Report of Professional Field Experience

Warner A. Johnson

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REPORT OF PROFESSIONAL FIELD EXPERIENCE

by

Warner A. Johnson

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
April 1972
ACKNOWLEDGEMENTS

Western Michigan University's Educational Leadership Specialist Program offers the professional field experience option which Assistant Superintendent John W. Carlson holds in high regard. He welcomed this writer to intern under this option with the Fruitport Community Schools. This was a greatly valued experience due to the reputation of the Fruitport Community Schools Elementary and Secondary Education Act Title I Program which had recognition within the Muskegon - Oceana Community Action Against Poverty, Inc. region as being comprehensive, innovative, and effective.

Mr. Carlson placed this intern under the competent and caring guidance of Fruitport's Title I Director, Mr. Donald Wood. This made it possible to learn by example from an administrator with high technical, conceptual and human skills of leadership. Further, Mr. Carlson gave his time and concern at various times during the summer to assist the writer in his role as Assistant Title I Director. To ensure that the internship experience would be as broadly based as possible, Mr. Carlson engaged the writer in candid discussion about the challenges of educational administration from the perspective of the central office. My thanks, indeed, go to Mr. Carlson.

Fruitport's Title I Director Mr. Donald Wood has the writer's thanks for sharing the responsibilities of his position. He gave guidance when it was needed and he shared the problems associated with his office. Most valued by the writer, he many times took
the risk that the writer's judgement might prove mistaken.

Elementary guidance counselor Mr. Bob Dirkse had a key role in operationalizing the following special objectives of Fruitport's Title I Program: 1) "Development of positive inter-personal relationships;" 2) "Improvement of the self-image of select students;" 3) "... improve the relationship between the school and the home." The writer's close association with Mr. Dirkse made it possible to witness, first hand, the "how-to-do-it" of these objectives.

The writer observed during the summer that Mr. Dirkse personified the professional staff's philosophy: To humanize and make joyful the school life of children and to accept all as worthy, unique individuals. Mr. Dirkse gave the writer inspiration and a sense that he too can be effective in helping the individualized, humanistic philosophy come to life in the public schools. Special thanks go to Mr. Dirkse for allowing the writer to participate with him in his role.

Head Start Director Mr. Dave Kolberg, the Head Start staff, and virtually all of the Title I staff assigned at the elementary level accepted the writer as a fellow program worker. They shared with Mr. Wood in helping the writer develop many skills of leadership. All were readily willing to let the writer in on the challenges of their work and to share with him the secrets of their success.

Warner A. Johnson
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A. RATIONALE FOR THE EXPERIENCE

From teaching three years at the elementary level, one year of which as a teaching principal, the writer developed a preference for preparing himself as an elementary principal. It was obvious that his exposure to the complexities of a comprehensive elementary school program as a practicing administrator was very limited. Thus, the option of a professional field experience for partial fulfillment of the Specialist in Education Degree seemed the best choice. It remained only a matter of securing a suitable internship.

The writer sought the advice of Western's Teacher Education Department in locating a well organized, comprehensive elementary education program underway during the summer of 1971. Fruitport Community Schools was one of their recommended districts. Additional inquiry with the Muskegon - Oceana Community Action Against Poverty, Inc. (CAP) Office in Muskegon, Michigan made the writer aware of Fruitport's recognition as an outstanding Title I program. The writer was happy to secure an internship at Fruitport.

Besides the general need for an elementary level administrative experience, the writer had little knowledge of elementary school programs related to Title I. He desired first hand understanding of the role and workings of this federally supported program because of its great importance to elementary education. Working in Fruitport's summer Title I program would help meet this need.
Running parallel in inspiring the writer to choose the professional field experience option was the helpful counsel of Dr. Harold W. Boles of Western's Department of Educational Leadership.

During the summer of 1970 the writer enrolled in Dr. Boles' Theory of Leadership 662. A central benefit of the course was an evaluation conference designed, in part, to give the student feedback as to his human relations skills. Dr. Boles strongly urged that the writer strive to develop sensitivity to group needs. He felt that the writer should seek out opportunity to improve human relations skills, particularly in the context of his immediate work group.

To improve at human relations skills became the major learning objective of the Fruitport internship.
E. LEARNING GOALS SOUGHT THROUGH PROFESSIONAL FIELD EXPERIENCE

The writer was required to specify learning goals sought through the professional field experience. These were to be classified according to three skill areas: conceptual, technical, and human skills.

Conceptual Skills

The writer sought:

A. To analyze the leadership behavior of an elementary school program administrator. For example, the writer would observe the administrator's use of power, authority, and influence. The writer would, in addition, observe the administrator's range of styles used to determine and affect program goals.

E. To apply his knowledge of organizational structure in assessing the strengths and weaknesses of a particular elementary school program. For example, the writer would look at the informal structure of the summer staff and judge if it was supportive of the goals of the formal structure.

C. To discover the planning, organizing, and coordinating techniques used by a successful elementary school program administrator.

D. To apply his own skills of planning, organizing, and coordinating in an actual elementary school program.
E. To identify the managerial philosophies in effect in an actual elementary school program. The writer predicted that a consistency in managerial philosophy could be observed which would underscore decisions, policies, staff relations, organizational structure, and leadership style.

F. To observe the effectiveness of the leadership styles and managerial philosophies used to carry out the educational objectives of an elementary school program.

G. To experience a variety of problem solving situations typical of an elementary education administrative position. This objective was meant to include short notice, immediate, and long term types under various conditions of certainty.

Technical Skills

The writer met twice with Mr. Wood, Program Director, prior to the initial week of the Title I summer program. During these conferences, Mr. Wood expressed his willingness to allow the writer opportunity to improve competency in the following technical skills.

The list by no means exhausts the many opportunities involved in the internship. But it does specify those internship goals as agreed between Mr. Wood and the writer in advance of the actual experience. The writer sought:

A. To experience dictating letters to a trained stenographer.

B. To improve in his writing such that he could communicate his
intended message to parent groups as well as to teachers and other staff personnel.

C. To improve in his ability to get planning and coordinating tasks done by use of telephone conversations.

D. To develop competency in devising schedules and coordination charts.

E. To develop confidence in using a program director's flexible budget system of the type used in estimating and planning such that: 1) program objectives could be met within allocated funding; 2) instant cash flow audits would be possible; 3) Fruitport's requisition and purchase order policies would be respected.

F. To develop and build an educational exhibit specifically for a unit on aviation and airplane modeling.

G. To schedule and direct the bussing of large numbers of students.

H. To plan and coordinate a variety act stage show and be the master of ceremonies of the show. This was something the writer had never been called upon to do, and it should be said that Mr. Weed was more concerned with the writer's putting a show together (hiring, auditioning, etc.) than acting as master of ceremonies. The main concern of the writer was to get experience at addressing a large audience.
I. To catalog specific community resources to which elementary school children could be taken on educational field trips. This objective included the writer's intent to visit or otherwise establish contact with the many persons involved to determine which community resources were available to the Fruitport Title I Program.

J. To interview and hire teachers and aids that would be part of the Title I Program.

K. To represent the Title I Program as purchasing agent to businesses in the community.

**Human Relations Skills**

As stated in the rationale for the experience section, page 2, to improve at human relations skills became the major learning objective of the Fruitport internship.

The specific areas of human relations that the writer needed to work on were suggested over the years by feedback that he received from his students, family, and fellow staff members. But most helpful to him in assessing his strengths and weaknesses at human relations were the following experiences:

A. An oral critique by his United States Air Force Reserve Officer Training Corps summer camp advisor, 1958.

C. Feedback from two encounter groups that he joined during 1967 and 1968 with Dr. Niel Lamper of W. & U. as leader.


Davis¹ points out that there are three general areas of learning involved in modifying the manager's behavior for human relations. First, he needs background knowledge in psychological foundations, sociological foundations, organizational dynamics, and knowledge of techniques and methods. Second, he needs to develop attitudes which will permit him to relate more positively with others. These include understanding his own role, accepting people for what they are, recognizing the importance of persons, and understanding human relations philosophy.

Finally, to improve at human relations, the manager must be skilled at face-to-face interaction, communication, counseling, participation, and leadership. (Leadership is defined by Davis as the human factor which binds a group together and motivates it toward goals.²)

The internship at Fruitport seemed best suited as an opportunity:

A. To gain knowledge of techniques and methods of human relations.


²loc. cit., p. 96.
B. To put these new techniques and skills to use.

C. To practice the skills of human relations listed by Davis and others.

Although the author expected to learn by example from those on the Fruitport staff who were successful at human relations, he listed the following skills for self-improvement which he knew to be vital.

In order to improve at human relations skills the writer sought:

A. To learn the names of all those staff personnel, students, parents, and resource persons whom he would encounter in his role as Assistant Title I Director.

B. To learn by listening and by conversations the personal interests, drives, goals, and personal background of as many persons possible connected with the internship role.

C. To give praise and approbation to as many persons as possible who contributed to the goals of the Title I Program.

D. To build upon a sense of *esprit de corps* held by the staff.

E. To increase his availability to others for personal encounter.

F. To subordinate his own feelings and needs to those of others such that the staff could better move towards mutually acceptable goals.
G. To carefully word written communications such that the needs and feelings of others be respected.

H. To observe and inquire of Counselor Mr. Bob Dirkse his techniques and approach to counseling.

I. To fulfill promises made and follow up on requests, inquires, and suggestions.

J. To develop a relationship with at least one staff member such that the writer could get candid feedback as to his own human relations weaknesses and strengths.

K. To assist individuals connected with the Title I Program satisfy their personal motives and drives in support of program goals.

L. To encourage individuals connected with the Title I Program to cooperate with one another; be broad minded of shortcomings in others for the sake of the program's objectives.

M. To be open to criticism both personally and to the program's leadership; avoiding defensive reaction to criticism.

N. To change the work situation (systems, schedules, procedures, facilities, etc.) whenever possible to better meet personal needs.

O. To apply the "Nine Ways To Change People Without Giving
Offense or Arousing Resentment," suggested by Carnegie\(^1\) when the need arises to modify or correct behavior of persons associated with the Title I Program.

C. MEANS USED TO ACHIEVE LEARNING GOALS

The learning goals were achieved by observation, relating theory to practice, and participation.

Observation

It was intended by Mr. Carlson, the Assistant Superintendent of Fruitport Community Schools, that the writer learn by example from those summer session administrators competent in cognitive, technical, and human skills of educational leadership. It was fully expected that the writer be given ample opportunity to observe all phases of the Title I Program, beginning with spring planning and ending in post session evaluation.

Moreover, it was understood and expected by the summer program administrative staff that the writer would be asking questions as to technique, theory, procedures, and policies. Whenever possible, Mr. Carlson, Mr. Wood, Mr. Dirkse, Mr. Kolberg, and others with administrative functions would engage the writer in discussion about their respective roles and their feelings about the writer's contribution to the program.

Relating Theory to Practice

The writer determined that at the end of each day, he would make it a practice to do some reflective thinking about his learning goals and experiences. When he would do so, he would attempt to apply his background knowledge of theory of leadership, human relations, group
dynamics, psychology and sociology to the events of the day. These were summarized as "Weekly Learnings" in his daily log notes. Thus, the writer attempted to systematically relate theory to practice.

Participation

Participation as a means to achieve learning goals consisted of two types of experiences. First, the writer acted in the capacity of Assistant Director of the E. S. E. A. Title I Summer School Program in the Fruitport Community Schools. He was second in command for a staff of about 40 teachers and teacher aids who in turn administered 160 students, grades two through eight. The writer acted as Director, responsible for the entire program, in the absence of Mr. Wood.

In particular, it was the writer's responsibility as Assistant Director to set up and coordinate field trip experiences, tying them in with the academic achievements in the classroom.

Second, the writer was charged with special projects at various times during the summer. These were problem solving situations that otherwise would have had to be dealt with by Mr. Wood or delegated by him to other members of his staff. A list of these special projects follows:

A. Develop a flexible budget system that could be used by each person in charge of a program account. (Examples: the outdoor recreation account, the field trip account; the home economics account.)

B. Evaluate the swimming schedule for Title I and make
recommendations to improve the coordination of the swimming program with the academic offerings in the school day.

C. Prepare a catalog of available community resources for educational field trips.

D. Plan, organize, and coordinate a stage variety show for the children and parents involved in the summer school program.

E. Assist the outdoor education director in planning, organizing and coordinating an overnight camping experience.

F. Assist the elementary counselor in conducting an experiment which tested the influence of male adult presence in the classroom upon male students' behavior patterns.

G. Assist in locating truant children and reporting on the circumstances for their absence from scheduled classes.

H. Design alternatives for awards to be given in an awards program, get bids on various awards, and submit a recommendation for the awards purchase.

I. Send a public relations letter to all resource persons and agencies that cooperated in the field trip enrichment program.

J. Assist the industrial arts teachers in developing projects for children and assist these teachers in purchasing building materials.
K. Assist the home economics teachers in planning, coordinating, and organizing three "cook outs" at the Lake Michigan beach. Also, assist them in preparing a menu and purchasing food and other cooking supplies.

L. Supervise instruction by teacher aids in the absence of the regular classroom teachers.

M. Act as Title I Program Director with the overnight camp out staff and children at the camp site.
D. DAILY LOG OF INTERNSHIP EXPERIENCES

The following pages contain the daily summaries of the major activities, impressions, and learnings of the intern. At the end of each week the writer extracted from his notes and recollections what seemed to him to be significant learnings. These are entitled "Weekly Learnings."

There have been no deletions from the original log; however, some grammatical changes were made for clarity purposes from the original notes.

Tuesday, April 29, 1971 - Edgewood Elementary School

3:45 - Activity. Conference with Mr. Donald Wood, Curriculum Coordinator, Title I Director, and Elementary Principal, with the Fruitport Community Schools.

Comments. We discussed how the writer might function in the Title I program. Basically, he would act as Mr. Wood's assistant. (In subsequent memos, letters, and introductions to the summer school staff, Mr. Wood referred to the writer with the same title he used for himself, namely, coordinator.)

It was established that the writer would have direct responsibility for coordinating the field trip experiences for the summer program. This included authority to plan trips and to use $800.00 at his discretion.

The writer met personally with Mr. John Carlson,
Assistant Superintendent at Fruitport. We discussed the merits of the internship for the Specialist in Education Degree. He was positive and welcomed the writer to Fruitport's summer program.

Monday, May 17, 1971 - Edgewood Elementary School

3:45 - Activity. Pre-summer staff meeting.
5:30 p.m. Comments. The writer was introduced to the Fruitport summer staff. He talked in depth with one of the counselors assigned to assist in the summer program. This was Mr. Bob Dirkse, ordinarily a counselor in the Fruitport Middle School.

Mr. Dirkse outlined for the writer Fruitport's philosophy in implementing its Title I Program. Four points were stressed by Mr. Dirkse: 1) Warm contact between staff and child was encouraged. 2) Closer contact between staff and home was made as compared to the regular academic program. Teachers make extensive visitations to homes. 3) The program helps teachers develop warm, personal, friendship relations with children that carry over into the regular school year academic program. 4) There is conscious and deliberate coordination of Fruitport's Title I efforts, its Community Schools Program, and the Village of Fruitport's Parks and Recreation Program.

Saturday, June 12, 1971 - Home and Lake Sch-Neppe-A-Ho
10:00 - **Activity.** Scheduling and calling.

12:00 p.m. **Comments.** Contact was made with the Grand Haven Chamber of Commerce. The purpose: to schedule an excursion with the River Queen boat up the Grand River. This would be in conjunction with a field unit on Ecology and Water Transportation.

Also, the writer scheduled a fun activity with the MacWood's Dune Scooters of Hart, Michigan for Wednesday, 2:00 - 3:30 p.m., June 15.

12:45 - **Activity.** Meeting and tour of Stan Snapp's private recreation park.

4:00 p.m. **Comments.** The writer went out to Lake Sch-Nep-A-Ho. We determined rates and procedures for using his park for fishing, sailing model boats, and an overnight stay.

Stan is an educator with the Muskegon Public Schools, active in outdoor education and city recreation programs. He was very helpful.

Monday, June 14, 1971 - Fruitport Senior High School (Title I Office)

8:00 a.m. - **Activity.** Made schedule changes and rearrangements for the first field trip to Hart, Michigan (Dune Scooters).

1:00 p.m. Met several people: custodial staff, teachers, teacher aids; students. Met Mr. Dan Leaver, Fruitport Senior High School Principal. Set up files and notebook system. Wrote information letter to parents regarding the June 15 field trip.
Comments. Most of the people that the writer met were very helpful and friendly. Principal Mr. Dan Leaver was interested in the writer’s internship.

The teacher’s were resistant to change from morning to afternoon field trips. They felt that afternoon trips cut into their free time and former routine. Mr. Wood backed off from his intent to have all afternoon trips in face of teacher pressure. But, he said to the writer that the teachers will have to adapt to the new routine. He said that they agreed to the change when they accepted summer employment in the Title I Program.

Tuesday, June 15, 1971 - Hoffmaster State Park, D & B Sports Center, and Lake Lorraine

7:25 - Activity. Meeting with Mr. Wood.
7:50 a.m. Comment. The writer has an early morning conference at Mena Shores Senior High School concerning his part time drivers training position. The field trip coordination work for today will require the writer to visit three facilities: 1) Hoffmaster State Park; 2) D & B Sports Center (miniature golf range); 3) Black Lake Riding Stables. The writer must remind Mrs. Johnson to get a permission letter home with her students.

1:00 - Activity. Visits to recreation facilities.
3:45 p.m. Comments. At Hoffmaster State Park we can hike only and must provide our own guides. The prospects at D & B
Sports Center are very good. They can accommodate up to 90 children at one time. The Black Lake Riding Stables cannot accommodate groups as large as ours.

The visit to Lake Lorraine, private camping grounds proved most instructive to the writer. The people who own the property (man and wife) are opposed to many school programs and do not support millage requests. They left open the possibility of our using their lake for fishing lessons following the writer's visit.

The writer felt a great achievement in gaining the owner's interest and confidence. We talked for over an hour. The writer used lots of Dale Carnegie's advice. For example, he listened with interest to their stories about their grandchildren. It happens that he knew the owner's son and daughter-in-law.

Wednesday, June 16, 1971 - Fruitport Senior High School and Hart, Michigan

8:00 - Activity. Last minute preparations for the field trip to the dune scooter facility in Hart, Michigan.
8:30 a.m. Activity. Trip to Hart and back.
12:30 p.m. Comment. On the ride to and from Whitehall, the writer rode with Mr. Tom Mellema, the Outdoor Education Specialist. The writer believed that he gained Tom's trust in the coordinator's efforts to help with the Outdoor Education sponsored overnight campout. Tom is a reserved
individual, highly dedicated to his speciality area.

He revealed the "inner man" of my supervisor, Mr. Wood. He was respectful of Mr. Wood and sympathetic of the headaches of administrating elementary school programs.

Thursday, June 17, 1971 - Fruitport Senior High School and Fruitport Middle School

8:30 - Activity. Helped run down seven boys who had questionable attendance.
8:45 a.m. Activity. Mr. Wood left the writer in charge today. The writer was of limited help in that he was unfamiliar with schedules. However, our office girls kept things running smoothly. Mainly, the writer made arrangements for the next three weeks of field trips.

Comment. The pool instructors at the Middle School gave the writer several names to choose from for life guards.

The writer felt positive support from these instructors. Mr. Dornbos gave him a good tip on how to hire the guards. He suggested that the writer let one girl guard do the phoning for her companion guards. His idea worked!

Friday, June 18, 1971 - Fruitport Senior High School

8:00 - Activity. Went over field trip plans with Mr. Wood. He was pleased with the writer's work.
8:45 a.m. Comment. The office secretaries, one a high school senior,
the other a recent graduate, were extremely helpful. Mr. Wood had trained these girls in large part. His regular secretary during the nine month academic program is the mother of one of the girls (Chris). She won't let her daughter fail! The writer assured the mother that Chris was tops.

8:45 - Activity. Trouble shooting the pool schedule. The children, it seems, had been taking too long going to and from the pool.

10:00 - Activity. More final scheduling for field trips. Hired three life guards.

12:30 p.m. Comment. It developed that Mr. Brooks, the Arts and Crafts Specialist, felt that his budget allocation was too low. He asked the writer for help.

Saturday, June 19, 1971 - Hall Road Radio Controlled Flying Field, Thrifty Acres and Karel's Toys and Hobbies.

4:00 - Activity. Visited Muskegon's Radio Controlled Airplane Club to make arrangements for a field trip.

6:00 p.m. Activity. Visited two suppliers of model airplanes.

1:00 - Activity. Visited two suppliers of model airplanes.

3:00 p.m. Comment. Both companies want the business but, Karel's expressed worries about time delay for payment.
Teachers are resistant to change in routine. This was certainly the case in Mr. Wood's attempt to have field trips in the afternoon rather than in the mornings. The last two years featured morning field trips.

Mr. Wood felt that the academic program suffered from morning field trips. By administrative ruling, he made the change in routine. Even though each teacher was individually informed of the change prior to employment, many acted as though the routine would not be changed from what it had been in prior years. They perceived the switch as a pay reduction.

The writer felt that more than any other factor, this switch dampened staff morale. Perhaps staff would have been less resistant to change had they been made part of the decision making process. A good rap session may have helped in the pre-session work shop.

The writer was aware that there were long and short run considerations. In the long run (next summer) afternoon field trips will no longer be such a key factor in staff morale.

The writer was reinforced in his skills at human relations. Applying the suggestions of Dale Carnegie proved successful. Community resource persons and the teaching staff responded very well to our field trip program. By showing an interest in the concerns and achievements of other people, they respond by giving. Learning to greet people by first name has paid big dividends this summer.
8:00 - Activity. Staff meeting called by Mr. Wood.

8:45 a.m. Comment. The teachers seemed a bit "tight." The writer couldn't lay his hands upon anything specific, but the group appeared more formal than he would have expected. The upcoming field trips (which involved the writer's job) were the main items of discussion.

Immediately after the meeting the writer felt he should have prepared a statement outlining the plans for the next three weeks. The writer had been using the "sells" leadership style in coordinating the trips with key enrichment teachers. In doing so, perhaps he forgot the other, regular academic staff members.

In the "cool light of after thought" the writer judged lack of formal preparation to be the best.

8:45 - Activity. Had a quick inservice meeting with the three life guards that the writer had hired last week.

9:00 a.m. Comment. We resolved the matter of pay. Mr. Wood had questioned the writer's decision to pay regular scale wages of $3.00 per hour. But, the writer satisfied Mr. Wood that the $3.00 level was necessary to ensure dependable guards.
8:00 - Activity. Running around looking for a pitch fork. Also, checking up on busses.

Comment. The writer let Tom Mallema send him on a needless goose chase. Next time the writer will ask Tom for an alternative solution to his problems.

Mr. Wood threw the writer a curve. He cut down on the writer’s bus request. This meant that the writer had to arrange for private rides for the Lake Michigan Beach field trip for teachers and aids.

Mr. Wood played a conservative game on his bus requests. The writer guessed that Mr. Wood was operating under a self-imposed constraint. The writer suspected that Mr. Wood feared being questioned by higher authority on Title I field trip expense. Because Mr. Wood later requested that one weekly field trip be at Fruitport Senior High School, the writer suspected the same fear involved.

9:00 - Activity. Arranged private rides for Lake Michigan Beach field trip staff.

10:00 - Activity. Grocery shopping for campout food.

11:00 - Activity. Dictated letter to the Radio Controlled Airplane Club of Muskegon and worked on log.

Comment. The writer’s worry about Mr. Brooks’ (Arts and Crafts Specialist) budget and planning for Arts and Crafts at the minigolf range was unjustified. Lessen:
Give others responsibility; they'll come through.

The writer gained a deeper appreciation for detailed advanced preplanning for any program such as this.

Wednesday, June 23, 1971 - Fruitport Senior High School, Lake Michigan Beach Site, and D & B Sports Center

8:00 - Activity. Wrote out revised letter to Radio Controlled Airplane Club.

Comment. The writer found that dictating an extended letter to be a waste of time.

9:00 - Activity. Worked on prototype of a model glider to be used by 50 children in Arts and Crafts.

Comment. We were trying to use the industrial arts materials and machines to prepackage a kit that would otherwise involve a $.69 per kit outlay. The shop and Arts and Crafts teachers seemed enthused and willing to help.

11:00 - Activity. Organized and supervised bus loadings for a three way field trip.

Comment. Everything went extremely smooth. The writer received a pat on the head from Mr. Wood.

11:30 - Activity. Inspected two field trip sites: the beach and the minigolf.

Comment. Accompanied by two office secretaries, the writer realized that they were really out to help him...
in his internship duties. Both anticipated errors and
omissions made by the writer. He felt lucky to have
these two behind him.

Thursday, June 24, 1971 - Fruitport Senior High School

8:00 - Activity. Talked to industrial arts and other teachers
about the successes and failures of the fishing trip.

Comment. A very interesting observation was made by the
writer. All the staff except one fellow felt that the
fishing trip went well and looked forward to going again
with the next group of children.

The writer asked the fellows about any problems
we might anticipate, since we would be dealing with very
young children as compared to older ones on the first
visit to Lake Lorraine. They worried about fish poles
and the ability of second and third graders to fish with­
out extensive help from teachers.

The writer said that he would check with the trip
sponsor, the Outdoor Education Specialist, Mr. Mellema,
and present him with the anticipated problems. One
teacher went to Mr. Wood and told him to cancel plans for
the fishing trip. This was before I had a chance to talk
with the trip sponsor.

Several implications were considered by the writer:
1) The "sells" technique used by himself may have been
interpreted by some as being indecisive. John (the
teacher who went to Mr. Wood) may have been impatient with the writer's concern for everyone's opinion.

2) John may have had a hidden motive. (Perhaps he didn't like fishing.)

3) John may not have felt that the writer had much to say with respect to decision making authority. (As it turned out, Mr. Wood gave the writer a completely free hand.)

4) There may have been a feud between John and the outdoor education sponsor. (The writer, in such case, would be caught in the middle.)

In the cool light of after thought, the writer judged the outdoor education sponsor and John to be at odds. This judgement was based upon two things: First, they were later overheard in a heated argument; second, John assured the writer of his cooperation.

Friday, June 25, 1971 - Fruitport Senior High School, Bill Knapp's, and Karel and Sons Toys and Hobbies

8:00 - Activity. Used the "sells" technique on three reading teachers with the goal of arranging a field trip to a restaurant for second and third graders.

9:30 a.m. Comment. It worked fine. The writer felt that he must be careful with this approach because while it works in the short run, it could get him in trouble. Each person thought she was the most important person consulted.
The writer knew he would be much more restricted in using the "sells" approach during a regular school program.

9:30 - Activity. Completed budget adjustments and arranged for life guards to be at the overnight campout.

10:30 a.m. Activity. Experimented with model airplanes. Decided, at the suggestion of the art teachers, to go to a much simpler model.

11:00 - Activity. Dictated three letters of thanks to resource persons.

11:30 Activity. Visited Bill Knapp's Restaurant for sample menus to be used by reading teachers in their classes.

12:00 - Activity. Placed an order for 180 airplanes at Karel and Sens Toys and Hobbies.
In written communication, the writer found that giving dictation to a secretary a waste of time. For him, sketching a rough draft worked best. The secretary can then be helpful in proof reading and suggesting inclusions and deletions. Also, the writer found that it pays, pays, pays, to let some other person read and react to a letter intended for mass communication.

In retrospect, the "sells" technique for managing and making decisions is a powerful tool. It must be used sparingly and with great care. For the writer's purposes during the summer internship, it worked fine. But it would be a poor approach if used often for long term results. Rather, the "joins" or democratic means to develop decisions is preferred for long term results.

The writer learned that his time as an administrator must be spent wisely. Two teachers had the writer running foolish errands. There is much more to be learned in discerning the real concerns of people from their verbalized needs. It is helpful to have sensitivity to the hidden, underlying motives and needs of others.

See the writer's notes for June 22, 1971. He was deeply impressed with the need for detailed preplanning. This is especially the case in a crash, short run program such as Title I.
Monday, June 28, 1971 - Fruitport Community Schools Administration

Building, Fruitport Senior High School,
Karek and Sons Toys and Hobbies, home of a resource person.

8:00 - Activity. Staff meeting
8:30 a.m. Comment. It was a gloomy Monday morning. The staff seemed very depressed.
8:30 - Activity. Ran errand for Mr. Wood to the central office to pick up pay checks.
9:30 a.m. Comment. The central office personnel seemed very gloomy. Their depression was infectious upon the writer.
9:30 - Activity. Picked up a model airplane shipment and visited a resource person.
10:30 a.m. Comment. Joe Kresnak, an unemployed paper company worker (he has three years of college and hopes to be a teacher), taught the writer to make a flying model U - control plane. It can be made of milk cartons for .19¢ and is very simple.
10:30 - Activity. Worked with the Arts and Crafts staff on details for flying week.
11:30 a.m. Activity. Passed information about milk carton airplanes to the Arts and Crafts staff.
12:00 p.m. Comment. The writer reflected that on Monday morning it is important to recall each person's name correctly and have a smile. People are defensive and gloomy. They need a boost and some assurance from the authority figure.
Tuesday, June 29, 1971 - Fruitport Senior High School and Amazon Awards Corporation

8:00 - **Activity.** Bull session.

8:30 a.m. **Comment.** The writer deliberately got into a bull session with George, the sixth grade reading teacher. Our paths hadn't crossed in the daily course of activity.

George, through lack of contact with the writer, tended to relate to him in a doubtful, apprehensive manner. The bull session helped a great deal. George lights up new when we meet; we both feel better.

8:30 - **Activity.** Worked on setting up the account for the outdoor education program. Also, worked on details of a free flight airplane contest with Mr. Fisher of Arts and Crafts.

10:00 - **Activity.** Picked up awards from Amazon Awards Corporation.

12:00 p.m. Then, made a call regarding awards prices.

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Wednesday, June 30, 1971 - Fruitport Community Schools Administration Building, Fruitport Senior High School, Lappe Lumber Company, and Lake Michigan

8:00 - **Activity.** Ran Mr. Dirkse over to the central office.

8:30 a.m.

8:30 - **Activity.** Determined the last minute arrangements for the field trip to Lake Michigan.

9:30 a.m. **Comment.** Here, the writer had to be careful. Our
secretary thought she heard a teacher say that she preferred to ride on the bus. But, the teacher really wanted to drive. The writer had to assure the teacher that no intent was made to ignore her wishes.

The lesson learned was two dimensional. First, it is a tremendous help to have a secretary who is sensitive to feelings of others and passes this information on to her supervisor. In this case, the writer was able to correct a situation that would have resulted in bad relations between himself, Mr. Wood, and the reading teachers.

Second, the problem stemmed from Mr. Wood's cut in bus requests. Changes in preannounced plans require consultation with all who will be affected.

9:30 - Activity. Another errand: for lumber for the shop teachers.
10:00 a.m. - Activity. Worked on today's field trip snafued details.
11:00 a.m. - Activity. Went to beach and started fires. Supervised.
12:00 p.m. - Comment. Hectic but fun.

Thursday, July 1, 1971 - Fruitport Senior High School and Fruitport Middle School

8:00 - Activity. Discussed with Mr. Wood the need to supervise for an absent teacher. The writer supervised.
8:30 a.m. - Comment. It went very well. The writer established a
rappor with the boys in the class. This helped later in
the day.

8:30 - **Activity.** Accompanied seventh and eighth grade class to
10:30 a.m. swimming in the Middle School.

Comment. While at the pool, the writer made arrangements
with life guards and Stan Snapp for the campout on July
20 - 22.

10:30 - **Activity.** Met with Dr. Viall. Had a joint discussion
11:30 a.m. with Mr. Wood.

11:30 - **Activity.** Took a very angry child (boy) off bus. The
12:30 p.m. writer made arrangements for him to get a ride home.

Also, three teachers requested that the writer sched­
ule special counseling for another boy who has been ex­
tremely difficult to control in their classes. Mr. Wood
later took the case in hand.

Comment. This was quite an experience. Mr. Dirkse took
over for the writer after the boy was removed from the bus.
The writer has deep respect for the human relations skill
and counseling knowledge possessed by Mr. Dirkse. Without
doubt, special talent and training are required to carry
on the work required of Mr. Dirkse.

**Friday, July 2, 1971 - Fruitport Senior High School and Edgewood Ele­
mentary School**

8:00 - **Activity.** Discussed the bussing problem (boy taken off
8:30 a.m. bus) with two counselors.
Comment. They advised that we do all we can to keep the boy in school.

8:30 - Activity. Sat is on a group therapy session run by Mr. Dirkse. Bob did a great job opening the kids to free discussion.

9:30 a.m. Comment. The group rapped about race relations. Some very hostile feelings exist in the community, if this was a representative sample. Group therapy seems to be a promising way for helping kids to see through their prejudices.

9:30 - Activity. Observed the Head Start aspect of the Title I Program. The writer participated in an art project and a parade of four year olds.

11:00 a.m. Comment. This was a great experience. The writer talked at length with early elementary teachers, teacher aids, and Mr. Dave Kolberg, the Head Start Director. The writer gained a feel for their philosophy and approach. This was a new experience for the writer.
Weekly Learnings, June 28 - July 2

A good secretary can make life much easier for an administrator. The writer needs someone who cares for his success and attends to detail. He tends to be a generalist, so in a secretary, he'll look for the qualities of attention to detail. This has been a wonderful summer in that the writer had the support and cooperation of two highly competent secretaries.

This was the week when morale took a deep dip. The administrator plays a key role when this happens. By having a smile on his face and a complement for each person, he can set right a negative mood. The reverse is also true. The writer believes that if his spirits get low, he'll get lost for a while.

He found that it helps to find some reason to have a chat with persons who don't regularly come into contact with himself in his administrative routine. It's easy to just deal with a few key persons and office staff.

Group therapy has shown itself to the writer to be a promising way to help children in their social relations. Also, it is a way to get at attitudes.
Tuesday, July 6, 1971 - Fruitport Senior High School and Thrifty Acres

8:00 - Activity. Staff meeting.

8:30 a.m. Comment. Very gleamy staff. Mr. Weed gave all the teachers heck for not carrying out home visitations. Also, he felt that the teacher aids were going off.

8:30 - Activity. Conference with Mr. Weed.

9:30 a.m. Comment. The writer had a long talk with Mr. Weed. We rapped about our successes and failures thus far in the summer program.

On the bright side, kids seemed "turned on" with academic classes and were enjoying the field trips. As for the dark side, staff morale was low. Many reasons were offered. For one, the group had not had a chance to get together as in past years on field trips. The whole staff and student body used to go to the same place on the same day; whereas this summer, one third each went to a different community resource. As a result, the teachers haven't had the chance to talk with one another except for a brief coffee period in the early morning.

Another reason for low staff morale was that this summer more elder teachers were hired than in the past, teachers who weren't very anxious to get to know the younger members of the staff.

Mr. Weed acknowledged that there took place a trade off to some extent of efficiency and children's welfare.
for teachers' morale. To some extent this trade off did not have to be. For example, we could have done more to arrange for staff get togethers. The writer proposed that we have a breakfast/staff meeting.

Other problems were discussed. For one, the secretaries had not been getting along. The writer's view was that their duties were not spelled out well, and no "pecking order" was set ahead of time. It seems that the staff had assumed one girl to be "ever" the other in terms of duties. Apparently, Mr. Weed left it up to the girls to work out their tasks.

Mr. Weed had been uptight during these last two weeks. He seemed short tempered; was reacting defensively to lowered staff morale. The writer believed that Mr. Weed was nervous about the intern's keeping a log. Mr. Weed was surprised to know that the writer was doing so when Dr. Viall visited on the 2nd of July.

Mr. Weed understood the reason for systematic observation by the writer, and he was assured by the writer that the log was confidential. Yet, there was an element of apprehension introduced into the Director's role as a result of the log; but Mr. Weed remained open to the writer and discussed most things freely. The writer had secured Mr. Weed's trust that the log would be kept confidential between Dr. Viall, the intern, and the Director.

Mr. Weed confided that he had one staff member who
really bugged him. The fellow got under his skin and Mr. Wood snapped at him today.

9:30 - **Activity.** Made arrangements to coordinate with each reading teacher, the airplane field trip and their reading lessons. Also, purchased food for a beach cookout.

**Comment.** We are trying to integrate field trips with what goes on in the classroom.

Wednesday, July 7, 1971 - Fruitport Senior High School and Leppe Lumber Company

8:00 - **Activity.** Checked bus arrangements.

8:30 a.m.

8:30 - **Activity.** Conference with Mr. Wood for a few minutes.

9:30 a.m. **Comment.** He informed the writer of a last minute request on his part for a canoe trip down the Muskegon River. (Perhaps he convinced Mr. Mellema, the Outdoor Education Specialist, to spend some of his allocated funds.) The writer got together with Tom to work out the details.

9:30 - **Activity.** Back to Mr. Wood.

10:00 a.m. **Comment.** The writer pinned him down as to the extent of our commitments (time, money, etc.) for the canoe trip. Note: The writer had been functioning as a negotiator between Tom and Mr. Wood. Both were having difficulty communicating with one another. The writer's role was interesting.

10:00 - **Activity.** Met with lower elementary reading teachers.

11:00 a.m. **Comment.** The writer explained the flying contest to
them separately.

11:00 - **Activity.** Went to Lappo Lumber Company for wood supplies.

11:30 a.m.

11:30 - **Activity.** Conference with Amy Foran, piano accompanist.

11:45 a.m. **Comment.** The writer needs Amy for a variety show.

**Thursday, July 8, 1971 - Fruitport Senior High School**

8:00 - **Activity.** Met with Tom Mallemo.

9:00 a.m. **Comment.** We worked on canoe trip details.

9:00 - **Activity.** Worked through assigning each teacher to a

10:00 a.m. **Activity.** Field trip.

**Comment.** The writer was in a bad situation here. He had to go back to several of the teachers and change initial assignments. This was his own fault to a large extent.

The changes arose from different estimates of child attendance between Tom Mallemo and the Director. Refer to the writer's comments about his negotiator role between these two men. Last year, sad enough, no overnight camp-out took place due to the inability of these two to communicate. Knowing the problem these fellows were having, the writer should have clarified differences before going ahead with the scheduling of teachers.

10:00 - **Activity.** Wrote letter of explanation to staff of the

12:00 p.m. **Activity.** Wrote letter of explanation to staff of the next field trip.

**Comment.** The writer should have had the letter read for content by the sponsoring enrichment teacher involved.
12:00 - **Activity.** Scheduled busses and made out coordination charts.

12:30 p.m.

**Friday, July 9, 1971 - Fruitport Senior High School and Lappo Lumber Company**

**8:00** - **Activity.** Had coffee and arranged with the Arts and Crafts assistants to build an airplane exhibit.

**8:30** - **Activity.** Assigned a secretary to type up contest forms.

**9:00 a.m.**

**9:00** - **Activity.** Went to Lappo Lumber Company for building supplies and checked our account with Lappo Lumber Co. for errors.

**10:00 a.m.**

**10:00** - **Activity.** Brought enrichment account up to date.

**10:30 a.m.**

**10:30** - **Activity.** Worked on the airplane exhibit. Supervised the Arts and Crafts aids on the exhibit.
Weekly Learnings, July 6 - 9

The writer benefited most by analyzing the causes of low staff morale. (See comments for July 7.) In retrospect, it would have been a good idea to have, at the mid-session, some kind of a staff party. When morale drops off, doing nothing about it does not help.

The writer knew that during this week of the internship Mr. Wood had used him as an intermediary. The writer has a difficult time in verbalizing his "learning" from this. (Again, refer to comments for July 7.) Mr. Wood got results from using the writer as a negotiator between himself and Tom Malletta, the Outdoor Education Specialist.

The writer was complemented that Mr. Wood felt that the intern's human relations skills were suited to the task of getting through to a "tough Dutchman." Perhaps there are times when, due to personality clashes or prior relations, working with another person is difficult. Having someone else do your talking can help. (It's a funny thing, but the writer had to come by this insight through experience.) He wondered if his negotiator role is something one could read about in a management text.
Monday, July 12, 1971 - Karel and Sons Toys and Hobbies and Fruitport Senior High School

3:00 - Activity. Staff meeting.

8:30 a.m.

3:30 - Activity. Supervised the Arts and Crafts aids on the airplane exhibit.

9:00 a.m.

9:00 - Activity. Joint evaluation session with Mr. Wood concerning the writer's progress and performance.

Comment. Mr. Wood gave the writer positive feedback.

9:30 - Activity. Ran after paint supplies, model airplanes and scheduled flyers for Wednesday to put on an airplane flying demonstration.

Tuesday, July 13, 1971 - Fruitport Senior High School, Karel and Son Toys and Hobbies, home of piano player, and Thrifty Acres.

8:00 - Activity. Had a discussion with Mr. Wood concerning what he feels is a problem with some of the teacher aids and one teacher.

Comment. The writer was of little help to Mr. Wood as the intern hadn't observed the teacher in question. The writer offered to observe but did not support Mr. Wood's judgements. The intern felt that Mr. Wood could be mistaken.
8:30  **Activity.** On the road most of the morning going around town picking up airplanes for the airplane exhibition.

     **Comment.** Several modelers were loaning their airplanes to the writer for use in the airplane exhibit.

11:00 -  **Activity.** Called on the singing performer and the piano player who were scheduled for the variety show tomorrow.

     **Comment.** Last minute arrangements were made.

12:00 -  **Activity.** Strung up airplanes and discussed the free flight contest rules with the Arts and Crafts teacher.

     **Comment.** At this time, a teacher came to the writer and informed him of other teachers taking advantage of field trips by not riding buses. The writer was unaware of this. The teacher was very tactful and helpful. The writer felt her approach to himself resulted from his prior efforts to establish mutual trust. This was the best feedback that the writer could hope for to indicate his growing skills at human relations.

**Wednesday, July 14, 1971 - Fruitport Senior High School: Fruitport Middle School**

8:00 -  **Activity.** Roundly discussion with teachers as they arrived this morning.

     **Comment.** This has been a good chance to keep in friendly contact with teachers.

9:00 -  **Activity.** Hosted the airplane exhibit.

9:45 a.m.
9:45 - **Activity.** Accompanied a class to swimming for an absent teacher.

10:30 a.m.

10:30 - **Activity.** Hosted the airplane exhibit.

11:30 a.m.

11:30 - **Activity.** Went over the enrichment budget with Mr. Wood.

12:00 p.m. (He had miscalculated in his addition.)

**Comment.** The writer had observed Mr. Wood approach at least three other staff members who were in charge of a program account in the same way he approached the intern. His technique of checking up on fund expenditures worked as follows: 1) Inform the person responsible for spending that he had overspent his budget. 2) Challenge him to review his figures. 3) Mumble something about simple addition mistakes after the person responsible proves himself correct.

This is a "theory X" technique and hardly contributes toward building confidence and mutual trust. The writer could see that by using the flexible budget developed by himself for the field trip account for all of the Title I accounts would make Mr. Wood's responsibility for monitoring the accounts much easier. Here was a case where using technical and perhaps conceptual skills of leadership would help in improving staff relations.

Thursday, July 15, 1971 - Fruitport Senior High School and homes of contributors to the airplane exhibit.
8:00  Activity. Hosted airplane exhibit.

9:00 a.m.  Comment. The writer made final display adjustments.

9:00  Activity. Discussed the experiment with Bob Dirkse on

9:45 a.m.  the effects of adult male presence in the classroom.

Comment. As a "neutral" person, Mr. Dirkse wants the
writer to be part of an experiment. His hypothesis is
that three boys in a particular class are starved for
recognition by a male adult. Mr. Dirkse has observed
that upon entering the classrooms of these types of boys,
they immediately misbehave for the male adult's atten­
tion. The regular classroom teachers, are, for the most
part, women. For the three boys in question, the teachers
have no problem with discipline except when either Mr.
Dirkse, Mr. Wood, or another male teacher walk into the
classroom.

Tomorrow the writer will walk into the classroom, sit
down, and systematically observe the behavior of the boys.
The writer does not know in advance the three boys in ques­
tion from the other boys in the classroom. Mr. Dirkse pre­
dicts that the three will misbehave such that from the
writer's data, they can be distinguished from the other
boys in the room.

9:45  Activity. School enrichment assembly.

11:00 a.m.  Comment. The writer made flying contest awards as part of

the program.

11:00  Activity. Hosted the airplane exhibit.

11:30 a.m.
11:30 - **Activity.** Delivered airplanes back to owners and had

12:30 a.m. a conference with Mr. Wood concerning the successes and failures of the assembly program.

**Friday, July 16, 1971 - Fruitport Senior High School**

8:00 - **Activity.** Supervised in two classrooms for absent teachers. Also, had secretaries inform bus supervisor and central office as to field trip plans.

8:45 - **Activity.** Letter writing.

10:45 a.m. **Comment.** The writer thanked resource persons for field trip and other enrichment activities and contributions.

10:45 - **Activity.** Participated in the experiment. (See notes for 12:00 p.m. July 15.)

**Comment.** The writer gave his observations to Mr. Dirkse. The writer did not follow up at the time to find out how Mr. Dirkse evaluated the data.
During this period, the writer became aware of the need by a program director for an administrative advisor. Ideally, it would be nice to have a Dr. Weaver walking around and have a biweekly conference with him. Short of this ideal, the writer feels that the administrator ought to confide with at least one trusted, concerned, and able person.

The person chosen could be another administrator or staff person to whom one could go for advice and from whom one could be challenged regarding decisions, problems, morale, etc. Mr. Wood used Mr. Dirkse as his advisor. He also used the writer to some extent. A large measure of Mr. Wood's success was due to the open support that he received from Mr. Dirkse.

A danger could be that other staff members might view such relations as showing partiality. But done carefully, it pays to have a friendly advisor.

His notes for July 14 remind the writer how important technical and conceptual leadership skills are to good staff relations. Mr. Wood is a "theory Y" type of leader. Yet, through lack of a simple, accurate system of monitoring program accounts, he cast doubt and mistrust upon those staff leaders most important to the success of the program.

The writer observed educational research being applied in an on going program to help answer a perplexing question for teaching disadvantaged children.
Monday, July 19, 1971 - Fruitport Senior High School

8:00 - **Activity.** Staff meeting.
8:30 a.m. **Comment.** Teachers seem happy to see the end in sight.
8:30 - **Activity.** Letter writing.
9:00 a.m. **Comment.** There are many people to thank.
9:00 - **Activity.** Observe Mrs. Owen, reading teacher.
10:30 a.m. **Comment.** The writer picked up many new ideas for teaching of reading. Especially, he discovered the potential of educational games for meeting individual differences.
10:30 - **Activity.** Letter writing.
11:30 a.m.
11:30 - **Activity.** Helped Tom Mellema with preparations for the overnight campout.
11:45 a.m. **Comment.** The writer got Tom in touch with a professional guitar player/folk singer. Also, the writer made plans to get food for the cooking at the campsite.

Tuesday, July 20, 1971 - Fruitport Senior High School; Lake Sch-Nepp-A-Ho; Thrifty Acres; Amazon Awards.

8:00 - **Activity.** General discussion with early arrival teachers.
8:30 a.m. **Comment.** Spirits are rising.
8:30 - **Activity.** Shopping for groceries and trophies.
11:00 a.m. **Comment.** The groceries are for the overnight campout.
11:00 - **Activity.** Supervised bus loading and repackaging of food supplies.
8:00 p.m. Activity. Night supervision of campout at Lake Sch-Nepp-A-Ho

1:00 a.m. Activity. Night supervision of campout at Lake Sch-Nepp-A-Ho

Comment. This was a good chance to relate closer with the men teachers. Also, the writer felt that he could organize a campout on his own terms. It was a confidence building experience.

These campouts are good for kids. The writer was impressed with the great potential of outdoor education for reshaping behavior and attitudes of children. Here, unlike the typical classroom, you see children truly being responsible for one another. A girl helped a boy bait his hook; a boy helped another cook his meal; an older boy explained to his younger followers the growth and maturation of the frogs living in the weeds near shore; etc., etc.

Wednesday, July 21, 1971 - Fruitport Senior High School and Lake Sch-Nepp-A-Ho

8:00 - Activity. Telephone calls.

8:45 a.m. Activity. Telephone calls.

Comment. The writer established the fee of the guitar player and saw to it that life guards were paid.

8:45 - Activity. Daytime supervision of the outdoor camp at Lake Sch-Nepp-A-Ho.

11:30 a.m. Activity. Daytime supervision of the outdoor camp at Lake Sch-Nepp-A-Ho.

Comment. The children had a great time and so did the staff. The management of the property said we were a well behaved and welcomed group.
8:00 - Activity. Staff meeting.

8:30 a.m. Comment. There was not enough interest shown by the staff for an end of the summer party. This was interesting. The writer felt that the staff morale took a dip after the third week in the program. It recovered, especially in the last week, but not enough.

One reading teacher expressed doubt in the post-evaluation part of the program. She felt that her third graders weren't really trying on the tests given them in the last week of the session.

Mr. Wood made an interesting observation related to the third grade teacher's remarks. He said that we strove for an "informal" atmosphere all summer. Our success was, in a way, our failure. This was so because making third graders sit for 40 minutes in a test is a very formal situation. To children, it is a phony situation and they reject it.

8:30 - Activity. Wrote journal summaries. Also met with each staff member.

12:00 p.m. Comment. In the writer's rounds, he made a point to thank each staff person for the cooperation and help given him during the summer program.

This took a lot of time, but the writer was glad that he had done it. Later he found little opportunity to
express his feelings of gratitude in a meaningful, personal way.

At various times during the morning, Dr. Viall, Mr. Wood, and the intern met in conference. A review of the evaluation process was made.

**Friday, July 23, 1971 - Fruitport Senior High School and Mona Shores Senior High School**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00</td>
<td>Made farewells and informed Mr. Wood that as part of the writer's part time job with Mona Shores Schools, he was needed to help test Driver Education students for part of the morning.</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td><strong>Activity.</strong> Made farewells and informed Mr. Wood that as part of the writer's part time job with Mona Shores Schools, he was needed to help test Driver Education students for part of the morning.</td>
</tr>
<tr>
<td>10:30</td>
<td><strong>Activity.</strong> Staff party at Fruitport.</td>
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</table>
| 11:30 a.m. | **Comment.** The staff presented the writer with a gift certificate to a sporting goods store. This made the intern feel real good. There were lots of good luck wishes.  

At the staff party, Mr. Carlson, Assistant Superintendent at Fruitport, had a long talk with the intern. He gave his advice on seeking administrative jobs and made predictions about future trends in the job market for aspiring administrators.
11:30 - Activity. Wrote appreciation letters to Mr. Wood and
12:30 p.m. to Mr. Carlson.
Weekly Learnings, July 19 - 23

The writer was reaffirmed in his earlier observation about staff morale. Mr. Wood was in a brighter mood during the final week. As a result, his whole staff seemed to come alive. A grumpy, moody administrator is bad news because he spreads doubt and mistrust throughout the system.

Outdoor education is an important way to reach children with school defeating home problems. You get them away, for a while, from distorting influences. Also, children learn to appreciate and rely on one another. Too bad we segregate them by age groups in classrooms. Children are good for children. Finally, children can benefit from the general range of talent and experience of their adult teachers. A teacher is not only someone who can teach you to divide: he can also show you how to clean a fish!

See the writer's notes, July 22, on assessment. There are real problems to be faced in assessing Title I type efforts. Mr. Wood, knowing that those detached from the real, humanistic learnings that took place during the summer, would have no way of measuring the Program's most important successes. As a result, he was under a constant pressure to limit the affective portion of the program in favor of the cognitive portion. For example, he cut back on bus requests for field trips which left parents out of the program.
E. EVALUATION AND RECOMMENDATIONS

The worth-whileness of the internship has to be measured against the learning goals as listed in Section E. In some instances success or failure at a particular goal was clear cut; for example, learning the names of those staff personnel, parents, and resource persons whom the writer encountered in his role as Assistant Title I Director. So clear was the degree of success in meeting this particular goal that others could measure it as well as the writer.

But most of the goals listed were of such a nature that evidence of success was delayed, indirect, and communicated by deed rather than words. Such, for example, were the measures of success for the goal: To encourage individuals connected with the Title I Program to cooperate with one another; be broad-minded of shortcomings in others for the sake of the program's objectives.

The writer feels that in terms of most of the learning goals listed in Section B, his internship was very worth-while. He chose wisely the option of the internship in fulfilling the requirements for the Specialist in Education Degree as a means to prepare for professional leadership. Of course, Fruitport's staff, beginning with Mr. Carlson, provided the rich learning environment so necessary to a successful internship.

Having stated the writer's general evaluation of the intern experience, there are some specifics that should be noted. Taking the learning goals, by category, the writer will comment on his degree of
success where he feels that log entries fail to give adequate evidence, one way or the other.

**Conceptual Skills**

The writer succeeded in meeting the goal: To apply his knowledge of organizational structure in assessing the strengths and weaknesses of a particular elementary school program.

The writer could see no room for improvement in the organization of the Title I Program. The overall summer effort was decentralized such that Head Start had its own Director and was staffed independently from the major portion of the Title I Program. In fact, Head Start was housed, except for the noon meal, in a separate building. Yet, where cooperation and coordination (bussing, family visitations, enrichment programs, etc.) were beneficial, the two divisions of the summer Title I effort were in harmony.

The informal structure of the summer staff and aids was complementary to the formal structure. There was a morale problem, as the log entries indicate. But group sentiment never reached a stage where it interfered with the objectives of the program. (The writer felt that Mr. Wood was worried that it had at the mid-session point in the program.) This was, in large measure due to Mr. Wood's being accepted as the group leader. He was able to function in the transactional mode of leadership, i.e., service the needs of individuals and at the same time serve the needs of the organization. Also, Mr. Wood had built up such a high degree of loyalty, friendship, and
confidence over the years that he was able to make necessary changes in the program without losing his status as the informal group leader.

The log entries indicate to the reader that the other conceptual skill goals were a vital part of the internship involvement. The writer felt these to be successfully met.

**Technical Skills**

The goal, to improve in his writing such that he could communicate his intended message to parent groups as well as to teachers and other staff personnel, was met. The improvement left much to be desired, however.

As far as the goal was stated, the writer was successful. The problem was that the goal was incorrect. The writer discovered that his intended message might not be appropriate to a given situation or even agreed to by others. For example, the writer notified parents not to come along on at least three of the scheduled field trip excursions because there were fewer busses available than originally expected. His message was received as intended. However, Mr. Dirkse later pointed out that the message tended to exclude parents from the program. Had the writer checked with Mr. Dirkse before sending the letter, it would have contained a different message. In short, the writer discovered that it is imperative for him to sample the reaction of those who would be affected by the content of his letters.

The writer did plan and coordinate a variety act stage show. He also shared in the job of master of ceremonies. In gauging his success
as master of ceremonies, the writer found that he needed more rehearsal time, but that he did an adequate job at addressing a large audience.

In hiring talent for a variety act the writer failed. He hired good talent, but didn't fit the talent with the interests of the children. The writer learned from his mistakes and later hired a folk singer/guitar player for entertaining the children at an overnight campout. The talent did fit the interests of the children at the campout.

The log entries indicate to the reader that the other technical skill goals were a part of the internship involvement. The writer felt these to be successfully met.

**Human Skills**

The writer sought to build upon a sense of *esprit de corps* held by the staff. At the time he perceived spirits drop during the third week of the session, the writer suggested a staff breakfast.

Several staff members were in favor of the idea. But this was a time when Mr. Wood shifted to a defensive, pensive mood. He was hurt at the staff's negative reaction to changes that he had made from the prior year (bussing cutbacks, afternoon field trips, reduced program budgets; and greater emphasis on academic performance). He felt that the staff was paying him back by not making home visitations and not properly supervising the teacher aids. Mr. Wood was in no mood to hold a staff breakfast. The writer felt that there was little else he could do in a direct way to build up *esprit de corps*.

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The writer was determined to subordinate his own feelings and needs to those of others such that the staff could better move towards mutually acceptable goals. This, for the writer was particularly tough to do in the aviation week unit.

Airplane modeling is the main hobby of the writer. The unit was the writer's idea to begin with, and he designed, experimented, and perfected a kit for the Arts and Crafts classes which would have allowed children to build airplanes at low cost. But the Arts and Crafts teachers preferred commercially made kits of very simple design. To ensure their cooperation in the unit, the writer gave up his option to have the kits made by the industrial arts department.

The writer sought to fulfill promises made and follow up on requests, inquires, and suggestions. This goal was inspired by the writer's experience in working with administrators who were good at talking but poor at delivering. During the internship the writer discovered that there is more involved in being a dependable administrator than would seem to be the case looking at matters from the viewpoint of the teacher.

The writer found that it is necessary to discern genuine concerns of teachers from their "smoke screen" worries and complaints. For example, Tom Mellema said that he needed a shovel, pitchfork, and other implements in order to prepare for a fishing trip. The writer, after literally searching all over the Fruitport Community Schools for the tools Tom said he needed, found out that he had these in a closet in his room. What Tom really wanted was for the intern to spend recreation funds on commercial fish bait.
The writer sought to assist individuals connected with the Title I Program to satisfy their personal motives and drives in support of program goals. Here the writer felt most successful. Some illustrations of this success are not reflected in the log entries and are given below:

The writer hired a teacher certified life guard to work at Lake Sch-Nep-A-Ho at great inconvenience and low pay to herself. The guard in question sought the job as an opportunity to associate with our hard-to-catch bachelor outdoor recreation specialist.

In deciding which staff members would accompany each of the many simultaneous field trip activities, the intern placed teachers and aids according to their respective interests. For example, the fellows who liked fly casting went to Lake Lorraine for fishing lessons; the staff members who liked canoeing went down the Muskegon River on a canoe trip.

In working with secretaries, the writer gave assignments which required lots of traveling about the Senior High School to the girl who hated being tied to a typewriter.

The writer sought to be open to criticism both personally and to the program's leadership; avoiding defensive reaction to criticism. He did get very blunt criticism of his selection of talent for the variety show. Mr. Wood was kind enough to remain quiet on the matter. But, some of the men teachers enjoyed besting one another in heaping sarcasm upon the choice of talent. In retrospect, the writer feels that he unmitigatedly accepted blame for a job poorly done.

The log entries indicate to the reader that the other human skill goals were a part of the internship involvement. The writer felt
felt these to be successfully met.

Recommendations

The writer has mixed feeling about his professional field experience for the Specialist in Education Degree. As a means of preparing one for professional leadership, it cannot be equaled by either course work or by thesis writing. Unless the candidate already has a rich background of practical experience, he should take on a professional field experience. This recommendation presumes, of course, that: 1) proper care is taken in selecting a suitable learning environment; and 2) the intern keeps in contact with his faculty advisor during the internship period.

The internship option was taken as an opportunity to experience a comprehensive elementary program first hand. But as important in the rationale for the selection was the chance it offered to improve upon human relations skills. To improve upon his human skills was a highly personal matter; The writer was aware of his shortcomings in this area; these had to be overcome if he were to function successfully as an educational leader.

The writer understood that the professional field experience implied maintaining a log of activities and learning experiences. He understood that these were to be shared with his faculty advisor. The log entries and subsequent evaluation of the professional field experience recount those human interactions which were so necessary to meeting the human skills learning goals. These were of a personal, confidential nature to be shared only with the intern's advisor. At the mid-session conference between Mr. Wood, the intern, and his advisor, Mr.
wood was reassured that the intern's log was strictly for the use of his advisor and himself as a learning tool.

Not until after the professional field experience was completed did the writer find out that a formal report in thesis format was required as part of the option. At issue here is not the extra work involved in writing such a report. Had the intern known his log notes would be part of a formal report, the whole character of his internship would have been different. He would have been circumspect in his log entries to the point that the log couldn't have been useful as a learning tool in meeting the human relations goals.

Had he known about the "after-the-fact" conditions that would be added to his option, the writer would have sought some other means to overcome his shortcomings in human skills. The requirement that his report be available to those other than his advisor is an unacceptable condition to the intern. It violates the trust between the Fruitport staff and himself.

In summary, the writer experienced growth in those leadership skills listed in Section B, which were his learning goals for the internship. He could not have met those goals except by practical experience. It is recommended that those considering the internship option be made aware of the unmatchable quality that professional field experience has for meeting such learning goals as listed in Section B. It is also recommended that those considering the internship be briefed concerning all expectations that go along with the experience.
In anticipation of the internship experience, the writer reviewed literature which had a bearing on the learning goals listed in Section E. of this report. The bibliography below contains those references which were most helpful in developing a conceptual framework to apply to the activities of the internship experience.

The first section of the bibliography contains those references which the writer and others felt would enrich one's conceptual, theoretical, and philosophical framework for elementary school administration. This section is labeled "General."

The second section contains readings suggested by personnel in the Muskegon - Oceana Community Action Against Poverty, Inc. Office which they felt would give the writer a conceptual framework to understand the role of E.S.E.A. Title I in the American educational scene. This section is labeled "Title I."

General


**Title I**


