly reveals that the conceptual, human, and technical skills outlined in the prospectus were satisfactorily achieved. The goals or skills were acquired primarily through completing the tasks assigned by my immediate supervisor, Mr. Ewles. Chapter III also verifies that the internship was task oriented. Necessary to completing the tasks were the interaction with the administrative staff and the study of appropriate source materials.

As I indicated in my daily log, the highlight of the internship has been the informal discussions with Mr. Ewles. Through these discussions, I have acquired a vast reservoir of practical knowledge based on his experiences as a successful high school principal. In particular, he has emphasized that the successful administrator is the person who deals effectively with people.

712 SUPERVISOR'S EVALUATION, FORM A

Supervisor: Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student David F. Smith Semester Summer 19 73

Interning Organization Comstock High School, Comstock, Michigan

1. Description of student's job activities and training.

Mr. Smith has been under my direct supervision for the past six weeks as a Western Michigan University intern. During this time I have assigned him a number of major responsibilities. He has revised and rewritten both the staff and student handbooks. Mr Smith also developed a new attendance policy for the high school. Finally, Mr. Smith spent a major portion of his time working on student scheduling. In addition to these major responsibilities, Mr. Smith has familiarized himself with the district policies and procedures, attended numerous meetings, and performed many other minor tasks assigned to him.

2. Evaluation of the student's performance on the job and training activities.

Mr. Smith's performance has been outstanding. He has confidently performed his assignments with a minimum of supervision. His ten years of successful high school teaching have provided him with a solid foundation to pursue secondary educational administration. It should be noted that Mr. Smith spent many extra hours after the regular working day completing his assignments.

3. Performance:

Satisfactory ☒ Unsatisfactory ☐

Howard Ewles  
Organization Supervisor's Signature

Distribution by the Department early in the final week of the semester/session.

Faculty Sponsor

Faculty Advisor

Department Files

The Graduate College

For the Faculty Sponsor

Grade:

Credit

No Credit

Incomplete

Credit Hours Completed

Faculty Sponsor's Signature

## 712 STUDENT'S EVALUATION, FORM B

Please complete and return to the Educational Leadership Department by the beginning of the final week of the semester/session.

Name of Student David F. Smith Semester Summer 19 73

Interning Organization Comstock High School, Comstock, Michigan

Organizational Supervisor Howard Ewles, Principal

1. Evaluation of the 712 experience. (Positive and Negative)

My experience at Comstock High School under the supervision of Mr. Howard Ewles has been an extremely positive one. Mr. Ewles has provided me with meaningful assignments and given me the opportunity to use my discretion and creativity. Just as important, I have gleaned a wealth of practical knowledge, particularly discussing the wide range of experiences he has had as a school administrator.

2. Suggestions for the improvement of the 712 experience.

None

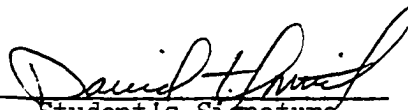
Distribution by the Department early in the final week of the semester/session:

Faculty Sponsor

Faculty Advisor

Department Files

The Graduate College

  
Student's Signature

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