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An Inner-City Junior High School Experience with School Administration in the City of Benton Harbor

Dale P. Cryan
Western Michigan University

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AN INNER-CITY JUNIOR HIGH SCHOOL EXPERIENCE
WITH SCHOOL ADMINISTRATION IN THE
CITY OF BENTON HARBOR

by

Dale P. Cryan

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

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Dale P. Cryan
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SECTION I.
THE PROSPECTUS SUBMITTED PRIOR
TO THE INTERNSHIP EXPERIENCE

Locale and Time

I am planning to do an internship at Benton Harbor Junior High School, Benton Harbor, Michigan. Benton Harbor Junior High School is a bi-racial, inner-city school. The total enrollment of the school is 702. Ninety-four per cent of the students are black. Benton Harbor Junior High School houses fifty-five special education students.

While at Benton Harbor Junior High School, I will be under the supervision of the principal, Mr. Rod Halstad. Mr. Halstad has been principal at Benton Harbor Junior High School for three years. Prior to this experience he was principal at Covert High School, Covert, Michigan for four years. While engaged in this internship project I will be directly responsible to Dr. James Davenport from the Department of Educational Leadership.

The Winter Semester, 1972, will be devoted to this internship project. An internship project requires a minimum of fifteen hours per week.

Rationale for the Experience

My past experience in education has been confined
to the senior high school. I have been a teacher and counselor at Benton Harbor High School for five years and have spent a year as Assistant Principal at Leon High School, Tallahassee, Florida. This experience has been invaluable, to say the least, and has been instrumental in pointing out the fact that the American junior and senior high schools are exceedingly complex social entities with numerous problems and needs. The man responsible for leadership in these schools must be able to plan and initiate the needed changes, working closely with his staff, associates, the faculty and students.

The school in which I am going to do my internship is a very difficult and complex situation; yet, it is a situation that offers unlimited possibilities for acquiring the previously mentioned leadership characteristics. I view this as an opportunity to work closely with experienced and proven administrators and apply the theory I have been exposed to to help this school with some of its various problems. This internship will allow me to examine this school within the context of its social setting, explore its assets, and prescribe measures to ameliorate its liabilities.

This internship will also offer me an excellent opportunity to work with Negro and Caucasian students in a tense situation. In the past this school has been
plagued by a breakdown in relationships between human groups and it reached the point where learning had given way to protest activities and fighting. Although this situation has now improved it is extremely important that an administrator have the skill and expertise to work with the faculty, students, and community so they can come to understand the burdens of concern, fear, and responsibility, and understand the obligations of each other. If we can accomplish this we may have a greater understanding of the behavioral patterns which govern human relations. These are not easily acquired skills, but they are skills one must possess if he is to achieve success. The only way to acquire such skills is to become totally immersed in a situation where you have an opportunity to interact with people in a closely modulated environment. This internship will certainly allow me to refine the skills I now possess in terms of working with people.

Skills to be Sought or Improved

The facilities at Benton Harbor Junior High School are practically obsolete. The original plant was built in 1924 and had a one wing addition in 1961. The building, as a whole, has far surpassed its usefulness as an effective learning center. It is clearly a situation
where you have to get by on what you have. This is one aspect (plant facilities) that I plan to pursue very closely while at Benton Harbor Junior High School. I hope to acquire some insight into plant management and how one suitably adapts to the inadequacies if they are present. Mr. Halstad will be an excellent teacher and resource person in this area.

Mr. Halstad has expressed to Dr. Weaver and to me a willingness to cooperate in any way possible and to make my internship a valuable and worthwhile experience. This guarantee includes the opportunity to work closely with him on all internal matters and also to work in the areas of attendance, discipline, and guidance. Besides working in these areas, I have indicated to Mr. Halstad a desire to explore the areas of staff morale, student morale, black student self-concept, and ungraded schools for the seventh and eighth grades. It is obvious I cannot begin to study all of these areas because of the limited time factor, but I will attempt to explore them as time permits.

I will be supervised by Dr. Davenport who will meet with me periodically for the purpose of discussing my experiences and reviewing my daily log. He will also visit me at Benton Harbor Junior High School for conferences with Mr. Halstad and me.
SECTION II.
REVIEW OF THE LITERATURE

The concept of internship is not new. It goes back at least to the Middle Ages and conceivably even further. Society has always been conscious that vocations which demand the application of complex skills require more than training in theory; they require on-the-job contact with the actual operations of the vocation. In trades involving manual skills, the tradition of apprenticeship was long ago established enabling the novice to learn by actual participation in the production of handcrafted goods. When, however, social and economic progress created vocations demanding more complex patterns of skills, skills involving not only manual but also organizational and inter-personal skills applied at social levels where mistakes could result in damage both to groups and to society itself, society recognized that more than apprenticeship was needed.

Professions such as law, medicine, and education involve more than mastery of mechanical skills, they involve a background of knowledge and a matrix of ethical perspective which is best learned in theory and then learned again in the field through experience in practical application. However, the stakes in terms of human resources lost or affected by failure demand that the
learning application be carefully supervised. The professional aspirant must learn the application of complex skills by actually taking part in their application, but in such a way that neither full responsibility nor authority falls upon him. His application experience must be carried on under the responsibility and authority of an experienced practitioner of the profession who can guide and safeguard the intern and the activities. This is the basic concept behind the practice of internship in law, medicine, and in educational administration.

Although medical and legal internships have been a part of the professional scene since the late Middle Ages, their systematized and structured use has been a part of the United States' scene only since the middle of the nineteenth century (3). Internships in educational administration have only developed during the last half of this century (3). However, whether legal, medical, or educational the internship has been marked by several characteristics. There is first a body of knowledge—a foundational content of theory to which the professional aspirant is exposed. Second, there is a structured experience in which the aspirant is given the opportunity to apply the theoretical knowledge in field situations under the guidance of experienced, proven administrators. During this phase theory becomes armed with operative skills and procedures. Third, the as-
pirant, after being judged competent, is given actual line authority and begins his professional administrative career.

Two universities, the University of Chicago and the University of Omaha, pioneered administrative internship in a tentative way before and during World War II. But the real impetus for internship began during the 1950's under the sponsorship and financing of the W.K. Kellog Foundation (3). During the 1950's the internship program grew until, by the publication date of Daniel R. Davies' *The Internship in Educational Administration* in 1962, a survey of eight universities revealed, "140 interns in 120 different field agencies."

(3)

The literature describing educational internship has failed to make a clear distinction between internship and apprenticeship. In fact, a survey of literature about educational internship indicates basic disagreement among authorities and researchers on a common definition of internship itself. This confusion arises not only from vagueness as to the terms "apprenticeship" and "internship," but also from confusion between the terms "intern" and "extern". On the basis of literature survey and the personal internship represented by this paper, the writer proposes this definition:

An educational internship is that phase
of training in educational administration which follows instruction and research in administrative theory and provides field experience in applying that theory practically under supervision and without final-line responsibility for decisions and solutions to the administrative problems met.

Clifford P. Hooker (1958) edited An Appraisal of the Internship in Educational Administration. In it he outlined several criteria for bonafide internship programs:

1. It must follow theoretical training.
2. It must include a block of time on some sort of full time basis.
3. It must "include real and continuous administrative responsibilities in the field under a competent administrator."
4. It must include supervision by the sponsoring university.

There is also emphasis that the experience must be evaluated in systematic fashion by the intern, the local supervising administrator, and by the university supervisor.

Once we accept the above definition, or one similar, we have a frame of reference for interpreting the role of the intern within the internship experience. Both Adolph Unruh in his article, "Internship," and Robert Brittell as quoted in The Internship in Administrative
Preparation agreed that both scope and depth must be provided for the intern in his assignments. This is to be accomplished by internship tasks assigned on both broad and specific levels, enabling the intern to function in both role-areas characteristic of administrative problems. These men both agreed that the tasks assigned must be actual and functional administrative problems which will at once provide a valid challenge in actual administration, while at the same time demonstrating whether the intern possesses the degree of effective competency necessary for administrative work. Unruh went further than Brittell in stating plainly that the internship must include tasks which will involve him both in the community where the internship takes place and in the professional group of which the administrative function is a part. Charles Ullman, speaking specifically of federal government internships, pointed out that both the internship process and the experience of specific task-learning during internship term are part of the same process.

Given, then, a definition and a clear role of the administrative intern, precisely what should be the structure of the actual internship program? Here the writers are nearly unanimous. Perhaps the most cogent guidelines suggested for educational internships are found in The Internship in Administrative Preparation.
edited by Stephen Hencley (4). Seven points sum up the functional goals of the internship:

1. Educational improvement should be the central focus of all the experience of the intern.
2. The intern should be encouraged to analyze each decision or course of action to see how it relates to a theoretical view of the process of change. Crucial to this analysis will be a consideration of alternatives and their rationales.
3. Since human relations are so important in administration, the intern should have a variety of relationships with many people in order to gain greater depth in interpersonal understandings.
4. The intern should undertake some activities for which he has major responsibility.
5. There should be a balance of activities between ones providing a general understanding of total school operation and others giving meaning to a specific job as it relates to the system.
6. The intern should endeavor to learn as much as possible about the nature of the institutional structure in which he is working.
7. The intern should assess his own abilities with the purpose of determining how he can best utilize these abilities within the internship experience.

It should be clear that neither the local administrative unit nor the sponsoring university can accomplish these goals alone. It is also obvious that to be effective, the intern must become involved in actual situations, having an active part in administrative decision making and have a share in applying these decisions if he is to evaluate them. Few local administrators would be able to assign this type of role to the
intern at simply the intern's personal request. Such a role must be a part of the university's program design and geared to produce specific involvement of the intern with the local program through its contact with the local administrator. On the other hand, no such program, however well designed by the university, would be effective unless the local administrator supervisor cooperated fully and openly with it.(1)

In this connection, it should be noted that the intern soon sees that the internship places him in a very advantageous position. He is able to view the inner workings of a given administrative situation without becoming entangled in the social and financial reward systems of the school or district. This gives him a degree of objectivity in analyzing and understanding a given administrative problem—complex which few local administrators can command. Where the local administrator may have a difficult time seeing or accepting the factors which are delaying or preventing solution to local administrative problems, the intern is often in a position to see them more clearly. He has fewer stakes in both the solution and in the final outcome. This especially applies to long-term problems whose resolution will take place well after the internship ends. The intern must take care to appreciate this advantage and not to compromise it by taking "sides" in conflicts rising
from role-expectations versus individual need-dispositions found in each local setting.

A valid survey of both history and literature concerning educational internships would be incomplete without comment on the effects of such a program on all participants. Davies listed five basic partners in the internship program: the sponsoring university, the sponsoring school system, the profession, the intern, and the state (3). The internship gives the sponsoring university an unusual opportunity to bring about a dynamic confrontation between the realm of educational administrative theory and its practical application in functional, local problems. It provides that personal contact with local, front-line practitioners of education which universities are so often accused of avoiding.

The internship provides the local district, through its agent the local administrative supervisor who acts as the university's instructor-in-the-field, an active and personal contact with current leading concepts of administrative procedures. Not only is access to new ideas made available, but the administrator is also made aware of university supplementary services he would not ordinarily contact. The school district is given exposure to the intern in action within the actual district administrative situation, giving it the opportunity to judge his abilities for possible employment with-

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out the risk of committing themselves to contract. The profession of school administration, both at large and locally, is benefited by a systematic program of lifting performance standards by improved training of its members. Interns who discover their particular field of effectiveness within administration through internship experience raise the whole profession's level of competence through more accurate placement. Interns who find they lack the characteristics necessary for effective administration can channel their efforts into other fields without the trauma to themselves and to the profession of floundering unhappily in actual contractual responsibility. The intern gains also by developing those essential skills by which classroom and research theory are practically applied to day-by-day administrative problems from the viewpoint of "learning." He is insulated from the pressures of personal advancement or line-accountability which accompany contractual line responsibility.

The salutary effects of the internship program on the state and its educational systems have been slow in receiving recognition. The actual effects, of course, are bound up in the sum of all other advantages—increased effectiveness to all agencies within the state which are affected by educational administration. Although Davies mentions the frustrating experiences of
some interns with some state agencies, he recognized, on the whole, a growing awareness of states of the need to aid the internship programs by liberalizing certification requirements for those involved in interstate internships. This tacitly recognizes the value of such internships. (3)

Perhaps the best summary for this section is Davies' comment:

Internships do not just happen, they are planned and are carefully supervised. No one professor, university, or school system is going to be able to carry the whole burden. The task is a major one, demanding the best thinking, the most vigorous action, and the united support of the professional school, the local school system, the profession, the interns, and the state. (3)
SECTION III.
ADMINISTRATIVE SKILLS

Whatever else administration is thought to be, it must certainly include the organization of complex relationships between persons and things. Any process involving such a balancing of complex variables toward a given end demands competency in a set of equally complex skills. Some administrators prefer to exercise these skills instinctively, "flying by the seat of their pants." However, though an administrator must possess an inclination for administration, the skills he uses are capable of being learned. Any skill which can be learned can be described and to some extent measured. In the case of complex skills, the more fully they are understood, the easier it will be to master them.

Just how does one go about identifying skills essential to administration? Perhaps the most effective of many approaches to the analysis of administrative skills is that devised by Robert Katz and presented in a landmark article in the Harvard Business Review, 1955. Katz indicated that administrative skills must be analyzed, identified, and evaluated in terms of performance skills rather than personality skills. The key is what the administrator can do, rather than on what his personality is. Katz proposed a "three-skill ap-
proach": technical skills, human skills, and conceptual skills. All three must be possessed by any successful administrator to a high degree of competence. Different levels of administrative responsibility tend to demand use of one skill more than the other two, but all three skill areas are used in any administrative work. In order to come to grips with the skills vital to an intern, that is, those skills an intern should develop during his internship, each skill area will be first described and then applied to types of skill-building that the internship reported in this paper provided.

Technical Skills

Katz defined technical skills as involving "specialized knowledge, analytical ability within that specialty, and facility in the use of tools and techniques of the specific discipline"(6). In educational administration these skills have to do primarily with three classes of subskills: financial organization, instructional program organization, and general program organizational skills. The administrator who functions at the building level, the level at which this internship was experienced, must possess the skills necessary to plan the controlled expenditure of funds allotted him for his building programs. This includes skills in program design and in establishing and maintaining a financial
records system. The administrator must understand the instructional process and possess skills in designing a balanced program plus the organizational techniques by which the staff and students can be supplied with the schedules, books, and learning materials which help learning to take place. The building administrator must possess those skills by which attendance, discipline, and maintenance programs can be coordinated to pull the entire school program together into a functional unit. He must also have those skills in functional problem analysis and solution when those program designs develop snarls.

The internship reported by this paper took place during the second half of the school year. This time element limited participation in program design except that which applied to the following school year. Below is a list of those technical skills actually observed and participated in during internship.

1. Scheduling—Skill in analyzing individual students in terms of strengths and weaknesses and placing them in appropriate programs.

2. Program planning—Skill in making general goals operative through specific, sequenced plans of action.

3. Program coordination, physical—The organization of traffic patterns, teacher assignment, etc., which
makes the physical shift of groups in a program smooth and unconflicting.

4. Agenda preparation—The assembling of problem factors and preparing them for presentation in committees in the proper order and at the right time.

5. Committee summaries—The pulling together of the results of planning discussions in concrete, applicable written form.

6. Budget building—Skill in identifying basic expenditure areas and projecting costs for applicable programs.

Human Skills

Every educational administrator, and especially the building administrator, deals with people. One does not have to accumulate much administrative experience to realize that, however well designed a program may be, it stands successfully or falls on the basis of the reaction of people to it. The building administrator deals with people at five levels: superiors at district level, subordinate administrators in building, teaching staff, students, and peers. Each level demands not only general skills in dealing with people but also special skills peculiar to each particular professional relationship. The purpose of the application of all these skills is the successful operation of the learning program in the
school. To accomplish this, the administrator must be aware of himself and of his assumptions about his job and about other people. He must also be aware that each change in relationships alters the entire set of relationships. This fact demands awareness of the necessity for a continuous program of inter-personal activity. The administrator must work to create a positive "human atmosphere" in which those below him may feel free to express themselves with no threat of criticism or reprisals, making them feel a part of cooperative unit. With his superiors he must maintain a degree of communication which will foster confidence that district policy and procedures are being effectively carried out in his building.

The internship reported here gave basic experience in several areas of human skills which are listed below.

1. Self-clarification—Skill in clarifying personal philosophy, personal attitudes toward education, learning and inter-personal relationships, resulting in a knowledge of one's own weaknesses and strengths in dealing with people.

2. Confrontation—Skill in facing situations on the basis of program needs regardless of inter-personal unpleasantness which might arise from the conflict of role with personalities. This involves taking personal responsibility for personal and administra-
tive decisions rather than find excuses and point blame toward others.

3. Acceptance of individuality—Capacity to accept others as they are without need to categorize them as good and bad. This includes the ability to differentiate between goals and procedures to accomplish those goals, and, to recognize that differences of opinion about procedures can be compromised if the goal is the same.

4. Inter-personal pragmatism—Consciousness of the fact that some need-dispositions in the personalities with which one works produce situations which cannot be solved ideally, and, that it is sometimes necessary to accept a less-than-ideal solution for the advantage of the whole program.

Conceptual Skills

Katz defined conceptual skill as the "ability to see the enterprise as a whole ... recognizing how the various functions of the organization depend on one another ... visualizing the relationship of the business to the industry ..."(6). Conceptual skills are perhaps the most difficult to pin down. They are also the skills most often lacking or ignored in educational administration. Katz pointed out that the higher the level of a given organization at which the administra-
tor functions, the more conceptual skills play an important role. However, it is accurate to say that conceptual skills are no less important at lower administrative levels. The difference simply lies in the fact that the whole to which an administrator must fit the part is just smaller than the whole within which the upper echelon administrator operates. Each administrator must be able to carry in his mind a matrix of the whole educational process, as well as a matrix of the whole operation at his own level. Into these matrices each small part of daily administrative minutia must be fit. A significant portion of administrative problems rises from dealing with a given situation in its own frame of reference as if it had no bearing on the whole educational process. The ability to maintain a picture of the whole and to relate daily administrative fragments to it is composed of a number of skills which can be learned and consciously applied.

The conceptual skills observed and participated in during this internship are listed below.

1. Overview—Skill of viewing a specific administrative problem in relationship to the total building program against the background of district philosophy and policy.

2. Anticipation—Skill in sensing complications rising from a problem or incident by facing what bad effect
it can have in terms of "What can go wrong?", to-
gether with ability to estimate effect of a planned
action or step on all elements of the total program.
SECTION IV.
FOOTNOTES


SECTION V.
LOG OF EXPERIENCES

Introduction

The log of experiences consisted of a daily log and a weekly summary highlighting the important aspect or aspects of the week that are believed essential to the growth and development of an administrative intern. The daily log and the weekly summaries helped the director evaluate my progress and also assisted me in organizing and interpreting my experiences. The following pages are the weekly summaries from the log.

Week of January 3-January 7

This week was devoted to familiarizing myself with the faculty and physical plant of Benton Harbor Junior High School. I also spent considerable time examining the discipline policies and noted the procedures required for implementing them. Some time was also spent in planning sessions with Mr. Halstad and Mr. Ferris for the purpose of establishing a budget for the 1972 summer program.

Week of January 10-January 14

I devoted a considerable amount of time this week
working with Mr. Ferris as he worked toward developing a schedule which will allow a greater amount of flexibility in the 72-73 school year. I was also partially responsible (along with the other administrative staff) for developing and supervising a program to honor Dr. Martin Luther King on Friday, January 14.

Week of January 17-January 21

This week I assumed my first role of direct responsibility (disciplinarian). In this position it is extremely important that a person be aware of the Board of Education discipline policies and administer them in a just manner. I feel that it is easier to handle discipline in a predominantly black school because there is less opportunity to become snarled in the web of inconsistency. The black student in this situation is more concerned with himself and his role as a student than he is when confronted with the tensions that exist in the bi-racial schools of today.

Week of January 24-January 28

The most important aspect of this week was the meeting Mr. Halstad and I attended at Lakeshore High School, along with another one hundred Bereien and Cass county school officials. At this meeting we were advised of a State Board of Education proposal which would
divide Michigan into seventeen regions for educational planning and funding. The announcement by Berrien Springs' Superintendent of Schools Lee Auble came during general remarks on redistricting, tenure, funding, and responsibility of local boards by three men high in state education. The speakers were Michael J. Deeb, Detroit, vice president of the state board of education; Dr. Roger Boline, director of school management services, state department education; and Dr. Norman P. Weinheimer, executive director, Michigan Association of School Boards.

Mr. Deeb emphasized the fact that the State Board of Education, which is sometimes criticized as insensitive, does listen to those affected by its rulings and can only be aware of dissatisfaction among its districts if the people within the districts voice their dissent.

Week of January 31-February 4

The highlight of this week was the faculty meeting I attended which was devoted to human relations. The most important lesson learned from this meeting was that any outside program (this meeting was conducted by persons outside of Benton Harbor Junior High School) must be previewed before it is presented. The theme of the meeting was human relations. The group presenting the meeting showed a film entitled Black-White: Uptight.
and followed with informal discussion groups among the faculty. The result of this meeting among the faculty mirrored the title *Black-White: Uptight*. Many teachers, both black and white, disagreed about several aspects of the film; they let their feelings dominate the informal group session and continued to let them be known for several days afterward. I feel the intentions of the program were good but the group presenting the program failed to accent positive things. I feel the meeting would have been much more fruitful if the point had been emphasized that if human relations are to be improved people must come to understand the burdens of concern, fear, responsibility, and obligations that are borne by others—by their associates, adversaries, and seeming rivals. From this can come a fuller understanding and a clearer view of the behavioral patterns which govern human relations. Every individual has his own moral responsibilities in improving human relations.

Week of February 7-February 11

The most important aspect of this week was the reiteration of the fact that planning is of utmost importance to the success of any activity. I attended a principals' meeting (principals of the Benton Harbor Area Schools) which was held for the purpose of finalizing answers to questions which were previously submitted to
teachers. The teachers were supposed to study the ques-
tions and then direct questions to various administrators
at a special meeting to be held at a later date. This
meeting was very disorganized and was dominated by one
person who felt that he had the answer for each question.
The meeting was originally scheduled for one and one-half
hours but lasted over four hours.

Week of February 14-February 18

I feel that this week can be summarized by two
words--human relations. This week in the Benton Harbor
Area Schools was Black History Week and was a most im-
portant week in the lives of all black students. Our
school had many planned activities which brought the
black and white students together and allowed the black
students to see that white people do care and appreciate
the black heritage. One of the most outstanding features
of the week was that the students worked as a positive
force in the school, with the leadership of the prin-
cipal, in shaping the course of events for the week. It
seemed very evident that the students felt, as they
worked with the administration and teachers, they were
a vital part of the school. Mr. Halstad also did a
superb job in working with the students and in improv-
ing human relations within the school and community.
Week of February 21-February 25

This week provided the writer an opportunity to be introduced to two facets of administration that had previously been foreign—teacher grievances and teacher resignations. These are, of course, very delicate issues and require a certain amount of expertise if they are to be handled correctly.

This experience has shown me that many grievances can be handled effectively by the principal if he is able to answer the questions what has happened, where did it happen, when did it happen, and to what extent is there validity in the grievance. It then becomes a matter of dealing on an individual basis with the person who filed the grievance. If the principal is effective in negotiating the grievance in his office, he can save himself and others many hours of frustrating work.

On the other hand, teacher resignations can be a "God-send" or they can be very untimely and costly. If a teacher wishes to resign and is not allowed to because of contractual responsibility, the principal is usually subjected to a lot of antagonizing moments.

Week of February 28-March 3

This week was devoted to working with programs that and intended to improve instruction and learning. The
program for the academically talented commenced to aid those students in grades six, seven, and eight who possess the ability to work on an accelerated scale and accept more responsibility than the average student who requires the structure of the traditional classroom.

The other program, Betti-Kit, is based on the premise that the child who experiences severe learning difficulty does not lack introduction to subject content and skills. He has had this introduction repeatedly during his elementary education. What he does lack is continuity of skills. The skills to which he has been introduced have been fragmented by absence from school, emotional blocks, and exposure to materials before maturational readiness. Betti-Kit intends to correct this deficit through structured training which will allow him to pull together what he already possesses. The program is designed to accomplish this through a simply applied system of programmed materials presented on cassette tapes which supply the total student-content encounter.

Week of March 6-March 10

The events of this week have made me become increasingly aware of the fact that a large majority of students in this junior high school are neither achieving nor are they being helped to any large extent as they attempt to cross the bridge from childhood to adolescence.
I held a lengthy discussion this week with one particular student, who constitutes a chronic behavioral problem, in an attempt to gain some insight into such things as background, beliefs, goals, etc. The administration and faculty realize that this school district has an abundance of students such as this but often appear to be bewildered and perplexed when developing programs to deal with these students in a positive manner.

The superintendent realizes that the school district is continually faced with disgruntled parents at all levels, especially at the elementary and junior high level. He is, along with the principals, formulating plans for a bond issue. The superintendent and principals seem to feel that by building more schools they will alleviate their problems and will once more become a first class school district. This will surely help but, in my judgment, it is not the final answer. Perhaps the apathy of this school district is characterized by the small number of parents that showed up for the Parent-Teacher conferences--approximately fifteen per cent.

Week of March 13-March 17

The highlight of this week was the opportunity to talk with Mr. Sammie Rodgers, who is principal of the Continuing Education Center, and to observe students within this setting. The Continuing Education Center
and its program are designed specifically for students who have become educationally sidetracked because they are low achievers, rebellious, dropout, or those disenchanted with the traditional secondary school structure. In essence, the program attempts to provide a second chance for students by giving them a viable alternative to presently constructed educational approaches.

Though the program works with students who cannot function well in a regular secondary school structure, it by no means brands them as misfit, because one of its prime objectives is to establish strongly rooted attitudes which will reverse behavior causing such a brand. The program strives to instill in students the idea that they can and will become a successful part of the American Society, and that the Continuing Education program will be an important vehicle in assisting and helping them to do so. Cooperative programs, distributive education, and work-study experiences are an integral part of the program. Counseling for vocational choices and information relative to the opportunities in the world of work are other educational services provided students in this program.

One detrimental aspect of this program is that the center lacks the facilities to offer physical education and home economics.

This program has proven itself to be a great aid to
the students and community and has seen a very high percentage of its students return to regular classes and experience success.

**Week of March 20-March 24**

The hallmarks of this week were student fighting and student unrest. It was, however, a week that provided a great learning experience. Prior to this week I had come to believe that student disturbances only occurred in bi-racial schools. This, however, is erroneous and fallacious. Student unrest can occur in any school regardless of its racial make-up. Benton Harbor Junior High School is currently ninety-seven per cent black and the fighting was exclusively restricted to black students. Through discussions with Mr. Halstad* I have come to believe that there are several steps which must be followed when these disturbances do arise. The steps are as follow:

1. Common goals must be pointed out to the disputing groups.
2. Open communication and mutual respect must exist between the two disputing factions.
3. Everyone concerned must seek resolutions in which each side can realize some gain.

*Mr. Halstad was attending a convention during the time that these disturbances occurred.
These steps are surely not a 'cure-all', but they can be employed to put the school back together after it has been divided by fighting and unrest. This week has also made me realize that as administrators we must attempt to anticipate problems before they become a reality.

Week of April 3-April 9

The Title I workshop that I attended this week was certainly the highlight of the week and provided an excellent learning experience. Title I of the Elementary and Secondary Education Act, the largest federal aid to education program, was passed in 1965 to provide financial assistance to local school districts in planning and operating special programs for educationally deprived children. The Benton Harbor school district is spending $647,955 in federal funds this year. Top state authorities on Title I of the Federal Elementary and Secondary Act attended the workshop and conducted various sessions along with staff members from the Benton Harbor school district. The conference went into all aspects of the federal act, which is administered by the state, for so-called target schools—those which have a high percentage of low income families. The majority of seminars featured the expertise of educators, but a luncheon program came straight from the lips of students who explained how Title I affected them personally. I
felt that the conferences were especially enlightening for administrators, such as myself, who lacked exposure to and understanding of the philosophy and operating procedures of Title I. Formal speakers at the workshop were Louis Kocis, Deputy Director of Compensatory Education, Michigan Department of Education; Kenneth Swanson, Department of Education; and Newnan Brown, Department of Education.

Week of April 10-April 14

This week I had the opportunity to work with Mr. Halstad as he developed plans for the school district's leadership camp. Mr. Halstad is the leader of this camp which is held for one week in June and serves youngsters who reside in poverty areas and lack learning experiences that demonstrate the practical importance of academic knowledge, skills, abilities, linguistic achievements, and reading relationships.

It is felt that participation in this type of activity provides a coeducational, residential outdoor camping and educational program which utilizes a curriculum increasing the independent interests, academic and social achievements, and physical skill of the pupils. Activities in this program continue to build on the regular academic programs of the schools, but are significantly modified to allow youngsters to apply classroom
work to practical life occurrences.

Week of April 17-April 25

I spent the greater part of this week working with the guidance department in the scheduling of students for the 1972-73 school year. I feel this week was an excellent learning experience because it allowed me to work closely with students and realize the importance of proper scheduling. Realistically, scheduling is the key to the interest and success of the individual student because it is intended to place the student in an academic environment where he will be able to achieve and develop a wholesome self-image. As educators we must constantly strive for a curriculum (and proper placement) that is flexible and will allow each individual the opportunity to be successful.
SECTION VI.
EVALUATION

Evaluation Procedure for the 712 Experience

This internship experience was evaluated through daily discussions with Mr. Rod Halstad and periodic conferences between Dr. James Davenport, Mr. Halstad, and me.

Personal Evaluation of the 712 Experience

I feel that this internship has been a most worthwhile experience. It has given me the opportunity to work with a very efficient and dedicated administrative and teaching staff in a very difficult cultural and social setting. This experience has allowed me to gain many insights into the practical aspects of administration and experience personal growth in terms of the technical, human, and conceptual skills needed to become an effective administrator. I would certainly recommend this experience to anyone who wishes to strengthen himself through personal experience in a live setting.