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An Analysis of the Danville Administrative Intern Program

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Eastern Illinois University

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AN ANALYSIS OF THE

DANVILLE ADMINISTRATIVE INTERN PROGRAM

(TITLE)

BY

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B. S. in Ed., Illinois State University, 1969
Ed. M., University of Illinois, 1972

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

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CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

November 11, 1976
DATE

ADVISER *AN*

November 11, 1976
DATE

DEPARTMENT HEAD

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I. INTRODUCTION

In planning the two-year administrative intern and field experience program, my major consideration has been an analysis of the voids in my educational background and in my experiences in the field of administration and supervision. The primary purpose of this program, therefore, has been the acquisition of a broad base of knowledge and varied practical experience necessary to become an effective administrative leader.

This final report is divided into five chapters. Chapter I includes a description of the administrative intern program. Chapter II is a log of all intern class meetings, conferences, high school administrative meetings, and personal intern assignments. Chapter III deals with special areas of concern in which I have participated. Chapter IV consists of a discussion of leadership and the relationship between leadership and motivation. Chapter V includes a summary and Chapter VI contains some recommendations for future intern programs.

My role in these activities was not limited to that of observer; rather, I had the opportunity to actively participate in many activities. Through my course work and experiences over the past two years, I have learned principles of good planning. More importantly I have discovered how to effectively involve school staff and lay committees to implement these principles into relevant educational programs that will meet the needs of all individuals--as well as the manpower needs of this district, state, and nation.

The Danville Administrative Intern Program

During the fall semester 1974, plans were drawn up to initiate an administration intern program for Danville School District #118. Dr. Robert Shuff, head of the Department for Administration and Supervision at Eastern Illinois University, worked in conjunction with the school district administration for approval of the program.

Sign-up sheets were distributed throughout the district for those interested in entering the program. A committee of three, Mr. Ernest Blanden, Director of Personnel, Mr. Robert Hoskinson, Director of Staff Development, and Mrs. Martha Curry, board member, set interview times and dates for each of the candidates. After completing the interviews, the following interns were chosen:

- | | |
|------------------|---------------------|
| 1. Ed Bell | 10. Dennis Lewis |
| 2. Bill Black | 11. Carol McCormick |
| 3. Ed Blanden | 12. Bruce Nelson |
| 4. John Fogleman | 13. Gary Rodgers |
| 5. Cheri Harper | 14. Beverly Shea |
| 6. Pat Hill | 15. Carol Spencer |
| 7. Bill Keller | 16. Dave Stimac |
| 8. Jane Kennedy | 17. Terry Walters |
| 9. Gayle LeCount | 18. Connie Whimpey |

On the afternoon of January 8, 1975, the entire class of administrative interns met in the Danville School District #118 board room. Introductions were made, and the format of the program and some of the expectations for the next two years were explained. Later that evening the interns and Dr. Shuff were introduced to the local board

of education by Mr. Hoskinson. Dr. Shuff explained the program and told of its uniqueness for an intern program. He indicated that it is probably a first in the United States to have such a large-scale program.

The Cooperating Agency

The administrative intern program was organized to give interns the opportunity to learn through application the full meaning of theories and principles discussed in the university-related classroom. Although it would be ideal in many ways to be assigned to a single administrator and study his practices in school administration, this program was designed for each intern to receive a variety of experiences from a number of administrators. In addition, group meetings would be scheduled, guest speakers from within and outside the district would be invited, and conferences would be attended.

According to materials from Eastern Illinois University:

The cooperating agencies in the program are selected primarily because they are places where educational innovation, experimentation, and change are taking place. The educational leaders of these agencies possess both the attitudes and priority systems which ought to be developed in administrators of the future. Interns should not, however, be allowed to follow in the footsteps of even the best administrators. New ideas are not produced solely by following others. A spirit of quest and critical evaluation of all that goes on in a school must be engendered in the intern as he takes part in the program. The following suggestions provided by the National Association of Secondary School Principals in its internship project are applicable to the Eastern Illinois University internship program. They are intended to serve as guidelines in the development of relationships between supervising administrators and interns which permit the goals of the program to be realized.

1. Interns are given the broad responsibilities for working with teachers involved in experimental studies.
2. Interns have opportunities to work with teachers in the development of proposals for experimentation.
3. Interns devise and conduct evaluation of experimental programs.
4. Interns become familiar with the operation and management of the school plant.
5. Interns are not given extended assignments of routine or clerical nature.
6. Interns are responsible for explaining the internship program as well as the school innovations to interested visitors.
7. Interns are encouraged to call in consultants as they are needed.
8. Interns bring new curricular developments to the attention of the staff.
9. Interns help facilitate the use of learning resources in the school.
10. Interns produce publications and make presentations concerned with school experimentation.
11. Interns strive to develop community receptivity to, and understanding of, change.
12. Interns devote some time to the improvement of articulation among the elementary school, secondary school, and the University.

Additional requirements for cooperating agencies participating in the internship program include the following:

1. A history of being a leader in the process of education.
2. A willingness to take part in the effective training of future administrators through internship experiences.
3. The approval of the superintendent and the board of education for the system's participation in the program.
4. A supervising administrator whose professional history is one of initiating and supporting educational betterment.
5. A supervising administrator who has both the time and willingness to supervise the intern.
6. One of the most important lessons an intern can learn on the job is the way a skilled administrator copes with the myriad of small administrative matters that clamor for his attention. Different administrators have their own methods for dispatching their administrative responsibilities, but basic to all are a sound staff organization, efficient clerical assistance, and judicious delegation of routine tasks.

7. Appropriate budgetary allotments for the internship.
8. A written review and evaluation of the internship at the end of the year. ("The Cooperating Agency," E. I. U., 1975)

The Intern

Each semester a calendar of events stating the purposes of the program was prepared to enable each intern to organize his administrative and/or supervisory activities or projects. According to materials from Eastern Illinois University:

During the period of the internship, the student is required to keep a daily log or anecdotal record of his activities and experiences. This log is a comprehensive, objective, evaluative, chronological record of the activities carried on by an individual intern during the internship year. It is essential for evaluating the experiences of the intern. Daily entries will be made in the log on the basis of the following criteria:

1. Provide a sufficient number of entries to permit a day-to-day analysis of activities. Except in rare instances, there should be at least one entry for each day of the internship.
2. Append all written materials produced by the intern.
3. Note briefly any activities considered by the intern to be of little professional value.
4. Describe valuable activities in detail
5. Make all entries objective, except in the case of value judgements, analyses, or interpretations.
6. Describe activities of other persons (students, teachers, administrators, parents, etc.) when they have an important bearing on the intern's experience. ("The Intern," E. I. U., 1975)

II. LOG OF ACTIVITIES AND EXPERIENCES

1975

January 8--1:00 P.M.

The interns made self-introductions. Mr. Hoskinson and Dr. Shuff explained the format of the program and gave some of the expectations over the next two years. (Meeting held in Board Room)

January 8--7:00 P.M.

Dr. Shuff introduced each of the interns to the Board of Education and discussed the uniqueness of the intern program. (Meeting held in Board Room)

January 27--1:00 P.M.

A community project was assigned to the interns. Research procedures were explained and terms defined by Dr. Shuff. The Miller's Analogy Test date was set for those who needed to take it. I had a conference with Dr. Shuff regarding application and requirements for a Specialist degree. (Meeting held in Board Room)

January 28--2:45 P.M.

A Business Education Department meeting was held. The department head gave instructions on taking inventory for the year. (Meeting held at the high school)

January 29--1:00 P.M.

A half-day workshop was held. Individual departments met with representatives from the junior high counseling departments to improve the transition of students from junior high to senior high. (Meeting held at the high school)

February 3--8:00 A.M.

Teacher self-evaluations were due to the department heads. Conferences also were held with them. (Meeting held at the high school)

February 17--1:00 P.M.

Robert E. Saltmarsh, Ed.D., from Eastern Illinois University, held a sensitivity session on Interaction, Understanding, Activity. The interns met as a class, then divided into groups of two, and finally assembled as larger groups. The session brought about a degree of honesty and openness from everyone. (To be continued on the 20th; meeting held at Pape's Funeral Home Community Room)

February 19--1:00 P.M.

A half-day workshop was held. This was a continuation of the January 29 workshop. Suggestions were made for easing the transition of students from junior to senior high. (Meeting held at the high school)

February 20--1:00 P.M.

Dr. Saltmarsh revisited and worked under the same format as before. By the end of the second day, he had accomplished

his task. I took an active part in one of his experiments and enjoyed being the test subject. I felt that he had done a good job and believed it would have been worthwhile to have him return towards the end of the intern program. (Meeting held at Pape's Funeral Home Community Room)

February 25--2:45 P.M.

A Business Education Department meeting was held. The department head gave us the financial report for the year and the budget for the following year. Textbook issuance was a major factor. (Meeting held at the high school)

March 3--1:00 P.M.

The interns spent the entire afternoon analyzing questionnaires for the assigned community survey. Co-chairmen were elected for the project. (Meeting held at Pape's Funeral Home Community Room)

March 17--1:00 P.M.

The interns met to discuss dates and the procedure to carry out the survey. (Meeting held in Board Room)

March 19--1:00 P.M.

A half-day workshop was held. This was the final session of junior and senior high meetings. A final report was prepared for presentation to the administration. (Meeting held at the high school)

March 25--2:45 P.M.

The high school faculty met at the request of the principal to discuss the teacher cuts and budget cuts for the next year. Approximately thirty-four teachers were notified that they were not going to be rehired. The principal handled the situation well. (Meeting held at the high school)

March 26--10:30 A.M.

I met with the principal to discuss cuts in the Distributive Education program for next year. Nothing definite was decided. (Meeting held at the high school)

April 1--6:30 P.M.

The interns worked in groups of two to telephone requests for the community survey on public attitudes toward education. Each one present called approximately fifteen people on a random basis. This was a good experience. Details are presented in Chapter III of this paper. (Meeting held at Spencer's Insurance Company in Danville)

April 7--1:00 P.M.

Dr. Richard Foster met with the interns to discuss his philosophies and relate some of his many experiences in the field of administration. Dr. Foster impressed me with several ideas that should be given a great deal of thought before going into administration. He took a very honest approach to his discussion and "told it like it was" in his previous experiences. He made us feel the transition from teacher to administrator and explained

many of the problems dealing with adults instead of students. He stressed the importance of having the basic skills to operate in an administrative position and their necessity in the first year or two--the "survival" years. In addition to being a very distinguished looking man, he was an individual who could catch and retain your attention for a long period of time. I feel that if the opportunity ever presents itself to listen and/or discuss with this gentleman again, I will surely do so.

(Meeting held at Illinois Bell Community Room)

April 28--1:00 P.M.

The interns met to discuss the findings of the community survey and any problems that occurred. In addition, we planned our summer course work. (Meeting held in Board Room)

May 6--1:00 P.M.

The interns met to plan a calendar of events for the fall semester. Each intern was assigned a different responsibility. There was some discussion of the community survey. (Meeting held in Board Room)

May 13--1:00 P.M.

This was the final meeting of the year for the interns. Projects and activities were discussed for the following year. (Meeting held in Board Room)

January - May

I took the Personnel Administration course under Dr. Garland.

May

I took the School Law course under Dr. Matzner.

July

I took the Supervision course under Dr. Shuff.

End of August

This was the opening of the school year with orientation meetings, registration of students, and general faculty meetings.

September 9--1:00 P.M.

An orientation luncheon was held at the Ramada Inn in Danville to discuss the calendar of events for the semester.

September 23--2:35 P.M.

The Business Education Department held its first monthly meeting of the year. New teachers were introduced and general announcements were made.

September 24 - 27

Seven interns attended the Individualized Guided Education Conference in Eau Claire, Wisconsin. A report on their visit was to be given on September 30.

September 30--1:00 P.M.

Terry Walters gave a summary report of the I. G. E. Conference held in Eau Claire, Wisconsin. Ed Blanden and Bill Keller presented a report on block scheduling which was introduced in one of the three junior high schools. (Meeting held at Danville Junior College, Building 6-204)

October 7--1:00 P.M.

Three administrators from District #118 were invited, and they presented the interns with information about the special programs within the district. Steve Autor gave a brief description of all of the special programs and centered his talk on the ones which he is in charge: ESEA, Title II Basic Book, ESEA, Title II film cooperative, and NDEA, Title III. Mrs. Dorothy Robinson presented data about her special area, Title VII. Mr. David Curry gave some insight into what his program, ESEA, Title I entailed. This was a very informative session for many of the interns were unaware of these programs. (Meeting held at Danville Junior College, Building 6-204)

October 15 - 17

Seven interns, including myself, attended the Quincy IV Conference sponsored by Illinois Title III, ESEA, and the Quincy Public Schools. The conference was well organized. Visitors had the opportunity to visit all of Quincy's schools, attend interaction sessions, and listen to presentations by some of the country's most outstanding educators. Details are presented in Chapter III of this paper.

October 28--1:00 P.M.

The interns met as a group, and a summary of the Quincy IV Conference was presented. Cheri Harper chaired the discussion while the entire group made additional comments. The primary topic of discussion was how Quincy offers seven alternative schools to students, parents, and teachers. (Meeting held at Danville Junior College, Building 6-204)

November 18--2:35 P.M.

A Business Education Department monthly meeting was held. Conferences attended by department members were discussed. In addition, current problems within the department were solved.

December 1--1:00 P.M.

Two administrators from Wisconsin, Mr. Gerry McDermott and Mr. Dick Messenberg, met with the interns for a meeting regarding administration topics. The interns prepared questions for discussion, and these questions resulted in an excellent four-hour interaction session. I got involved with the topic of administrator and teacher evaluation--management by objectives.

December 2--1:00 P.M.

The interns met with the faculty of Ridge Farm High School at Ridge Farm to listen to a speaker from the Illinois State Department of Education. The topic of discussion was student records. The speaker explained the proposed Illinois School Student Records Act which establishes the rights and privileges with respect to all students' records in both public and non-public schools. This was a very informative meeting due to the increased publicity on student records. (Meeting held at Ridge Farm High School)

December 3--6:00 P.M.

I personally helped in a goal setting session for School District #118. All board members and administrators were invited for this session. Dr. Roth, assistant superintendent, and I were

leaders of one of the three small groups. The nominal group technique was used, and goals were established for the district for the following year. The technique was effective, and I enjoyed the experience of being a leader. Details are presented in Chapter III of this paper. (Meeting held at Liberty Grade School)

December 9--6:30 P.M.

The interns met as a group and summarized the semester's activities. Verbal evaluations were made on our accomplishments, and a few plans were made for the next semester. (Meeting held at Ramada Inn)

December 16--2:35 P.M.

A Business Education Department meeting was held. Machine repairs was the major issue along with some other budget items that needed to be cut. Inventories and teacher evaluation concerns comprised the remainder of the meeting.

September - December

I took the Administration and Supervision of the Secondary School course under Dr. Garland.

1976

January 7--6:30 P.M.

Once again I helped in a goal-setting session for the school district. Selected teachers, board members, secretaries, and other district personnel attended this session. Dr. Roth and I exchanged roles as leaders and carried out the nominal group

technique. The meeting ran smoothly; and like the December 3 session, goals were established in their order of preference. This, too, was a good experience as a group leader. Details are presented in Chapter III of this paper. (Meeting held at Liberty Grade School)

April 20--1:00 P.M.

Dr. Shuff met with the interns to check degree program and certification requirements for completion by the end of the year. A date was set for those who needed to take the comprehensive examination. I discussed the procedure for preparing my field experience paper. (Meeting held at Danville Junior College, Building 6-211)

January - May

I took the Field Experience course under Dr. Shuff.

May

I took the Superintendent of Schools course under Dr. Smitley.

June - August

I took the Field Experience course under Dr. Shuff.

September - December

I plan to take the School Finance course and finish my degree.

III. SPECIAL AREAS OF PARTICIPATION

This chapter is devoted to my three major undertakings as an intern. The first deals with the community survey on public attitudes toward education. The second section covers the Quincy Conference IV, and the last area explains my participation in the goal-setting sessions for Danville School District #118.

Community Survey

During the first semester of internship, Dr. Shuff felt it would be a good experience for the interns to conduct a research project. He presented research procedures that would be acceptable. After much discussion, the interns decided that a community survey based upon the public's attitudes toward education would be the task to undertake.

The first step in our plan was to develop an itinerary for completing the research project. We decided that we would use the telephone to call, on a random basis, residents in the Danville area. Our purpose was to gain their permission to send them a questionnaire on public attitudes toward education. We realized that not everyone in the Danville area possessed a telephone. However, we felt this still would be a reasonable tool to gain a random sample for the short period of time we had to complete the project. Notification was sent to the local newspaper announcing that the survey was to take place. We felt this would be good public relations because so many surveys are taken without people understanding the intent of the study. Due to this lack of understanding, the people become hostile. We also

gained approval from the Danville School Board of Education so they would be knowledgeable of the project.

The interns were divided into two groups, each assigned to a given night for calling residents in the area. This project proved to be an excellent experience from the standpoint of being able to convince people to accept, complete, and return a questionnaire regarding education. I found people on the telephone very willing to take part in the project.

The questionnaire we used was based upon the Sixth Annual Gallup Poll of Public Attitudes Toward Education by George H. Gallup. The personal data request and completed questionnaire are shown in the Appendix. A total of 250 residents accepted the requests to complete and return the questionnaire. A deadline of two weeks was set for the completed form to be returned to the central administration office.

Upon reaching the deadline, April 8, 1975, approximately 150 questionnaires were returned. The interns agreed that the total return was good but a better response was still needed. Attempts were made to recall the people on the original list to encourage anyone who had failed to return a form to please send it in within a few days. The response was good as we finally ended with approximately 175 returned questionnaires. The sample represented 70% of those who originally promised to return a completed questionnaire.

When the results were tabulated, a report was made to representatives of the Danville School District #118 administration. It is essential to point out that these findings apply only to the Danville community and not to any other community, state, or to the nation as a whole. In making the report, the major breakdowns were in the area of those who had children in school and whether they were in public

or private schools. In all instances, private school responses were in agreement with those from the public schools. The following indicates the most popular responses of the survey without breakdowns:

I. What do you think are the biggest problems with which the public schools in this community must deal? Please list at least three:

- A. Discipline (Largest response)
- B. Drugs and alcohol
- C. Black and white
- D. Busing

II. In what ways are the local public schools particularly good?

- A. Curriculum
- B. Teacher quality
- C. Athletics

III. Some students have no interest in school work as now offered in junior and senior high school and they become a problem. Here are some ways that have been proposed for dealing with these students. Will you tell me in the case of each proposal whether or not you approve of it?

1. Permit these students to quit school?

Approve _____
Disapprove X

2. Have business and industries provide on-the-job training as a substitute for regular school.

Approve X
Disapprove _____

3. Have special training courses which would prepare them for jobs.

Approve X
Disapprove _____

4. Have a work-study program ($\frac{1}{2}$ day at school, $\frac{1}{2}$ day on-the-job training).

Approve X
Disapprove _____

5. Give school credit for volunteer work during the school day with an approved organization such as a local hospital, day-care center, and the like.

Approve X
Disapprove _____

6. Have separate programs for students with out-of-the ordinary interests and talents.

Approve X
Disapprove _____

- IV. Some students are not able to keep up with their classmates and therefore fail their work. Which of the following ways of dealing with this problem do you prefer?

1. Placement in the next grade _____
2. Repeat failed courses X _____
3. Other (List) _____
4. No opinion _____

- V. Should girls be permitted to participate in non-contact sports - track, tennis, golf, baseball and the like - on the same teams with boys?

Yes, in favor _____
No, opposed X
Don't know/no answer _____

- VI. Do you feel that the local public schools are not interested enough in trying new ways and methods?

Yes _____
No X
No opinion _____

- VII. Most public school teachers have tenure after two years. Do you approve or disapprove of this policy?

Approve X
Disapprove _____
Don't know/no answer _____

- VIII. Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here?

A B C D or FAIL (C--most responses)

- IX. Young people who reach the age of 18 now have the right to vote. The question arises as to whether high school courses give students enough information about the constitution, about government and the political process, to enable them to vote intelligently. What is your impression--how good a job do the schools perform in this respect?

Good _____
Fair X
Poor _____

X. From what you have heard or read, is it your impression that stealing (money, clothes, lunches, books, etc.) goes on A. a great deal, B. some, C. very little, or D. don't know, in the local public schools?

A X B _____ C _____ D _____

XI. Do you feel that the local public schools are too involved in trying out new ideas and methods?

Yes _____
No X

XII. Do you feel teachers should be allowed to paddle disruptive students?

Yes X
No _____
No opinion _____

Quincy Conference IV

The Quincy Conference IV was held on October 15, 16, and 17, 1975. Seven interns, including myself, along with others from Danville School District #118 attended the conference sponsored by Illinois Title III, E. S. E. A. and the Quincy Public Schools.

The first day we made visitations to the Quincy schools. We were able to choose which schools or programs we wanted to attend. My interest was in the junior high and the two senior high schools. The junior high has approximately 1500 students and 85 staff members, and has six schools within the school. They are Vocational Preparation School, P. I. E. (Project to Individualize Education) School, Special Education School, Team A School, Team B School, and Team C School. The reason for the teams is based on the student-centered approach-- to decrease the disadvantages of a large building organization and take advantage of the characteristics of the 11 to 13-year old child.

The two senior high schools, though similar in programs, divides the ninth and tenth grade students from the eleventh and twelfth

grade students. I found a particular interest in Quincy Senior High II which contains approximately 1500 students. Their Education By Choice program offers a different look at education as compared to the most widely used traditional approach. Each student, together with his or her parents, may choose the school-within-a-school which will help meet their specific goals. Education By Choice provides a small-school environment where the student, parent, and teacher form a team. The team works closely together toward the selection of the most meaningful learning and growth experiences for individuals. Students may choose from the following alternatives:

1. Traditional School
2. Flexible School
3. P. I. E. (Project to Individualize Education) School
4. Fine Arts School
5. Career School
6. Work-Study School
7. Special Education School

The second and third days of the conference were planned so that visitors could attend presentations, exhibits, and interaction labs. Some of the most outstanding administrators and educators in the country took part in the interaction labs. I personally enjoyed listening to Dr. Richard Foster and Dr. Edward Frierson. Dr. Walter B. Barbee, Editor of Highlights For Children, gave a very entertaining speech at the Thursday luncheon. That same evening Dr. Loretta Long, "Susan" of Sesame Street, was the guest speaker for the conference banquet.

The Quincy Conference IV displayed a very meaningful look at how education should be moving into the future. The conference gave me the opportunity to interact with nationally known leaders in education, meet students, teachers, and administrators who are trying new ideas, and tour facilities which are providing educational alternatives. Yes, I am sold on a variety of their offerings at Quincy. I listened to many of the speakers and talked to a few teachers and administrators, but it was the students who did the selling. I tried to find students who appeared to be disinterested; but once I talked to them, they could find few detrimental things to say about their schools. They believed that the educational experiences they were receiving were preparing them for the future. They felt important to have the opportunity to help choose from the alternatives they are presented with at such an early age.

I did leave the conference with one unanswered question--"Will this system work in other parts of the state and country?" In comparing Quincy to the Danville area, the size is relatively the same, but the structure of the community is different. I found the Quincy area to be very conservative and to have a very low minority ratio. This would be an important consideration because of the free or released time that most of the students have during the school day. The more diverse backgrounds that students have tend to cause difficulties once supervision is on the decline.

I commend those who were involved in getting the community support for the Quincy schools. Though most of their programs are receiving federal grants, it will not be long until the community will have to assume the burden of supporting the system. Though

their system may not work in all cities and states, I believe Quincy will have the necessary support to continue their fine programs.

Goal-Setting Sessions

On December 3, 1975, and January 7, 1976, I took an active part in two separate goal-setting sessions for the school district. During the December 3 meeting, all of the district's administrators and board members were invited. The January 7 meeting included board members, selected teachers, secretaries, and other district personnel.

Robert Hoskinson, Director of Staff Development, directed the activities during both sessions. He first explained to the entire group the procedure for utilizing the nominal group technique. The objective for both sessions was to end with a list of goals, in priority, for the school district to accomplish in the near future.

In order to improve interaction, Mr. Hoskinson opened the sessions by having the entire group meet together and comment on the positive contributions the district has made during the past year. This worked well since most of those attending made some comment. After a dinner break, the participants were assigned to one of three groups. Each group was led by an administrator and one intern. Dr. Larry Roth, Assistant Superintendent, and I were in charge of one group. We explained the procedure that we were to follow for the entire session. The procedure was as follows:

STEP 1

- A. A sheet of blank paper was given to each member.
- B. Members were given five minutes to list areas in Danville School District #118 that need improvement.

STEP 2

- A. The leaders listed on a chalkboard one item from each member of the group. No discussion was allowed.
- B. This was repeated until all items were exhausted.
(This amounted to about 50 items on the board.)
Some discussion was allowed at this time to prevent misunderstanding. Duplications were discarded.

STEP 3

- A. Each member was given five 3" x 5" note cards.
The cards were numbered 5, 4, 3, 2, 1.
- B. The members were instructed to select their number one priority item from the board and place it on the #5 card, thereby giving this item five votes. They then placed their number two priority item on the #4 card, thus giving it four votes. This procedure was repeated for the #3, #2, and #1 cards.
- C. All cards were collected and tabulated.
- D. The item which received the most votes from all members of the group was the number one priority item. A total of five items were chosen from each of the three groups.

STEP 4

- A. The five items from each group (total of 15) were put on the chalkboard, and the entire group again met as a unit.
- B. Each member received five new note cards and used the same numbering system as before.

- C. Of the remaining 15 items, each member voted for their top five choices.
- D. All cards were collected and tabulated.
- E. The top five goals were listed on the board, and the session ended with the hope that these goals would be accomplished in the near future.

During the December session I wrote the items on the board while Dr. Roth led the procedure. We changed roles in the January session and I was given the opportunity to keep our group running smoothly. I believe this was a very worthwhile experience, for I feel administrators could use this technique to involve staff members in the decision-making process.

Some of the suggested goals of the two sessions were:

1. To put an end to adding new programs and improve the ones that already have been implemented.
2. To provide one principal for each elementary building.
3. To improve communication within the district--for instance, between teachers and administrators; teachers and board members; board members and the general public.
4. To improve the procedure for ordering and distributing equipment and supplies within the district.
5. To provide more secretarial help.

IV. LEADERSHIP AND MOTIVATION

During the internship I have had the opportunity to observe situations in which the processes of leadership took place. All of the meetings, interaction sessions, and conferences I observed seemed to strive for leadership--leadership that is something more than management--leadership that has special meaning, which includes creativeness. It is through my course work and related activities that I came to the realization that leadership is the most important asset of an administrator; therefore, I included a discussion of leadership and the relationship between leadership and motivation.

All the definitions of leadership that I have read take into account motivation and understanding of people. Many organizations are groping today with a leadership problem (lack of creative leadership) primarily because they have given inadequate thought to human relations.

The most frequently asked question at all levels of management begins with "How do you motivate a person who. . .?" Persons at all levels of management are asking for answers to specific motivation problems. All are looking for a formula to apply to every given situation. Obviously, there is no magic formula that can be applied.

In an attempt to gain knowledge and understanding of motivation theory, principles and approaches, I have read three of the best-known and accepted theories as developed by Maslow, Herzberg, McClelland and Atkinson.

Maslow

Maslow's book, Motivation and Personality, describes an hierarchy of needs which is widely accepted in the motivation field. The five needs that he described are:

1. THE PHYSIOLOGICAL NEEDS (air, food, water, sex)
2. THE SAFETY NEEDS (safe from wild animals, extremes of temperature, criminal assault, murder, tyranny)
3. THE BELONGINGNESS AND LOVE NEEDS (affection, acceptance)
4. THE ESTEEM NEEDS (self-respect, self-esteem, power, achievement, prestige, status, recognition, importance)
5. THE NEED FOR SELF-ACTUALIZATION (self-fulfillment; "What a man can be, he must be.")

Maslow put these needs in an hierarchy that begins with the physiological needs and builds up to the need for self-actualization. He described the relationship as follows:

A more realistic description of the hierarchy would be in terms of decreasing percentages of satisfaction as we go up the hierarchy of prepotency. For instance, if I may assign arbitrary figures for the sake of illustration, it is as if the average citizen is satisfied perhaps 85 per cent in his safety needs, 50 per cent in his love needs, 40 per cent in his self-esteem needs, and 10 per cent in his self-actualization needs.

As for the concept of emergence of a new need after satisfaction of the prepotent need, this emergence is not a sudden saltatory phenomenon, but rather a gradual emergence by slow degrees from nothingness. For instance, if prepotent need A is satisfied only 10 per cent, then need B may not be visible at all. However, as this need A becomes satisfied 25 per cent, need B may emerge 5 per cent, as need A becomes satisfied 75 per cent, need B may emerge 50 per cent, and so on. (Maslow, 1970, p. 54)

Herzberg

Herzberg became noted in the field of motivation because of his research to determine the "dissatisfiers" and "satisfiers" of 200

engineers and accountants in Pittsburgh industry. His "motivation-hygiene theory" can be described as follows:

Dissatisfiers

(In order of importance, the factors that created job dissatisfaction)

1. Company Policy and Administration
2. Supervision
3. Salary
4. Interpersonal Relations
5. Working Conditions

Satisfiers

(In order of importance, the factors that created job satisfaction)

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement

Herzberg described the dissatisfiers as "hygiene" (or maintenance) factors. He borrowed the word "hygiene" because of its medical meanings of "preventive and environmental." They are factors which describe the employee's relationship to the context or environment in which he does his job.

The satisfiers have been called "motivators" because they seem to be effective in motivating the individual to superior performance and effort.

Herzberg described his findings as follows:

First, the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction. Since separate factors needed to be considered, depending on whether job satisfaction or job dissatisfaction was involved, it followed that these two feelings were not the obverse of each other. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is no job dissatisfaction, not satisfaction with one's job. The fact that job satisfaction is made up of two unipolar traits is not unique, but it remains a difficult concept to grasp.

The factors that led to satisfaction (achievement, recognition, work itself, responsibility and advancement) are mainly unipolar; that is, they contribute very little to job dissatisfaction. Conversely, the dissatisfiers (company policy and administration, supervision, interpersonal relations, working conditions and salary) contribute very little to job satisfaction. (Herzberg, 1966, p. 75-77)

McClelland-Atkinson

The McClelland-Atkinson theory of motivation is described in

Motivation and Organizational Climate.

The Atkinson motivation model is summarized as follows:

1. All reasonably healthy adults have a considerable reservoir of potential energy. Studies thus far have not indicated that differences in the total amount of potential energy are important determinants of motivation.
2. All adults have a number of basic "motives" or "needs" which can be thought of as valves or outlets that channel and regulate the flow of potential energy from this reservoir.
3. Although most adults within a given culture may have the same set of motives or energy outlets, they will differ greatly in the relative strength or "readiness" of various motives. A strong motive may be thought of as a valve or energy outlet that opens (due, usually, to frequent use). A weak motive can be thought of as a tight, sticky valve that, even when open, allows only limited energy flow.
4. Whether or not a motive is "actualized," that is, whether energy, flows through this outlet into behavior and useful work, depends on the specific situation in which the person finds himself.

5. Certain characteristics of the situation arouse or trigger different motives, opening different valves or energy outlets. Each motive or energy outlet is responsive to a different set of situational characteristics.
6. Since various motives are directed toward different kinds of satisfaction, the pattern of behavior that results from arousal of a motive (and the opening of that energy outlet) is quite distinct for each motive. That is, each motive leads to a different pattern of behavior.
7. By changing the nature of the situational characteristics or stimuli, different motives are aroused or actualized, resulting in the energizing of distinct and different patterns of behavior. (Atkinson, 1968)

Based on Atkinson's model, McClelland and Atkinson described three intrinsic motives that have been shown to be important determinants of work-related behavior:

1. Need for Affiliation (acceptance, belonging, social interaction)
2. Need for Power (authority, control and influence over others)
3. Need for Achievement (accomplishment, to excel in relation to competitive or internalized standards)

Depending on the strength of the needs, a manager can motivate an individual by creating the working situation in which the need will be fulfilled.

The three theories described are not in direct conflict with each other, nor are they in direct agreement. Since these approaches are somewhat different, I did not attempt to draw any direct conclusions or set of principles that I can use in a leadership position. These theories do however, suggest some guidelines for my behavior as a future leader who hoped to motivate his staff to maximum effort and performance:

1. Leadership depends upon the relationship of all members of a group.
2. Leadership requires the understanding that members of a group have a variety of needs, often different needs; thus, a climate must be established in which the individual's needs can be met.
3. Leadership stems from the interaction of group members, out of which goal-seeking behavior emerges.
4. Leadership must be sincere, functional, and reasonable.
5. Leadership style in one situation may not be suitable in another situation.

V. SUMMARY

Plans for the Danville Administrative Intern Program were initiated in the fall of 1974. Dr. Robert Shuff, head of the department for Administration and Supervision at Eastern Illinois University, gained approval of the program by working with the Danville School District #118 administration. Once the selection process was completed, as explained in Chapter I, a total of eighteen interns was chosen to take part in the two-year program beginning in January, 1975. During the first meeting, Dr. Shuff explained the format of the program and some of the goals that were to be accomplished by the interns. Requirements for the cooperating agency and the interns were stated in detail in Chapter I.

Chapter II presented a log of my activities and experiences as an intern. Dated entries were made on all intern meetings, conferences, high school administrative meetings, and personal intern assignments. A summary was made for each entry explaining the activity or experience. In some entries I made evaluations, while in others I described my active involvement and stated if it was of any value.

Chapter III described my three major undertakings as an intern. The first, the Community Survey, was a research project conducted by the entire intern group. The interns decided to conduct a survey based upon the public's attitudes toward education. The research procedure was outlined in Chapter III and the project was completed. A final report was prepared and presented to representatives of the Danville

School District #118 administration. The most interesting responses dealt with what the public felt was the major problems with the public schools in this community. The results were: (a) discipline, (b) drugs and alcohol, (c) black and white, and (d) busing. The public felt the local public schools were doing a particularly good job on the following: (a) curriculum, (b) teacher quality, and (c) athletics.

The second part of Chapter III described by involvement and impressions of the Quincy Conference IV. The conference displayed a very realistic look at how education should be moving. Opportunity was given to interact with nationally known leaders in education, meet students, teachers, and administrators--all who are trying new ideas under the Education By Choice concept. I was impressed and sold on many of their ideas but had reservations as whether Quincy's system would work in other parts of the state and country.

The third part of Chapter III described my active involvement in two goal-setting sessions for the school district. The sessions involved administrators, board members, teachers, secretaries, and other district personnel. My role was that of a group leader in charge of carrying out the nominal group technique. The goal that received the largest response was "To put an end to adding new programs and improve the ones that already have been implemented."

Chapter IV described the end result of the administrative intern program--that being, the realization that leadership is the most important asset of an administrator. A discussion of leadership and the relationship between leadership and motivation was included. Several motivational theories were summarized and I concluded with a set of guidelines for my behavior as a future leader.

My experiences these past two years have done much more than fill my educational voids. Active involvement in the various aspects of my internship has not only broadened the base of my knowledge and experience; it also has given me the opportunity to try new roles and new behavior. I have established working relationships with people in the administration office in Danville which will be very helpful to me if I enter the field of administration in the Danville area. Furthermore, certain attitudinal and behavioral changes have occurred. I feel that at present, I am less task oriented, less managing, less directive, and hopefully more human relations oriented.

The Danville Administrative Intern Program in conjunction with the required course work has enabled me to build confidence in an area which I have had an interest. I feel the need, as stated in Chapter IV, to be a creative leader and to motivate people who are under my leadership.

As an administrative intern, I feel I now have the necessary tools for that initial, or "survival," year as an administrator. Administrative intern programs could be set up for one year, two years, or five years. A considerable amount of experience could be attained, but I know now that it may only open a door of opportunity. On-the-job experience is the only measure of a person's success in a leadership capacity. Programs of this nature usually are not on-going because the supply of qualified administrators will remain for a few years. Nevertheless, I feel that other districts should have their own programs, and I will be glad to assist them in any way possible.

VI. RECOMMENDATIONS

The author would propose the following suggestions for future administrative intern programs:

1. The interns should be given the opportunity to work under a number of administrators. There have been certain assignments made in some course work to do this, but I feel short-term assignments under a variety of administrative positions would be a good experience.
2. The interns should be given more released time to study the work of administrators, to participate in intern meetings, and make visitations. On-the-job experience and observation are some of the most beneficial activities that an intern can become involved, therefore, if given a one or two-year budget, the interns should make this a top-priority item and allow for the large cost of acquiring substitutes.
3. The interns should be given the opportunity to make visitations to buildings and/or grade levels other than their own specialty. For example, those with a secondary education background should visit the elementary grades to better understand the existing programs at that level.

4. The interns should take it upon themselves to plan social events that would include all interns and their families. As often happens in any short-term group organization, social interaction begins too late in the process. Early interaction would provide for freer expression of thought among its members and guard against family misconceptions of the purposes of the program.

VII. APPENDIX

PERSONAL DATA REQUEST

1. Ages: _____ Years
2. Sex: _____ Male
_____ Female
3. Race: _____ White
_____ Non-white
4. Number of Children in School _____
5. Type of School _____ Public
_____ Private

Please complete the following and return in the enclosed envelope by Tuesday, April 8. No signature is required; please do not sign. These questions do not necessarily represent actual conditions existing in the public schools. We are simply interested in your opinions about certain general conditions of interest to you.

PUBLIC ATTITUDES TOWARD EDUCATION

- I. What do you think are the biggest problems with which the public schools in this community must deal? Please list at least three:
- II. In what ways are the local public schools particularly good?
- III. Some students have no interest in school work as now offered in junior and senior high school and they become a problem. Here are some ways that have been proposed for dealing with these students. Will you tell me in the case of each proposal whether or not you approve of it?
1. Permit these students to quit school?
Approve _____
Disapprove _____
 2. Have business and industries provide on-the-job training as a substitute for regular school.
Approve _____
Disapprove _____
 3. Have special training courses which would prepare them for jobs.
Approve _____
Disapprove _____
 4. Have a work-study program ($\frac{1}{2}$ day at school, $\frac{1}{2}$ day on-the-job training).
Approve _____
Disapprove _____
 5. Give school credit for volunteer work during the school day with an approved organization such as a local hospital, day-care center, and the like.
Approve _____
Disapprove _____
 6. Have separate programs for students with out-of-the-ordinary interests and talents.
Approve _____
Disapprove _____

- IV. Some students are not able to keep up with their classmates and therefore fail their work. Which of the following ways of dealing with this problem do you prefer?
1. Placement in the next grade _____
 2. Repeat failed courses _____
 3. Other (List) _____
 4. No opinion _____
- V. Should girls be permitted to participate in non-contact sports - track, tennis, golf, baseball and the like - on the same teams with boys?
- Yes, in favor _____
- No, opposed _____
- Don't know/no answer _____
- VI. Do you feel that the local public schools are not interested enough in trying new ways and methods?
- Yes _____
- No _____
- No opinion _____
- VII. Most public school teachers have tenure after two years. Do you approve or disapprove of this policy?
- Approve _____
- Disapprove _____
- Don't know/no answer _____
- VIII. Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools here?
- A B C D or FAIL
- IX. Young people who reach the age of 18 now have the right to vote. The question arises as to whether high school courses give students enough information about the constitution, about government and the political process, to enable them to vote intelligently. What is your impression - how good a job do the schools perform in this respect:
- Good _____
- Fair _____
- Poor _____
- X. From what you have heard or read, is it your impression that stealing (money, clothes, lunches, books, etc.) goes on A. a great deal, B. some, C. very little, or D. don't know, in the local public schools?
- XI. Do you feel that the local public schools are too involved in trying out new ideas and methods?
- XII. Do you feel teachers should be allowed to paddle disruptive students?
- Yes _____
- No _____
- No opinion _____
- Thank you for your cooperation.

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