Report of Internship Experiences

Richard V. Yenchesky
Western Michigan University

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REPORT OF INTERNSHIP EXPERIENCES

by

Richard V. Yenchsky

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 1971
ACKNOWLEDGEMENTS

My internship was made possible only by the generosity of many very competent, dedicated, sincere, authentic and personable people.

The selection of an internship with the Genesee Intermediate School District Superintendent, Mr. Erwin Davis, proved to be a most exciting and profitable learning experience. The exposures and practical experiences that it allowed were invaluable preparation for a school administrator. The extent of the learning experience was only possible because of the able guidance of Mr. Davis. I am indeed grateful for his time and assistance.

My success was also directly related to the contributions of Mr. Eldon Buell, Superintendent of the Swartz Creek Community Schools; Mr. Ken Gempel, Superintendent of the Bendle Public Schools, Dr. Al Quillum, Assistant Superintendent of the Genesee Intermediate School District; Mr. Galen Frantz, Director of Resident Training for General Motors; Mr. Herb Palmer, Principal of Ainsworth Senior High School; Mr. Dick Knoop, Principal of Carman High School; Mr. Vern Dresbach, Principal of Dye Junior High School;
and all the other people who so willingly gave of themselves, their time, and their confidence in providing this experience.

The internship was one single phase of an entire training program, for which appreciation is due Mr. Doug Procunier and the Mott Inter-University Clinical Program for Educational Leadership.

Appreciation is also due Dr. Roland S. Strolle for advising me to pursue a Specialist degree after discontinuing the doctoral program.

Last, but certainly not least, I am personally and professionally indebted to Dr. Harold Boles, for it was he who provided the thought and, at times, the inspiration that resulted in the further preparation of this practicing superintendent of schools.

R. V. Y.
YENCHESKY, Richard V.
REPORT OF INTERNSHIP EXPERIENCES.

Western Michigan University, Ed.S.,
1971
Education, administration

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</tbody>
</table>
A. RATIONALE FOR THE EXPERIENCE

The Mott Inter-University Clinical Preparation Program for Educational Leadership was directly responsible for determining the professional aspirations and future of this writer. In 1964-65, at the inception of the Mott Training Program, he was one of forty candidates selected as Mott Interns to study and prepare themselves as educational leaders. During that year, aspirations to become a superintendent developed. As a result, a position as assistant superintendent in charge of Community Education was accepted. The experience as assistant superintendent was invaluable but served to satisfy only until a superintendency could be secured.

The question of when a person is ready to accept the responsibilities of a superintendency is pondered many times by a neophite administrator. The training program in Flint at least helped this intern to achieve the trait of self-confidence. Consequently, when a superintendency opportunity developed, it was accepted.

Two years were spent as a superintendent in a small rural school district in northern Wisconsin.
It became obvious, from the direction taken by AASA and the Wisconsin State Department of Public Instruction, combined with the recommendations and advice of fellow educators, that additional schooling was essential. After two years of the new endeavor, it was apparent that there were areas to be strengthened to assure continued successful performance as a superintendent. Therefore, application was made to Western Michigan University and the Mott Intern Training Program in order to pursue a doctoral degree program.

The experiences of the second year of the Mott Intern Program were considerably different from those of the first year in Flint. Because of a definite commitment to what was to be gained, the program took on a personal dimension. It was realized that the program would complement earlier experiences if properly designed. Personal weaknesses, short-comings, and limited experiences were perceived as difficulties to be overcome through serving periods of internship.

The responsibility of developing and scheduling the internship experiences was left to the intern. Because of a personal commitment to rural education and a desire to make a contribution to that cause, experiences
outside the Flint City School District were sought. With the help of Mr. Douglas Procunier, Director of Mott Projects, the Superintendent of the Genesee Intermediate School District, Mr. Erwin Davis, was contacted. With the assistance of Mr. Davis, the characteristics of a desired internship were outlined, and an invaluable year of learning ensued. A tentative schedule included new educational and administrative experiences with areas intended to strengthen weaknesses and pursue personal interests. In accord with this schedule, Mr. Davis chose and contacted other superintendents within the Genesee Intermediate School District to supervise the intern in specific areas.
B. LEARNING GOALS SOUGHT THROUGH INTERNSHIP

In anticipation of the intern experience, there were certain knowledges, skills, attitudes, values, standards, and beliefs that were expected to be acquired during the intern experience. Those learning goals sought through the internship were divided into three groups: cognitive goals, psycho-motor goals, and affective goals.

**Cognitive Goals**

The fundamental cognitive goal during the major internship was the acquisition of knowledge and further understanding of the theory, procedures, techniques, duties, and responsibilities of administrators in public education.

Specifically, the goal was perceived as having two dimensions: (1) improvement of the three general categories of skills deemed necessary for effective school administration, namely, conceptual, technical, and human; and (2) experiences with the eight basic functional areas of school administration: instruction, personnel, finance, business, plant, community relations,
auxiliary services, and social issues.

The ultimate cognitive goal seemed impossible to achieve in a year-long internship. Therefore, more explicitly, the achievement of the following specific cognitive goals was sought:

A. To learn about various types of administrative behavior.

B. To witness various administrators in practice.

C. To observe administrative practices and relate them to their theoretical base.

D. To become more knowledgeable about:

1. the functions of the Intermediate School District.

2. the duties of a superintendent of schools.

3. the functions of principals in elementary, middle, and senior high schools.

4. the methods used in negotiations with teachers.

5. the intricacies of school finance.
6. the human relations in the school setting.

7. communication:
   (a) as found among the administrative staff.
   (b) between line and staff personnel.
   (c) between the superintendent and the Board of Education.
   (d) between school personnel and the news media.
   (e) between the superintendent and various pressure groups.

8. administrative organization.

E. To become more knowledgeable of any other skills, techniques, methods, procedures or processes that might assist one in becoming a better and more capable administrator.

Psycho-Motor Goals

It was very difficult to anticipate and list psycho-motor skills that might be gained in an internship. Assuming that the internship experiences would consist primarily of verbal communications and interaction with
people, skills in this general area were anticipated as follows:

A. Improved effectiveness in conversing with members of the professional staff.
B. Improved techniques of observing, listening, and interviewing.
C. Improved behavior in serving as a committee chairman.
D. Improved mannerisms in greeting people.

Affective Goals

Having experienced the frustrations of a superintendency, this writer was confident of his attitudes, values, and beliefs, but he never had had an opportunity to reassess if they were as acceptable to others. Therefore, the following affective goals were sought:

A. To realize the real value of negotiations and accept negotiations as a practice and procedure that is here to stay.
B. To realize that there is a second side to a question or solution to a problem.
C. To improve his attitudes in working with people.
D. To become sensitive to how others perceive him.
E. To strive to be known as an authentic individual.

F. To improve sensitivity for detecting possible conflict.

G. To improve sensitivity for detecting the moods and attitudes of other groups and persons.

H. To improve self-perception and self-actualization as an administrator.

I. To improve personal mannerisms, to remain calm, and to make unemotional judgments.
C. MEANS USED TO ACHIEVE LEARNING GOALS

The achievement of the goals detailed depended primarily upon the acquisition of data obtained through observation or participation.

Procedures and Techniques

The procedures and techniques utilized were in the general classification of communication methods. Therefore, data were obtained in the following ways.

A. There was constant observation of the administrative and instructional inter-personal relations and supportive activities which are, in essence, the educational enterprise.

B. There was frequent discussion and interviewing with school personnel in a variety of positions and with lay people who come in contact with an educational institution.

Whenever possible, through definite planning and scheduling, preparation was made in advance for interviews and discussions. This preparation consisted of pertinent reading and recording of basic principles and questions to be used. In the case of a planned series of interviews
concerning the assessment of administrative staff, a basic series of questions was developed to enable comparison of viewpoints.

Actual work involvement in various administrative functions comprised another technique used to achieve learning goals. Whenever possible, if the intern possessed the ability to make appropriate contributions, he assisted various administrative and staff personnel in their regular work schedules. In situations where no direct contribution was made, the mechanics, skills, and concepts employed were observed and discussed at length with one of the competent persons involved in that particular task.

There was involvement in a great many special programs, staff meetings, conferences, meetings of professional organizations, and problem situations. Involvement ranged from observation in some instances to varying degrees of participation in others. The degree of involvement was determined by the intern in terms of what he could contribute.

In order to gain a general "feel" for the over-all educational scene, visits were made to educational institutions, homes, meetings of professional educational
associations, and various levels of government including school district, city, county, and state levels. As in other planned activities, in order to maximize the benefits of these visits, a basic understanding of issues, people, organizations, and processes was sought through reading and discussions prior to the trips.

The Checking of the Nature and Quality of the Experience

The topic of assessing the quality of the intern's experience was discussed with Mr. Erwin Davis, supervisor of the internship. The thinking of Daniel Davies\textsuperscript{1} was reviewed and adapted to design a simple instrument for checking the nature, quality, and progression of the experience. The tentative Internship Guidelines prepared for the Mott Inter-University Clinical Preparation for Educational Leaders, as submitted by a study committee, was consulted in designing the process for periodic internship assessment.

Davies categorized internship experiences by relationships and functional areas when discussing the

internship and educational administration. He contended that it was important that the intern meet persons individually and in groups in all of the respective groups' formal relationships with the system. He suggested experiences with the Board of Education, administrative staff (to be related to individually or by participating in the administrative council), the instructional staff (by interviewing and by the observation of teaching), the students (by observing the classroom and extra-curricular activities), and the non-certified personnel (by observing custodial, maintenance, cafeteria, clerical and transportation workers on the job). In addition, but of secondary importance, there were included community individuals and groups, administrators in other systems, professional organizations, and government agencies.

Furthermore, Davies pointed out that essential to the internship in educational administration were observations and participations in each of the eight functional areas of school administration: instruction, personnel, finance, business, plant, community relations, auxiliary services, and social issues.
It was from the tentative **Internship Guidelines** and Davies' two categories of experiences as references that a check list was established to try to insure a quality internship.

A list of guidelines was formulated, discussed with the coordinator, and reviewed jointly at periodic intervals. This periodic assessment consisted of reviewing the relationships outlined above and the desirable experiences within each. In addition, the exposure to each of the eight functional areas was correlated with the listed relationships and activities. As the internship progressed, the guidelines were consulted periodically. Relationships and coverage of functional areas were achieved, and planning for the remaining period of internship was outlined or adjusted.

**The Resources Utilized**

Basically, the human resources utilized to achieve the learning goals established for this internship were the many individuals within the Genesee Intermediate Office and within the schools in the Intermediate District. Sustained relationships were established with the administrative and central office staff, including the
intermediate superintendent, directors of the intermediate office, superintendents of schools, assistant superintendents, and elementary, junior high, and senior high principals. There were temporary relationships with the members of the Board of Education, teachers representing every grade level from kindergarten through twelfth grade, secondary department heads, counselors, and home-school coordinators. Contacts were also made with custodial workers, salesmen, contractors, architects, negotiation consultants, bankers, and many other individuals on the periphery of public education.

Facilities utilized for the achievement of the learning goals consisted of the Genesee County Intermediate Schools Administrative Office, Swartz Creek Community School Central Administrative Office (elementary and senior high schools), Bendle Public Schools Central Administrative Office (elementary, junior and senior high schools), and Carman Public Schools Central Administrative Office (elementary, junior and senior high schools).

Material resources utilized were too varied to list specifically by name or title. The intern, through the various phases of his internship, was furnished with the material and equipment needed to fulfill his role as a "protege to the superintendent." Office space was provided
in the central administrative office complex, complete with desk, chair, telephone, and access to the general office materials and secretarial help. More explicitly, the intern was extended the same access to material resources and confidential records as an employee of the district.

Scheduling

The selection and scheduling of the various facets of the internship were discussed with Mr. Davis, the supervisor. He made the initial contacts and arranged with various other administrators the opportunities for the intern to study with them. However, decisions regarding the extent of involvement, the amount of time to be spent daily, and the length of the various experiences were left to the discretion of the intern.

The typical weekly involvement included a minimum of two full days (usually Monday and Tuesday) on his major internship assignment, one half-day (Wednesday afternoon) with a high school, junior high school, or elementary school principal, one week-end per month participating in the Michigan State University Extern Program, and one night per week in attendance at the
Inter-Racial Discussion Programs sponsored by the Mott Office and held at the YMCA.
The major internship with the Genesee Intermediate School District extended over a twenty week period. Below is a short report of the dates, locations, and the names and titles of persons with whom the intern worked:

September 16  Genesee Intermediate School Office, Mr. Billy White - Data Processing.
September 17  Genesee Intermediate School Office, Mr. Al Malory - Vocational Education.
September 23-24 Genesee Intermediate School Office, Dr. Al Quillum - Assistant Superintendent.
September 30  Genesee Intermediate School Office, Mr. Jim Hilley - Special Education.
October 1     Genesee Intermediate School Office, Mr. Erwin Davis and Dr. Al Quillum - Superintendent and Assistant Superintendent respectively.
October 7-8   Genesee Intermediate School Office, Mr. Robert Ackerman - Director of School Services.
October 9     Genesee County Monthly Superintendents Meeting.
October 14-15 Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.
October 21    Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.
October 22    Bendle Community Schools, Mr. Ken Gempel - Superintendent.
October 28-29 Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.
November 4-5  Bendle Community Schools, Mr. Ken Gempel, Superintendent.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Location and Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 11-12</td>
<td>Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.</td>
</tr>
<tr>
<td>November 18</td>
<td>Genesee Intermediate School Office.</td>
</tr>
<tr>
<td>November 19</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>November 25-26</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>December 2</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>December 3</td>
<td>Swartz Creek Community Schools, Mr. John Mier - Administrative Assistant.</td>
</tr>
<tr>
<td>December 9-10</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>January 10</td>
<td>Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.</td>
</tr>
<tr>
<td>January 13-14</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>January 16</td>
<td>Swartz Creek Community Schools, Board Meeting.</td>
</tr>
<tr>
<td>January 20-21</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>January 27-28</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>February 3-4</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>February 10-11</td>
<td>Swartz Creek Community Schools, Mr. Eldon Buell - Superintendent.</td>
</tr>
<tr>
<td>February 24</td>
<td>Genesee Intermediate School Office, Mr. Erwin Davis - Superintendent.</td>
</tr>
</tbody>
</table>
The purpose of the half day per week with various principals was to enable the intern to observe first-hand what each superintendent was trying to do as compared to how it was perceived and carried out by his subordinates. This interaction also provided the opportunity to gain valuable insight into the role of the principal. It was only by interning in a school that many of the skills and concepts of administration could be observed and studied.

Below is a list of the half day experiences in the principal-orientated phase of the internship:

September 25 Carman Public Schools, Ainsworth High School Principal, Mr. Herb Palmer.

October 2 Carman Public Schools, Ainsworth High School Principal, Mr. Herb Palmer.

October 9 Carman Public Schools, Ainsworth High School Principal, Mr. Herb Palmer.

October 23 Carman Public Schools, Carman High School Principal, Mr. Dick Knoop.

October 29 Carman Public Schools, Carman High School Principal, Mr. Dick Knoop.

November 6 Carman Public Schools, Ainsworth High School Principal, Mr. Herb Palmer.
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 13</td>
<td>Carman Public Schools,</td>
<td>Ainsworth High School Principal, Mr. Herb Palmer.</td>
</tr>
<tr>
<td>December 4</td>
<td>Carman Public Schools,</td>
<td>Dye Junior High School Principal, Mr. Vern Dresbach.</td>
</tr>
<tr>
<td>December 5</td>
<td>Carman Public Schools,</td>
<td>Randel Elementary School.</td>
</tr>
<tr>
<td></td>
<td>Carman Public Schools,</td>
<td>District Office, Mr. Vern Dresbach.</td>
</tr>
<tr>
<td>December 10</td>
<td>Carman Public Schools,</td>
<td>Ainsworth High School Principal, Mr. Herb Palmer.</td>
</tr>
<tr>
<td>January 15</td>
<td>Carman Public Schools,</td>
<td>Ainsworth High School Principal, Mr. Herb Palmer.</td>
</tr>
<tr>
<td>January 22</td>
<td>Mott Office, Special Project Director, Mr. Terry Maxwell.</td>
<td></td>
</tr>
<tr>
<td>February 4</td>
<td>Carman Public Schools,</td>
<td>Ainsworth High School Principal, Mr. Herb Palmer.</td>
</tr>
<tr>
<td>February 26</td>
<td>Carman Public Schools,</td>
<td>Dye Junior High School Principal, Mr. Vern Dresbach.</td>
</tr>
</tbody>
</table>

The Michigan State University Extern Program was an academic program designed to give practicing administrators the most current philosophy, concepts, skills, and procedures of handling the never-ending task of public school administration. Participation in the extern program was especially beneficial to the intern in that he had an immediate opportunity to try to conceptualize...
and compare the academic teachings of the Mott Inter-
University Clinical Preparation Program for Educational
Leadership to the confrontations and real experiences
reported by the administrators within the extern group.

The extern program was coordinated and directed by
Dr. Fred Vescolani of Michigan State University. The
secondary school principals' section was supervised by
Dr. Jim Heald of Michigan State University. The following
is a summary of dates and places where the intern
participated in the Michigan State University Extern
Program:

<table>
<thead>
<tr>
<th>Month</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Campus</td>
</tr>
<tr>
<td>October</td>
<td>Camp Kett</td>
</tr>
<tr>
<td>November</td>
<td>Higgins Lake</td>
</tr>
<tr>
<td>December</td>
<td>Gull Lake</td>
</tr>
<tr>
<td>January</td>
<td>Campus</td>
</tr>
<tr>
<td>February</td>
<td>Higgins Lake</td>
</tr>
<tr>
<td>March</td>
<td>MEA Camp</td>
</tr>
<tr>
<td>April</td>
<td>Gull Lake</td>
</tr>
<tr>
<td>May</td>
<td>Higgins Lake</td>
</tr>
</tbody>
</table>

In studying school administration, the issue of
civil rights is constantly emphasized. As previously
stated, the intern originated from a northern, rural community completely lacking any racial confrontation. Therefore, to gain a better and more comprehensive understanding of the racial issue, the intern thought it essential that he attend the Inter-Racial Discussions sponsored by the Mott Office under the supervision of Mrs. Margaret Randall. It was because of a sincere desire to better understand the Negro problem that the intern had previously volunteered and gained a year's experience working in the inner city schools and communities of Flint. That experience had included extensive internships at Martin, Dort, and Doyal Elementary Schools, and additional experiences with Mr. Terry Maxwell and Mr. Frank Manley, Jr., who directed special projects for juvenile detention centers, training programs for juvenile offenders on probation, penal rehabilitation, job placement for parolees, and other projects involving the economically disadvantaged.

Special Projects

In pursuing the internship, the intern was expected to contribute to the organization or person he was studying. If the internship were to be comprehensive, complete and valuable, it was believed important that
the intern maintain personal and confident relations with the individual to whom he was responsible.

Upon arriving at the office of a cooperating superintendent, the intern expressed his sincere and genuine desire that the experience be mutually beneficial. He expressed a willingness to do anything of which he might be capable for the district at any time. Relationships were established with the superintendents which resulted in a widely varied and invaluable internship experience.

The intern chose, in planning with his supervisor, to begin the period of internship with a general study of and familiarization with the services and functions of the intermediate school office. Therefore, a weekly schedule was established to study and work with the various directors within the intermediate office. Negotiations with the intermediate staff were just getting underway, so as a special project for the intermediate superintendent, it was requested that the intern study other administrative groups and propose a salary schedule for the intermediate office.

For each director with whom the intern spent a week, he did a special project to make a contribution or assist
the director under whom he was studying.

Following is a resume of these special projects:

Intermediate School District

1. Developed a salary proposal for directors of the intermediate office personnel.

2. Reconstructed and up-dated a questionnaire for compiling salary and fringe benefit practices for schools throughout the Intermediate School District.


4. Made arrangements for twenty-four district-wide bus driver conferences within the Genesee County Intermediate School District. This was a minor task done to assist Robert Ackerman, Director of Business Affairs for the intermediate office, who
had received the request from Homer Earl of Western Michigan University.

Swartz Creek Community Schools

1. Reviewed and evaluated the present administrative organization and wrote job descriptions.

2. Made a study of the position of elementary coordinator and offered recommendations.

3. Presented the results of special projects to the Board of Education for their consideration. As a matter of record, the position of elementary coordinator was eliminated and the Board adopted the recommendation to hire a new elementary curriculum coordinator.

Ainsworth High School

1. Assisted in teacher visitations.

2. Devised a new teacher evaluation instrument to be considered at the Ainsworth High School.

Other Special Projects

1. Assisted (for three days) in a study requested by the Mott Board of Trustees regarding to what extent the Community School concept had been
implemented in the school districts near Flint.

2. Delivered a presentation to the Master's degree interns on "The Superintendent in a Rural School District."

3. Served as Western Michigan University's student representative to the Intern Board of Control.

4. Served as a consultant on "Community School Concepts" for one week of a six-week training program for community school directors at Northern Michigan University.

5. Prepared a case study of the group spirit of twelve doctoral students enrolled through Western Michigan University in the Mott Inter-University Clinical Preparation for Educational Leadership.

6. Served as a guide for the Fifth Annual College and University Workshop in Flint.


8. Developed a written philosophy and a model of the social system of public education.
In addition to the major internship experiences and the many special projects, the intern enrolled in and successfully completed the graduate courses listed below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>University</th>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>Michigan State University</td>
<td>Extern Program</td>
<td>Pass</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>University of Michigan</td>
<td>Group Dynamics</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Eastern Michigan University</td>
<td>Curriculum Foundations</td>
<td>A</td>
</tr>
</tbody>
</table>
D. DAILY LOG OF INTERNSHIP EXPERIENCES

The log of internship experiences consisted of a daily accounting of the major activities encountered by the intern.

The following pages include the daily summaries from the log.

Saturday, September 14, 1968 - East Lansing, Michigan

Afternoon  Dean Ernest Melby, distinguished professor from Michigan State University, spoke on "The State of Education Today; What is Education; Personal Evaluation of Two Presidential Candidates; Evaluation of Teachers; and Integration."

Evening  Attended a discussion by high school principals in regard to current problems in today's high schools and possible solutions to these problems.
Sunday, September 15, 1968 - East Lansing, Michigan

9:00-11:00 Clifford Smart, Speaker of the House, State Legislative Representative of the 60th Congressional District, spoke on the topic of "Politics in Education." He commented on the weaknesses and shortcomings in education and legislature and why educators must become active in the legislative process, hazards of the legislative process, access points to legislature, the tough issues in education, the paradox of mankind, and deductive millage.

11:00-12:00 Duffy Dougherty spoke on the topic of "The Contributions of Athletics in Education." His presentation can be summarized in five points:

1. Individuals learn the value of hard work.
2. Individuals learn team work and how to work together.
3. Individuals learn to make sacrifices.
4. Individuals learn the value of self-discipline.
5. Individuals learn the value of excelling.

Monday, September 16, 1968-Genesee Intermediate School Office

8:30 Started five week internship with Erwin Davis, Superintendent of the Genesee Intermediate School Office.

Attended an administrative staff meeting where I was introduced to the staff. As part of the agenda, my role and assignment with the various departments was discussed. The following tentative schedule was established:

1. The week of September 16 - Data Processing.
2. The week of September 23 - Vocational Education.
3. The week of September 30 - Special Education.
4. The week of October 7 - Public Relations.
5. The week of October 14 - Superintendent and Assistant Superintendent of the Intermediate District.
10:00 Attended a conference to inform personnel of the Intermediate District of Lenawee County about the data processing program on payrolls. This session proved to be extremely interesting and certainly was a tremendous introduction to data processing.

1:00-4:30 The morning conference extended into the afternoon, after which one of the programmers worked with the intern on the key punch machine and the verifier.

5:00-6:45 Dinner meeting for interns and their supervisors during their first five weeks of internship.

10:00-12:00 Study time during which I reviewed my notes taken during the day, wrote in the daily log, and read for the remainder of the time.

Tuesday, September 17, 1968 - Genesee Intermediate School Office

8:30-9:30 Worked with the director of vocational education on writing up several news releases for the MOEA (Michigan Occupational Education Association).
9:30-11:30 Visited the Chevrolet Parts Plant (Ottoborn Plant) data processing center. Mr. Norm Pleu, Director of Data Processing for Chevy Parts Divisions, explained the purposes and future expansion of their center.

12:00-1:30 Attended Flint Board of Education Community College Study Committee as a guest of Mr. Davis.

2:00-5:00 Visited a project under construction and was informed about the Home Builders' Program being sponsored by the Intermediate District.

The Home Builders' Program is co-sponsored by the Genesee County Intermediate School Office, the Home Builders' Association, and local building contractors. Each student participating in the program is supported by his local school district to the sum of $200.00. The local district provides the instruction, and the local building contractor provides materials and supervisory services.
Results of the Program: Of ninety students formally participating in the program, seventy were involved in a follow-up study which showed that 40% of these students entered military service immediately after graduation. Of the remainder, 90% entered the building trades.

5:00-5:30 Conference was held with Mr. Davis to discuss the Flint system in regard to the Atherton transportation issue in which teachers refused to cross the picket lines of striking bus drivers.

7:00-12:00 Study time.

Wednesday, September 18, 1968

Study day. Read and wrote a book review.

4:30-7:00 Attended a philosophy class at the University of Michigan Extension.

Thursday, September 19, 1968

Morning Study time.

Afternoon Attended a Western Michigan University Seminar at the Intern Center.
Friday, September 20, 1968

Morning    Attended the University Board of Control Meeting, serving as the representative from the Western group.

Saturday, September 21, 1968 - Mott Library

All Day    Reviewed resources on the topic of "Group Dynamics."

Sunday, September 22, 1968

2:00-10:00    Study day. Read materials on James Coleman and started to review the Thomas Study on School Finance and Educational Opportunity in Michigan.

Monday, September 23, 1968 - Genesee Intermediate School Office

8:30-3:00    Assignment was to work with Dr. Al Quillum, Assistant Superintendent of the Intermediate District. Dr. Quillum took time from his schedule to discuss the responsibilities of his position, namely:

2. Serve as right hand man to the superintendent.

3. Coordinate the district's federal Title II programs.

4. Serve as a clearing house for all federal program evaluations.

5. Maintain an active file of credentials of all certified teachers in the district.

6. Coordinate orientation and in-service education for federal programs.


8. Produce monthly newsletter to district administrators.

9. Provide a list of available teacher candidates to district administrators.

3:30-5:00 Read summary of the Coleman Report in the Mott Library.

7:30-9:30 Attended class in group dynamics at the University of Michigan Extension.

10:00-12:00 Wrote in daily log and critiqued readings of the day.
Tuesday, September 24, 1968 - Genesee Intermediate School
Office

8:30-11:00 Worked on the Thomas Study with Dr. Quillum.

Discussed reading consultant and remedial reading services being provided to school districts.

Arranged informational meeting for federal program directors in the Intermediate District.

11:00-5:00 Met the principal of Ainsworth High School and spent the remainder of the day with him, during which we:

1. discussed scheduling.
2. discussed staffing.
3. discussed staff morale.
4. toured the facilities.
5. met the Superintendent of Schools, Mr. Elzay of the Carman School District.
6. Met Mr. Malcom Churb, Assistant Superintendent in charge of Personnel.
7. Established a schedule in which the intern was to spend every Wednesday afternoon with him. It was hoped...
that the intern would be able to observe and obtain a better understanding of the role of a high school principal. The intern was to also work on visitation with teachers and hoped to become a little more proficient in this technique, as well as to assist Mr. Palmer in his observations.

7:00-9:00  Wrote up a school profile for the Carman School District and, specifically, for the Ainsworth High School.

9:00-12:00  Study time.

Wednesday, September 25, 1968

Morning  Study time.

Afternoon  University Seminar: Dr. Weaver spoke to us on the procedure for the colloquium, information from campus, and several other items. Our group discussion then centered around the topic of "Community Schools." The discussion was critical in nature and actually was an introduction for the next
week's discussion.

Friday, September 27, 1968 - Intern Center

All Day Heard a speaker, Dr. Carrol Johnston, Superintendent of Schools in White Plains, New York.

Dr. Johnston presented an amazing philosophy of school administration. It appeared to take on the dimensions of "plan, look ahead, be ahead of the outbreak of crisis, don't wait for trouble to find you, and then try to defend your action and position on a proposed issue." Johnston's philosophy was very similar in nature to Dr. Frank Manley's motto for Community Schools in the adaption of the four "I's": get people in, get people involved, get people interested, and keep people informed.

Another point that certainly warrants mention is that Johnston stressed that the key to success in school administration is human relations.
Monday, September 30, 1968 - Genesee Intermediate School
Office

8:30-4:00 Assignment was Special Education with
Mr. Jim Hilley. Mr. Hilley discussed the
responsibilities of his position and
explained the various programs under his
authority:

1. Review or prepare all state
   applications for special education.
2. Prepare December reports on special
   education.
3. Prepare year-end cost reports.
4. Clear Act 18 funds for special
   education. He is responsible for
   the distribution of these funds to
   schools within the district.
   (Act 18 is a special millage
   assessed by individual counties
   to assist in financing special
   education programs. Genesee County's
   assessment is 0.5 mills.)
5. Responsible for state grant in aid
   for special education rooms:
   $20,000 per room plus $1,000 for
   equipment. The state also paid
$2,400 per teacher room in 1967.

6. Coordinate program for unwed mothers in Easter Seal Building.

7. Coordinate the following services:
   a. school psychologist
   b. school social worker
   c. homebound
   d. rehabilitation
   e. counselor for the physically handicapped
   f. reading

The State reimburses the local Intermediate District for:

1. School psychologist: 1 per 5,000 students.

2. Social Worker: 1 per 2,500 students.


Blue Cross-Blue Shield provides $400 coverage per member of family on psychological testing and clinical help.

Clinical help for the poor can be financed through the Community Mental Health Clinic and if need be, help can be provided from Media Code (Federal Welfare Funds for the Poor), which in turn can go to the Red Feather.
In regard to Homebound Services, the present staff of two is sufficient at the start of the school year. However, as the year progresses, this number becomes quite inadequate because winter sports involve accidents and illnesses.

The State requires that homebound teachers spend two forty-five minute visits per week with students.

Homebound teachers are not required to work with mentally handicapped children. However, they may work with unwed mothers.

For an individual to qualify for vocational rehabilitation, he must be physically or mentally disabled to the degree that it hampers his job performance. Preliminary work includes vocational interest and aptitude testing and finding proof that the disability is real and will prevent him from normal employment.

These people are placed in job training programs which are set up with individuals who would be possible employers when the
trainee finishes his training program. Goodwill Industries would be an example of a possible employer.

Any personal disease (such as rheumatic fever) can qualify an individual for vocational rehabilitation. A college program, tuition, and books will be made available.

In regard to the requirements for a reading specialist, any degree-holding elementary teacher who takes six additional semester hours of credit in reading will fulfill the loosely written requirements. The individual may be qualified as a reading consultant, a reading teacher, or a reading clinician.

Afternoon

Visited a special education room which was constructed under grant in aid funds administered by the Intermediate District. The school was known as Ottotait, located in the Otto Lake School District.

Since the intern was working with the man to whom he was assigned, he tried to observe what was taking place throughout the entire
office. He was especially interested in the human relations that the department heads and the superintendent and assistant superintendent employed. It was quite evident that Mr. Davis was highly respected and admired by his subordinates.

It appeared that one of his greatest assets was his ability to be sensitive to how others perceived him. This enabled him to identify with any of his employees from the assistant superintendent to the custodian. For example, when he introduced a guest in the coffee lounge, he also made it a point to include the custodian.

Tuesday, October 1, 1968 - Genesee Intermediate School Office

Morning

The morning was spent in discussion with Mr. Davis and Dr. Quillum on the theory of school administration.

The time spent in discussion was of great value to the intern. Mr. Davis reminisced over one of his first high school principalships, and by coincidence, it was very similar to my past experience. He attacked
the problems in a way similar to the way
that I had attacked them.

From the discussion, some very important
facets of administration were exemplified:

1. In reassessing the duties of an
individual, do not only follow the
idographic line of the Getzel Guba
Theory, but inquire as to why
things are the way they are. If
things are the way they are because
of a particular breakdown, start
there to alleviate the problem. In
this way, the individual will realize
that you are not "bossing", but
that you are willing to assist and
carry out your part in the operation.
For example, don't just try to cut
back in spending and at the same
time insist that your teachers
produce. Listen to the reasons why
they are not producing and then
remove any barriers you can that
would enable them to join you.

2. Communications with your Board,
your staff, your teachers, and your
community are essential if you are going to succeed. Board members who are only involved in approving your items on the agenda once a month will get restless; you must give them something to work on and listen to what they are saying. You must represent to the teachers a symbol of light or a means to achieve the goal of education. As Dr. Carrol Johnston so well illustrated, a superintendent must keep his community more than just informed. He also has the three other "I's" to consider.

3. A facet of administration that many of us fail to practice is the technique of **listening**. This is one way to be sensitive and to find out how others are perceiving you and what you are trying to accomplish.

**Afternoon**

The afternoon was spent assisting Mr. Robert Ackerman, Director of Business Affairs for the Intermediate Office.
My assignment involved the scheduling of bus drivers' conferences for the Intermediate District. I followed up on a request from Homer Earl of Western Michigan University and arranged the twenty-four meetings he requested. This was a minor task, but it enabled Mr. Ackerman to work on his state financial report, which was past due.

Evening

Attended the George Wallace Convention at Atwood Stadium. I had never attended a political rally and thought it would be interesting to see Wallace and his rally tactics. I was very disappointed in the whole affair. The reason could have been that Wallace certainly doesn't impress me, and the gathering of people was of the type typical of any large gathering; fights, unpatriotic incidents and general impoliteness were prevalent.

**Wednesday, October 2, 1968 - Genesee Intermediate School District**

**Morning**

Study time.
Afternoon Interned at Ainsworth High School. The topic of conversation dealt with administrative salaries. It was very interesting in that the question involves who an administrator is and what he represents. For example, senior high school principals and elementary principals view their potential salaries from two entirely different positions.

It was also interesting to note that some superintendents' salaries are being frozen, which serves to hold down all other administrative salaries. Administrative salaries are not maintaining the same ratio to teachers' salaries as they have in the past. However, it appears that if Boards of Education do not give some consideration to the salaries of administrators while teachers continue to receive substantial increases, Boards are going to be losing some competent educational leaders. Administrators are continually having to obtain more education and training, yet some Boards of Education are not recognizing these facts.
It is also an observation from Ainsworth High School that money or available financial resources certainly are assets in the operation of a good school system. Money means higher teacher salaries, and as the Coleman Report summarizes, higher salaries generally mean more competent teachers. Better teachers mean better educational programs.

Afternoon

The afternoon was spent in class visitation. The purpose of observing teachers was to discuss with the teacher what a supervisor should evaluate in what type of setting. For example, one teacher I observed felt that it was impossible to evaluate him on his performance in any one class, so he encouraged me to remain and observe his remaining two classes.

Thursday, October 3, 1968

Morning

Study time.

Afternoon

Mott Colloquium. Dr. James Coleman spoke on "School Integration and the Organization of School Activities."
Coleman suggested three ways to eliminate the present monopoly prevalent in our educational systems. One way would be to have the government pay for education but not operate schools, or it would operate schools in competition with independent centers of learning. The family would thereby choose its teaching center. However, due to residential mobility, those with the greatest resources would be able to exercise the most options.

Saturday, October 5, 1968 - Camp Kett

Attended the monthly week-end program of Michigan State University's Extern Program at Camp Kett.

1:30-3:30 Lecture on "What is Communism?"

7:00-9:30 Small group discussions involving secondary principals and problems currently facing them. It was most instructive to be able to analyze and try to resolve actual problems and conflicts facing administrators. An experience of this nature enables an individual to apply the theory he has
learned and developed, and at the same time, to have it evaluated by the other members of the group.

Sunday, October 6, 1968 - Camp Kett

Morning
Continuation of small group discussions with secondary high school principals.
Attended a lecture on the topic of "What is National Assessment?"

Monday, October 7, 1968 - Genesee Intermediate School Office

All Day
Assignment with the Director of School Services, Mr. Robert Ackerman, whose responsibilities are as follow:

1. Provide financial consultant service to schools in the Intermediate District.
2. Implement data processing into school finance.
3. Review and clarify state reports from schools within the Intermediate District.
4. Audit transportation reports and review all transportation reports.
5. Make child accounting audit on the fourth Friday in September.
7. Assist in property transfers.
8. Assist in establishing school boundaries.

My special assignment was to work on a salary proposal for the directors of the Intermediate District.

Tuesday, October 8, 1968 - Genesee Intermediate School District

Morning

Attended the Intermediate District Superintendents' monthly meeting. The meeting was very impressive in that it was well-attended, and the discussion on the various topics developed much enthusiasm. The active part that the superintendents take in politics was most surprising; individuals presented various candidates and urged support from
fellow administrators.

Afternoon Internship at Ainsworth High School with Principal Herb Palmer. The afternoon was spent in discussion with Mr. Palmer and in making two teacher visitations.

Thursday, October 10, 1968

Morning Study time.

Afternoon Western Michigan University Group Meeting. The guest for the day was Dr. W. Viall. The session was quite interesting in that the group analyzed my theory of administration as compared to my former performance as an administrator.

Evening Attended Mott Inter-Racial Lecture at the YMCA. The speaker was Sterling Tucker, Executive Director of the Washington, D. C., Urban League and a member of the staff of the National Urban League. He discussed creative steps for Black and White Americans concerned with peaceful
progress in the social revolution as opposed to the negative impacts of the destruction of lives and property. Tucker also commented on ways in which Black constructive activists, separatists, and violent activists could view their particular roles in the nation's immediate future.

Friday, October 11, 1968 - Intern Center

Morning
Heard a speaker, Dr. Albert Johnson, former Superintendent of Benton Harbor Public Schools.

Afternoon
Attended Board of Control meeting and presented the idea of having Louis Lomax speak to the interns.

Monday, October 14, 1968 - Genesee Intermediate School Office

Morning
Assignment with Mr. Davis during which time we reviewed the preliminary draft of the salary proposal that I had prepared for the Intermediate personnel. After reviewing the proposal and offering his suggestions, we discussed possible
assignment with the various superintendents throughout the Intermediate District. Mr. Davis recommended that either the Swartz Creek or the Grand Blanc superintendent could provide the most meaningful and enriching experiences.

Afternoon
The afternoon was spent working on the final draft of the administrative salary proposal.

Evening
Attended a graduate course, Group Dynamics, offered at the University of Michigan Extension.

Tuesday, October 15, 1968 - Genesee Intermediate School Office

Morning
The forenoon was spent in working on the final draft of the administrative salary proposal.

Afternoon
The afternoon was spent in free-lance discussion with the various personnel with whom I had previously studied.

Wednesday, October 16, 1968

Morning
Attended Dr. R. Smittle's lecture on
"School Law."

Afternoon Internship experience at Ainsworth High School. The afternoon involved the following activities:

1. Discussed progress of principals' contracts.
2. Reviewed data processing which was being employed in the high school.
3. Discussed grievance that was filed against the principal.
4. Discussed progress on recruiting certified teacher replacements.
5. Reviewed the new requirements of the North Central Accrediting Association and their influence on present school systems and school personnel.

Thursday, October 17, 1968

All Day Attended doctoral group meeting at Kalamazoo. Dr. Robert Travers was the guest speaker, and he discussed the topic of "Leadership."
Travers' concept of what leadership is, or what it is not, stimulated one to think about just what is involved in the commonly-accepted term "leadership."

The best portion of the day's experiences was the discussion among the interns on the trip to and from Kalamazoo. It focused on the topics of:

1. The New York teachers' strike.
2. The racial conflict facing high school principals.
4. The proper method of handling teacher demands.

Friday, October 18, 1968 - Intern Center

Morning

The morning intern session featured a panel composed of representatives of the SDS, the student government, the dean of students from Michigan State University and college professors to discuss the topic of "Student Unrest and Student Representation."
Afternoon

Attended the Board of Control meeting and served as the student representative for the Western group.

Monday, October 21, 1968 - Genesee Intermediate School Office

Morning

The morning was spent in reviewing the objectives and accomplishments of my internship with Mr. Davis. We used those objectives set forth in the guidelines established by the committee of the Mott Intern Board of Control plus those outlined by Davies\(^2\). It appeared that my experiences coincided with expectations, and then some.

We also discussed my prospectus for the internship and Mr. Davis gave his approval.

We then reviewed the final draft of my administrative salary proposal, which was to be used in an afternoon meeting as well as to be presented at the Intermediate District's Board meeting.

\(^2\)Davies, op. cit.
I was also responsible for reviewing and reassessing a salary questionnaire. This instrument was to be used by the Intermediate School District in compiling a listing of salary practices throughout the entire District.

Mr. Davis thought that some time spent with Mr. Ken Gempel, Superintendent of Bendle Community Schools, would be a desirable experience because Mr. Gempel possessed exceptional traits in communication and human relations.

I met with Mr. Fred Shedd, professional negotiator, Mr. Davis, and Dr. Quillum to establish an in-service meeting for Board members and school administrators to determine administrative salary schedules.

The meeting was very satisfying and I felt most proud that the outline of factors considered essential in an administrative contract was nearly identical to Plan B of my schedule proposals.
Mr. Shedd made one comment that made real sense to me: "Education will some day find itself in the same situation as the railroads and loading industries in that firemen and longshoremen are no longer needed, but are still on company payrolls. Education will some day be saddled with teachers who are not needed."

Met Mr. Ken Gempel, Superintendent of Bendle Community Schools. Mr. Gempel was the most inspirational superintendent I had ever had the opportunity to meet. He was dynamic in his thinking as well as in follow-up to his creative and unique, but very simple, techniques of administration. His main concerns were people in general. His philosophy "to be able to say something nice about everyone" is most descriptive of his outlook on administration.

Gempel's greatest attribute was that he constantly re-evaluated himself and was conscious and sensitive as to how others perceived him. He took time to communicate with people.
I was especially impressed with Gempel's philosophy on communication, which certainly contributed to his success. His basic rule of thumb in regard to communication was to see good things in people.

The various techniques he used in communications included:

1. Parents
   b. P.T.A. - tries to attend as many as possible.
   c. Coffee hour for mothers at local school; informal discussions with the principal as the key person.
   d. Volunteers to assist in the promotion of a new school activity or program.
   e. Maintains two standing committees that are responsible for the coordination of the annual handbook.
2. Teachers
   a. Personnel contacts: tries to meet, greet and talk with 90% of his staff weekly (one hour per day).
   b. Writes letters to teachers, assisting them in accomplishing personal chores such as arranging to get their license plates, flu shots, etc.
   c. Gives recognition to deserving members of the staff or community, such as the school doctor.
   d. Summer letter - "Another year, another apple."
   e. Memo explaining the actual pupil-teacher ratio as compared to that requested by the State.
   f. Elementary Planning Period - closes school early one afternoon per week.
   g. Did morale study of staff members.
Tuesday, October 22, 1968 - Bendle Community Schools

Morning

Attended the Genesee Intermediate Superintendents' meeting at the Kearsley Administration Building.

Political candidates running for office were available to answer questions for the local superintendents.

Afternoon

Went to Bendle High School and discussed with Mr. Gempel his philosophy concerning:

1. salary negotiations.
2. the policy and procedure for paying administrators and directors.
3. the handling of the Board of Education and individual Board members.
4. the part politics play in the role of the school superintendent.

It was a great day of experiences, and Mr. Gempel seemed even more dynamic than I had thought him to be the day before. He has the greatest respect from and rapport with all facets of staff, community, students, and Board of Education. He is a very ambitious and efficient school
administrator. His dedication to his profession is admirable. In fact, he stated that "The only thing that takes priority over my job is illness of a member of my family; otherwise, even my family is second to my work." He also feels that when his position becomes a job to him, he will look for other employment.

He always tries to be fair and honest when dealing with people. A statement he made during our informal discussion that stuck with me is: "When I come to the office in the morning, I never want to have to duck into the office to avoid a subordinate because of some adverse discussion or dealings." His philosophy is that he always wants to keep talking to the person with whom he is disagreeing. This, I think, is an admirable point in that many of us just don't give a damn about the final consequences to an individual. Gempel is so concerned that he continues his daily contact just as he would have before the conflict.
Afternoon Internship at Carman High School with Principal Dick Knoop.

The school was new, in its second year of operation, and its first year of normal operation. It was very elaborate and certainly was most conducive to a quality high school program. The principal was very competent, personable, respected and well-liked by all members of his staff, the community, and the student body.

I was impressed with the facilities; however, I was also very depressed at the same time. It occurred to me in my discussions with the principal that, even in this most elaborate plant, he and his staff were having the same problems in their educational system as many of us were having in our old and obsolete buildings. A school system that has money enough to provide facilities like Carman High School, and at the same time does not have a curriculum study being
carried on fills me with great despair. A good superintendent would certainly have time to evaluate the nucleus of his operation, or the Board of Education should be interested in a true evaluation of what was being offered to the students.

This brings me to the point that it is about time that superintendents stop being apple polishers and start calling a spade a spade when it comes to evaluating their school programs.

October 23 and 24, 1968

All interns served in the capacity of guides for the State Community Schools Conference.

Tuesday, October 29, 1968 - Genesee Intermediate School Office

Morning Continued to work on the project, reviewed it with Mr. Davis and explained it to the secretary for typing.

Afternoon Went to Carman High School and met with Principal Dick Knoop. The new high school
was preparing for a visit by the North Central Accreditation Association. Mr. Knoop spent the afternoon informing me of the processes being applied in readying the staff and making the necessary preparations for the accreditation team.

Thursday, October 31, 1968 - Intern Center

Morning        Participated in the discussion of professional negotiations for Master's degree Interns. It was a very fine experience, and I was only sorry that some of the doctoral interns were not present, because their challenges would have been welcomed.

Afternoon      Study time.

Saturday and Sunday, November 2 and 3, 1968 - Higgins Lake

Monthly program of Michigan State University Extension's program for secondary school principals. The speaker was Dr. James Heald who spoke on "Education for the Eighties."
Monday, November 4, 1968

The better part of the day was spent in writing a case study entitled "Concepts of Group Dynamics Within an Inimitable Group."

Evening
Attended the graduate class, Group Dynamics, offered by the University of Michigan Extension.

Tuesday, November 5, 1968 – Bendle Community Schools

Met with High School Principal, Bob Mills, and we discussed curriculum.

It has become very evident to me that educators, especially college professors and school administrators, have been and continue to be the philosophic critics of education. The only thing that seems to come of all these great minds is verbalization.

In talking with principals of old, overcrowded schools, large schools, small schools, and new, very elaborate schools, I have found that all schools have similar
problems. Since I am a former administrator and am now a student, I fall right into the traditional pattern of just talking. It upsets me to think that all any of us are doing is giving lip service to problems and their solutions. If some of us want to venture out and try something new, we are severely criticized because we don't have a theory with all of its intricacies. When are we, as future administrators going to receive some insights on how to bring about reforms? If we advocate innovation and it succeeds, we will be accepted as administrators; if it fails, we are labeled as "kids who would not listen" and are fired from our jobs to face the problem of finding new positions.

What I am really asking is when are the experienced, knowledgeable professors and administrators going to help solve some of the practical problems now facing education?
Wednesday, November 6, 1968 - Intern Center

Morning
Assisted the intern center in assembling the recruitment materials for next year's interns.

Afternoon
Internship experience at Ainsworth High School. I was assigned to work with Dave Gass, assistant high school principal and we reviewed:

1. attendance procedures.
2. substitute teacher policy and procedures.
3. the B. Frank Brown Non-Graded High School.

In observing various high schools in regard to the split between administration and staff, it appears to me that if a split between the principal and the central administration occurs, it is less harmful than a rift between the teachers and the principal. It would be ideal not to have a split, but if there must be one, it is obvious that an educational environment conducive to better study can be maintained despite an administrative split.
Thursday, November 7, 1968 - Intern Center

Morning

Intern Session. Dr. Weaver spoke on the "Theory of Administration."

I was very impressed with the lecture. It was most meaningful and certainly was refreshing after my exposure to theory last summer with Dr. Boles.

Afternoon

Attended a Western Michigan University Group Session. The session focused around the film, "The Medium is the Massage" by Marshall McLuhan.

November 8, 1968 - Oakland University

All Day

Visited Oakland University. It was interesting to listen to the chancellor speak on how the university got started. The personality of this man is such that he was cocky enough to make his ideas become reality despite all the opposition he encountered. I felt quite certain that he would not be readily accepted as the traditional doctoral student.
The touring of the campus was also very interesting, but outside of that, the lecture could have taken place at the Center.

Monday, November 11, 1968 - Genesee Intermediate School Office

Morning  Mr. Davis requested that I assist him in working on the final proposal of my administrative salary schedule. In the course of our discussion, I met again with Fred Shedd, professional consultant on salary negotiations, and we discussed the advantages and disadvantages of my proposal.

Afternoon  Attended an Advisory Board Meeting for the Genesee County Skill Center, headed by Dick Loomis.

Evening  Attended the graduate course, Group Dynamics, offered by the University of Michigan Extension.

Tuesday, November 12, 1968 - Genesee Intermediate School Office

Morning  Attended the monthly Superintendents' Breakfast Meeting.
It was very refreshing to see the strides that the superintendents were taking in reshaping their thinking to combat the new challenges constantly facing them. For example, the Superintendent of Grand Blanc explained his administrative intern program sponsored by the local Board of Education to produce competent administrators who are in great demand.

Another issue that was of great interest was the discussion on the campaign for fixed millage, which was defeated within the county. It was pointed out in the discussion that a main responsibility of a superintendent is to win elections, which inferred that superintendents must be involved in politics.

Evening  Internship experience at Ainsworth High School. I assisted the staff in sponsoring their Fall Athletic Banquet.

Wednesday, November 13, 1968

Morning  Study time.
Afternoon Internship experience at Ainsworth High School. I participated in a short discussion with Mr. Herb Palmer and Mr. Dave Gass and then observed two classroom teachers and wrote evaluations of the visitations.

Thursday, November 14, 1968

The day was spent at the Intern Center doing some reading and preparing a tape in preparation for the monthly colloquium.

Friday, November 15, 1968 - Intern Center

Morning Attended the Weekly Doctoral Study Seminar at the Intern Center.

Afternoon Study time.

Monday, November 18, 1968 - Genesee Intermediate School Office

All Day Worked on Group Dynamics paper that was due December 2.

Evening Attended the graduate class, Group Dynamics, offered by the University of Michigan Extension.
Tuesday, November 19, 1968 - Swartz Creek Community Schools

I spent the first day of my six to ten week experience within the Swartz Creek Community Schools reviewing the objectives that I should achieve in my internship. During the course of the day, Mr. Eldon Buell, Superintendent, and I arranged a project that would be beneficial to both the school district and myself. The project was to review and evaluate the present administrative organization, write job descriptions, and make a recommendation as to whether or not to replace the elementary supervisor, who was to retire at the end of the year, or hire a curriculum coordinator for the school system.

Mr. Buell was very receptive to my request, and he appeared extremely concerned about helping me to have a meaningful experience.

Wednesday, Thursday, Friday, November 20, 21, and 22, 1968

Fifth Annual College and University Workshop. As all interns did, I served as a guide for staff members from Miami University, Oxford,
Mr. Buell quickly took me in his confidence, and we reviewed and discussed the following:

1. School Budget
   a. Budget meeting or hearing
   b. Preparation of budget
   c. Adaption of budget by the Board

2. Monthly Board Meeting
   a. Reviewed items on the agenda

3. School Finance
   a. Millage
      (1) Debt retirement
      (2) Building and site
      (3) Operation
   b. Discussed Mr. Buell's plan on building programs. He has set the debt retirement rate at 4.75 mills, and this figure has remained constant. Thus, under his philosophy of expansion, it is enough to
cover a bond issue on alternate years, and the bond issue does not have to run for more than fourteen years.

The building and site millage also assists in financing new building programs.

c. Cash and Saving Certificates
   (1) Advantages
   (2) Disadvantages
   (3) Procedures involved in using certificates

d. Savings Deposits
   (1) Day-to-day interest
   (2) All school revenue is in certificates of deposit or saving, thus drawing interest for the school. The only school monies found in the internal account are those not invested.

4. Tax annuity deductions

5. Planning and projecting immediate and future objectives for the school system.
All Day

Continued internship experience with Mr. Buell. We:

1. Continued discussion on school finances:
   a. Reviewed and applied all the aspects of bonding that Mr. Buell had exposed me to on Monday.
   b. Worked out an actual projection for next year's proposed building issue.
   c. Projected enrollment for the future.
   d. Projected monies that would be available to finance a new bond issue.

2. Discussed innovations versus traditional approaches to teaching.
It was very interesting to listen to his criticisms of the non-graded elementary program that I had presented. It is unfortunate that the term "non-graded" has come to be associated with so many
unsuccessful programs that were really not non-graded at all.

Monday, December 2, 1968 - Swartz Creek Community Schools

Morning Internship experience with Mr. Buell, Superintendent. The morning was utilized by accomplishing the necessary preparations to begin my assigned project:

1. Constructed a short questionnaire for gathering information on writing job descriptions.
2. Developed a sample to accompany the questionnaire.
3. Wrote cover letter.
4. Wrote out tentative plans for pursuing the assigned project.

The remainder of the morning was spent in working with Mr. Buell. He explained how and why he handled his state aid payments as he did.

Afternoon Internship experience at the Genesee Intermediate District School Office. I reviewed my experience with Mr. Davis, and
he was very concerned that I receive the very best opportunities in my internships.

Tuesday, December 3, 1968 - Swartz Creek Community Schools

All Day Internship experience with Mr. Buell, Superintendent, and Mr. John Meir, Administrative Assistant. The day was spent with Mr. Meir, who reviewed his responsibilities which were:

1. Transportation
   a. Buses
   b. Drivers
   c. Routing
   d. Personnel
   e. Bus garage

2. Cafeteria
   a. Hot lunch programs
   b. Cooks

3. Maintenance

4. Purchasing for the three areas of responsibility.

Mr. Buell then discussed the relationship that should exist between a superintendent and his subordinates:
1. He must support his subordinates.
2. He must be authentic.
3. He must be consistent.
4. He must be sure his subordinates know where they stand.

The afternoon ended by sitting in on a conference with Group Life Insurance representatives from Manufacturers Life Insurance Company.


Morning Study time.

Afternoon The afternoon was spent with the principal of Dye Junior High School, Mr. Vern Dresbach, who reviewed the role of the junior high school in the Carman School District. In order to observe the feeder school idea, Mr. Dresbach arranged for me to spend the following day at Randel Elementary School with the elementary principal.

Thursday, December 5, 1968 - Carman School District

Morning The morning was spent listening to elementary principals and their reasons
for receiving the same pay as the high school principals. The forenoon was valuable in the study of the sequence in curriculum from the elementary to the junior high school to the senior high school.

Afternoon

The afternoon was spent with Mr. Jack Elzay, Superintendent of Carman Public Schools. He discussed with me his role as superintendent of schools. It was a delightful experience in that this was the fifth superintendent that I had had the opportunity to discuss this topic with, and it was most amazing to see the similarities and differences in leadership styles. I complemented my observations by the direct responses I got from subordinates of the different superintendents.

Friday, December 6, 1968 - Intern Center

Morning

Attended Weekly Institute Seminar for all interns.
The replies to my job description questionnaire were returned, so I set up appointments for a follow-up with each of the following elementary principals:

1. Mr. Clayton Johnson
2. Mr. Frank Rechaneck
3. Mr. Stuart Warner

The interview centered around the following:

1. Specific work on curriculum.
2. Determining whose responsibility it was to work on curriculum.
3. Services being received from the Elementary Supervisor.
4. Services they would like to have available.
5. What were, as they saw them, the greatest needs within the school system?
6. If they could make recommendations, what would they change in the role of the Elementary Supervisor?
Tuesday, December 10, 1968 - Swartz Creek Community Schools

All Day

I was able to complete three more interviews with the following people:

1. Mr. Richard Johnsen, High School Principal
2. Mr. Bill Williams, Assistant High School Principal
3. Ruth Tanbitz, Elementary Principal

It was amazing to see the various views the different principals have about the superintendent. Mr. Buell is an established traditionalist. Because of this, there is little money being spent except for the bare necessities.

I think I see what being too conservative can do to a school system. For example, Central Staff personnel are restricted to an absolute minimum, thus causing an overloading for these men. This reduces their efficiency and hampers the over-all operation.

All authority rests with the Central Office, and ultimately, with the superintendent, especially in anything associated with money.
Principals would enjoy the opportunity to meet and discuss school problems with the Central Administration.

Subordinates' opinions and suggestions should be requested if they are not voluntarily voiced.

Individual principals should be given, to a certain extent, freedom to deviate from the set program.

I completed the day by reviewing and completing the state forms requesting the state's approval on the proposed bond issue.

Wednesday, December 11, 1968

Morning
I attended the monthly breakfast meeting of the County Superintendents.

Afternoon
Ainsworth High School with Mr. Herb Palmer, Principal. Mr. Palmer requested that I work on a special project and prepare a new teacher evaluation instrument. It had been pre-arranged that I meet with representatives of the teachers association and discuss the preliminary draft and that we
mutually reshape the preliminary draft that I had constructed after visiting with junior and senior high school principals and assistant principals.

Thursday, December 12, 1968

All day Study day.

Friday, December 13, 1968 - Intern Center

Morning Attended the Friday doctoral seminar for all interns at the Mott Intern Center.

Monday, Tuesday, and Wednesday, January 6, 7, 8, 1969-Intern Center

It was requested by the Mott Board of Trustees that a survey be conducted to determine to what extent the Community School Program was being carried on in school districts outside of Genesee County.

A questionnaire pertaining to the information desired was the first item to be developed. Then, appointments were made with the twenty Genesee County School District administrators.
After all the material was gathered, it was summarized on a summary sheet. This information about the out-county school districts' involvement in community education was also recorded on a check-off sheet to better illustrate the requested information. From the final two instruments, a critique was drawn up to briefly state the commitment and status of Community Schools in the county schools.

Thursday, January 9, 1969 - Intern Center

Afternoon Group Seminar at Western Michigan University. The session was prepared for Richard Usher, who was to be the colloquium speaker for the month of February.

Friday, January 10, 1969

Morning Met with Mr. Davis at the Intermediate School Office and reviewed and evaluated my internship experiences.

Afternoon Attended monthly colloquium and heard Alex Haley, writer and author of the
The biggest portion of the day was spent in writing my special project. However, when Mr. Buell became involved in something that he thought might be of value to me, he was quick to call my attention to it.

The following are some of the topics we discussed.

1. Press Relations:
   a. A philosophy must be adopted by the Board as well as by the individual as to what kind of relationship one would like to carry on with the local news media.
   b. It is a good practice to have a friendly, authentic relationship with the press. It is a great asset to both the Board and its superintendent.
   c. If at all possible, the press reporter should be treated as a respectable lay citizen.
interested in reporting the action of the Board of Education. It is advisable that the reporter not be barred from any Board activity, and when necessary, a little comment to the reporter is appreciated if the proceedings are to be confined to the room in which they are being carried out. In this way, the reporter is not alienated by being unable to attend all the business sessions of the Board.

2. Financial Accounts:
I went over the accounting system and its procedures with the bookkeeper, and then we reviewed the follow-up summaries that are given to the Board of Education members.

3. Insurance:
   a. Income protection versus sick leave.
   b. Insurance is taken out by the Board on its top administrators
so that, in case one of them should die, the Board of Education is considered the beneficiary and the money can be used to train the replacement.

Tuesday, January 14, 1969 - Swartz Creek Community Schools

All Day The biggest portion of the day was again spent in writing my special project.

Topics discussed and projects involved included:

1. Discussion of a school bus accident with the assistant superintendent, Mr. John Meir.

2. I observed the preparation of the Board agenda and the informational items to be included for the Board. Mr. Buell spends a great deal of time preparing information for the Board members. He very seldom converses with them, but he keeps them well-informed on the operation of the Central Administration.
3. We discussed the areas in which a young administrator might run into trouble, such as

a. Cutting back on all other aspects of the school budget in order to allow a substantial amount for teacher salaries. Don't cut the educational program for salaries.

b. Delegating the proper authority with assigned responsibilities.

c. School superintendents should not become involved in details. They are responsible for the whole educational scene and must be able to do constructive thinking.

4. The use of saving certificates can be an additional source of revenue for the school district.

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Wednesday, January 15, 1969 - Ainsworth High School

Morning The morning was spent discussing the routine responsibilities encountered by high school principals.
Afternoon  The afternoon was spent attending a staff in-service education meeting. Mr. Palmer discussed several points of concern with his staff, and the staff spent the remainder of the meeting in a brain-storming session. The only ground rule for this session was that no one could say "no" or "it wouldn't work." The topic they were to discuss was "How Could Their Educational System be Improved?" The results of the session were not astonishing, but I certainly would use this technique.

Thursday, January 16, 1969

Morning  Attended the Master's degree interns' session. The topic of the day was "Human Relations."

Afternoon  Attended a meeting of the Western Michigan University Interns.

Evening  Attended the Swartz Creek Board of Education meeting during which I observed the process employed by Mr. Buell in the handling of his individual Board members as well as the
Board as a whole.

Monday, January 20, 1969 - Swartz Creek Community Schools

Morning

Worked on my special project and finished the rough draft of the study on the administrative structure of the school district.

Evening

Attended a meeting for Mr. Buell at Grand Blanc Community Schools. The speakers were James T. Smith, 79th District Representative of the Michigan House of Representatives, and Alex Canja, Special Legislative Assistant, Michigan Department of Education.

The purposes of the meeting were to:

1. Acquaint the citizens committee with the Michigan Department of Education's proposals for funding K-12 education in Michigan for the 1969-70 school year.

2. Acquaint the citizens committee with the functions of the Michigan Department of Education...
and the Michigan Legislature in regard to financing education in Michigan.

3. To determine ways in which citizens may be effective in influencing the Michigan Department of Education and the Michigan Legislature.

4. To determine if state monies may be anticipated in the future for capital improvement, such as new classrooms, etc.

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Tuesday, January 21, 1969 - Swartz Creek Community Schools

All Day The majority of the day was spent working on a special project. However, I attended the City Council meeting in which a rezoning of property was the main item on the agenda. The purchasing of voting booths cooperatively by the city and the school district was also discussed.

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Wednesday, January 22, 1969

Morning Study time.
Afternoon Met with Mr. Terry Maxwell of Special Projects for the Mott Office. I had done a six week internship with Mr. Maxwell in 1964-65. It was very interesting to see how the particular programs such as ADC, Juvenile Rehabilitation Programs, Training Programs for Unwed Mothers, etc. operated.

Thursday, January 23, 1969

Morning Study time.

Afternoon Meeting of the Western Michigan University Interns at the Intern Center.

Friday, January 24, 1969

Morning Weekly seminar for all interns at the Intern Center.

Monday, January 27, 1969 - Swartz Creek Community Schools

Met with Mr. Buell and we discussed arrangements and procedures to be used in the forthcoming millage campaign:

1. News media - newspapers, radio, local mailings.
2. Informational meetings for the general public and for block or area chairmen.

3. Bulletins and memos to public, such as
   a. Fact sheet.
   b. Reasons or explanations for items to be voted on.
   c. Reminders to register.

Worked on a fact sheet to be used in the campaign.

Worked on special projects: completing rough draft of the study on administrative structure, completion of job descriptions, and proposed position description of elementary principals.

Tuesday, January 28, 1969 - Swartz Creek Community Schools

Went over rough drafts completed on Monday so they could be typed for reviewing and corrections.

Wednesday, January 29, 1969 - Swartz Creek Community Schools

All Day Finished up on my special assignments, and
as a follow-up to writing job descriptions, I developed a questionnaire to determine the scope of responsibilities for the various administrative positions.

Attended a citizens informational meeting in regard to the coming vote regarding millage.

Assisted in assembling informational fact sheets to be used by the block leaders who were promoting the millage issue.

The major topic of discussion today was "To What Degree Should an Administrator Take Public Criticism Personally?"

Attended the local Rotary Club meeting as a guest of Mr. Buell. The presentation on "Junior Achievement" was very interesting and held many educational possibilities.

Tuesday, February 4, 1969 - Swartz Creek Community Schools

Morning Continued many of the tasks that I was involved in on Monday. However, I spent the afternoon with the High School Principal, Mr. Dick Johnston.
We discussed the following topics:

1. The role of department chairmen in in-service education.
2. What was essential in evaluating teachers and what to avoid and be prepared for in case of a court case involved in the dismissal of a teacher.
3. What the present status of the traditional curriculum was and how he thought the local high school could be improved.
4. The principal's role in negotiations.

Wednesday, February 5, 1969 - Ainsworth High School

All Day Spent the day devising a teacher evaluation instrument.

Thursday, February 6, 1969 - Swartz Creek Community Schools

Morning Concluded all activities in this phase of my internship and spent the forenoon visiting with the elementary principal and discussing his views and philosophy of elementary education and educational leadership.
Afternoon

Spent the afternoon writing letters of inquiry regarding employment for next year.

Tuesday, February 11, 1969 - Swartz Creek Community Schools

Mr. Buell went through all the school policies and rules governing the school district. We also reviewed the remainder of the plan in the millage campaign.

Today was my final day on this assignment. I felt that it had been a valuable learning experience, and Mr. Buell presented to me another model of administration that should help me become a more effective administrator in my own style. Improving many technical skills was a great part of my internship under Mr. Buell. The most valuable of these skills was in the areas of school financing, building financing, budgeting and millage, and the use of the system's approach to future planning.

In the area of human skills, I saw many admirable examples of administration in the handling of Boards of Education, lay
public, and Central Office administrators. However, I also learned some things to avoid, such as delegating responsibility but not authority or allowing no autonomy to building principals.

In the area of conceptual skills, I learned to appreciate the point of the traditionalist, and Mr. Buell helped me to stabilize my philosophy of education. Mr. Buell portrayed one aspect of the role of the superintendent as it should be, in that he was the sole executive officer of the Board of Education and not a task master.

Monday, February 17, 1969 - Northern Michigan University

Morning General resource program for the first week of a six week Community School Directors' Workshop.

I used the first general session to give the history of the Community School Program in the Upper Peninsula, starting with the first Community School Program at Stephenson, Michigan, in the 1950's to the
present, with twelve programs now in the operating stages.

Afternoon I addressed myself to what is necessary in implementing a Community School Program.

The following is an outline of the major points that I covered:

I. Immediate Phase: What are the initial steps that must be taken?

II. Intermediate Phase: What is necessary to establish a functional Community School Program?

III. Evolving Phase: What must be a continual major concern if a program is to succeed?

In each phase, I explained what mechanics to use and why they were important to that phase. The mechanics involved:

1. Finance
2. Publicity
3. Public Relations
4. Programming
5. Job Responsibility
6. Planning
7. Community Council
8. Communications
9. Structuring
10. Problem areas to avoid

In conclusion, I tried to share some of the minor but important facets of implementing a Community School Program.

Tuesday, February 19, 1969 - Iron Mountain, Michigan

I transported two interns to Iron Mountain and arranged for some of their experiences for the remaining part of the week with superintendents, principals, board members, directors, and assistant directors.

Wednesday, Thursday, February 19 and 20, 1969 - Menominee

With Mr. Jim Hodges, Community School Director, and three 6-week interns, I arranged experiences with the Board president, Mr. Ed Kuiek; High School Principal, Mr. Gary Burley; and the Superintendent of Schools, Dr. William Bocks. I arranged with Mr. Hodges for a full
exposure to the Menominee Community School Program.

Friday, February 21, 1969

Returned to Marquette with the out-stationed 6-week interns.

Recommendations:
The three interns from Indian Reservation, Arizona, could better gain from the experience at Flint rather than in outer-Flint communities. For example, they are interested in the various types of Federal Programs that are available and how to make application for them. The outer-Flint experiences appeared to give the interns a more realistic Community School concept for their situations.

The directors who supervise the 6-week interns should be given some sort of recognition for their contribution in training interns. It is evident that the directors are developing some negative attitudes in regard to serving as trainers, which should be a concern.
It may have been a bit premature, but I had the feeling that the schedule the interns were to carry on was very boring and repetitious, which might suggest a review of the schedule. The six weeks could be phased, with each week being concentrated on a specific area of the Community School Program.

Monday, February 24, 1969 - Genesee Intermediate School Office

The day was spent primarily in the Area Skill Center. I accompanied Mr. Davis to a meeting on the purpose of the Center, and as a follow-up to this meeting, I then conferred with Al Malory about the selection process used by the counselors in making the assignments for the following year.

Mr. Davis continued to amaze me with his dynamic leadership. He handled people with more finesse than any administrator I had ever met. He was a real leader, and he lead his subordinates in such a way that morale was always high. For example, his
secretaries support him and pledge their services to him even if it means staying late to accomplish a task.

**Tuesday, February 25, 1969**

All Day  Study day.

**Wednesday, February 26, 1969 - Dye Junior High School**

Afternoon  Visited with the Principal, Mr. Vern Dresbach.

Evening  Enrolled in an extension class on Foundations of Curriculum offered by Eastern Michigan University.

**Thursday and Friday, February 27 and 28, 1969**

Served as a guide for doctoral candidates.

**March 6 and March 20, 1969 - Swartz Creek Community Schools**

Presented to the Board of Education the report on my special project, a new organizational chart complete with job descriptions. I recommended that the position of Elementary Coordinator be
eliminated and be replaced with a specialist in elementary curriculum. A copy of the complete report was given to each Board member and explained in detail. The final result was that the Board adopted the study, the new organizational chart, and the recommendation to phase out the position of Elementary Coordinator.
E. EVALUATION AND RECOMMENDATIONS

This intern, upon entering the major internship, was a neophyte in every sense of the word, in that he possessed limited professional experience and competence. Therefore, it was perceived that no experience could fail in satisfying the criterion of being beneficial to his professional preparation. The occupational goal of the general superintendency permitted an extremely wide variety of experiences to meet this one prime standard.

Criteria Used

Generally, Davies\(^3\) categories of internship experiences, as outlined previously, served as the criteria for judging the internship experiences. The categories of Davies chosen by the intern were those of "relationships" and "functional areas." These categories were used by the coordinator and intern in planning and determining those experiences which would be of value in the professional preparation, and which should be included in scheduling. During evaluation, the activities of the preceding days were examined to determine if they yielded knowledge and

\(^3\)Davies, op. cit.
understanding of the role of the superintendent relative to the relationships and functional areas with which he must deal. If so, planning included this extension or repetition in other areas.

Entering the internship without a special area of expertise made planning and evaluation a relatively simple task; yet it was realized by both the intern and his supervisor that twenty weeks in this setting is a short period of time. Therefore, care was taken to schedule experiences expected to strengthen the pre-determined areas of deficiency or weakness of the intern. The intern was most fortunate in choosing a supervisor who took a personal interest in grooming him for a future superintendency. Also, the individual administrators selected to assist in the internship were quite broadly and generally qualified in various areas of educational leadership.

**Evaluation**

The intern's administrative experience prior to beginning the internship year had been in a rural public K-12 school district in northern Wisconsin. During the period of that experience, there were numerous adminis-
trative concepts, skills, and mechanics in which the intern found himself deficient, inept, or limited. For example, weaknesses were perceived in human relations, board relations, staff relations, relations with the press and the public, in the process of negotiations and in understanding the role of the superintendent in finance and negotiations. Therefore, the greatest value came from experiences in the Intermediate Office, in the Swartz Creek Community Schools, in the Carman Public Schools, and in the Bendle Public Schools.

The opportunity to become acquainted with the personal philosophies of the various superintendents, observe them in operation, and to discuss their situations provided valuable learning. It allowed the intern to clarify his understanding and philosophy of school administration, to broaden his insights regarding "relationships and functional areas" of school administration, to gain confidence in his ability to perceive people in a more realistic, unbiased way. This experience definitely was seen as a most rewarding and beneficial learning situation.

The learning setting was little less than perfect. Personnel, field, and material resources were never lacking. The administrators and employees of the various school districts were, at all times, sincere and helpful in their
relationship with the intern. The superintendents under whom parts of the internship were served in all cases extended eager and personal interest in the professional preparation of the intern.

**Suggested Changes in Experience or Emphasis**

An internship cannot be substituted for by academic means; therefore some thought might be given to scheduling an internship on a full-time basis. Granted, there are other obligations of the Mott Inter-University Clinical Preparation Program for Educational Leadership as it is now conceived; however, the lack of continuity resulting from less than full-time involvement may not allow the most effective learning experience to take place. The intern would have to admit that he did neglect some of the reading obligations that were expected by the university. However, the internship was viewed as the opportunity of a lifetime, and involvement was deliberately extended in length of time, with more hours spent per week, and with more emphasis placed on interning than on reading. Any graduate student can return to a university and read; only a very few fortunate students have the opportunity for internship with the magnitude of this one.
It is recommended that the university and its representative be much more actively engaged in arranging and supervising internships than was the case in this situation.
BIBLIOGRAPHY


September 17, 1969

Mr. Frank Manley
Director, Mott Foundation Projects
510 Mott Foundation Building
Flint, Michigan 48502

Dear Mr. Manley:

The appreciation I feel and would like to express is difficult to put into words. It has been the opportunity of my life, and it has projected a future I hold in highest esteem. The insights, exposures, knowledge and wisdom attained through participation in the Intern Training Program can only be described as invaluable! I would concur with those who state that it is the "greatest training program in the nation."

The true result or evaluation of an individual's progress or learnings will only be evidenced in his performance in the field.

It is imperative that Mr. Mott's convictions of "helping people to help themselves" can no better be realized than by training leaders who share the same attitudes, ambitions and philosophies as he.

I would like to say thank you. I hope I can attain the expectations that are held of a Mott Intern.

Respectfully,

Richard V. Yenchesky
Superintendent of Schools
Joint School District #4
Hilbert, Wisconsin 54129

RVY: cd