An Internship with the Community School Directors at Beecher Community Schools in Flint, Michigan, and Grand Blanc Community Schools in Grand Blanc, Michigan

Rex D. Miller
*Western Michigan University*

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AN INTERNSHIP WITH THE COMMUNITY SCHOOL DIRECTORS
AT BEECHER COMMUNITY SCHOOLS IN FLINT, MICHIGAN, AND
GRAND BLANC COMMUNITY SCHOOLS IN
GRAND BLANC, MICHIGAN

by

Rex D. Miller

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
August 1975
ACKNOWLEDGEMENTS

During this project, I have benefited from the encouragement, advice and constructive criticism of Professor Donald C. Weaver. My thanks go to him, as to the many others at Western Michigan University, who have given much needed help. It is not necessary to say that gratitude in no way divorces me from the sole responsibility for what is written here.

Rex D. Millier
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Western Michigan University, Ed.S., 1975
Education, administration

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A SPECIALIST PROJECT PROSPECTUS:

The Project will be an internship with the Community School Directors at Beecher Community Schools in Flint, Michigan, and Grand Blanc Community Schools in Grand Blanc, Michigan

by

Rex D. Miller

A Prospectus
Submitted to the
Faculty of The College of Graduate Studies in partial fulfillment
of the
Degree of Specialist in Education

Western Michigan University
Kalamazoo, Michigan
June 1974
Proposed Specialist Project: Rex Dale Miller

Organizations: Beecher Community Schools, Flint, Michigan; Grand Blanc Community Schools, Grand Blanc, Michigan

Field Supervisor: Mr. Alvin Hall, Beecher
Mr. John Goldner, Grand Blanc

University Advisor: Dr. Donald Weaver

Major Focus of Experience: Responsibilities and performance of a Community School Director and his Staff

Dates of Internship: July 1, 1974 to July 26, 1974, Beecher Schools; July 29, 1974 to August 23, 1974, Grand Blanc Schools, consisting of two hundred and forty (240) hours preparation and work

RATIONALE:

The writer's immediate career goal is to become a Community School Director. Although the writer has had six years experience working with community service agencies and many contacts with Community School Directors, he has not had any actual day to day work experience with a Community School Director.

In order to overcome this lack of experience in Community Education, two internships which will cover a broad area have been selected. The first internship will be with a Community School Director at Beecher Community Schools. This district is in a poverty area. The district has many problems including a high crime rate and racial conflicts. The second internship will be with a Community School Director in an affluent suburb.

Therefore, the purpose of this project is to learn as much as possible about the day to day duties of a Community School Director. The project will enable this student to closely observe how a community school program provides services in different types of communities.
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<td>The intern will:</td>
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<tr>
<td><strong>A. increase his understanding of the role and expectations of a Community School Director:</strong></td>
<td>participate as an assistant Community School Director and familiarize himself with the duties of a Community School Director.</td>
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<td><strong>B. increase his understanding of the services a community school provides to the people of the community school district:</strong></td>
<td>observe, help, participate with and accompany the Community School Director as he provides programs and services to his community.</td>
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<td><strong>C. increase his ability to analyze the behavior of a Community School Director and his staff:</strong></td>
<td>observe actions of the Community School Director and his staff, analyze the behavior and discretely question and discuss the decisions made.</td>
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<td><strong>II. Human Skills:</strong></td>
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<td>The intern will:</td>
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<td><strong>A. increase his communication skills.</strong></td>
<td>work with individuals and groups.</td>
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<td><strong>B. learn to understand the group processes in the community school setting.</strong></td>
<td>attend meetings of administrators, staff and community members.</td>
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<td><strong>C. increase his understanding of methods of conflict resolution,</strong></td>
<td>observe interaction between individuals and in meetings.</td>
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<td><strong>III. Technical Skills:</strong></td>
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<td>The intern will:</td>
<td>The intern will:</td>
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<tr>
<td><strong>A. acquire an understanding of how Beecher Community Schools and Grand Blanc Community Schools set goals.</strong></td>
<td>read goal statements, observe, ask questions, participate in any goal setting activity that takes place during the internship.</td>
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B. acquire an understanding of proposal writing.  

C. acquire an understanding of how a Community School Director performs needs assessment.  

D. acquire an understanding of the basic administrative skills necessary to a Community School Director.  

IV. Evaluation:  

1. Daily log  
2. Periodic conferences with Mr. Hall and Mr. Goldner, field supervisors.  
3. Periodic conferences with Dr. Donald Weaver, Western Michigan University Supervisor.  

read proposals submitted by Beecher Community Schools for funding of Community Education Programs.  

observe, ask questions and participate in any needs assessment activity that takes place during the internship.  

observe administrative behavior and discuss with the Community School Director such areas of administration as planning, organizing, directing and controlling.
CHAPTER 2

RATIONALE FOR THE EXPERIENCE

Personal Background

The writer of this paper was trained as a Law Enforcement Officer and worked in that capacity from 1967 until 1973. As a Law Enforcement Officer he was exposed to many of the worst problems in our society. It became apparent to the writer that many of today's problems stem from the educational system not reaching a large portion of the population. Why did many members of our society reject education and the improved life style that it offers? The writer concluded that something was wrong with the delivery system and changes had to be made so that the people who could most benefit from education would be reached.

In 1972 this student met a number of Mott Interns studying Community Education in Flint, Michigan. These interns spoke of the concepts behind Community Education and the ideas fascinated the writer. Community Education appeared to be the ideal delivery system for education. The concept of lifelong learning, of making full use of school facilities and of getting all the members of the community involved in reaching common goals were most impressive to the writer.
This student was also impressed by the early works of Dr. Maurice Seay in helping people learn to meet the basic needs for food through community cooperation and Community Education back in the 1930's. Also this student's democratic idealism was aroused when the interns spoke of how they believed that Community Education, through the community council concept, could bring real democracy back to the United States. It was pointed out that the community council could revive real interest in the local community. Through community councils the average person who has lost the feeling of having control over his or her destiny, would once again have a say regarding what happens in the community and the school system.

Although many of the ideas discussed by the Community Education interns appeared idealistic and unrealistic, the writer became filled with the desire to become involved in Community Education. A program of study was started. As a part of this program of study the writer chose an internship.

Reason For This Internship

An internship was chosen because the writer believed it was the best way to obtain knowledge regarding a subject such as Community Education. This student had completed a number of classes in subjects related to Community Education and he had
been fortunate enough to have personal friends involved in Community Education who had presented him with a number of theoretical ideas regarding Community Education. What the writer lacked was practical experience. The internship was undertaken in order to compensate for this deficiency in the writer's understanding of Community Education and how Community Education is administered.

In order to maximize the benefit of the internship experience, two separate school systems were chosen. The first school system studied was Beecher Community Schools. This school system is located in an urban area. The community that this school system serves can only be described as an economically deprived area. There is a large minority population and high incidence of racial conflicts. This school was chosen for study in order for this student to obtain an understanding of the problems of administering a community school program in a deprived community. The second school district studied was Grand Blanc Community Schools. This district is located in an all white suburban community. The majority of the residents of the school district are middle class or above. Grand Blanc was chosen for study because the writer felt this community would provide an opportunity to view some of the problems facing an administrator running a Community Education program in a suburban, affluent, environment.
In addition to the reasons mentioned above, this student felt there would be an added benefit in studying two communities of contrasting types. The writer would understand how Community Education is applied to communities with different needs and would have a better understanding of the sociological differences within the American society.

Definition of Community Education

Community Education is seen by this student as a sociological tool which can be used to improve our society. There are three main contributions which can be made by Community Education, namely, extension of educational opportunities, the delivery of social welfare services and improvement of democracy.

In the area of education, the tool of Community Education attempts to give everyone the opportunity to learn throughout his or her lifetime. Perhaps the benefit of total community learning will improve the living standards of all and it seems reasonable that the benefits of lifelong learning will improve the quality of traditional education for school age students.

Community Education used as a social welfare tool attempts to coordinate community resources and give them a common meeting ground. Community Education should, therefore, improve the
delivery of social services. It may also identify previously unacknowledged needs and bring about services to alleviate these needs. Community Education can assist in informing the community of the services available and help the needy obtain these services.

The third main aspect of our society which can be improved by Community Education is our democracy. Many people, especially in our large cities, have lost any feeling of control over our large bureaucratic government. Many individuals are alienated and no longer have any direct control or involvement in the local community or school district. Community Education attempts to bring communities back together and give people, through community councils, some control over what happens to them, their schools and their communities.
CHAPTER 3

GOALS OF THE INTERNSHIP

Conceptual

There were three main conceptual goals of the intern experience. These conceptual goals were: A. increase his understanding of the role and expectations of a community school director; B. increase his understanding of the services a community school provides to the people of the community school district, and C. increase his ability to analyze the behavior of a community school director and his staff.

These conceptual goals were accomplished by the student working with the community school director in Beecher School District for a period of four weeks and by the student working with the community school director in Grand Blanc School District for a period of four weeks. During the internship, the student worked as an assistant to the community school directors. He familiarized himself with the duties of the community school directors. During the internship the student observed and helped the community school directors provide programs and services. The behavior of the community school directors and their staff were closely observed. Many questions were asked in an effort to obtain a better understanding of their behavior and many discussions were entered into in an effort
to obtain the views and ideas of other people involved in Community Education. After observing the duties of the community school directors and the services offered by the Community Education program, a conscious effort was made by this student to analyze and understand their functions.

Human Skills

This internship experience had three main goals in the area of human skills. They were the following: A. increase his communication skills; B. learn to understand the group processes in a community setting, and C. increase his understanding of methods of conflict resolution.

During the internship the writer made an effort to improve his communication skills by communicating with community members and professional staff members. A strong effort was made to remember names and understand the other individual's point of view. Five formal group meetings were attended during the internship and a number of informal group meetings were also attended. During these meetings the group process was observed. The writer entered into the group process when he felt he could make a contribution to assist the group in reaching its goal. The writer was careful to avoid participating in situations where he would be considered an intruding outsider.
This student observed the way the community school directors communicated to their staff and with members of the school district. The writer also observed the way staff members communicated among themselves and with community members.

Conflict situations were especially observed. This student watched the way conflict situations were resolved in the group setting. Special attention was also given to the way the community school directors resolved the conflict between themselves and their staff, between themselves and their superiors and between themselves and the community. The way staff members dealt with conflict was also closely observed.

Technical Skills

There were four goals of this internship involving technical skills. These goals are: A. acquire an understanding of how Becher Community Schools and Grand Blanc Community Schools set goals; B. acquire an understanding of proposal writing; C. acquire an understanding of how a community school director performs needs assessment, and D. acquire an understanding of the basic administrative skills necessary to a community school director.
During the internship an understanding of goal setting by community schools was accomplished by asking both community school directors how they established goals. Both community school directors pointed out their major goals and the process involved in setting goals. Minor goals were set during the internship and this student participated in the process of determining goals.

Another objective of the internship was to learn more about proposal writing. This goal was accomplished by asking both the community school directors with whom the student worked, if they had written any proposals. One of the community school directors had prepared a proposal and this was read over by the student. The community school director was questioned regarding the proposal writing process and better understanding was obtained.

Another technical skill which this student wanted to look at during the internship was needs assessment. During the internship the writer asked both the community school directors that he worked with how they assessed needs. Both community school directors were constantly assessing community needs and during the internship the writer observed the process of assessing needs.

The fourth technical goal of the internship was to find out how an administrator in community education handles his day to day administrative problems. This goal was accomplished by
observing the community school directors run their office and asking questions. Both the directors were asked to explain aspects of administration, which the writer did not understand. This student made a special effort to find out what the community school directors felt were major administrative problems in running a community school program and what the community school staff felt were major problems.
Overall this internship must be rated as a profitable learning experience. The writer was exposed to many thoughts and ideas that broadened his outlook and his understanding. He had the opportunity to talk with many people who have benefited from Community Education programs and also with professionals in the field of Community Education.

Probably the most important aspect learned about the community school director's job is that it is different in different communities. The duties of a community school director in Grand Blanc, for example, are not the same as the duties of a community school director in the Beecher School area. The community school director in Grand Blanc has the responsibility for adult high school and the adult high school is considered a very important part of the community school director's job. (See log August 5, 6, 7). Yet in the Beecher School District, the adult education program is completely separated from the community school program. The community school director is in no way involved in adult high school. Although the writer believes adult high school is a basic part of Community Education, it is obviously not part of the job assignment in all communities.
As the duties of a community school director are different in different communities, so are the services offered by the community school program. For example, the person who runs the Community Education Program in the Beecher district, which is a racially split school district, spends much of his time organizing programs and working on plans to ease racial problems and lessen conflict. While the writer was interning at Beecher, he spent many hours contacting ministers and other community leaders, inviting them to attend community council meetings. (See log July 2, 10, 11). Grand Blanc, an all white community, has no such racial problem and the services offered by the Grand Blanc community school were quite different from those in Beecher.

Both at Beecher and at Grand Blanc the writer had an opportunity to improve his human skills by attending community council meetings and observing the group process. (See log July 1, 13, August 1). Grand Blanc, the affluent community, had an abundance of leaders and there seemed to be a constant struggle for leadership. The community school director could not have forced his will upon the community even if he so desired. In contrast, the community council meeting at Beecher's Summit Junior High School, which is located in an extremely poverty ridden neighborhood, was lacking in leadership. The community school director, who was trying to allow the council to develop
its own leadership was continually looked to for advice and direction. After the meeting, the community school director indicated that he was having a great deal of difficulty finding people capable of leadership in that part of the school district. He pointed out that in the other end of the school district, which was more affluent, although generally poor, there was no shortage of leaders. The only conclusion that the writer could draw was that people with leadership potential had the drive and ability to escape from the very poorest areas.

During the internship there were not as many opportunities as this student would have liked for attendance at formal administrative or staff meetings. Although there were few formal staff meetings the writer did have an opportunity to observe both of the community school directors supervising their employees and administering their offices on a day to day basis. The community school director at Beecher had three employees directly under him. The community school director at Grand Blanc had only one secretary directly under his authority. Both directors were informal and friendly with their employees. When there was something special that had to be done both the community school directors were authoritarian. They gave direct, precise directions and they expected their directions to be carried out correctly. When their directions were not completed as desired, both the community school directors took immediate
steps to correct the situation. Although both of the community school directors with whom this student interned were authoritarian, they were respected and well liked by their employees.

This student gained a great deal from observing the community school directors administrative style. Although the writer is not currently in a position, formally called Community Education, he is in an administrative position and has one employee under his supervision. The knowledge gained from observing the two community school directors supervise their employees has assisted the writer as he performs his administrative and leadership function in his present position.

An effort was made during the internship to find out how Beecher Community School and Grand Blanc Community School set their goals. Both directors ran relatively new programs and both were given a great deal of freedom in setting goals. Both rationally thought out and set goals which they believed were obtainable, necessary and profitable to the community they served. Due to the fact their programs were relatively new, some of their short range goals involved programs which would insure the survival of their job and Community Education in their district. One of the short term goals which the community school director at Grand Blanc had set was having a successful adult high school program. This and the money
the adult high school program would bring into the school district would greatly strengthen Community Education in Grand Blanc. The community school director at Beecher had the goal of obtaining a strong community council in each of the junior high schools in his district. The political support that the community councils would bring would strengthen Community Education in Beecher. The Beecher community school director’s long range goals were set out in a proposal which he had submitted to the DeWater’s Foundation for financial support. These long range goals involved making the Beecher School District into a model Community Education program. This model Community Education program involved Beecher obtaining assistance from Eastern Michigan University in training community council members.

Due to this proposal which was written by the community school director at Beecher and submitted to the DeWater’s Charitable Foundation (see log July 1, 1974) the writer had an opportunity to learn about proposal writing and proposal politics. The Beecher School District requires financial assistance to train lay leadership. The proposal was logical and it was well written. The community school director indicated he had kept in constant contact with the people from the DeWater’s Charitable Foundation and that he was sure the Beecher School District would receive the funds if the school board
elected to cooperate. At the time this paper is being written, the board has not yet approved the proposal. The community educator in the Beecher District pointed out that although he had done the proper politicking at the Foundation, he had not made the proper political moves in his own school district. It appeared to this student that the community school director, who is a black, aggressive administrator has offended some of the white school board members. They are hesitant to approve the proposal, and give the community school director more power. (See log summary page 4).

Neither the community school director at Beecher School District nor Grand Blanc School District had a formal needs assessment program. Both indicated that needs assessment was an ongoing process. Both were open to suggestions and criticism from the community. Also both kept close contact with neighboring school districts. (See log entry July 12 and August 6). If a program was successful in a neighboring district and it appeared appropriate for their community, the community school director would make inquiries regarding interest in their own community to support such a program. If there was interest, they would experiment and initiate a new program on a limited basis.
Conclusion

From this experience the writer believes he has gained a basic understanding of the duties and the responsibilities of a community school director and he is now prepared to accept a position in that area. It is also believed that this internship provided him with some additional benefits that will assist him in any future administrative employment. While at Beecher, this student observed first-hand the negative effect of racial prejudice. The writer was able to look at, as an outsider, the way racial prejudice was destroying a community and hampering the efforts of a community school director. The writer was able to observe and hopefully absorb some of the human skills used by the community school director to combat prejudice. The writer's understanding regarding the problems of an affluent community were also broadened. The difficulties in Grand Blanc were pointed out by Lieutenant Sofredine of the Grand Blanc Town's Police and by Pat Cosgrove of the Alternative Counseling. (See log August 2, 5, and 12). In contrast to Beecher, Grand Blanc's problems are not as severe or as violent. Grand Blanc has resources available in the community which can effectively deal with many of the community's problems. The community school process in Grand Blanc can be directed more at coordinating existing services so that maximum benefits can be derived. The Beecher district is lacking in many services and the
Community school program must function from a different perspective. Beecher's community school program must concentrate on ways of bringing in needed services and resources to the community. The Beecher district must also concentrate more strongly on developing its human potential and its own leaders.
APPENDIX

Daily Log

April 24, 1974

Visited the Community School Program at Kearsley High School. Had a long and informative discussion with Jim Cochran, the Community School Director. Mr. Cochran had some different and interesting ideas about Community Education. I requested to do an internship with Mr. Cochran during the summer of 1974. Cochran couldn't give a definite answer at this time. He indicated that he planned on resigning his position to work full time on his dissertation. (Mr. Cochran later resigned.)

April 25, 1974

Visited Mr. Alvin Hall, the community school program director at Beecher Community Schools. Mr. Hall informed me of the community school program at Beecher. He showed me around the facilities and agreed to my doing an internship with him during the month of July, 1974.

April 29, 1974

Went to Grand Blanc Community Schools and met with the community school director, Mr. John Goldner. He told me about his job and his program. I asked Mr. Goldner if I could do an internship with him during the month of August, 1974 and he suggested that I contact him later since there was a millage
election scheduled for June and the fate of the community school program was dependent upon the results of the millage election.

June 7, 1974

I telephoned Mr. Goldner and he said that the millage had passed. He said I could do the internship but requested I send him a letter and my credentials. I did as he requested.

June 26, 27, 1974

Attended Non-Urban Community Education Training Institute at Alma College Regional Center. While I was in attendance there were six main topics covered: Needs Assessment and Surveying, Evaluation, Agency Cooperation, Proposal Writing, Use of Volunteers and The Role of the Community School Director.

Summary

Although the preceding entries were preparation they were also learning experiences. A great deal can be learned from visiting different Community Education Programs. The Alma Training Institute was an excellent way to start an internship. It provided a good foundation of basic concepts with which to start an internship.
July 1, 1974

Spent most of my first day at Beecher meeting people. Had a conference with Alvin Hall the director of the community school program. Mr. Hall indicated what he expected of an intern. I read over the log that is kept for the community education program by Mr. Hall's secretary. Also, I read over a proposal for $150,000.00 that Mr. Hall had submitted to the DeWaters Charitable Foundation.

In the evening of my first day of internship I attended two Community Council meetings. I attended the meetings with Mr. Hall at Dolan Junior High School and Summit Junior High School.

July 2, 1974

Mr. Hall requested that during my internship I contact ministers and businessmen in the Summit Junior High School area and invite them to attend the Summit Community Council Meetings. On this date I contacted Father Robert McKeon and Rev. Charles Mangum and had a long talk with both about the community and its needs. I explained the purpose of the Community Council and invited the men to join.

In the evening I taught an exercise class. The regular instructor could not be present this evening.

July 3, 1974

Today I tried to talk to as many of the staff at Summit Junior High as possible. I wanted to get their ideas about
community education. Some of the school staff are very much against community education. This is especially true of the janitorial staff. Mr. Hall needs to improve communications with the school's staff.

Summary

In these first few days at Beecher I have found what appears to be some very serious problems in the Community Education Program. The school staff who are mostly white, see the community education program as a "black recreation program." The community education program was brought into Beecher as a result of racial problems. I spoke with Mr. Hall regarding this observation. Mr. Hall indicated he believed my observations were correct. He indicated that he was dealing with a very difficult and depressing situation.

I strongly feel that if the Community Education Program at Beecher is to be a success, Mr. Hall must start by changing attitudes among the school staff. He needs better communication with the school personnel.
July 8, 1974

Today I worked with Mr. Dorian Jones, who is one of Mr. Hall's assistants. There are about two hundred (200) students taking summer classes at Summit Junior High School. We surveyed the students to see if there would be enough interest to hold a dance on Friday, July 12, 1974 at the school. Interest was favorable and a dance was scheduled. Also, I contacted two businessmen in the Beecher area and invited them to the Community Council meeting July 15, 1974.

July 9, 1974

This morning I had a long talk with Mr. Irland, the assistant principal of Summit Junior High School, about community education. Mr. Irland expressed some regret. He said that the school staff should become more involved with the community education program. Mr. Irland said that he was too busy to take on any more responsibility. I also talked with several of the school's secretaries who have children in the Beecher School system. They indicated that they do not allow their children to attend school activities because of the violence around the school. I also met with two more businessmen and invited them to the Community Council meetings.

July 10, 1974

Talked with school administrators and some students about violence at the school. I also wrote four letters to businessmen
in the community inviting them to the Community Council meetings.
In addition, I wrote a notice to be placed in the St. Francis
Parish newspaper regarding the Summit Junior High Community
Council.

July 11, 1974

Today I had two meetings with businessmen in Beecher and
told them about the Community Council. The first meeting was
with Art Johnson of Fisher Body's Personnel Department. Fisher
Body is the largest business in the Beecher District. I also
met with Nevel Weeks, manager of the Genesee Bank. Both
gentlemen were invited to attend the Community Council meetings.

July 12, 1974

Mr. Hall wants to start a Golden Glove Boxing Program at
Beecher, and has asked me to look into setting up the program.
There is a Golden Glove Boxing Program at Grand Blanc High
School. I contacted the Grand Blanc Athletic Director and
he told me how the program was set up in Grand Blanc. This
information was passed on to Mr. Hall.

Summary

The second week of internship has been slow at times,
but overall it has been beneficial. Mr. Hall has designated a
number of projects to me and has made me feel as though I were an
actual member of the community education team at Beecher.
July 15, 1974

Today I looked over the new issue of the Community Education Journal. I spent some time telephoning members of the community reminding them of the Community Council meeting. In the evening I attended the Summit Community Council meeting. Attendance was good. A copy of the agenda is attached.

July 16, 1974

Went to Grand Blanc and talked with Mr. Henderson about Golden Glove Boxing. There was a small fire at Summit Junior High School. It is suspected that some students set it in protest against a new rule regarding bicycles in the school.

July 17, 1974

Had a long talk today with Trooper Richard Humberger of the Michigan State Police, who is the police-school liaison officer for Summit Junior High. I also went over the report that Mr. Hall is sending in to Eastern Michigan University regarding the programs at Beecher. I also wrote a report to the Beecher Board of Education regarding the Golden Glove Project.

July 18, 1974

Mr. Hall and I went to the Genesee County Drug Abuse Commission. I met a Mr. Jessie Thompson and learned how the Drug Abuse Commission could work with the Community Education Program.
July 19, 1974

Mr. Hall and I went to the Genesee County Sheriff's Department. Mr. Hall explained how he works with the Sheriff's Department. I met some people and had a chance to visit with some old friends. I had been a Deputy Sheriff from 1969 to 1973.

Summary

This third week of internship has been filled with a mixture of learning experiences. On Monday I had an opportunity to watch the Summit Community Council in action. The attendance at the council meeting was good and I gained a great deal from observing the council. I now have a fundamental knowledge of the community and its problems and I can understand their values and ideas. Later in the week I was confronted with some of the problems that a community school director must face when he starts a new program. This learning experience took place when I assisted Mr. Hall in starting a Golden Glove Boxing Program. Also, toward the end of the week I had contact with some of the other agencies in the Community that a director must know about and work with to have a successful community education program.
July 22, 1974

Today I caught up on paper work. I made a list of all the people I contacted in the Beecher District regarding the Community Council. This list was given to Mr. Hall for future reference.

July 23, 1974

Submitted a report to Mr. Hall regarding the Golden Glove Project. Mr. Hall needed the information for the Athletic Director. Also attended a meeting with Mr. Hall and representatives of the 4-H Club from the Beecher area. The Club had $200 in their budget which they received from Michigan State University's Cooperative Extension. The 4-H Club offered to use their money to provide transportation from Beecher to Cedar Point Amusement Park. Their offer was accepted and a trip was planned.

July 24, 1974

Attended a meeting in which Mr. Hall and his staff planned a trip to Cedar Point Amusement Park. During this meeting the staff also planned a talent show which will be held in August.

Summary

There are four main comments which should be made in this concluding statement about Beecher's Community Education Program:

1. Beecher's Community Education Program has a different structure than other systems. In Beecher, the Adult Education Program is separated from community education
and they should be united. This separation causes many unnecessary conflicts and problems.

2. There appears to be a psychological separation between the traditional school staff and the community education staff. If community education is to be successful there must be unity among school staff and common purpose.

3. The Beecher School District as a community is divided white against black. The community education process could improve this situation if the programs could be administered correctly.

4. Mr. Hall, who is a well educated, aggressive black administrator appears to have frightened some of the older administrators. Mr. Hall, who is starting his second year at Beecher must be very shrewd at this point in order to accomplish his goals without destroying his programs.
August 1, 1974

This first day at Grand Blanc Community Schools was one of attending meetings and meeting people. In the morning I attended a meeting with Mr. Goldner, the Community School Director, regarding women's volleyball. In the afternoon I met Grand Blanc's superintendent of schools and attended a meeting with a representative of the University of Michigan who was doing a research project on the Grand Blanc Schools and wanted to know about Community Education. In the evening I attended a community council meeting with Mr. Goldner at Cook Elementary School. Goldner told the Council how they could use the community education process.

August 2, 1974

Today Mr. Goldner did not work. I read over some information he had given me regarding adult education at Grand Blanc. Also I met with Lt. Sofredine the director of the Police Liaison Program in Grand Blanc High School. Sofredine told me about his program and how he works with Mr. Goldner and community education.

August 5, 1974

Today I met Pat Cosgrove, the "Drop-In Center" director. Grand Blanc High School has a staffed center where students can stop in and discuss their problems. This center is not a traditional counseling center. The center is very informal
and no records are kept. Pat explained how he works with the Community School Program and why a center like his is needed.

In the afternoon, Mr. Goldner and I planned a recruitment drive for the adult high school. The adult high school is top priority. Due to the way education is financed in Michigan the adult high school program can bring a large amount of money into the school district.

August 6, 1974

On this day I went with Mr. Goldner's secretary to Davison Community Schools. Davison is a neighboring district. Mr. Goldner wanted me to meet the Community School Director, Robert Regon, and see how they set up their adult high school. I enjoyed seeing the community education program at Davison. Their adult high school was very well organized. I learned many things regarding their filing system, state reimbursement and the G.I. Bill.

August 7, 1974

This day we worked on adult high school. I went to a number of businesses in Grand Blanc and put up posters advertising adult high school. I was impressed on the cooperation the businessmen offered. The personnel director at a large Fisher Body plant was especially cooperative.

August 8, 1974

On this date I had a chance to go to Grand Rapids, Michigan
and meet with Cecil Bain a community school director in Grand Rapids School District. Mr. Bain told me about his adult high school and his adult enrichment program.

In Grand Rapids they have a different system from the Flint area. In Grand Rapids the community college is part of the school district. Under the present system of finance this is a help to Community Education in Grand Rapids. The community college which is part of the school system receives reimbursement from the state for adult enrichment classes. In Flint where the community college is separate from the school system the reimbursement money is not seen by the school district.

Summary

At the end of the first week and a half in Grand Blanc I cannot help but contrast the Grand Blanc Program with the Beecher Program. I see three main differences:

1. The Grand Blanc program is a much broader program. I would classify the Grand Blanc program as much closer to being a total community education program than Beecher.

2. The attitude of the staff in Grand Blanc is far more conducive to a successful program than the attitude of the staff at Beecher. Mr. Goldner lives in Grand Blanc and he is very proud of his community. Most of his staff also live in Grand Blanc. In contrast, Mr. Hall does not live in the Beecher District nor do his staff members. The Beecher staff did not seem to have a deep commitment
3. The third main difference I see between Grand Blanc and Beecher is leadership. The Grand Blanc community has a lot of leadership potential. It has the ability to mobilize and put forth a real effort to reach a goal. In contrast most of Beecher's community seems to have lost hope.
August 12, 1974

Today I met again with Lt. Sofredine of the Grand Blanc Township Police. The Lieutenant told me more about the liaison program and how the police work with the community education program.

I also sat in on several interviews with adults who wanted to attend adult high school.

August 13, 1974

Most of this day was spent interviewing prospective adult high school students. It is quite a complicated process to get an adult enrolled. Educational goals and objectives must be planned with the adult in a realistic time framework. Past work both in school and out must be obtained and evaluated.

August 14, 1974

We continued to work on the adult high school program. Also Mr. Goldner assigned me a small project. He wanted to know how the other school districts in the area define a senior citizen. I called a number of school districts and wrote a short report. It is interesting to note that each district defined a senior citizen in a different manner. Senior citizens are admitted free to school activities.

August 15, 1974

Today I contacted the community school directors in the Flint area to find out about the wording on their high school diplomas. Some administrators at Grand Blanc want "Adult
High School" put on the diplomas. Mr. Goldner feels the diplomas for adult high school should be the same as regular high school. At the other schools in the Flint area the diplomas are the same for both adult school and the regular day program.

We also continued to work on adult high school enrollment. I telephoned all the people who had called in earlier but who had not come in to sign up.

August 16, 1974

The main project of this day was a trip to Carman School District. Mr. Goldner wanted me to look over the textbooks they use for adult high school. He needed the information to help make his decision on texts for his school.

Summary

This week I learned how to set up and start an adult high school. This will be Grand Blanc's first year with an adult high school program and it was a real learning experience helping out during this starting period.
August 19, 1974

Today I sat in on several interviews regarding adult high school enrollment.

In the afternoon I talked with Mr. Burick, the high school principal. He gave me his ideas about Community Education and adult high school.

August 20, 1974

Most of this day was spent interviewing adult high school students. Two of the students interviewed were veterans. There are special forms to be filled out so the veterans can receive benefits.

August 21, 1974

Today was another day of interviewing for adult high school. Enrollment is coming along very well. The adult high school is a new program. In this first two weeks we have signed up thirty-five full time students.

It is interesting to see how well the adult high school program complements the regular day high school. Many of the part time students in the adult high school are regular high school students who need to make up credits to graduate. The adult program gives them a chance to graduate with their class.

August 22, 1974

Today I went to Atherton High School and spoke with Gary More about community education. Gary is a new half-time assistant principal and half-time community school director. In the
Atherton School District they don't have an adult high school program so Mr. More sends his adult students to the Grand Blanc Adult High School.

August 23, 1974

This is the last day of the internship. In the morning I stayed in the office and helped Mr. Goldner out by answering the telephone for him. I also interviewed two people for him regarding adult high school.

In the afternoon I went around and thanked everybody for their kindness and help this summer.

Summary

During this last week of my internship the emphasis was still on adult high school enrollment. This emphasis will remain until after the fourth Friday count.

In this log I have pointed out several contrasts between the Grand Blanc School System and the Beecher School System. In addition to these differences there is one glaring similarity between Mr. Goldner's community education program and Mr. Hall's. This similarity is the administrative style of the community education directors. Both Goldner and Hall are fatherly and authoritarian. In dealing with their secretaries, janitors and other employees they are specific in giving directions and they expect the work to be performed just as the employee was told to do it.