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Administrative Field Experience in the East Richland School District

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Eastern Illinois University

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ADMINISTRATIVE FIELD EXPERIENCE

IN THE EAST RICHLAND SCHOOL DISTRICT

(TITLE)

BY

MIKE KOWALIS

FIELD EXPERIENCE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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YEAR

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Mr. Leslie Purdy, Mr. James Rue, Mr. Gene Cummins, Mr. Clifford Jones and Mr. Gus Sliva.

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CHAPTER I

INTRODUCTION

Determination of Project

This project originated from a meeting with and suggestions made by Dr. Gerhard Matzner to me in order that I could gain some school administrative experience. After a discussion with Mr. Leslie Purdy, Unit Superintendent of the East Richland School District, Olney, Illinois, and another meeting with Dr. Matzner, we worked out the following type of scheduled program:

1) I would work with Mr. James Rue, the elementary principal at Silver Street School, Olney, for one week at the close of a school year. The week of June 2 - 6, 1975, was chosen so that I might witness and become involved in work that an elementary principal does at the completion of a school year.

2) I would work with Mr. Gene Cummins, principal of the Junior High School in Olney, for one week prior to the opening of a new school year. This would enable me to gain insight and some experience at both another level and at a different time. The dates of August 4 - 7 and August 13, 1975 were chosen for this part of the program.

3) Mr. Purdy also wanted me to gain insight and experience in working with the central administration. Therefore, we arranged two projects for me to work on under his direction and through his office. These were done during the 1975-76 school year.

The first project was a small survey I conducted of school districts surrounding Olney in order to determine their educational fund tax rate.

The second project involved working with Mr. Gus Sliva, administrative assistant, on a program dealing with "Discipline in the Classroom." This program constituted a good portion of a county teachers institute day which was used as a teacher workshop day for the staff in the East Richland School District.

4) I would also work with Mr. Clifford Jones, Cherry Street Elementary School principal and the principal of my building, during the 1975-76 school year. Mr. Jones would try to involve me in appropriate administrative experiences.

5) I would attend all general administrative staff meetings during the 1975-76 school year. These meetings were held once a month.

Background

The East Richland School District, Olney, Illinois, is a unit district. The total enrollment of the district for the 1975-76 school year is approximately 3,178 students. Olney has

one high school, a junior high school, three in-town elementary schools and five outlying elementary schools. The vertical grade organization of the district is a 6 - 2 - 4 structure. However, it now appears very likely that the grade structure will change to a 5 - 3 - 4 for the 1976-77 school year. This change will take place because of the opening of the new middle school which will house grades 6 - 8.

There are approximately 168 teachers in the district along with nine principals, one assistant principal, and three administrators from the central office.

This school district offers both a wide range and an in-depth curriculum to its students. In my opinion, it is one of the better school systems in the state of Illinois. This opinion is based on the constant and enormous praise that the Board of Education and Superintendent receive from the various regulatory organizations that monitor school districts in the state. I have missed very few school board meetings during the last three years and have witnessed the comments that this district receives. This does not mean, however, that the district does not have problems, only that it has been very successful in finding solutions for its problems.

It was really a pleasure to gain some administrative school field experience in such an environment. I feel the administrative staff has been and is a major component in the success of the East Richland School District.

CHAPTER II

FIELD EXPERIENCE LOG

Field Experience at Silver Street School

My first week of administrative school experience began at the Silver Street Elementary School. Silver School is one of the three in-town elementary schools in the district. Mr. James Rue is the principal. He also teaches sixth grade for half of a school day in the afternoon. There are 14 teachers and approximately 385 students at Silver. I worked with Mr. Rue from June 2 to June 6, 1975.

June 2, 1975 On the first day of work with Mr. Rue at Silver School, he took me for a tour of the building since I was very unfamiliar with it. We visited the 14 regular instructional classrooms and discussed the following various conditions concerning the rooms: size, lighting, heating, and noise relationships to different types of flooring. He also discussed various teachers' preferences for rooms finished in certain manners.

After the classroom visit we proceeded to examine the poor

condition of the gym floor. The lunch room area and Mr. Rue's method of running the lunch program were explained. The school has both a regular lunch room and a gym to seat the students. The teachers' lounge and boiler room were the last locations we visited.

Following a tour of the building, we then proceeded to the outside of the building. Mr. Rue showed me the parts of the playground that would be "blacktopped" for the first time during the summer. He explained that the ground was "sectioned off" by appropriate grade levels for safety reasons. He really likes the cyclone fence that surrounds approximately $3/4$ of the grounds. He said it was purchased by the P.T.O. and would recommend that elementary playgrounds should always be fenced in such a manner.

For the remainder of the morning, we talked about a variety of topics in Mr. Rue's office. Throughout the discussion Mr. Rue would comment about topics in both general and specific terms. When appropriate, he would relate to me various policies he adheres to. Further, he would usually discuss the reasons or foundations upon which he based his ideas and practices. Following is a list of the topics we talked about:

- 1) The social-economic status of the students of Silver School-- For instance, next fall Silver will have a larger enrollment than usual. The larger enrollment will result in a greater number of low-income family students because of a recent low-income federal

housing project. Until the 1975 school year, Silver's enrollment consisted primarily of children from middle and high income families because of its location in the city and because of the existence of two other in-town elementary schools.

2) The management of non-certified staff (janitors, cooks and secretaries)--Trust and reliability of employees are two qualities which Mr. Rue stressed that he thought were necessary in order to have a harmonious, workable school environment.

3) Teacher - pupil ratio, teacher morale, teacher competency and teacher-teacher relationships were talked about in general terms.

During the afternoon of the day, I spent my time sorting, repairing (when possible) and making an inventory of all the various audio-visual materials that Silver School possessed. This was done in preparation for taking the materials to the centralized district A.V. center for repairs. All pieces had to go to the central office whether they were in need of repair or not. It had been Mr. Rue's sad experience in the past to be "shorted" on some of his equipment (if he did not mark and inventory each piece) when they came back to his building at the end of the summer. Sometimes I just had to replace bulbs and wiring in many of the projectors. There were approximately 36 pieces which I worked on and inventoried.

June 3, 1975

I spent the entire morning portion of this day completing the work on the A.V. material which I started the previous day.

The last couple of hours of the day I spent in Mr. Rue's office

talking about the following:

- 1) The progress of building the new middle school in Olney and how it would affect Silver School since Silver is a K - 6, and all the sixth graders will attend the new middle school in the 1976-77 school year. The ramifications concerning the use of the extra rooms was talked about.
- 2) The current teacher-school board negotiations for the coming year. This was a much-discussed topic throughout the district this year. Also, there were certain items in the negotiations of chief concern to the principals this year. Since I was one of the chief negotiators for the teachers, Mr. Rue and I talked at great length about this topic.
- 3) The adoption of certain new texts for the coming year. Reading and spelling texts were primarily discussed. We also talked about the implementation of teaching health at the elementary school level.
- 4) Teaching methods of instruction and the district's teaching resources.

June 4, 1975

I spent the entire day checking all entries made in every teacher's daily attendance register for the year. Mr. Rue had the sad experience of being called in to the central office a couple of summers because the auditors had questions about the accuracy of some of the attendance records from his school. Therefore, he had me check all the entries; then he checked them for a third time.

June 5, 1975 Again, I worked on the teachers' registers.

It took me all day on the fourth of June to do the registers for the K - 3 teachers. On this day I checked registers for the 4 - 6 grade teachers. Not only were the daily entries checked, but also the monthly and year-end totals for each register were run. Mr. Rue pointed out high absenteeism during February and March because of illness and because of winter vacations that many families in the Silver district take each year during these months.

June 6, 1975 On this last day at Silver School, I engaged in the preparation and organization of various teaching materials for the coming school year. I also prepared some administrative related materials such as 1) student weekly and daily lunch sheets, 2) student discipline referral sheets, 3) partial schedule of film arrival and departure dates, 4) partial organization of "General Information" folder for teachers for the coming year, 5) updated and organized some material for a folder for any new teacher that Silver might get, 6) prepared from models some materials to be used for parent-teacher conferences for the next year.

Field Experience at Olney Junior High School

The second week of my administrative school experience was done at the Junior High School. During the week of August 4 - 7 and on August 13, 1975, I worked with Mr. Gene Cummins, the Junior High School principal. The East Richland Junior High

School is staffed with twelve classroom teachers and three "special areas" teachers. The seventh and eighth grade student enrollment is approximately 380 students. The Junior High building is a very old building located in a highly trafficked area on Main Street in Olney. Hopefully, the new middle school will open in the fall of the 1976-77 school year.

August 4, 1975

This first day was used more or less as an introductory briefing and progressed in a manner very similar to my first day of work with Mr. Rue at the Silver Street Elementary School.

Mr. Cummins and I made a tour of the building. While so doing, we discussed in some detail the Junior High School environment of physical facilities, students and teachers. We visited the gym, cafeteria, rest-rooms, study hall and the classrooms. At each station, Mr. Cummins emphasized the overcrowded situation that exists in the school. To compound the situation is the fact that the Junior High building is a very old structure, and its inefficiency only complicates certain problems.

Mr. Cummins believes that the overcrowded situation and the poor facilities are one of the reasons that they have had an increase in certain student discipline problems in the last few years. He feels that the Junior High environment under present conditions is fostering an aggression type of atmosphere for some students at a particular time. His prime example was that

the Junior High has no cooking facilities for the students. The students' lunches are cooked at the high school and are then transported to the Junior High. Many times the food is completely cold by the time the students prepare to eat. This, he feels, causes much resentment.

The teachers at the Junior High have been doing a lot of experimenting in various methods of teaching for the last two years. Many of them are trying to develop a certain teaching strategy that they feel will complement the philosophy of the new middle school. Mr. Cummins informed me that two years ago the Junior High implemented and experimented with a "tracking" program. The program failed because of many reasons in his estimation. He says he now has teachers using the following methods of instruction: 1) the traditional method, 2) small group instruction, and 3) individualization.

After completing a tour of the building and discussing the above-mentioned ideas, we went to Mr. Cummins' office and talked about other general problems unique to this level and this particular school. The three topics were 1) the downtown location of the present Junior High and the enormous danger that the traffic presents to those students who leave the building at lunch time; 2) the continuous complaints from the various merchants within four blocks of the school. These complaints result from the students' overcrowding certain establishments during the lunch hour. Some of the students use this as a prime

time for shoplifting; 3) college students from the Clney Central College are continuously driving by the junior high building and trying to "pick up" junior high girls. Many times they give the girls rides back from where they eat their lunch. Keeping the girls from riding around at noon in cars is a very difficult problem for Mr. Cummins.

August 5, 1975 I spent this entire day sectioning all the seventh grade students into seven sections and assigning them individual lockers. Certain students had to be put into certain sections because of their participation in band or because it was recommended by the elementary principals, who felt that certain students should not have classes together because of discipline problems which they might create. Also, certain students (boys participating in basketball) had to be assigned certain locker numbers.

August 6, 1975 On this day my time was devoted to the sectioning of all the eighth grade students into seven sections and assigning them individual lockers. Again, those students participating in band had to be placed in three certain sections.

August 7, 1975 Mr. Cummins had me read the Teacher's Handbook. Then he gave me an updated, corrected model which he had worked on. He had me make the corrections in all the new handbooks which would be distributed to the teachers on the first

day of school. However, I spent the majority of the time on this day preparing the morning (30 minutes) and afternoon (20 minutes) duty schedule for the teachers for the months of September, October, November and December. There were various variables which had to be considered while making this schedule for each particular month.

August 13, 1975

There were three main activities which occupied my time on this fifth and final day. They were

- 1) examining various class schedules and individual teacher's schedules used in the past at this school. Some of the schedules were on 7 periods a day, some 8, and some even 9. I also examined a schedule Mr. Cummins had to prepare a few years ago when, at the last minute, it was believed that the seventh and eighth grade students from a local parochial school might attend the junior high for a half day;
- 2) discussing the impact the new middle school will have on the total school structure and environment of Olney. Mr. Cummins' responsibilities as a principal with additional staff members and students were analyzed. The new middle school will also house all sixth grade students as well as seventh and eighth. We talked about how his job description will have to be rewritten and what new elements will have to be added;
- 3) visiting the new middle school site and examining the present construction progress made on the school at the building site. Mr. Cummins showed me the physical layout of the building. We visited all areas of the

new building and talked to plumbers, carpenters, brick layers, iron workers, and electricians about the building and about reaching the deadline date of Fall of 1976. Mr. Cummins commented that he would like to have another administrator in the new school so that someone could devote full time to the curriculum and its proper implementation.

Field Experience with the Central Administration
and at Cherry Street School

During the months of September, 1975 through April, 1976, Mr. Clifford Jones, the principal at Cherry Elementary School, where I am a fifth grade teacher, involved me in several administrative experiences. Mr. Jones chose only those experiences which he felt would be both appropriate and beneficial to me in my field experience.

Also, during these months, I worked with Mr. Purdy and Mr. Sliva on two separate projects under their guidance. Following is the log of activities for the months of September through April that I compiled while working with these three school administrators and attending the monthly principals' meetings.

August 20, 1975 I attended the first principals' meeting of the school year. Naturally, the majority of the meeting concerned preparations for the first two days of school. Detailed

explanation was given to the new board policy on physical discipline. The superintendent made it clear that he wanted the administrators to be well "schooled" on the new policy and on new rights and benefits the teachers received as a result of negotiations during the summer.

August 25, 1975 On this particular day, Mr. Jones informed me that he would like for me to be the teacher in charge of the building during any time he is absent. He also said he would like me to be the "witnessing" teacher for all administrations of corporal punishment when he was absent from the building. New board policy dictates that one teacher be so designated in each building.

September 12, 1975 On this day a third grade student rode his bicycle into the side of a car. Mr. Jones accompanied him in the ambulance to the hospital. He put me in charge for the hour while he was gone. Nothing happened for me to be involved in any type of administrative decision making.

September 17, 1975 I attended the second principals' meeting. Major items of discussion at this meeting were 1) a school-by-school status report concerning students, P.T.O.'s, teachers, building conditions, and how things were going in general; 2) explanation of new board policy on failure of students to get necessary physical examinations required by the state. These meetings

started at 4:00 P.M. and were usually over by 5:30. Mr. Purdy stated that he was well pleased with the smoothness with which the new school year was running. He praised the principals and spoke highly of the teaching staff.

October 1, 1975 On this particular day, Mr. Jones, the chief of police, and I met and planned a program and procedure for following during a bomb threat situation. Mr. Jones informed and advised me on how to handle the situation in the event of his absence. During the next week the police chief returned and we had a simulated bomb drill. I observed Mr. Jones during the entire procedure.

October 6, 7, and 8, 1975 Mr. Jones was in attendance at a principals' workshop in the Chicago area on these dates. I was in charge for the three days and the superintendent called me at the end of each day for a status report. Things went very smoothly during Mr. Jones's absence. Although he was gone for three full days, I had to take only one administrative type action. A father of a particular child, who no longer had legal guardianship of the boy as a result of a divorce, tried to make his son ride home with him after school. The student rode the bus to his mother's house each night. A sixth grade teacher informed me of this situation while she was on bus duty. I went out to the father's truck and told him that the

boy would have to ride the bus. He was unaware that what he was doing might be illegal. He was cooperative and left without the boy.

October 15, 1975

The third principals' meeting was held on this date. The number of agenda items increased considerably this month. The two items which seemed to be emphasized were 1) another new board policy--this one dealt with procedures to follow for students who do not pay for their textbooks, but who also won't sign a textbook waiver; 2) the elementary girls' basketball program and tournament. This was discussed in great detail. This was the first year for such a program and the boys' basketball schedule had to be reworked as some conflicts in scheduling were now showing.

October 24, 1975

Mr. Jones left a note in my mail box that he would be out of the building from 12:00 P.M. to 1:30 P.M. He asked if I would "take over" for him in case anything might happen. Nothing occurred that required me to make any type of administrative decisions.

October 28, 1975

Mr. Purdy and I met to discuss a survey project he wanted me to help him with. The Educational Tax Fund rate in the East Richland School District is \$1.60. Due to escalating educational cost, Mr. Purdy thinks it would be good financial planning to raise the educational fund rate to \$1.80

or \$2.00. He, therefore, wanted me to write to ten various counties surrounding or similar to the East Richland School District and ask the county clerk for the current educational fund tax rate. Mr. Purdy believes that the results of the survey will help convince the board and public that the board would be justified in raising the tax rate.

My job was to construct the letter to be sent to the survey population. I had to find the names and addresses of all the county clerks who were to be surveyed. I then took the survey letter to Mr. Purdy's office and he approved it and made sure that all the letters were mailed with self-addressed, stamped envelopes.

All of the results were mailed directly to me from the county clerks. (See Appendix A, 1 - 11 for copies of letters.)

November 19, 1975 I attended the monthly principals' meeting on this day. One topic dominated discussion during this meeting. This topic was the new Title IX guidelines put out by the federal government. Mr. Purdy related changes the district was making immediately and what changes were necessary in the near future. He questioned each principal on possible violations that might be occurring in each school building. Their input was productive in pointing out some additional possible violations. (See Appendix B for other agenda items.)

December 11, 1975

I went to Mr. Purdy's office to discuss the results of the educational fund survey. We received responses from seven surrounding counties which represented approximately twenty-six separate school districts. I analyzed the results and constructed the tally sheet. (See Appendix C.) Mr. Purdy was well pleased with the results of the survey. He said he was still undecided as to exactly when to ask the board for an increase in the educational fund tax rate. He said it would probably be during the spring of 1976 or the fall of 1977. The East Richland School District is in a very sound financial situation. During the opening of the 1975-76 school year, the district had a \$902,000 surplus in the education fund. Naturally, the district expects to go into its reserves (approximately 300,000 to 400,000) this year as a result of the inflationary spiral and less than full funding of the state aid formula. It will be a job to convince the board to raise the rate while a surplus still exists.

December 17, 1975

The scheduled principals' meeting was held, but I did not attend this meeting because of illness.

December 19, 1975

Mr. Jones left the building from 2:00 to 3:30 in order to go to the eye doctor. He left a note in my mail box that morning asking me to help out if something happened while he was gone. I was not required to take any type of administrative action during his absence.

January 5, 1976

Again, I went to Mr. Purdy's office. This visit was to discuss the second project he wanted me to conduct. He wanted me to work with Mr. Gus Sliva on a program for the teachers' workshop day on January 19, 1976. Mr. Sliva was in the office at the time and said that the annual "Book Fair" was the only item he had for the agenda. Mr. Sliva and I then went to his office to work on a program on "Behavior Modification in the Classroom." We wanted to do some in-service work on this topic because it would coincide with certain goals the board hoped the teachers could accomplish during this year. After a few more minutes of discussion with Mr. Sliva, I left his office with a "charge" to try to organize a program on behavior modification for the workshop day. The time allowed this topic would be approximately one to two hours.

January 8, 1976

I had another meeting with Mr. Sliva. I found some new materials (1975) concerning behavior modification. It was a package of five cassette tapes and a filmstrip published by the National Education Association. The packet also contained several booklets on the general topic of behavior modification in the classroom. The total cost of the packet was \$38.00. I suggested to Mr. Sliva that we listen to the tapes and watch the filmstrip and we did. We both believed the material to have great merit in covering our topic.

January 9, 1976

Again, I went to Mr. Sliva's office for a meeting. He said that Mr. Purdy liked the materials. Mr. Sliva and I then proceeded to work out the following program for coverage of the topic, "Behavior Modification in the Classroom":

- 1) All the teachers would view the filmstrip in the class-torium at 10:00 to 10:15.
- 2) At 10:30 all teachers would meet in one of six designated smaller groups.

- A) K - 3 teachers
- B) 4 - 6 teachers
- C) 7 - 8 teachers
- D) High School teachers

Last initials A - G
 H - P
 Q - Z

- 3) Each group had a committee of four people to create a more appropriate program for its level. This committee played only those remaining tapes which were appropriate for their level of teaching. The committees then led the teachers in a) discussion of the topic, b) personal testimony, c) role-playing, d) brainstorming the topic. This lasted from 10:30 to approximately 11:45. The feedback from the teachers concerning the program was really good. They enjoyed being able to talk to other teachers who taught the same grade about discipline problems.

January 14, 1976

I attended a very long principals' meeting on this date. Topics which received the greatest attention were 1) the county institute which would be held on January 19; 2) the letters on physical examinations to parents whose children had not yet had physicals for the first, fifth, and ninth grades; 3) the implementation of a new teacher evaluation program. Mr. Purdy asked about the efficiency of the new instrument. He took a quick total from all the principals of the approximate percentage of evaluations they had already completed. Then, a long discussion followed concerning many different topics about the new evaluation program. There seemed to be some misunderstanding among the principals concerning the mechanics of using the classroom observation report and the year-end report. (See Appendix D for an agenda.)

January 19, 1976

The East Richland teachers participated in a district-wide workshop on this date. The teachers attended a program about the metric system from 8:45 to 9:45. After a brief coffee break, we participated in the program concerning behavior modification which Mr. Sliva and I planned on January 9. I was also chairman of the committee for the 4 - 6 grade teachers. This dual role enabled me to receive first-hand

information from the teachers concerning their opinions of the program. I was really quite thrilled about the results. No one but Mr. Purdy, Mr. Sliva and I knew of my participation in the planning of the program.

February 18, 1976 The principals' meeting held on this date covered a wide range of topics. However, none of the regular agenda items provided much discussion. Under "Open" many different items were discussed. One topic which received a lot of attention was the point of view that much of the supplies that the principals were receiving this year were extremely poor in quality. Mr. Shafer, who orders the supplies, told the principals that he honestly believed that what salesmen displayed as samples and what is actually shipped to the district vary in quality to a good degree. Mr. Purdy suggested that if this were the case, then everyone should start periodically sampling the supplies and to bring back those parts that seemed inferior to Mr. Shafer's office. He said he would try to think of some method to start monitoring the quality of the supplies. (See Appendix E.)

March 9, 1976 On this particular day, Mr. Jones left the building from 12:00 to 2:00 P.M. He left me a note as he usually does when he leaves the building. (See Appendix F.) This was one of the few times that I had to make some decisions and take

some actions during Mr. Jones's absence. At about 12:20, one of my fifth grade students cut his forehead during the noon recess. He was bleeding rather badly by the time I got to him. After stopping the bleeding, I felt he should go to the emergency room at the hospital. I then sent for his mother, who also teaches at Cherry. She also felt that the boy should go to the hospital since he was now developing a good-sized lump on his head in addition to the cut. I then told her to take her son to the hospital, and I would see to it that her class was "covered." I then went to talk to Mrs. Forsyth, another teacher in the building. I explained the situation to her and asked if she would stay with Mrs. Peak's class until she returned. She agreed. We then had Mrs. Forsyth's student teacher to teach Mrs. Forsyth's first grade class during this time. Things worked out very well. Mrs. Peak and her son (with six stitches) returned to school at 1:00 P.M.

CHAPTER III

CONCLUSION

From Field Experience at Silver Street School

I was able to establish the following conclusions about Silver Street School, its principal and its management:

- 1) Mr. Rue uses regular staff members to supervise his lunchroom program. He had experimented with junior college boys as supervisors, but this program failed.
- 2) The Silver School has more parent-teacher contact through both scheduled and unscheduled conferences than the other elementary schools.
- 3) Mr. Rue has helped in the selection of his staff. He has almost equal numbers of teachers who are older, middle-aged and very young.
- 4) Mr. Rue develops a good rapport with both his teachers and the audio-visual center by insisting that each of his teachers try to take care of certain equipment assigned only to them. Further, he makes sure that the teachers always get their own equipment returned to them because they know exactly how to operate their own equipment.
- 5) As a principal, Mr. Rue must be on constant alert against his secretary divulging private school information to the public. Many times this happens as a result of an over-sight.
- 6) The teachers at Silver School would like a central library installed once the two sixth grade classes move to the new middle school.
- 7) Mr. Rue is not in favor of having to be both principal and teacher

at Silver School. He feels that the students in his class are often being "cheated" at times out of proper instruction. He is constantly being called out of class to attend to certain matters. When this happens, Mr. Rue has his secretary "babysit" for his class until he can return.

8) There is no consistency by the fifth grade teachers in the district on any one or even two types of teaching strategies. This might be an important factor if there is going to be a smooth articulation by the sixth graders to the new middle school.

9) After years of experience, Mr. Rue has made an analysis of mistakes that teachers usually make in their registers at Silver School. He knows the type of error that each teacher frequently makes.

10) The three in-town elementary schools have different lunchroom supervision programs. Each principal is given freedom to establish the program that best suits his particular needs.

From Field Experience at Olney Junior High School

Following is a list of conclusions I established about the Olney Junior High School, the management of the school and the principal:

1) Sometimes many decisions on certain matters of staff, discipline and student services must be delayed when a particular school and its staff anticipate abandoning the present school for a new one in the immediate future. Also, it appears that the principal and many of the staff members must work hard to leave behind any and all undesirable practices when they enter the new school.

2) Different methods of operation for correcting the cold lunches being served at the junior high have not been tried. No reason has been given for the inaction.

- 3) Experimenting in different teaching methods before going into the new middle school has had a positive effect on many of the staff members. Also, they experimented with a new "quick service" type of lunch program for four months, but the new program was abandoned in favor of a conventional type of kitchen and lunch program.
- 4) The main reason for the failure of this particular "tracking" program was really the poor communication with the public. The necessary groundwork with citizens' committees was not implemented.
- 5) Uncertainty about which staff members will be placed in the new middle school is causing much anxiety among the staff.
- 6) Because of its location and grade level, the junior high school environment forces the principal into more police contact. The two elementary principals I worked with did not spend nearly the same amount of time with the police that the junior high principal does.
- 7) Drugs, alcohol and socialization problems seem to play a large role at this level compared to the elementary level. Girls appear to become more involved in these problems than the boys.
- 8) Job descriptions for administrators are very important, especially during a transitional period. I can now see the importance of the constant "updating" of job descriptions.
- 9) Finally, the principal at the junior high school level has quite a bit of public relations work. His job could be aided by a guidance counselor.

From Field Experience with the Central Administration
and at Cherry Street School

Finally, I made the following deductions while working with Mr. Jones, Mr. Purdy and Mr. Sliva. These conclusions were validly

formulated in accordance with my particular experience working in the Olney school environment.

- 1) The junior high school principal and elementary school principals have more work to do at the opening of a new school year than they do at the closing of a school year.
- 2) At times, principals must delegate special authority to certain teachers. This might be both formally (as a result of Board action) and informally (such as during an emergency).
- 3) Elementary principals should be well versed in the legal rights concerning custody of children that each parent has in situations involving parent divorces and separations.
- 4) A superintendent must plan well in advance when he anticipates the need to take action in order to increase taxes. A comparison of similar school districts in both size and geographic location might be an advantage at certain times.
- 5) Principals should have input into the construction and adoption of teacher evaluation instruments and programs. It should not be solely the result of a Board and teacher committee recommendation.

I feel that my administrative field experience has been very rewarding and beneficial. I base this statement on three facts:

- 1) My field experience was done at three schools or administrative levels--elementary level, junior high level and central administration level. This enabled me to see how each administrator contributed to the total function and efforts of the school system as well as giving me an overview of a segment of his job.
- 2) I worked under the guidance of five administrators, not just one. These five men have

a combined total of sixty-five years of school administration experience. One of the principals is very young and innovative in his work. Another is much older and more conservative. I was able to witness many different points of view about certain topics concerning public school administration. 3) In my opinion, the East Richland School District is managed very well. I was able to do my field experience among a team of administrators who are outstanding administrators. It was great to work within an environment such as this and among a team that does everything so professionally and so well.

This particular field experience might have been more beneficial if the planning of the content had been devised in more detail. For instance, if the superintendent of Olney had been contacted by the Educational Administration Department and if each party had opportunity for direct communication with each other concerning the program, their combined ideas might have strengthened the total field experience. Although the candidate, superintendent and Educational Administration Department worked together on this program, a good direct communication between the latter two also seems necessary.

APPENDIX A

LETTERS FOR EDUCATIONAL FUND RATE SURVEY

November 4, 1975

Mr. William F. Hensley, Co. Clerk
Lawrence County
Lawrenceville, Illinois 62439

Dear Mr. Hensley:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowale

November 4, 1975

Mr. Wayne D. Seely, Co. Clerk
Richland County Court House
Olney, Illinois 62450

Dear Mr. Seely:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Rowalis

November 4, 1975

Mr. Emory A. Reid, Co. Clerk
Edward County
Albion, Illinois 62806

Dear Mr. Reid:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kovalis

November 4, 1975

Ms. Helen A. Gronning, Co. Clerk
Wabash County
Mt. Carmel, Illinois 62863

Dear Ms. Gronning:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.0

Sincerely,

Mike Kowalis

November 4, 1975

Mr. Charles R. Onstott, Co. Clerk
Wayne County
Fairfield, Illinois 62837

Dear Mr. Onstott:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowalis

November 4, 1975

Mr. Robert L. VanDyke, Co. Clerk
Clay County
Louisville, Illinois 62858

Dear Mr. VanDyke:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kovalis

jh

November 4, 1975

Ms. Ruth Bradburg, Co. Clerk
Crawford County
Robinson, Illinois 62454

Dear Ms. Bradburg:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowalis

jh

November 4, 1975

Mrs. Alma LaFever, Co. Clerk
Jasper County
Newton, Illinois 62448

Dear Mrs. LaFever:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowalis

jh

November 4, 1975

Mr. Lawrence W. Sur, Co. Clerk
Effingham County
Effingham, Illinois 62401

Dear Mr. Sur:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowalis

Jh

November 4, 1975

Mr. Robert B. Harrell, Co. Clerk
Jackson County
Murphysboro, Illinois 62966

Dear Mr. Harrell:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowals

jh

November 4, 1975

Mr. Bob Miller, Co. Clerk
Franklin County
Benton, Illinois 62812

Dear Mr. Miller:

I am in need of some information from you. I would like to know the current 1975-76 tax rate in the educational fund for your county.

This information is needed for a dual purpose. My superintendent, Mr. Leslie E. Purdy, East Richland School District, Olney, Illinois, would like the information for a particular project. I also need the information for a study I am conducting for a field experience course (6910) in Educational Administration at Eastern Illinois University.

Your response to this request will be both necessary and appreciated by both of us. Thank you for your time and efforts.

Sincerely,

Mike Kowalis

jh

PRINCIPALS' MEETING

11-19-75

1. Petty Cash
2. Sam White -- Liberty Bell replica
3. Checks -- complaint by teachers
4. Register -- Nov. 10 -- approved workshop day -- Ill. Office
of Ed. don't count students
5. Elks -- Hoop shoot basketball
6. Dairy Council
7. Personal Leave
8. Health Insurance
9. Energy Policy
10. Food Poisoning Sheets
11. Title IX Clarification Sex Discrimination
12. X-mas Trees
13. Teacher Evaluation -- Special Teachers
Title I - Sliva
Traveling - Sliva with help of principals
14. X-mas Programs

APPENDIX C

RESULTS OF EDUCATIONAL FUND RATE SURVEY

<u>COUNTY</u>	<u>Unit Number - Town</u>	<u>Tax Rate</u>
Clay	10- Clay City	1.80
	35- Flora	2.00
Edwards	1 - Albion	1.60
Jasper	1 - Newton	1.45
Wabash	348 - Mt. Carmel	1.60
	17 - Allendale	2.00
Crawford	1 - Hutsonville	1.60
	2 - Central Comm.	1.60
	3 - Palestine	1.75
	4- Oblong	1.94
Effingham	10 - Altamont	1.60
	20 - Beecher City	1.60
	30 - Dieterich	1.46
	40 - Effingham	1.47
	50 - Teutopolis	1.59
Franklin	32 - Mulkeytown	1.75
	34 - Christopher Elem.	.92
	37 - Flatts	.92
	47 - Benton Elem.	1.24
	62 - Thompsonville Elem.	.92
	91 - Akin	1.35
	168 - West Frankfort	2.00
	188 - Zeigler Royalton	2.00
	38 - Christopher HS	.96
	103 - Benton HS	1.05
	112 - Thompsonville HS	1.07

The above information displays the 1974-75 tax rate, collectable in 1975, for the Educational fund for each district. There are both unit and dual districts in this survey.

APPENDIX D

AGENDA FOR JANUARY PRINCIPALS' MEETING

DISTRICT ADMINISTRATIVE MEETING
EAST RICHLAND COMMUNITY UNIT DISTRICT NO. 1
JANUARY 14, 1976

1. Discussion on District Elementary Tournament.
2. Re: School Calendar for 1976-77 - Suggestions.
3. Re: County Institute - January 19, 1976.
4. Re: Freshman Orientation Class entering in fall of 1976.
5. Re: No. 6 - Agenda of December 17, 1975 (Status of death benefit provisions for Principals and other management (Certified) Personnel.
6. Letters on Physical Examinations - Agree on sending date and exclusion date - (Form Letter Furnished) - Send original - Hold Carbon copy. Send Certified Mail and ask for Return Receipt.
7. Letters on Textbook Rental Delinquent List - Send immediately. - Send Original - Hold Carbon. - (Form Letter Furnished)
8. Communication from Mr. Sam White: Retirement System Conferences. Request form furnished. Scheduled for February 24, 1976 at the County Office. Time 3:00 P.M. - 8:00 P.M.) - Form for conference to be submitted to Mr. White by February 10, 1976.
9. Report on Sanitary Workshop for School Lunch Personnel.
10. Status of Teacher Evaluations.
11. Open.
12. Adjournment.

ADD FOLLOWING TO SUBSTITUTE LIST

Galen J. Ochs	521 West Cherry	393-6726	Grades 4-8
Peggi Dehner	510 Monroe St.	395-4244	High School English Jr. High Lang. Arts Grades 6-8

APPENDIX E

AGENDA FOR FEBRUARY PRINCIPALS' MEETING

AGENDA
DISTRICT ADMINISTRATIVE MEETING
EAST RICHLAND COMMUNITY UNIT DIST. NO.1
FEBRUARY 18, 1976

1. School Calendar for 1976-77.
2. Information on Contract Procedure for Administrative Staff for 1976-77.
3. Energy Use Program.
4. Sign copies of Bilingual Survey. -- Copies Furnished.
5. Kindergarten Registration - Tuesday, May 11, 1976 --Adm. Office will run advance information via News Releases.
6. Contractors evaluation on Building Completion of Middle School.
7. Dairy Council Program --Dental Care Unit for Third Grade.
 -- To be scheduled in March.--All third grade teachers to meet with Sandra Fitzgerald for 40 minutes orientation with teaching materials.
 (Possible Dates: March 2, 8, 9, 15, 16, 17, 18).
8. OPEN
9. ADJOURNMENT

APPENDIX F

COMMUNICATION AUTHORIZING TEMPORARY
ADMINISTRATIVE DUTIES