A Report of an Internship with the Bangor Public Schools

Alfred M. Hawkins

Western Michigan University

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A REPORT OF AN INTERNSHIP
WITH THE BANGOR PUBLIC SCHOOLS

by

Alfred M. Hawkins

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
December 1975

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A WISH FOR LEADERS

I sincerely wish you will have the experience of thinking up a new idea, planning it, organizing it, and following it to completion, and then having it be magnificently successful.

I also hope you'll go through the same process and have something "bomb out."

I wish you could know how it feels "to run" with all your heart and lose—horribly.

I wish that you could achieve some great good for mankind, but have nobody know about it except you.

I wish you could find something so worthwhile that you deem it worth investing your life.

I hope you become frustrated and challenged enough to begin to push back the very barriers of your own personal limitations.

I hope you make a stupid, unethical mistake and get caught redhanded and are big enough to say those words, "I was wrong."

I hope you give so much of yourself that some days you wonder if it's worth it all.

I wish for you a magnificent obsession that will give you reason for living and purpose and direction and elan and life.

I wish for you the worst kind of criticism for everything you do, because that makes you fight to achieve beyond what you normally would.

I wish for you the true experience of leadership!

Author Unknown
INTRODUCTION

The Bangor, Michigan Public Schools, a Class C school with a student enrollment of 2026 pupils and 92 faculty and administrative personnel, provided a seven and one-half week experience from June 9 through July 31, 1975.

When the internship was originally arranged and approved by the Educational Leadership Department, the supervisor was to have been the Superintendent of Schools. Due to a millage defeat and resultant change in the Superintendent's vacation schedule, responsibility was subsequently shifted to the Administrative Assistant and Curriculum Coordinator. At various times the intern worked also with the Superintendent of Schools, two Elementary Principals, the Junior High School Principal, the School Bookkeeper, the Secretary to the Superintendent and the various supervisors of buildings, grounds, and transportation.
CHAPTER I

RATIONALE FOR SELECTION
CHAPTER I
RATIONALE FOR SELECTION

Because of the desire to be a more effective and efficient administrator, the possibility of an administrative internship as a learning experience rather than a written project was sought as a means of completing degree requirements. This method appealed to the intern's personal philosophy of learning by doing, as opposed to reading and reviewing the experiences and subsequent conclusions of others in their roles as administrators.

A review of the literature on the subject of administrative internships brought to light sound, logical reasoning for an internship program. Ferreira stated that "internships were adapted from the practices of other professions."¹ Ferreira also stated, "it is hoped that he [the intern] will gain more insight by intensively delving into specified, but limited, areas of total responsibility."²

Reed echoed this statement by stating, "In effect, the strength of the internship program lies in the very partnership which is forged between [sic] the school district, the intern, and the university."³

Ferreira added to this by stating the expectations that, "this direct contact will change his [the intern's] attitudes in appropriate directions and better fit him to play the role of the school principal on the theory that attitudes direct later action."⁴

After the intern decided to become involved in an internship, he was advised to select a school system somewhat larger than that in which he was employed to enable him to have experiences with more administrative
personnel and functions. In addition, it was believed that, by being unfamiliar with the internal structure and functioning of another system, he would be forced to search for solutions to problems encountered.

One reason for the selection of the Bangor Schools for the internship was their proximity to the Western Michigan University Campus and to the intern's home. By being located conveniently to both, it was believed that he would be able to utilize the personnel resources of the university in the event difficulties were encountered during the internship and he would avoid spending a major portion of each day in travel time to the internship site.

The final decision favoring internship was made in the hope that Reed's statement, "the interaction which emanates from such an arrangement can advance the professional growth of all concerned and hopefully lead to the preparation of future administrators more able to cope with the challenges which await them," was accurate.
CHAPTER II

GOAL AND OBJECTIVES
CHAPTER II
GOAL AND OBJECTIVES

The goal of this internship was to improve professional competence of the intern. In arranging the internship program the following objectives were established:

A. Acquisition of Conceptual Skills Used In:
   1. Establishing tone and educational goals for schools.
   2. Establishing more positive relationships with staff.
   3. Stimulating staff teamwork.

B. Practice of Human Skills:
   1. Developing administrative teamwork.
   2. Delegating responsibility.
   3. Listening in order to develop self-worth feelings in others.

C. Polishing of Technical Skills:
   1. Preparing a school budget.
   2. Working with a building program.
   3. Scheduling.
   4. Updating and revising the total school system's curriculum.
   5. Operating programs of summer building maintenance and running a summer program.
CHAPTER III

LOG
CHAPTER III
LOG

Monday, 6/9.—Introduction to office staff members by the Superintendent. We discussed the millage proposal that was being voted on and what ramifications it would have on the district should the proposal be defeated. We journeyed to the middle school, where the voting was being held, to appraise the extent of voting. That afternoon we discussed the Board of Education meeting and several concepts relative to preparing for a meeting. The major item on the agenda was setting another date for an election if the millage vote failed to pass.

Tuesday, 6/10.—Met with the Superintendent and the Administrative Assistant, to observe their discussion on Monday's millage defeat and what areas they felt should be cut from the program. It was decided that I would spend the major portion of my internship with the Administrative Assistant and later that day he presented to me a composite overview of his responsibilities and introduced me to his staff. He assigned, for me to scan, a manual entitled Michigan School Accounting Manual, by Michigan Department of Education; this manual is a guide for the new accounting system which all schools must change to effective July 1, 1976.

Wednesday, 6/11.—Visited all the school buildings with the Administrative Assistant and the Maintenance Supervisor. We discussed their procedures for summer maintenance, and proceeded to concentrate on the following areas:
1. Readiness of all boilers for inspection by the state boiler inspector.

2. Ascertained building cleanup progress and noted vacation schedule times of his staff.

3. Discussed the retirement situation of two custodians, and securing replacements for them.

**Thursday, 6/12.**—Visited the bus supervisor and discussed with him problems related to bus drivers and bus scheduling for the split session. He explained his summer maintenance program for buses and introduced me to his two assistants.

The balance of the day was spent reviewing board policies.

**Friday, 6/13.**—Attended a meeting where the Superintendent and the Administrative Assistant were preparing recommendations for the Board of Education to consider in terms of the millage package and possible areas of reducing or eliminating staff members.

I later met with the High School Principal to discuss the effects of the millage defeat on his over-all program. This was done because principals were not included in the morning meeting.
Following is a list of skills and knowledges acquired, along with changes in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

Improved skills in listening.

**KNOWLEDGES ACQUIRED**

2. Understanding of Bangor's financial structure.
3. Background of the Bangor Public School's board policies and organization.
4. Appreciation for structure and detail of school board minutes.
5. Insight into the need for and what is being done regarding summer maintenance.

**CHANGES IN ATTITUDE**

1. Realization of political involvement in education.
2. New perspective of school superintendents, their problems and concerns.
Monday, 6/16.—Observed the Migrant Program at the Elementary School. The principal appears to be a very alert individual, aware of the problems his students bring to the program. I can see student benefit from this type of program if student attendance were more regular and an empathetic "grass roots" type teacher were employed.

Tuesday, 6/17.—Spent the day going over the plans for the new building and site development. Discussed the progress of the school with the Clerk of the Works, who is hired by the Board of Education. Toured the site to see the physical progress.

Wednesday, 6/18.—I involved myself with reading and studying contracts between the school, teachers, custodians, bus drivers, and secretaries to acquaint myself with various working forces within the complexities of the school system.

Thursday, 6/19.—Spent most of the day discussing the policy handbook and the master agreement with the Administrative Assistant.

Friday, 6/20.—Observed two meetings of the Administrative Assistant's. The first was with a Title I representative from the Department of Education, discussing Bangor's Title I program and the current summer school program. The second meeting was with a representative from the Intermediate School District on the same subject.
Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Techniques of applying for federal programs.
2. Competence in understanding and comprehending varied contracts.

**KNOWLEDGES ACQUIRED**

1. Background in several contract types.
2. Purpose and function of the Migrant Program.
3. Keener perception of Bangor's school policies.
4. Appreciation of Bangor's building management program.
5. Strengths and weaknesses in Bangor's building management program.

**CHANGE IN ATTITUDE**

Realization of the importance of working with several different departments.
Monday, 6/23.—Observed a meeting between the Junior High School Principal and the Administrative Assistant over curriculum changes and subsequent evaluation of those changes.

Assisted the Administrative Assistant in preparing for the Special Board of Education meeting in the absence of the Superintendent. I attended the meeting that evening to observe the Board in action and how the Administrative Assistant would function.

Tuesday, 6/24.—Discussed the previous night's Board of Education meeting with the Administrative Assistant. I was given an assignment to assist the Citizens Committee preparation for the upcoming campaign.

Went to Kalamazoo with the Migrant Director to pick up some supplies for the program and stopped by the Intermediate School District Office to turn in migrant reports.

Wednesday, 6/25.—Met with Dr. Sheffer in the morning to discuss my internship and introduce her to my supervisors, and attended a Comprehensive Employment Training Act meeting in the afternoon with the Administrative Assistant.

Thursday, 6/26.—Noted that a number of school teachers around the building appeared to be going out of their way to assist office personnel and other staff members with their minor extra duties.

Worked on getting information for the Citizens Committee and met with the leaders in the afternoon.

Friday, 6/27.—Observed a meeting between the bookkeeper and the Administrative Assistant over changes that were going to take place July 1, 1975, as a result of our attending the Comprehensive Employment Training Act meeting. They also discussed unemployment rules and regulations, since quite a few teachers had applied in advance of the millage vote.
Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Improvement of skills in listening and in assembling data summarizing information and expressing written ideas.

2. Recognition of similarities and differences between the operation of this particular Board of Education and the Covert Board of Education.

3. Proficiency in working with the Administrative Assistant.

**KNOWLEDGES ACQUIRED**

1. Keener insight into preparation for Board of Education meetings.

2. Information about and functions of C.E.T.A.

3. Understanding in certain areas of curriculum change.

4. Recognition that not all Boards of Education have the same types of problems and concerns.

**CHANGE IN ATTITUDE**

Acknowledgement of the many functional services provided by the school bookkeeper.
Monday, 6/30.—Attended Western Michigan University to formally register for this internship.

Tuesday, 7/1.—Discussed scheduling with the Junior High School Principal.

Worked on my personal goals and activities in light of my observations thus far in my internship. Activities appear to be taking a direction different from that anticipated.

Wednesday, 7/2.—Observed and participated in a meeting between the Administrative Assistant and one Elementary Principal over the restructuring of the Elementary Principal's responsibilities and remodeling of his office. Job descriptions were changed somewhat; a new secretary is to be hired, and one secretary is to be reassigned.

Thursday, 7/3.—Delivered materials to the Van Buren Intermediate School District Office and checked on some other information concerning Title I.
Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Methods of improving two-way communication among administrators.
2. Improved ability to recognize distinct leader styles practiced by different administrators.

**KNOWLEDGES ACQUIRED**

1. Enlightenment on the problems and concerns of the Junior High Principal.
2. Utilization of ideas of others in reassessing my direction.

**CHANGE IN ATTITUDE**

Realization that the Bangor Administrators have the same human relations problems in working together that those other districts have.
Monday, 7/7.—Worked on new report card with the Junior High School Principal.

Spent the balance of the day talking with teachers in the buildings. I attempted to assess their feelings about teaching in Bangor and their attitudes toward the administrators without really prying.

Tuesday, 7/8.—Attended a Regional Educational Media Center meeting at the Berrien County Intermediate School District. Discussed the new purchasing procedures the system will be instituting in the fall.

Wednesday, 7/9.—Reviewed teacher applicant credentials and discussed the interviewing process with the High School Principal and the Administrative Assistant.

Discussed textbook revisions with the Elementary Principal.

Thursday, 7/10.—Visited the construction site and talked with the Clerk of the Works concerning progress dates.

Later met a new teacher candidate and observed part of the interview.

Friday, 7/11.—Made a trip to Kalamazoo with the Administrative Assistant and Junior High School Principal, to Doubleday Brothers and Company, to place an order for new report cards and other forms. While there, the salesman exhibited professional knowledge by suggesting ideas for the new report cards.
Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Improved skill in interviewing candidates for positions.
2. Experience in reviewing texts for new adoptions.

**KNOWLEDGES ACQUIRED**

1. Insight into hiring procedures.
2. Better understanding of the District's textbook adoption system.

**CHANGE IN ATTITUDE**

Recognition of the importance of a system having pre-set standards regarding the type and quality of candidate being sought.
Monday, 7/14.—Worked with the Superintendent in preparation for
the Board of Education meeting and appraised him of the Citizens
Committee accomplishments. This was another opportunity to observe
the Superintendent's preparation for a board meeting.

Later that evening, I attended the meeting.

Tuesday, 7/15.—Observed the interviewing of school bus driver
candidates.

Discussed the previous night's Board of Education meeting with
the Superintendent and the Administrative Assistant.

The Citizens Committee presented their final plan of action to
the Board last night and asked the Board, with the cooperation of
the local newspaper, to place as many facts as possible before the
voting public in their next news release; the Board members agreed to
do everything within their power.

We discussed the Board's reaffirmation of cuts to be made in
previously listed areas if the millage again failed.

Wednesday, 7/16.—Continued to observe interviewing of school bus
driver candidates.

Later in the day, met with Dr. Sheffer, in the Superintendent's
Office, to discuss my internship progress.

Thursday, 7/17.—Spent the day visiting migrant programs in
Van Buren County with the local director. I later had an opportunity
to discuss the problem in general and the results of past programs
with the County Director.
Friday, 7/18. — Final day of Title I Summer Program. Helped to process teachers leaving by collecting evaluation forms and log books of bus drivers, and instructed each individual to prepare an envelope with his/her address for receiving this final pay check.

Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Techniques for working with Boards of Education.
2. Technique for cutting back on educational programs and personnel.

**KNOWLEDGES ACQUIRED**

1. Perception of the problem of reducing educational programs presently or in the near future.
2. Methods being employed by this district in trying to cope with and urge people with more positive attitudes to actively participate and vote.

**CHANGE IN ATTITUDE**

I began to realize that the problems this district has in obtaining voter approval of operating millage are shared by many other districts.
Monday, 7/21.—This day all thoughts and concerns were centered on the polls and wondering what the outcome would be.

Traveled to the Intermediate School District Office to deliver payroll information on the Title I program.

Tuesday, 7/22.—Much of this day was spent with the Superintendent reviewing the budget. Since the millage vote had failed again, it was necessary to prepare a budget cut and anticipate opening school with deletions in the program.

Wednesday, 7/23.—Attended a meeting with the Superintendent at the Intermediate School District Office that included three other superintendents and officials from the Department of Education. Their primary task was to fill out forms and obtain information on the school bond loan program.

Thursday, 7/24.—Spent time getting an electrical contractor to come in and work on an emergency that the crew could not handle.

Spent time looking through minutes of the Board of Education meetings to get another perspective of the Board and its operations.

Friday, 7/25 through Wednesday 7/30.—Began writing my final report on this internship. These final days were spent applying the completing touches to projects, talking to school personnel still working, looking over to-date accomplishments of the maintenance crew, and visiting and chatting with the Clerk of the Works about the construction progress and meeting target date deadlines. I also spent time with the Superintendent discussing my internship.
Following is a list of skills and knowledges acquired, along with a change in attitude, as a result of this week's experiences:

**SKILLS ACQUIRED**

1. Differentiating among good, mediocre, and poor educational programs.

2. Achieving group consensus in program reduction procedures.

**KNOWLEDGES ACQUIRED**

1. Understanding the effect upon the Superintendent of Schools of varied situations and problems that arise.

2. Insights into the manner in which a divided community has an impact on a school system.

**CHANGE IN ATTITUDE**

Realization that a superintendent must be politically minded to run a seemingly smooth system under today's pressures.
CHAPTER IV

ACHIEVEMENT OF OBJECTIVES
CHAPTER IV

ACHIEVEMENT OF OBJECTIVES

On the basis of seven and one-half weeks' experience as an intern, I believe I have attained at least some of my objectives. A considerable portion of my time was spent observing the day-to-day situations as they occurred. Frequently I worked with the Superintendent, but the major portion of my intern day was spent with the Administrative Assistant. One primary reason I was unable to reach some of my objectives was this system's failure to gain support of operating millage in two special elections, resulting in stagnating many areas. The next area of concern was to understand the process the Superintendent used to develop tone and goals for the district.

PROCESSES USED TO DEVELOP TONE AND GOALS

The most difficult objective attempted was to discover the processes used by a superintendent in developing the tone and overall educational goals of a school system. The main reason for this difficulty was my having to spend a major portion of the time with the administrative assistant, who frequently filled two very time consuming positions; acting superintendent, while the superintendent was away, and his regular position. It was difficult to determine which hat he was wearing at any given time.

The added pressures present, this summer, were due to the failure of the district to pass its operational millage in June and again in July. This difficulty presented an opportunity to observe and become a part of a team reacting to these pressures, and to see how the
superintendent reached the final decision to cut worthwhile 
educational programs in order to present a balanced program with 
reduced operating funds.

The processes and pressures on a superintendent are tremendous 
and never ceasing. The sudden changes that affect projects seem to 
be common occurrences in the life of a superintendent, and I found 
no exception in this school district. As I perceive it, each 
superintendent must develop by experience—trial and error—and 
through being sensitive to and familiar with his community and 
board of education, the process of developing a tone for a given 
school district. Sensitivity and familiarity in administrative 
behavior are related very closely with a human skill objective I 
planned, that of genuinely listening to others.

LISTENING

As one listens carefully to both positive and negative 
communications, one should be better able to move a staff toward 
a common goal. As a person spoke, during this internship, my 
objective was to listen for what he or she was trying to convey 
and accomplish by his remarks. The willingness to listen to and 
truly hear another's viewpoint began to open new vistas of 
communication; this intern to the other person, and that person 
to the intern, and thus the intern found himself able to move through 
and with others. The fact was appreciated that at times advice was 
not being sought nor should it be offered unless it was requested. 
It was reasonable to assume that one might not be qualified to give 
advice or that the person confiding might not want advice. Talking
out a problem often enabled the speaker to find the proper solution for himself. However, even if no solution was immediately forthcoming at least the person had an opportunity to talk and may have experienced relief from having talked.

I was presented, on many occasions this summer, with opportunities to develop the skill of becoming a better listener. The superintendent and administrative assistant encouraged me to sit in on conferences, staff meetings, and interviews to increase skills in listening; by observing their techniques, an ability to flow with an individual's conversation, rather than initiating or leading it, was acquired. A better understanding of empathy, listening from another's vantage point, and tuning people in, were additional skills acquired. To this intern, this objective was successfully met.

Evolving a Staff-Team Concept

The objective of evolving a manner or process to implement the team concept with staff was not directly achieved because the staff was not assembled as a group during the summer. The few staff members working this summer proved to be very cooperative, as were those staff members who dropped in from time to time. Good morale was in evidence, even though all were concerned about the financial situation of the district.

Indirectly, having the administrative assistant as supervisor aided this intern in gaining insight into team members' functions. The freedom was given to tackle jobs with a minimum of restrictions or directives. At no time did the administrative assistant give the
impression of having ready solutions or being omniscient. Freedom was extended to progress as desired and the resultant findings were presented to the administrative assistant. A common ground was found for persons having individually dealt with a project. The administrative assistant positively suggested acceptance or modifications of each task, and through discussions a cohesive relationship of ideas evolved.

This intern is now able to comprehend the freer, more positive feelings this approach provides for a staff member. This intern is able to understand why such a method encourages staff to offer suggestions, work with ideas, and get on the "band wagon."

In developing administrative teamwork, there was no evidence of the superintendent or the administrative assistant conducting any administrative meetings per se. Insight was acquired by being a part of their frequent meetings with principals or between the two of them.

The projection of great support, on a personal level, was sensed by the intern. The superintendent and administrative assistant sensed individuals' needs and problems and every attempt was made to put them in proper perspective. Both men permitted this intern to take as much responsibility as the situation would allow and encouraged feelings of worthwhileness and value. When responsibility was delegated, it was done freely, encouraging creativity and problem solving on the recipient's part. The feeling of equality evoked by the administrators' actions did much to build morale. They believed in a candid approach which, it appears to this intern, aids teamwork. One may not always choose to hear the truth, but these men chose to do so and this intern took comfort in their consistency.
HOW TO DELEGATE RESPONSIBILITY

Observance of the delegation of responsibility primarily reinforced the intern's prior personal experience. A major difference between the superintendent's method and the intern's was the superintendent's allowance for greater latitude and freedom of approach. The superintendent would present a project or an idea to be handled and then allow for a choice of methods to be decided upon by the worker. Often the superintendent would suggest an idea and subsequently ask the individual to develop a workable objective and method. The individual seemed to feel supported by the superintendent's interest, questions, etc., and by working together with him through some ideas. This method tended to encourage creativity and willingness to try new approaches. Often the superintendent delegated responsibility via the telephone. The prerogative to direct a person as to what to do and how to proceed if that person could see only one method, was maintained by the superintendent. A uniquely convincing balance between strength and permissiveness was established.

BUILDING MAINTENANCE

The prime concern of the summer maintenance programs appeared two-fold; (1) disassembling and examining physical equipment to meet state standards and, (2) meeting schedules of refurbishing and readjusting schools for the new school year. This intern was already quite familiar with many of the maintenance processes, but learning was achieved in the scheduling and coordinating facets.
SCHEDULING

Upon arriving in Bangor, I found that all class scheduling had been set. Scheduling in the Bangor Schools was much the same as I have experienced before, with basic differences being in a greater number of students and more offerings at Bangor. The only scheduling changes instituted during the period of internship resulted from the board's final decision on where the program cuts would be.
CHAPTER VI

CONCLUSIONS
CHAPTER VI

CONCLUSIONS

The evaluation of the intern experience by the participant is definitely on the positive side. The staff members at Bangor Schools were very cooperative and helpful during this learning period. Through working with individual staff members, attending and participating in group meetings, and actively participating in work projects, the intern was kept active and involved. Due to the intensity of this experience, the learner has become considerably more knowledgeable of and proficient in the skills necessary to become an improved and more effective administrator.

Because of the personal gains experienced in the internship program, it is the intention of this intern to recommend this approach to any person aspiring to become an effective administrator. Learning by experience should be the prime consideration. Reading and concluding from the experiences of others lacks the effectiveness of the personal experience. Candidates may be unable to learn and evolve, from within the strict confines of a college classroom, the applicable skills for properly functioning as an administrator. The internship is to an administrator what student teaching is to a prospective teacher.
Bibliography


Notes


3 Ferreira, op. cit., 86.

4 Reed, op. cit., 156.

5 Reed, op. cit., 156.
APPENDIX

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INTERNSHIP PROPOSAL

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**INTERNSHIP PROPOSAL**

**SPONSORING ORGANIZATION:** Bangor Public Schools  
**FIELD SUPERVISOR:** Mr. Howard Beyer, Supt.  
**UNIVERSITY ADVISOR:** Dr. Harold Boles  
**MAJOR FOCUS OF EXPERIENCE:** Administrative Internship  
**DURATION:** Seven and one-half weeks  
Commencing Monday, June 9 through July 31, 1975.

**RATIONALE:**

In an attempt to be a more effective and efficient administrator, I have decided on the administrative internship as a learning experience instead of performing the time honored project - writing to complete my degree requirements. This method appeals to me because I learn best by doing, in comparison to reading the progressive steps others have taken in their roles as administrators.

I was advised to select a school system larger than the one I am presently employed in by my graduate advisor. My selection for this project is the Bangor Public Schools in Bangor, Michigan. This is a Class C school system with a student enrollment of 2026 pupils and 92 faculty and administrative personnel. A system this size will give me the opportunity and experience of becoming more involved in administrative problems and the seeking of solutions to these problems. My unfamiliarity with the internal structure and functioning of this system will force me to search for answers in back records and other
sources (and/or resources) to find possible answers to problems I may encounter.

The supervision of my activities will be directly under Mr. Howard Beyer, Superintendent. He will assign me to work with such other school personnel as necessary to gain the experience which I determine to be most meaningful in this internship.

For Selection of Experience, I seek the following skills in my internship program:

A. Conceptual Skills
   1. Attempt to discover the superintendent's processes in developing the tone and overall educational goals of the Bangor Schools.
   2. Formulate personal goals and procedures for building more positive relationships with my school staff.
   3. Evolve a manner or process to stimulate and encourage staff members to work as a team.

B. Human Skills
   1. Observe administrative teamwork and how it is developed.
   2. Learn how others delegate responsibility.
   3. Learn to become a more receptive listener in order to provide others with a more worthwhile feeling.

C. Technical Skills
   1. Learn proper procedure for preparation of a school budget.
   2. Gain insight and experience in working with a building program.
3. Gain a practical understanding of scheduling within a larger and more complex school system.

4. Gain insight and experience in updating and revising system wide curriculum.

5. Examine problems and procedures in summer building maintenance programs.

6. Examine problems and procedures in running summer programs.