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## Carman School District Major Internship

James Stanton Jones

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CARMAN SCHOOL DISTRICT  
MAJOR INTERNSHIP

by

James Stanton Jones

An 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 1974

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James Stanton Jones

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THE PROSPECTUS SUBMITTED PRIOR  
TO THE INTERNSHIP EXPERIENCE

The Internship

The internship will be served at Carman School District, a Genesee County School System. This internship is for the purposes of fulfilling the major internship for the Specialist Project. The internship will be for a period of fifteen weeks beginning the week of January 5, 1974 and ending the week of April 15, 1974. The supervisor of the intern will be Phil Hartman, Community School Coordinator.

Goals and Objectives

The intern has set for himself four goals which he would like to achieve during the internship experience. The objectives of each goal will be met through experiences with terminal skills being the result of the experiences. The first goal will be to become familiar with the knowledge necessary to organize and maintain a community school program. The intern will read materials relating to organizing the program and then assist the Community School Coordinator with organizing and conducting various aspects of the program. The intern will have an understanding of how to set up a total program and be able to articulate this knowledge and demonstrate this ability.

The second goal will be to become familiar with the knowledge necessary to organize and maintain a community school program at the local school level. The main objective will be to become more knowledgeable about how to organize and maintain a community school program at the local school level. The intern will read materials relating to maintaining and operating a program at the local school level. Opportunities to talk with and assist local building directors will be beneficial in studying and being able to practice the various techniques necessary to initiate and maintain a program at the local building level. How to organize and utilize Community School Councils, community resources including human resources, and publicity techniques will be of major concern to the intern.

The third goal will be to become familiar with the administrative structure at the central office level. The intern will analyze the administrative structure at the central office level and become acquainted with the responsibilities of each key administrator. The intern will examine the structure as it appears on paper and then spend time with each key administrator in order to get an idea of the responsibilities of each. The intern hopes to gain from these experiences by being able to project how the administrator's roles affect the Community School Coordinator's job. It is also important to understand how the chain of command operates and how this in turn affects the Community School Program.

The fourth goal is to become familiar with the leadership styles of key administrators at the central office level. The intern will analyze the leadership style of each key administrator and become familiar with the different leadership styles in operation. The intern will discuss leadership style with the different administrators. The intern will have an opportunity to observe the administrator on the job and determine the affects of the different styles. It is hoped from these experiences that the intern will be able to formalize an effective leadership style for himself.

#### Evaluation

The intern will evaluate this internship on the basis of three criteria. The intern will keep a daily log in which relevant experiences, thoughts, happenings, and reactions will be recorded. This should be an effective tool to help the intern analyze his daily experiences. The second evaluation technique will be to have conferences between the intern and his supervisor. By doing this, the intern hopes to keep abreast of the activities going on, the supervisor's ideas and thinking about the intern's progress. Through this interchange of ideas the intern hopes to improve his conceptual skills. Such conferences will also be helpful in determining whether or not the intern is getting the best and necessary experiences. Finally, the intern will be conferring with Dr. Donald C. Weaver, University Supervisor, to determine progress toward achieving the goals and objectives of the internship.

SECTION II  
RATIONALE FOR SERVING INTERNSHIP

This internship was selected with a Community School Coordinator in order to acquire the necessary knowledge and skills to organize a Community Education Program. The intern believed that the required knowledge and skills would be gained through an internship with a practicing director of Community Education, namely, Phil Hartman in the Carman School District. This intern has studied the philosophy and concepts of Community Education and believed that observation and practical experiences with a Community School Program would be most beneficial at this period in the intern's program.

The intern needed a working knowledge of how the Community Education Program operates at the district level, local school level, community level, and administrative level. The different aspects of the program were observed as they are related to implementation. How the community is involved in the program was studied to determine what implications the composition of the community has for program development. Community resources, budgeting, administrative structure in the central office level and building level, and administrative attitudes toward Community Education play a vital role in what kind and quality of program there will be at the district level. The intern needed a wide variety of experiences which the fifteen week internship at Carman School District provided.

### SECTION III ADMINISTRATIVE SKILLS

The goals and objectives of this internship were based upon the idea of acquiring as much knowledge and experience with as many aspects of the Community Education Program as were possible during a fifteen week experience. The experiences involved actual work with the program, observations, meetings, and conversations with key administrative personnel. The experiences were based upon human, conceptual, and technical skills, which the major internship should afford the intern.

The intern first concentrated on some of the basic elements of a Community Education Program. He worked with the community councils in the local buildings, reviewed the budget and spent time talking with the Business Manager for the district on budgeting. The intern wrote a guide for the district with a description of each individual program in the Community Education Program with the purpose of providing a resource guide.

The intern worked with the Community Education Coordinator with opening the winter session of adult education classes. The basic needs and wants of the community were determined through the use of surveys. The intern worked with the organizational aspects of the program by organizing classes and selecting instructors. Setting up the budget, ordering materials for the instructors, and the use of publicity to publicize the details of programs and classes were experienced first hand by the intern.

The intern observed the administration of the GED Test given to all adults entering the program and was fortunate to be able to sit in on several counseling sessions. Only certified personnel can administer the test, but the intern still benefitted greatly from the observations. The GED Testing Program is a very important component of the Community Education Program. The purpose of this program is to appraise the educational development of adults who have not completed their formal high school education. Through achievement of satisfactory scores on the tests, adults may earn a high school equivalency certificate. This important document will enable that person to further his educational needs, meet educational requirements for employment or promotion in a job, and satisfy educational qualifications for induction into the Armed Forces of the United States.

The GED tests are a battery of five comprehensive examinations in the areas of English composition, social studies, natural sciences, literature, and mathematics. These tests are designed to measure as directly as possible the major generalizations, ideas, and intellectual skills that are the outcome of four years of high school programs of instruction. Emphasis is placed on intellectual power rather than detailed content, and on the ability to comprehend exactly, evaluate critically, and to think clearly in terms of concepts and ideas. Successful completion of this battery of tests will give the student eight hours of credit. The student will need to have accumulated sixteen credits to obtain the equivalence certificate. Once this certificate is obtained, the student feels a great deal of respect, pride, and accomplishment.

The intern was fortunate to observe leadership occurring in many different situations. The Superintendent of Schools exhibited in many instances a "take charge" attitude and provided the necessary leadership when it was needed. During the levy election, the Superintendent organized the administrators and teachers to speak to community groups, neighbors, patrons, and students of voting age. The strategy for this election was planned around using the strengths of each administrator and teacher. The intern observed the importance of a district having a strong leader whose positive attitude was contagious to both staff and community.

The intern attended meetings for Principals, conducted by the Assistant Superintendent. Many decisions were made which determine the course of policies and programs for the district. These decisions were made by drawing upon the talents and strengths of the Principals (See Log Week of March 18).

Many of the situations, in which the Community School Director was observed as a leader, was in dealing with the public. These observations were enlightening in that the Community Education Director had to deal with many different groups of people, staff, administration and patrons of all ages (See Log Week of January 21).

It was interesting to observe that leadership starting from the Superintendent flowed downward and was used at each level effectively to inspire others, to provide a strong educational program for the community, and to accomplish those tasks set up by a joint effort of community and school personnel.

The intern was fortunate to sit in on a session at Carman Central Office concerning grantsmanship and proposal writing. The session was conducted by an administrator from the Genesee Intermediate School District. His presentation covered eight major areas which were of interest to the intern. The major topics included recognizing a fundable idea, identifying sources of funding as there are over three thousand sources, developing a plan, writing the proposal, acquiring resource materials, preparing and making the presentation, knowing the needs of the community, and implementing the program once the proposal is accepted (See Log Week of February 18).

Some basic principles of Career Education were observed by the intern as the program was in the beginning stages. If the program is to be a success, it must have the total cooperation of the entire staff who must in turn be involved in the integration of subjects and teaching. The program must have someone to coordinate the activities and the resource personnel for maximum continuity. Finally, the district must obtain a list of resource personnel from the area so that they can be utilized by the district for the purposes of upgrading the program (See Log Week of February 25).

The intern observed first hand the importance of communication skills to a successful Community Education Program. The program can only be as strong as the publicity it disseminates to the community. The director has to make sure that his brochures are professional, descriptive, informative, and attractive. He will have to use many communication skills in order to sell his program to the community. This can be accomplished by making home visits, speaking before

community groups, and be showing the individual how the program can personally benefit him. Once the program is successful, the director continually uses communicative skills in counseling adults, getting information to and from participants in the program, and in expanding the program whenever necessary to meet the needs of the community (See Log Week of February 4).

The internship was evaluated on the basis of three criteria. First, the intern kept a daily log in which relevant experiences, thoughts, happenings, and reactions were recorded. Second, conferences were held between the intern and his supervisor to keep abreast of the activities going on, and the supervisor's ideas and thinking about the intern's progress. Finally, the intern conferred with Dr. Donald C. Weaver, University Supervisor, to determine progress toward achieving the goals and objectives of the internship. The intern believes that the major internship was of benefit since it exposed him to many facts of the Community Education Program as well as other vital aspects of the total district programs. Much more active participation was desired by the intern, but it must be recognized that a school district is reluctant to give too much responsibility to a temporary person. The intern is grateful for those opportunities for participating and the valuable knowledge gained from observations of programs, administrative decision making, and committees and groups involved in the implementation of a Community Education Program.

SECTION IV  
LOG OF EXPERIENCES

Week of January 1-4

The internship started the same week as did Winter Registration for Adult Enrichment Classes. The intern learned one way of organizing class schedules, registration, how to get information such as class list and class cards to the instructors at the proper school.

Week of January 7-11

This week the intern worked at Carman High School during the evening hours as this was the first week of enrichment classes. The intern learned the procedure of how to collect money, the importance of communicating ahead of time with Instructors so as to be sure they are on time, the necessity of getting around to all the classes and making sure that the Instructors have all the necessary materials for their classes. It is important to be available to help direct students to their classes and make them feel at home by a friendly greeting and smile.

Week of January 14-18

This week the intern began work on a notebook for Phil Hartman, the Community School Coordinator at Carman School District. The purpose of this notebook was first to put in writing a description of each individual program and then to combine all of this information in notebook form so as to provide one source which could be used as a reference.

## Week of January 21-35

The intern attended a meeting in the Board Room at Carman's Central Office involving Carman Administrators, area recreational personnel, and a class from Central Michigan University. Each administrator spoke about his administrative duties at Carman. The history of the district was covered, which was filled with many problems centering around the resident's negative attitudes toward the school district. In 1969, with the failing of the levy, a junior high school was closed, teachers were laid off, extra-curricular activities were cancelled, and students were put on double shifts. Terry Meeder was selected as Superintendent of Schools and was responsible for changing the situation around by giving the district strong leadership. Terry Meeder spoke of his philosophy of Community Education in the Carman School District. During the discussion period a lively debate developed between Phil Hartman and the recreation personnel. This was the intern's first awareness that such a conflict existed. Many important issues between the two groups were discussed, and the Community Education Director handled the questions very well.

Week of January 28 to February 1

The intern attended a meeting with the Superintendent of Schools of Carman, Phil Hartman, and the Police-School Liaison Personnel representing the Carman School District. This program was just getting started so many topics were discussed. From this meeting, I gained a new insight of how this concept could be effectively implemented into the regular school program to benefit the students by offering advice and referring students to other agencies in the community that might be of service to them.

Week of February 4-8

The intern made the rounds with the Assistant Director to observe the adult education classes in session. The intern had a chance to talk with some of the adults taking classes and was impressed with the student's motivation, desire to learn, and with how important these classes were to them. It was as if each student had something to prove to himself and was not going to let this opportunity slip away from him of obtaining his high school equivalency. The assistant director gave the students some information concerning graduation May 18. The graduation meant a great deal to them as it signified their success and hard work. The school district reflects this viewpoint too as it makes every effort to make this event a memorable one for the student and his family. First, all students, their families and the Community Education Director have a banquet the night before his graduation.

which is always on a Saturday night. At this banquet, a guest speaker has a major address that serves as a challenge to these students. The next day the students will graduate wearing robes, which have the same school colors of the high school from which they graduated. After graduation, the school sponsored a party in honor of the graduates. This is just one of the many services the intern saw taking place in the Carman School District, compliments of the Community Education Program. Also this week, I attended a meeting between Phil Hartman and Northern Michigan University in which the philosophy of Community Education was discussed.

#### Week of February 11-15

The highlight of the internship at Carman was attending the in-service day for teachers. The intern attended one session on Community Education in which the film "To Touch A Child" was shown. Next, the intern attended a session on simulation games, and concluded the day by going to a film festival. The intern saw four films dealing with British Infant School, the Inquiry Approach Method of teaching, the Year-Round School, and finally the Open Classroom. The intern was impressed with the effort made by both administration and teacher to make this day both relevant and current for those participating.

## Week of February 18-22

The intern attended a curriculum meeting at Central Office. A spokesman from Genesee Intermediate School District talked to the group about how to write proposals. Many good tips were given dealing with grantsmanship such as the need to recognize the fundable idea, to identify sources of funding, develop a plan, write a proposal, acquire resource materials, prepare and make presentation, know the community and its needs, and finally to administer the program if the grant is received. The intern learned there are many sources of funding available at both the state and federal level; it is imperative that all educators take advantage of this opportunity, and make every effort to put these available funds to use in our school districts. This session was very helpful to the intern because, as a future community educator, this question of where to obtain available funds to meet the community's needs is an extremely important one.

## Week of February 25 to March 1

The intern spent most of this week at Utley Junior High with the media specialist learning about their up and coming Career Education Program. The intern was impressed with the hard work and the creativity used to make this unit an important learning experience for the students at Utley Junior High. To make this unit effective the media specialist went into the community to obtain her resource people, and had them come into the school to talk to

the students about their vocation. Some of the personnel used were: An Assistant Personnel Director, a Marine Recruiter, State Police Personnel, a Real Estate Salesperson, a Journalist, United Airlines Agent, Television Cameraman, Missionary, Social Worker, and a Restaurant Owner. The idea that impressed the intern was the fact that this unit was possible by utilizing a local resource--the people. This unit was to run five weeks as mini-courses in the social studies classes, and students had their choices as to what activity they wanted to attend.

#### Week of March 4-8

The intern attended an all day Community Education Workshop sponsored by the Flint Board of Education and held at Northwestern High School. The session attended by the intern was a simulation game called the Seven Minute Day. The purpose of this game is to divide into four teams: School Board and Administrators, the Community, Community School Director, and Teachers Group. After dividing into four groups, each group was given a data fact sheet that directed the groups during the activity. This game stressed the importance of communication and stressed the important skill of manipulating the other groups to your viewpoint. The next day the intern attended the workshop and was fortunate to hear George Romney speak to the group. In the afternoon session, the intern attended Larry Decker's session on "Doing Research in a Community". This session proved to be a very informative session.

## Week of March 11-15

This week the intern attended a Counselor's meeting, in which, several important items were discussed. First, the up-coming levy election was discussed. Second, the graduate follow-up survey was discussed, and the final issue discussed was when to send questionnaires home with student to evaluate the school's performance. The intern was impressed that the school personnel would ask the student's opinion about their school without feeling threatened. This seems to the intern to be a good way to improve a school system by soliciting the opinion of those most in the know.

## Week of March 18-22

The intern attended a Principal's meeting this week that dealt with the up-coming levy election. The problem was how to sell the levy to the public. Carman District didn't have a building fund and this question would be on the ballot. Without a building fund, the budget had to be manipulated, so as to provide money for improvements that had to be made in some of the older buildings in the district. A schedule was set up, in which the Superintendent of Schools, the Business Director, and the Assistant Superintendent would go to the various meetings in the community and speak on the issue of how vital this levy election was to the school district. The intern felt the Superintendent met the issue head on and did the best job possible to provide the community with the facts.

## Week of March 25-29

The intern started work on seeking funds for a senior citizens project. This money would be used to purchase mobile units, which would be used to deliver hot lunches to shut-ins and other interested senior citizens. The intern made calls to the proper state agencies in Lansing and Flint to find out the deadline date for filing for these federal funds. After obtaining the information, the intern turned it over to Phil Hartman to make the final decision. The intern was surprised that there are so many funds available at both the federal and state level. It is important that school personnel keep informed on these bills, so as to take advantage of them for the benefit of their community members.

## Week of April 1-5

The intern this week attended a Curriculum Meeting held in the Board of Education Room at Carman's Administration Center. Some of the topics discussed were budgets, which fall into several areas (1) textbook; (2) other teaching materials; and (3) office supplies. It was interesting how the money from one budget could be transferred to another budget, for example, transferred money from the English budget to the social studies budget. This gives the district more flexibility in meeting the teacher's request in areas that need more money for new materials or for replacing the old ones.

## Week of April 8-12

This was the interns last week at Carman and much of the remaining time was spent with Phil Hartman discussing the intern's experiences. The discussion was also centered around how Carman's program would be expanded in the near future.

SECTION V  
RECOMMENDATIONS FOR IMPROVING INTERNSHIP

The intern has three recommendations for improving the major internship at Carman School District. First, the intern needs to spend more than twenty hours per week on the internship in order to specialize in areas of importance such as budgeting and program development. The second recommendation would be for the intern to be in a position where he can assume some decision making power and take more responsibility. This would enhance the intern's experience by providing him with an opportunity to see the importance of and consequences of decisions made by him. The third recommendation would be that the intern should spend time locating the power structure within that community and analyzing the power structure as it strengthens his position in dealing with the community. This would be valuable knowledge for the intern as he develops his own Community Education Program.