A Report of an Internship in Three Rivers, Michigan, Public Schools

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A REPORT OF AN INTERNSHIP
IN THREE RIVERS, MICHIGAN,
PUBLIC SCHOOLS

by
Jerry E. Dalman

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 1972
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CHAPTER I

DETAILS OF ASSIGNMENT

The Three Rivers, Michigan, Public Schools, a Class B school with a student enrollment of 3500 pupils and 160 faculty and administrative personnel, provided an eight week experience from June 23 - August 13, 1971. The eight weeks coincided with the summer school term at Western Michigan University.

Supervision of my internship was under Mr. Robert Ashby, Assistant Superintendent of Schools. At various times I worked with Mr. Ed Blank, high school principal, Mr. Lou Seman, middle school principal, Miss Suzette Warner, school financial secretary and the various supervisors of buildings, grounds, and transportation. Time was also spent with Mr. Ed Johnson, school athletic director who runs the summer recreation program for the city.

When the internship was originally arranged and approved by the Educational Leadership Department, my supervisor was to have been the superintendent of schools. He resigned prior to the summer term, which caused the shift to Mr. Ashby, but in turn provided me with many experiences which were not pre-planned and which I feel made this internship experience even more valuable.
CHAPTER II

RATIONALE FOR SELECTION

In an attempt to be a more effective and efficient administrator, I explored the possibility of an administrative internship as a learning experience rather than doing the time honored project writing to complete my degree requirements. This method appealed to me because I believe that I learn best by doing, rather than by reading about what others have done in their roles as administrators.

In reviewing the very limited literature on the subject of administrative internships, I found some very sound, logical reasoning for an internship program. One author stated that the internships were adapted from the practices of other professions. Ferreira said, "... it is hoped that he (the intern) will gain more insight by intensively delving into specified, but limited, areas of total responsibility." 1

Reed supported this statement by saying that, "In effect, the strength of the internship program lies in the very partnership which is forged between the school district, the intern, and the university." 2 Ferreira added to this by stating his expectations that "... this direct contact will change his attitudes in appropriate directions and better fit him to play the role of the school principal on the theory


that attitudes direct later action." 3

After reading the available literature and upon the advice of my graduate advisor, I decided upon the internship program. I was advised to select a larger school system than my own so my experiences could be expanded with more administrative personnel and functions. In addition, by not being familiar with the internal structure and functioning of the system, I would have to search for answers in back records and other sources to find possible answers to problems which I would encounter.

Another reason for my selection was to gain more experience working with minority groups. My previous teaching and administrative experience had been in a system where there was under 1 percent of racial minority students. My new position for the fall was to be in a system where blacks constitute approximately 16 percent of the student body. I had some apprehension about working with blacks and felt that an experience of this nature was desirable.

One other reason for the selection of the Three Rivers Schools for the internship was its proximity to the Western Michigan University campus and its convenience to my home. By locating conveniently to both, I felt I would be able to use the personnel resources of the university in case I should encounter difficulties through my internship and at the same time I would not have to spend a large portion of time in traveling to the site.

In summation regarding my decision for the internship method, I concur with Reed's statement, "The interaction which emanates from such

3 op. cit., p. 86.
an arrangement can advance the professional growth of all concerned and hopefully lead to the preparation of future administrators more able to cope with the challenges which await them."  


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CHAPTER III

GOALS

In arranging my internship program, the following skill goals were established by me:

Conceptual Skills

Attempt to discover the superintendent's processes in developing the tone and overall educational goals of the Three Rivers Schools.

Participate in the formulation and revision of school policy.

Formulate my personal goals and procedures for building more positive relationships with my own school staff.

Evolve a manner or process in stimulating and encouraging staff members to work as a team.

Human Skills

Observe administrative teamwork and how it is developed.

Learn how others delegate responsibility.

Gain insight in working with minority groups.

Learn to be a better listener in order to provide others with more worthwhile feelings.

Technical Skills

Learn how to prepare a school budget.

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

Gain a practical understanding of scheduling within a more complex and larger school system.
Examine problems and procedures in summer building maintenance programs.
CHAPTER IV

HOW GOALS WERE ACHIEVED

On the basis of my eight week experience as an intern, I believe I reached at least part of my goals. A large portion of my time was spent observing the day to day situations as they occurred. At times I worked with the superintendent or his designated substitute in a "doing" role. At times I was turned loose on a project with a minimum amount of help and supervision from the superintendent.

Building More Positive Staff Relationships

Perhaps the biggest change I note in my personal administrative behavior came about as a result of a conceptual skill goal of building more positive relationships with my own school staff. Previously, I had acted autocratically, attempting to defend my position, playing cat and mouse games with staff, and demanding that my ideas be carried out. Part of my animosity resulted from passage of the mandatory negotiations law, P.A. 379, in 1965. During my internship, I learned I must work with teachers rather than around them. This approach, which I have found more successful, is simply to express my ideas to the staff, tune in and check for positive and/or negative reinforcement; if positive, proceed further and if negative, see what the staff wants to modify or change to make it more acceptable. We work through ideas rather than fencing.
Being a Better Listener

The above change in administrative behavior is related very closely with a human skill goal I planned, that of being a better listener. As one listens carefully to both positive and negative feedback, one is better able to move the staff to a common goal. As a person responded, I tuned in and formed questions on his ideas. My willingness to understand his viewpoint opened up new vistas of communication. I listened to him and he to me; thus I found I could move through others' thoughts with them. Previously, I would start to listen, but I would soon become oblivious to a communicator as I would be formulating my own reply and my own defense, rather than listening to his nuances.

Processes Used to Develop Tone and Goals

My most difficult goal to achieve was an attempt to discover the processes that a superintendent uses to develop the tone and overall educational goals of a school system. One main reason for the difficulty was that Mr. Ashby was filling two positions, acting superintendent, and his regular assistant superintendency, both very time consuming duties. It was difficult to determine which role he was playing at any given time.

Myriad pressures affect goal setting in any community and Three Rivers is no exception. Pressures present this summer included internal staff pressures, outside community pressures and the pressures faced by educators who continually need to fight state and federal governments for funds and the right to conduct worthwhile educational programs.
I attended a number of meetings where these items were discussed. Note the log entries for 6/28, 7/1, 7/9 and 7/13 which illustrate some of the pressure areas.

Several goals that the superintendent pushed for were met. Among those were the hiring of additional black staff members to help provide a successful model for the black students, the initiating of a weekly local radio program to keep the public better informed about school happenings, the negotiating of a staff salary schedule that would better reward and hold educated, growing and experienced personnel, and doing a thorough job of screening candidates and following up to more thoroughly professionalize the staff. These were the specific goals that I saw presented and accomplished. The underlying theories and establishing of overall goals were not discussed due to the limited time available.

Revision of School Policy

My biggest project within the internship was working on the revision of school policies. The last policy revision had been in 1956 and it was felt both by the superintendent and the board that revision was necessary. Beginning with my log of 7/2 and continuing for more than a four-week period, it can be noted that much time was devoted to policy revision. I began by completely reading through the policy book, noting conflicts with laws and master contract wording and conflicts resulting from changing situations within the school system. At different times these policy conflicts were discussed with the superintendent. After much discussion, it was finally suggested to the board that the complete policy book be set aside and a new one written.
The Michigan Association of School Boards was contacted for their format and guidelines for writing school policies. Work on the revision was begun after my internship was concluded.

**Evolving a Staff-Team Concept**

My goal of evolving a manner or process to implement the team concept with the staff was not directly achieved, for the staff was not assembled as a group during the summer and, hence, no staff was observed. When staff members did check in, all of them seemed ready to help both verbally and physically with whatever was on the docket at that moment. Good morale was in evidence. Log entries of 7/20 and 7/28 note the morale building within the staff.

Indirectly, Mr. Ashby's relationships aided me in gaining insight into this phase. I was assigned projects and Mr. Ashby gave me freedom to tackle each job with a minimum of directives. He never gave the impression that he already had it solved or that he was the superior assigning the task. I was free to progress as I desired, then I presented my findings to him. We met on common ground, each of us having dealt with the project. He would positively suggest acceptance or modification of each project, and these discussions became a working together through ideas. I now understand the freer, more positive feeling that this provides for the staff member. I can see why this encourages staff to offer suggestions, work with ideas, and get on the "band wagon."
In developing administrative teamwork, I did not see Mr. Ashby conduct any administrative meetings per se, but I did gain insight by viewing his frequent conferences with principals. These men were in and out due to vacations, but whenever they were present, Mr. Ashby worked well with them.

A new junior high school is in the planning stages and Mr. Ashby worked closely with that principal, talking specifically about goals for the building. Because I had experienced a construction program in my previous job, Mr. Ashby talked at length with me regarding our procedures. I investigated several problems which arose concerning the building program including the checking of local building codes (log entry of 7/26), and phone contacts to Lansing to get official opinions regarding gas versus electric heating, (log entry of 8/11). Mr. Ashby delegated authority to both the junior high principal and me. He gave evidence that he valued us as workmates, which encouraged our readiness to help whenever possible.

I felt and observed much support on a personal level. Mr. Ashby sensed the needs and problems with administrative responsibility and he attempted to put them in perspective. Mr. Ashby gave much responsibility which encouraged the feeling of worthwhileness and value on the part of the administrator. As has been noted previously, when he delegated responsibility, he gave it freely, encouraging creativity and problem solving on the recipient's part. The feeling of equality evoked by this act did much to build morale. Mr. Ashby believes in the honest approach and I believe that aids teamwork. One may not always choose
to hear the truth, but I learned that this is Mr. Ashby's technique and could take comfort in the consistency of that technique. My log entry of 7/16 notes his urging to "be honest in all transactions and associations with humans" and his observation that "people prefer honesty, if done tactfully."

School Budget

The tentative budget had been drawn up by the departed superintendent. Mr. Ashby's duties were to revise it, shuffling monies as the expenditures became more specific. I observed the workings of this revision of 6/26, 7/9, and 7/26. The variables present were audited accounts, master contract finalization, established administrative salaries, state aid and tax income. I gleaned definite information on the mechanics of organizing a budget. With the school bookkeeper I learned budget categories, organization of budget structure, accounting for federal programs, arranging for pay, and other parts of the follow-through of school budgets.

Insight/Experience with School Curriculum

As is noted in the log of 6/24, this goal was very positively met, for it opened a new procedure for me. In my previous experience, curriculum was revised via textbook material. In Three Rivers, revision is a year-round process using teacher committees. In each department, the philosophy, goals and objectives are established and expectations of achievement within grade levels are set by the departmental committee. With this background of goals, expectations, and the knowledge of
students, the department committee seeks textbooks which best fit the department framework. The process is thus student oriented rather than book oriented, which I certainly applaud and approve. Mr. Ashby and I discussed this procedure frequently, discussing the advantages of this process over other methods.

How to Delegate Responsibility

Observance of the delegation of responsibility primarily reinforced my personal experience. One major difference between Mr. Ashby's method and mine was to allow more freedom of approach. As has been noted elsewhere, Mr. Ashby presented a project or an idea to be handled, then allowed choice of methods to be decided by the worker. Often he would suggest an idea, then ask the individual to develop a workable objective and method. He supported the individual in later sessions through his interest, questions, etc., and the two would work through the ideas. This tended to encourage creativity and willingness to try new approaches on the part of the individual. Often Mr. Ashby delegated responsibility via the phone whenever face to face contact was not possible. Mr. Ashby maintained the prerogative to directly tell a person what to do and how to proceed if he could see only one method. A fine balance between strength and permissiveness was established.

Insight into Working with Minority Groups

My opportunities to relate directly to blacks was limited here. I did work closely with a black secretary and interacted with black
aides within the Head Start program. I did feel comfortable working
with them and to experience that feeling was a positive step toward
this goal. Previously I worked in a system with only 1 percent black
population which allowed little interaction. In discussions with Mr.
Ashby on this facet, he encouraged me to treat everyone equally and
to attempt to see each person as a human being, regardless of color.
Before, I had begun to feel one should overcompensate the blacks to
produce peaceful progress. Now, in working in a 15 percent black
school, I find I do attempt equal treatment. I attempt to see red
and green, stop and go behavior, rather than black and white skin.
Log entries of 7/13, 7/16, 8/4 and 8/5 relate to this facet.

To Be a Better Listener

I discussed my limitations in this field with Mr. Ashby frequently
on July 1, 9, 16, 21, 27 and 28. I knew I did not listen enough. In
my evaluation by him, he again saw this as my major weakness. I need
to talk less, listen more. Mr. Ashby encouraged me to sit in on
conferences and interviews with salesmen and staff to gain skill in
listening by observing the superintendent's techniques. I learned to
move with people's conversation rather than leading it. I attempted
to better understand empathy, to listen from another's vantage point,
to tune people in. I feel this goal was successfully met, for this
school year I am tuning people in, and am better understanding their
experiential framework.
Scheduling

By the time I arrived in Three Rivers, all the scheduling had been pre-set on the computer. I found scheduling in the Three Rivers Schools much the same as I had experienced before. Basic differences were in more students and more offerings. Within that pre-set framework, I did work on several aspects. I reassigned teaching stations and checked furniture allocation due to crowded conditions within the school. I also revised teacher schedules to match subject competence. New teachers had been hired, and to meet both Michigan and North Central standards, some realignment was necessary.

Building Maintenance

The prime concern of the summer maintenance programs seemed to be three-fold: (1) disassembling and examining physical equipment to meet state standards, (2) meeting schedules of refurbishing and readying schools for the new school year and (3) coordinating efforts of two separate unions. The director was a non-union man and I gained insight into the problems involved. I knew much of the maintenance process, but I did gain in the scheduling and coordinating facets.

Other bits and pieces of unscheduled learning included the establishing of the agenda for the Board of Education meetings, the comparing of methods used in my previous school district with those used in Three Rivers and the reinforcing of known ideas, many of which would not have consciously surfaced without the summer experience as an intern.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

My experiences in the internship program would lead me to recommend this approach to all who aspire to be truly effective administrators. Learning by doing should be the prime consideration rather than learning by reading about it. I do not believe that candidates can learn, within the confines of a college classroom, the skills necessary for proper functioning as administrators. To me, the internship is to an administrator what student teaching is to a prospective teacher.

It is my recommendation, based on my experience, that an internship be strongly recommended for all educators who aspire to administrative positions.
CHAPTER VI

LOG

**Wednesday, 6/23.**—Introduction to office staff members by the superintendent. Toured two elementary schools where the Headstart programs were operating for further introductions to the staff and for an explanation of the functioning of the program.

Returned to the high school office for preliminary discussion of the scheduling and data processing of school materials with Mr. Blank.

After lunch, time was spent with the school bookkeeper. She gave an overview of school accounting procedures, forms for data processing and copies of a tentative school budget which needed further revision before final presentation to the Board of Education.

Items given me to begin study by the superintendent included: school lunch change proposal; position descriptions of building principals, Superintendent and Supervisor of Building and Grounds; brochure on the building program recently passed.

**Thursday, 6/24.**—Was assigned to scan a book entitled, Complete Guide for Planning New Schools by Engelhardt. This book had been studied for preparation of their new building.

A discussion of the shift to half-day schedules and the pro and con results took place with the principal. As I had been through a
situation of half days, it was interesting to note the similarities in problems encountered in both school systems. I was also shown a follow-up study of the Three Rivers school dropout record which did not show a significant change after one year on half days.

Discussion was held with the superintendent on curriculum study and change. His practice intrigued me as it is different than I had been used to following. Basically no materials are used to begin with. A committee is selected to set up a course philosophy including the program and objectives. After this is concluded, an outside "expert" studies the results and makes recommendations. Then materials are located to fit the program, and the plus and minus features of the materials are evaluated and pupil feedback is sought.

Friday, 6/25.--Worked with bookkeeper on setting up account for payment of Title I materials.

Discussion with the bus supervisor on his problems with bus drivers and the scheduling for buses on the split session.

Was introduced to the supervisor of buildings and grounds. Observed fluoride treatment program and discussed the same with the college students who are running the program.

I note less personal enthusiasm for involvement in their building program when my only connection is of an indirect nature. I would guess that this reaction is probably true of any school system unless a key person such as the superintendent really spreads enthusiasm throughout the entire staff.
Monday, 6/28.—Attended a legislative dinner meeting with the superintendent at Battle Creek. The legislators present tended to beat around the bush and didn't really want to commit themselves on any issue, especially state aid for 1971-1972. I can see that school administrators, especially superintendents, have to be quite alert to the political situation and keep in close contact with their legislators.

Tuesday, 6/29.—Appeared on a local radio program with the superintendent to discuss the internship program. The school has a regular half hour program each week at which time various school topics are discussed. This seems to be a good way to keep the public informed.

In private discussion with the superintendent he expressed concern about a coach who failed to properly supervise his teams and students. The procedures to be followed for a contract release were discussed with a notation of the procedure which would be followed with this individual.

The setting up of a teacher recruitment brochure was brought to my attention. I was to stop at the Regional Enrichment Center in Kalamazoo to discuss the printing of this material.

Finished the day with the principal discussing some pitfalls to avoid when setting up a master schedule.

Wednesday, 6/30.—Picked up copies of the student conduct codes at the Regional Enrichment Center.

Visits were made to all school buildings with the building supervisor. His procedures on this inspection visit were:
1. Checked that all boilers were ready for inspection by the state boiler inspector.

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

3. Expressed concern regarding a union member about to retire and his causing of some personnel problems by agitating others.

4. Made suggestions to cleaning crews and moved them to other buildings at will.

Thursday, 7/1.--Began to work on the design and content of the recruiting brochure.

Discussed some ineffective teachers and parts of some specific courses with the superintendent and principal.

The afternoon was spent again with the building supervisor continuing his checkup on the summer building cleanup program. His knowledge of the community and of school personnel gave me some insights into many personalities and how they function within the school setting.

I discussed a new reading program with a salesman, and gave an analysis of the program to the superintendent for his consideration.

Later in the day, I jotted down some preliminary goals which I wished to pursue this fall.

Friday, 7/2.--Contract proposals for negotiations with the teachers were read.

I read the school policy book which is to be revised and updated.

Discussion was held with the middle school principal on various methods of team teaching. His ideas showed a lot of hard work and
study. To my surprise, he felt that his younger teachers will have more difficulty adjusting to the "open" concept of their new middle school than will the experienced teachers. This will be especially true of the shop and home economics teachers who will teach in open areas.

Work continued on the recruiting pamphlet.

At lunch with the high school principal I gained some insight into the school and community as perceived by him after long tenure in the area.

Tuesday, 7/6.--Observed the Headstart program at the elementary school. The principal was very alert to the problems each individual pupil brings with him. At first glance, this individual doesn't seem the type that would relate well with the students because of her physical stature, but the opposite is true. I can see this headstart type of program benefiting youngsters later in school. Many problems can be corrected when diagnosed at this early age.

Spent much time discussing teacher certification with the high school principal. We noted there seems to be more pressure on the state to allow only certain latitudes in hiring out of state teaching personnel. There is also certain conflict between the North Central Association and the University of Michigan over which courses are acceptable in which category.

Wednesday, 7/7.--I was turned loose on my first project today. Under the superintendent's direction, I projected student population by grade, room, and building. I then displayed the figures in a chart.
The superintendent and principal were to meet with Department of Education officials the following day to plead the schools' case for continuing the half day schedule in grades 7-12 for the following year. I felt I was most successful in this first venture and received compliments for my work.

Thursday, 7/8. -- Textbooks were studied to learn how they fit into the system's curriculum.

I began preliminary work on a teacher evaluation sheet.

Friday, 7/9. -- I noted some conflict between rules of the teachers' association, the maintenance employees' union and past practices which had been followed in regard to the movement of teaching supplies to the rooms.

Worked with the bookkeeper to compile information and fill out forms for vocational education funds. The forms were due July 1, but were mislaid during the shift in superintendents. I am sensing more and more the need for a business manager.

I listened as the high school principal contacted several teacher candidates by phone to check on their qualifications for a position opening.

Monday, 7/12. -- I noted that a number of school teachers who are around the building seem to go out of their way to help office personnel and other staff members with their little extra duties.

Work was resumed on compiling statistics for the Vo-ed report. The ethnic breakdown does not make sense if the state is trying to stimulate or advocate the breakdown of racial barriers. The incongruence of directives is amazing.

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I discussed setting up the agenda of the Board of Education meeting with the superintendent. The board meeting which I attended that evening lasted until 11:00.

**Tuesday, 7/13.**--The ramifications of a racial problem in a neighboring town and its possible consequences and effect on Three Rivers were discussed with the superintendent. He stressed that one must treat all students equally and there will be no cause for a problem. Discussions of this nature are helping me gain insight into working with minority groups.

I read and studied contracts between the school, the teachers', the custodians' and the secretaries' unions to see the various forces at work within the complexities of the school system.

I phoned placement offices in Michigan, Illinois, Ohio and Kentucky trying to fill two positions on the staff. In one, a black male was desired for the position. Several of the offices mentioned they would notify the "proper" officials that a black candidate was desired.

**Wednesday, 7/14.**--Spent most of the day discussing the policy handbook and the master agreement with the superintendent and principal.

**Thursday, 7/15.**--Met on campus with students from a graduate class to discuss the current and proposed middle school organization in Three Rivers. Went over building design, scheduling and restrictions of the current building which is shared by the junior and senior high schools.

In a discussion with the superintendent, he stated the belief that a current weakness in administrative training is a lack of training in curriculum. He said there must be a philosophy, well thought
out and prepared in advance, before planning can proceed on any subject.

We also discussed the upcoming firing of a coach for being irresponsible in the position. The firing of a teacher is a delicate situation, but it appears to me that the documentation will fall within the tenure law as I have studied it.

Began work on forms to be used (1) when parents object to the teaching materials and/or classroom lesson, (2) for request for maintenance work and (3) for building use request by out of school groups.

Friday, 7/16.—Discussed with the high school principal the scheduling and fitting of the teaching staff into the schedule.

Finished the revision of the forms and discussed same with the superintendent. These will be submitted to the board for approval at their next meeting.

In a discussion with the athletic director who will be involved with the coach firing, I noted his concern and worry about having to be involved in firing personnel. Whether this decision is right or wrong, it is one of a type which an administrator faces repeatedly.

The following points were brought out at a dinner discussion with the school administrators. Don't pass the buck. Be honest in all transactions and associations with humans. People prefer honesty, if done tactfully.

Monday, 7/19.—Delivered materials to the Western Michigan University Placement Office and checked on possible personnel to fill the school openings.
Listened to a phone call to a parent of a physically handicapped child and discussion of his participation in a recreation program run by the school. Care was taken to assure the parent that all possible was done to protect a child from injury.

Began to read through the school policies for deletion and revision. The last revision was in 1954 and policies are now very much in need of updating.

Clearly, an outsider needs to consult with many persons concerning the whys of a policy. Each seems peculiar to a particular situation with no frame of reference as a guideline.

Tuesday, 7/20.--Continued to study the revision of school policies.

Appeared on the radio program with the high school principal.

The superintendent dismissed all office personnel at noon because power was being switched to a new transformer and lines. The secretaries were pleased to be given the time off with pay. While they could have been switched to another building to do filing or could have been sent home with no pay, this small "kindness" or consideration seemed to be a morale booster for the ladies.

Wednesday, 7/21.--Worked with the high school principal on figuring a per hour cost breakdown to ascertain costs to the taxpayer for teachers' paid days when there is no work or contact time with students.

Continued to work on the policy revisions. It seems to be a constant part of a superintendent's job to keep policies up to date for the school board.

Met a new teacher candidate and observed part of the interview.
Thursday, 7/22.—Observed the "Headstart" program again. There are noticeable changes in several individual students.

Finished the art work on the proposed teacher recruiting brochure and discussed it with the superintendent.

At lunch, a school person discussed a cut in his salary recommended by the superintendent. While this person protested the cut he commended the superintendent for being honest with the explanation and not beating around the bush.

Remainder of the day was spent working on the policy revision.

Friday, 7/23.—Worked on my personal goals and procedures in light of my observations thus far in my internship. My procedures seem to be taking a different direction than I had previously anticipated.

Continued to consult school law for possible conflict with board policy.

About face! The superintendent asked me to check out a billing for architects' fees after the contract had been terminated with that firm. Neither the superintendent nor I could find a way to avoid paying the fee. These sudden projects seem to be common occurrences in the life of a superintendent.

Monday, 7/26.—Reviewed teacher applicant credentials with the high school principal. He has to be especially careful of assignment to be sure enough credits are within the teaching field to meet North Central Association requirements. Again, differences were noted between North Central Association and Michigan requirements.

Worked with the bookkeeper on checking building codes and state laws regarding the new middle school and the items that need to be
handled by the school. She also showed me how she will have to delay payment of certain bills due to the delay in payments of state aid.

Afternoon was finished working on the policy revision.

Tuesday, 7/27.--Spent the morning with the middle school principal and several members of a college class discussing the middle school idea planned for Three Rivers.

Sat in as a salesman explained a new maintenance service to the superintendent. Value of service stressed was that prior experience with an architect gave this man an insight into taking care of problems before they became costly to the school. The go ahead was given for the survey of one building on a trial basis. Again, problems of a similar nature are continually being faced by a superintendent.

Worked with the superintendent to formulate an agenda for the next Board of Education meeting. His new format seems acceptable to the Board. It provides for more independent action by the board instead of each item being handled primarily by the administrator.

Wednesday, 7/28.--Spent most of the day talking with teachers who were in the building. I attempted to assess their feelings about teaching in Three Rivers and about their attitudes toward the administrators without really prying into their affairs.

Thursday, 7/29.--I was assigned to contact a number of out-of-state teachers to make sure they had or were in the process of getting Michigan teaching certificates. There is more pressure from the state now that there is a "surplus" of teachers.

Friday, 7/30.--Began reading and analyzing the report of the Michigan Educational Assessment Program. I then constructed charts
and graphs showing how Three Rivers children compared to those in similar school districts throughout the state.

Worked jointly with the high school principal on a time and class schedule to be instituted mid-year when the new building is completed and the school will again run on full day sessions.

Monday, 8/2.--Observed the opening of bids for the fuel and gas contracts, such bids to be made official at the board meeting.

After discussing policy revision with the superintendent, he dictated a letter to the Board suggesting setting up work sessions to begin a policy book from scratch. There are too many problems in revising the current book.

I was assigned to search another set of files for information concerning the dismissal of the former architectural firm. Nothing further could be gleaned from the records.

Tuesday, 8/3.--Entire day was spent working with the high school principal. Items included scheduling changes, review of applications for special education positions, furniture needs assessment, reassignment of teaching stations and a review of security arrangements within the building.

Wednesday, 8/4.--Discussed the previous night's Board of Education meeting with the superintendent and principal.

Went to the Kalamazoo airport with both men to meet a candidate who had flown in from North Carolina.

The superintendent had me interview two men who had applied for a position with the maintenance crew. My questioning seemed to follow
the description of the job being applied for. This is somewhat different from interviewing a teacher candidate.

Thursday, 8/5.--Morning was spent at a meeting of the local superintendents in the county. The main topics they discussed were negotiations and the hiring of Special Education teachers.

The afternoon was spent searching minutes of Board of Education meetings since 1964 to see if more information can be located on a contract with the architects who were dismissed from the job.

Friday, 8/6.--Worked on a slight revision of the high school master schedule due to several changes on the staff. The master schedule, all in code, must be accurate before being sent to the computer center for printout.

Discussed my personal goals with the superintendent. He asked me for my personal evaluation of his job and how he had been doing.

A project beginning for me on Monday was outlined. I will be searching the superintendent's reports beginning in 1960 in an attempt to cross reference them with the minutes of the Board of Education meetings.

Monday, 8/9.--Conferred with printers at the Regional Enrichment Center on some school forms and the student conduct code which they were printing.

Began task of cross referencing reports of superintendent and Board of Education minutes.

Tuesday, 8/10.--Continued to work on cross referencing.
Wednesday, 8/11.—Contacted several members of the Public Service Commission in Lansing by phone concerning gas vs. electric heating for the new middle school building. A decision on this matter needs to be made by the board members at their next meeting.

Traveled to the computer center in Kalamazoo to pick up the payroll for the school.

Discussed two final teacher hirings with the high school principal. Worked jointly with him and a new teacher to set up a schedule for supervising students in the On-the-Job program in the local community.

Thursday, 8/12.—Final day of on-campus class.

I had the opportunity to talk to several members of the school board. They were in the building to meet several persons interviewing for the superintendency. I was able to sense the type of person that the new man is expected to be though I'm not sure I would agree with them.

Friday, 8/13.—Final day of internship.

Put final touches on projects I had been working on and turned all my reports over to the superintendent.

Spent a final few minutes discussing the internship with the superintendent.
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Internship Proposal

Submitted by
Jerry E. Dalman
May 27, 1971
Experiential Institution

The Three Rivers, Michigan Public Schools, a Class B school with a student enrollment of 3500 pupils and 160 faculty and administrative personnel will provide an eight week experience from June 23-August 13, 1971. The eight weeks will coincide with the summer school term at Western Michigan University.

Supervision

The supervision of my activities will be directly under Mr. Warren Andrews, Superintendent. In addition, he will assign me to work with such other school personnel as necessary in order to gain the experiences which I determine will be most meaningful in this internship.

Time Factor

I propose to carry an on campus class three mornings per week, returning to Three Rivers to spend the remainder of the day. The remaining two days per week would be spent at Three Rivers. The time spent working with the Three Rivers Schools would be no less than twenty eight hours per week.

Rationale for Selection of Experience

I seek the following skills in my internship program:

Conceptual Skills

Attempt to discover the superintendent's processes in developing the tone and overall educational goals of the Three Rivers Schools.

Participate in the formulation and revision of school policy.
Formulate my personal goals and procedures for building more positive relationships with my own school staff.

Evolve a manner or process in stimulating and encouraging staff members to work as a team.

Human Skills

Observe administrative teamwork and how it is developed.

Learn how others delegate responsibility.

Gain insight in working with minority groups.

Learn to be a better listener in order to provide others with a more worthwhile feeling.

Technical Skills

Learn how to prepare a school budget.

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

Gain a practical understanding of scheduling within a more complex and larger school system.

Examine problems and procedures in summer building maintenance programs.

Activity and Project Involvement

I will act as an assistant to Mr. Andrews and perform such duties as he feels will be of benefit to both me and his school system. I will be working with Mr. Robert Ashby, Assistant Superintendent, and the school bookkeeper on the budget and financial picture. I will be assisting Mr. Ed Johnson, athletic director, with setting up and running the summer community recreation program. I will be working with Mr. Ed Blank, high school principal, on developing and learning about a

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more complex scheduling system. I have been asked to work in a con­
sultant capacity with a building program and to assist in revising
their shift schedule of classes, both experiences with which I've worked
in my own school system. The building program aspect will involve dis­
cussions and work with school personnel as well as with members of a
citizen's committee.