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AND PRACTICES RELATING TO THE PROFESSIONAL
PREPARATION OF EDUCATIONAL ADMINISTRATORS

By
Eric R. Baber

A THESIS

Submitted to the School of Graduate Studies of Michigan

State College in partial fulfillment

of the requirements

for the degree of

DOCTOR OF EDUCATION

School of Education

1953

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AN ABSTRACT

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Approved

Clyde M. Campbell

This study was undertaken to ascertain the status of selected internship programs in educational administration; to make a critical appraisal of the major assumptions and issues inherent in programs of internship; to synthesize the opinions of twenty leading educators selected to serve as a jury of experts concerning desirable characteristics of such programs; and to formulate specific conclusions and recommendations relative to acceptable internship procedures and practices in the professional preparation of educational administrators.

The normative-survey and survey-appraisal methods of educational research were employed in the procurement and treatment of data pertinent to the topic. Inquiry instruments consisted of (1) a questionnaire concerning internship objectives, assumptions and criteria, which was submitted to members of the jury of experts, (2) a questionnaire concerning the status of eight selected programs, which was submitted to college professors directing those programs, and (3) an interview check-list, which was used as a guide for interviews with officials responsible for internship programs in the following colleges and universities: Ball State Teachers

College, New York University, Ohio State University, Southern Illinois University, Teachers College Columbia University, University of Chicago, University of Georgia, and University of Maryland.

The number of internships and the number of institutions offering programs of internship are increasing. Following the pattern of an expanded program of off-campus student teaching at the undergraduate level, graduate schools are seeking additional opportunities for suitable placement of interns in educational administration. There appears to be a growing weight of opinion favoring internships, as expressed by leading educators and professional organizations in the field of education.

Representative, on-going internship programs vary significantly in their organization, scope, and supervisory procedures. There is little agreement among educators as to just what constitutes an "internship" in educational administration. Opinion is also divided concerning which types of internships have proven to be most satisfactory. In general, work with lay-citizens, organized community groups, school staffs and students appears to be favored over work with budgets, records, administrative forms, and office

routine.

Results of the study indicate that internship is in some respects superior to a series of brief, disconnected field experiences because it provides the intern with opportunities to develop a "feel" for the job in its entirety. The weaknesses of internship center around the difficulties involved in off-campus supervision and the lack of proper relationships between extended field experiences and the on-campus programs of instruction and research. At its best, internship (1) guides the intern to a better understanding of theory in terms of practice, and (2) promotes desirable growth of the intern toward competent democratic leadership.

Criteria for the evaluation of programs of internship include the following: Internship (1) consists largely of significant administrative work necessary to the well-being of an on-going educational program, (2) provides substantial opportunity for creative thought and action on the part of the intern, (3) makes provision for continuing three-way planning, action, and evaluation by the intern, his college adviser, and the local administrator in the cooperating school-community, and (4) makes provision for

Eric R. Baber

Abstract 4

flexibility in types of assignments to meet individual needs and interests.

ACKNOWLEDGMENTS

The writer is deeply indebted to those individuals who, by their inspiration, cooperation, and guidance, made this study possible. He is especially indebted to Professor Clyde M. Campbell, Head of the Department of Educational Administration and Supervision, School of Education, Michigan State College, for constant encouragement and helpful criticism so generously given.

To Michigan State College Professors Cecil V. Millard, Troy L. Stearns, Milosh Muntyan, and William R. Sur, the writer is very grateful for valuable suggestions and counsel.

E. R. B.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Introductory Statement	1
Purpose of the Study	2
Problems of the Study.	3
Sources of Data.	4
Procedures	5
Methods of Treatment	6
Limitations of the Study	10
Selection of Programs.	11
Definitions.	14
Orientation to the Study	19
II. A TABULATION AND EXAMINATION OF COLLECTED OPINIONS AND JUDGMENTS CONCERNING PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION	28
Objectives	28
Criteria	33
Assumptions.	56
Future Programs.	64
III. A CRITICAL ANALYSIS OF MAJOR ISSUES AND ASSUMPTIONS INHERENT IN PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION, AS THEY RELATE TO THE TOTAL PREPARATORY PROGRAM	70

CHAPTER	PAGE
Internship Reduces the Dualism Between Theory and Practice.	70
Internship Has as Its Central Purpose the Professional Preparation of the Intern . .	83
Internship Promotes Professional Competence in Administrative Relationships with Students, Staff, Laymen, and Community Groups	98
Internship Requires the Intern's Readiness in General and Professional Education. . .	113
Internship Provides Flexibility and Individualized Instruction Needed in the Total Preparatory Program.	121
IV. A DESCRIPTION OF EIGHT SELECTED PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION	129
Ball State Teachers College.	129
New York University.	133
Ohio State University.	138
Southern Illinois University	146
Teachers College, Columbia University. . .	154
University of Chicago.	158
University of Georgia.	161
University of Maryland	162

CHAPTER	PAGE
V. A COMPARISON OF CERTAIN CHARACTERISTICS OF SELECTED PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION	175
The Internship Program	175
The Intern	188
The College Adviser.	192
VI. CONCLUSIONS AND RECOMMENDATIONS CONCERNING INTERNSHIP PRACTICES IN THE PROFESSIONAL PREPARATION OF EDUCATIONAL ADMINISTRATORS	197
General Conclusions.	197
Recommendations.	209
BIBLIOGRAPHY	216
APPENDIXES	222
Appendix A. Survey-Appraisal Questionnaire.	223
Appendix B. Status-Survey Questionnaire .	231
Appendix C. Interview Check-List.	238

LIST OF TABLES

TABLE	PAGE
1. Evaluation of Objectives of Internships. .	29
2. Internship Should Not Consist of "Made" Work	33
3. Internship Involves Assumption of Administrative Responsibility.	34
4. Internship as Status-Leadership in Group Processes.	37
5. Internship as Creative Thought and Action.	39
6. Correlated Reading and Study in Internship Practice	41
7. Visitation at the "Scene of Action" by the College Adviser.	43
8. Joint Planning, Action, and Evaluation . .	45
9. Internship Should be Near the End of Formal Training.	46
10. Period of Time Involved in Internship. . .	48
11. Flexibility in Time Allotment.	50
12. Flexibility in Type of Assignment.	51
13. Conduct of Internship Programs to Meet Accrediting Standards.	52
14. Internship Should Not Jeopardize the Status of the Regular Staff.	54

TABLE

PAGE

15.	Selected Characteristics of City-School Superintendents by City-Size Groups . . .	100
16.	Comparative Enrollments in Internship Programs	176
17.	Years in Which Internship Experiences Are Normally Provided.	177
18.	Time Bases Upon Which Internships Are Organized.	178
19.	Number of Different School-Communities (Locations) Used by Six Training Institutions for their Programs of Internship	179
20.	Distance of Cooperating School-Communities from the Training Institution.	180
21.	Factors Influencing Choice of Cooperating School-Communities Used for Internship Purposes by Six Training Institutions. . .	182
22.	Types of Administrative Positions in which Interns Have Served 1949-1952.	183
23.	Satisfactory and Unsatisfactory Types of Internship Experiences as Reported by Six Training Institutions.	187
24.	Factors Influencing Choice of Intern for his Internship	191

TABLE

PAGE

25. What Records is the Intern Required to Keep During his Internship	192
26. Responsibilities of the Intern's College Adviser.	196

CHAPTER I

INTRODUCTION

Introductory Statement

A nationwide mobilization of professional, administrative and institutional resources focused upon the continued improvement of educational administration has developed since 1949 with the organization of the Cooperative Program in Educational Administration, sponsored by the Kellogg Foundation. The CPEA has enlisted the active participation and support of thousands of educational administrators and representative professional groups in a comprehensive action-research program relating to all phases of educational administration.

An important part of the study being carried on by the CPEA and other professional groups deals with the professional preparation of educational administrators. This portion of the nation-wide study received its initial impetus two years prior to the formation of the CPEA. In 1947 members of the National Conference of Professors of Educational Administration, meeting in Ithaca, New York, instituted a continuing study and research program dedicated to the improvement of the professional preparation of school administrators. This study, correlated with the work of the CPEA since

1949, has led to the modification of training programs in many institutions--and will doubtless become even more effective in the years ahead. It is with one phase of the preparatory program (i.e. internships in educational administration) that this thesis concerns itself. The writer hopes this investigation may supplement the work of other individuals and groups actively interested in the improvement of the quality of educational leadership in the United States, and serve to clarify issues and thoughts relative to the nature and desirability of internship experiences in the professional preparation of educational administrators.

Purpose of the Study

It is the purpose of this study to:

1. Ascertain the present status of selected internship programs in educational administration.
2. Analyze the major assumptions and issues inherent in programs of internship in educational administration.
3. Present the opinions of selected educators concerning objectives and criteria considered important in such programs.

4. Recommend desirable procedure and practice for programs of internship in educational administration.

Problems of the Study

This study undertakes to:

1. Describe eight established, representative programs of internship in educational administration located east of the Mississippi River. These programs are conducted by the following institutions of higher education:¹

Ball State Teachers College

New York University

Ohio State University

Southern Illinois University

Teachers College, Columbia University

University of Chicago

University of Georgia

University of Maryland

¹ Based largely upon the findings of Wheaton's study of 1950 (see p. 11): Wheaton, Gordon A., A Status Study of Internship Programs in School Administration (typewritten doctoral project) New York: Teachers College, Columbia University, 1950.

2. Compare certain characteristics of these on-going programs of internship with criteria approved by a jury of experts.
3. Analyze the major assumptions and issues inherent in programs of internship in educational administration, as they relate to the total preparatory program.
4. Synthesize the opinions of twenty selected educators relative to objectives, assumptions, and criteria for evaluation of programs of internship in educational administration.
5. Conclude, upon the basis of data presented in this study, which internship procedures and practices are most desirable in the professional preparation of educational administrators.

Sources of Data

1. A status-survey questionnaire prepared for presentation to officials responsible for conducting the eight selected programs of internship.
2. An interview check-list prepared for guiding interviews with officials responsible for conducting the eight selected programs of internship.

3. A survey-appraisal questionnaire prepared for presentation to a jury of twenty selected experts.
4. Available professional literature and other written materials dealing directly with administrative internships and assumptions about the training needs and processes of learning involved in such programs.

Procedures

1. Review of available professional literature relating directly to the topic of the study.
2. Preparation of the three inquiry instruments listed under "sources of data."
3. Distribution of status-survey and survey-appraisal questionnaires.
4. Interviews with officials responsible for conducting those programs selected for detailed study.
5. Collection and tabulation of data.
6. Critical appraisal of data.
7. Formulation of conclusions and recommendations.

Methods of Treatment

This study makes use of the normative-survey and the survey-appraisal methods of educational research in the procurement and treatment of data pertinent to the topic.

The Normative-Survey Method

This method seeks to answer the question, "What are the real facts with regard to the existing conditions?"² By the use of questionnaire, investigation and interview, it "surveys" and gathers data regarding "normative" (i.e. normal or typical) conditions which prevail in a group of cases selected for study.

The Survey-Appraisal Method

This procedure involves direct judgment and rating or classification according to subjective values. While it is not entirely satisfactory from a scientific standpoint, it is perhaps the most practical approach to problems dealing with human relations.

Appraisal leans more heavily upon the human element than do objective sciences, for appraisal is undertaken for the specific purpose of including the human element.³

² Good, Carter V., - Barr - Douglas, The Methodology of Educational Research, New York: D. Appleton-Century Co., 1935. (p. 286)

³Ibid., p. 411.

Educational science is represented by the viewpoints of educational professors as well as by practices in the field. The improvement of practices in the field is in part dependent upon the insights and perspectives held by the professional group. The two are interrelated and it is logical to suppose that surveys which bring the best of educational thought to bear upon practical problems may make some contribution to educational science--and thus influence future practices.

A legitimate use of the questionnaire or interview is to obtain information concerning the attitude or opinion of persons questioned toward various problems, conditions or issues. The following point of view is held in regard to opinion surveys:

The hastily expressed opinions of a large number of judges of varying merit are probably of less value than the mature judgment of one or two experts who have the question clearly in mind and who are able to qualify their answers appropriately.⁴

In accordance with this thought the writer decided to question a group of twenty educational leaders of national repute, rather than to submit questions to a larger number. These twenty persons were selected

⁴The Questionnaire, Research Bulletin of the National Education Association, Vol. VIII, No. 1, January 1930. p. 18.

as a jury of experts on the basis of their representative positions and first-hand knowledge of internship programs. The jury includes professors of educational administration, practicing administrators, officials of professional organizations, directors of internship programs, and other individuals believed to be authorities on internships:

1. Anderson, Walter A.
Professor of Education and Chairman,
Department of Administration and Supervision,
School of Education, New York University.
2. Arnold, William E.
Professor of Educational Administration,
School of Education, University of Penn-
sylvania.
3. Aurand, O. H.
Professor of Educational Administration and
Coordinator of Internships, School of Educa-
tion, State College, Pennsylvania.
4. Borgeson, Fritz C.
Professor of Education, and Coordinator of
Internships, School of Education, New York
University.
5. Butterworth, Julian E.
Professor of Education, School of Education,
Cornell University. (retired)
6. Campbell, Clyde M.
Professor of Education and Head, Department
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7. Campbell, Roald F.
Associate Professor of Education and
Coordinator of Internships, School of
Education, Ohio State University.
8. Cocking, Walter D.
Editor, The School Executive magazine.
9. Cooper, Dan H.
Associate Professor of Educational Admin-
istration, School of Education, State
University of Iowa.
10. Elliott, Lloyd E.
Associate Professor of Educational Admin-
istration, School of Education, Cornell
University.
11. Fischer, John E.
Deputy Superintendent of Schools, Baltimore,
Maryland, and former Coordinator of Intern-
ships, Teachers College, Columbia University.
12. Holmstedt, Raleigh W.
Professor of Education, School of Education,
Indiana University.
13. Misner, Paul J.
Superintendent of Schools, Glencoe, Illinois.
14. Newell, Clarence E.
Professor of Educational Administration and
Coordinator of Internships, College of
Education, University of Maryland.
15. Pierce, Truman M.
Professor of Education and Director, CPEA
Center, George Peabody College.

16. Rehage, Kenneth J.

Associate Professor of Education, and staff member CPEA Center, University of Chicago.

17. Reutter, E. Edmund

Associate Professor of Educational Administration and Coordinator of Internships, Teachers College, Columbia University.

18. Rogers, Virgil M.

Superintendent of Schools, Battle Creek, Michigan, and President, American Association of School Administrators.

19. Thurston, Lee M.

Superintendent of Public Instruction for the State of Michigan, former President of Chief State School Officials organization, and Dean-elect, School of Education, Michigan State College.

20. Yeager, William A.

Professor of Education and Director of courses in School Administration, University of Pittsburg.

Limitations of the Study

1. This study does not attempt to make a comprehensive examination of all internship programs. The eight programs selected are believed to be representative (see Selection of Programs, p. 11) of this type of training, and for purposes of analysis to provide a fair sampling of the problems, characteristics and opportunities of all such programs.

2. This study is restricted to internship experiences in educational administration at the graduate school level.
3. The data obtained, while largely subjective in nature, are similar in type to data used in many recognized studies dealing with educational problems and practices.

Selection of Programs

Wheaton's study concerning the status of internships in educational administration in 1949-50⁵, surveyed 152 colleges. Seventeen of these colleges were operating what they termed internship programs, including nine colleges where only one or two internships were being served in 1949-50. The four institutions which sponsored the larger numbers of such internships in 1949-50 were:

		<u>program started</u>
University of Georgia	13 interns	1947
Ball State Teachers College	10 interns	1949
Teachers College, Columbia	7 interns	1947
New York University	7 interns	1949

The University of Maryland, while sponsoring only two internships in 1949-50, was reported to have

⁵Wheaton, Gordon A., A Status Study of Internship Programs in School Administration, (typewritten doctoral project) New York: Teachers College, Columbia University, 1950.

trained a total of nine interns since the program was started in 1947.

The University of Chicago, also sponsoring only two internships in 1949-50, had started the internship program "prior to 1940" according to the Wheaton report, and listed an approximate total of 150 interns as having participated in the program since its beginning. This total of 150 is considerably greater than the totals listed for the other institutions--33 for University of Georgia, 26 for Teachers College, Columbia University, 10 for Ball State Teachers College, and 7 for New York University.

Southern Illinois University, which started its program in 1949-50, and sponsored five internships during that year, seemed to be representative of the two or three smaller institutions operating such programs.

Ohio State University, which started its program too recently to be included in the Wheaton report, is included in this study because of the unique nature of its internship program. This institution, provides for a beginning internship experience at the master's degree level, and an advanced internship at the doctorate level.

The eight colleges and universities mentioned above were selected for detailed consideration in this study. They represent institutions of varying sizes and locations, where the greater number of interns in programs of internship receive the most experience, according to obtainable reports. All programs east of the Mississippi River which have been in operation for three or more years, and which have sponsored a total of six or more interns, are believed to be represented in this study. The eight programs selected are not necessarily the best programs in current operation. No attempt has been made to judge their excellence or effectiveness, as compared with newer programs which have sprung into being since 1949-50. However, on the basis of Wheaton's report and other available information, it seems reasonable to assume that the selected programs reflect some, if not most, of the better thought and action connected with the operation of programs of internship in educational administration.

In addition to the eight colleges and universities selected for detailed study, reference is made in this thesis to other excellent internship programs such as those conducted at Pennsylvania State College and Duke University.

DEFINITIONS

Many words commonly used in educational writings are subject to some variations in meanings. To avoid misunderstanding and misinterpretation, as far as possible, the following terms are defined according to their intended meanings in this investigation.

Field Experience

This is a comprehensive, flexible term intended to include all types of educational experiences under the sponsorship of the training institution (or in an inservice position) which occur in on-going school or community situations. Field experience as defined here is meant to include observation, participation, or survey work, or any combination of these. The term field experience is equally applicable to a 60-minute visitation in the state department of education; an observation of a teachers' meeting; or a full-time administrative position. Field experience does not imply any particular length of time, or any particular type of educational experience, other than it must involve an on-going school-community situation and personnel not exclusively connected with the trainee's classmates and instructors. Field experience, in

general, serves the purpose of placing students out of college classrooms to see and/or take part in other educational programs. It usually carries the connotation of some educational supervision in connection with the experience.

Field Practice

This is a type of field experience which involves some participation (other than observation) on the part of the trainee. It may be a very limited kind of participation, or it may involve major responsibility in a full-time position.

Internship

Internship is a type of field practice engaged in near the end of the trainee's formal preparation program which involves a continuous field experience or a series of closely related experiences in responsible participation in any on-going school-community situation. This presupposes a sufficient length of time to distinguish it from a field trip or visitation. The exact length of time is a matter of controversy.

Clarence A. Newell defines internship in this manner:

. . . an internship (in educational administration) may be defined as a phase of professional

education in which a student nearing the completion of his formal preparation works in the field under competent supervision for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities.⁶

Other authorities are more explicit as to the time element, stating that internship must involve half-time or full-time work for a quarter or a semester or a school year. For the most part, however, those who have defined internship seem content to leave the time element as a variable.⁷

Earlier references to internship seem to be less restrictive concerning the time to be spent in programs labelled internship. One writer says:

The internship problem a student undertakes may be anything of administrative significance --an age-grade study, a survey, the making of the annual budget, a system of records, etc. He might go into the school system for one day per week for a period of time--or perhaps every day for a full quarter.⁸

⁶ Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration, New York: CPEA, Teachers College, Columbia University, 1952, p. 4.

⁷ For more specific information on the time element, see p. 49.

⁸ Haggerty, M. E., Training the Superintendent of Schools, Bulletin of the University of Minnesota, Vol. XXVIII, No. 17, April, 1925.

More recent discussions of internship indicate somewhat better agreement among educators as to the length of time which should be devoted to internship. W. S. Vincent⁹ contends that the time issue still needs to be tested by practice, but that six weeks to one semester should give the intern confidence to enter the field as a practicing administrator. The pattern in present practice seems to be a full-time internship experience for at least one quarter or one semester. Maximum time in general usage is full-time internship for one school year.

Some educational writers make no specific mention of the time necessary for a satisfactory internship:

The internship for the superintendency consists in apprenticing school administration students, either during their final year of preservice training or immediately after its completion, to assist some active superintendent, to work under his direction and supervision, as well as under that of the training institution.¹⁰

For purposes of this study, internship in educational administration may be regarded as continuous field practice involving administrative tasks and

⁹ Vincent, W. S., "Experience School for Administrators", School Executive, Vol. LXVIII, March, 1949, pp. 37-40.

¹⁰ Pittenger, Benjamin F., Local Public School Administration, New York: McGraw-Hill Book Company, Inc., 1951. p. 103

responsibilities under the joint supervision of the training institution and the cooperating school-community, for a period of time ranging from three months to a year.

Work Practice or Practice Work

These terms are used in their common meanings, and are distinguished from field practice only in the sense that practice work may involve work of a practical nature in the training institution, as well as in the field.

Cooperating School-Community

This term refers to the local school or community (or both) in which the intern serves his internship. It is sometimes used in the sense of a single school or school system as a community in itself--and at other times it refers to the local community in general. It is broadly interpreted to mean the on-going educational program or situation to which the intern is assigned, and includes any educational agency (such as the state department of education) which cooperates with the training institution in providing a suitable situation and location for internship experiences.

Supervising-Administrator

This term refers to the practicing administrator in the cooperating school-community who directs and supervises the work of the intern in the local situation.

College-Adviser

This term refers to the college staff member assigned by the training institution to personally and directly supervise and sponsor the field practice program of the intern. It is the college-adviser's responsibility to coordinate the student's internship learning experiences with the total preparatory program; to foster and coordinate desirable relationships between the training institution and the cooperating school-community; and to guide and evaluate the intern's work during the period of his internship--all in the interests of the intern's effective growth in administrative knowledge and ability.

Orientation to the Study

Educational administration is a highly specialized profession. Individuals and groups of educational administrators over a period of years have entertained a growing sense of concern regarding the basic issues and procedures in the preparation of educational administrators. They believe that educational leadership

of the right kind is important to a democracy.

Most educators agree that society will continue to change, and that education can in some measure direct that change. But there are at least two schools of thought concerning types and degrees of emphases needed in the training programs of prospective administrators, in order that these persons might be properly prepared to assume functional status-leadership roles in the educational world. These two schools of thought are by no means mutually exclusive in all their characteristics, although they do represent points of view which are divergent in some respects.

Concepts of Educational Administration

There is, in the first instance, the more traditional school of thought which views educational administration largely as the application of selected knowledge, skills and techniques drawn from the funded professional knowledge and experience of the profession itself. Within this concept, the content and methodology of the preparatory program is based upon occupational analysis, and a study of what past experience has proven to be of value in administrative procedures and practices.

Persons who subscribe to this concept advocate

a thorough knowledge of the specific information which has been judged to be most helpful in enabling practicing administrators to cope successfully with their problems. They recognize the importance of placing the trainee in a practical situation where he can watch and follow the example of a successful administrator in the field, and they approve of internship on an apprenticeship basis.

In the second instance, there is emerging a school of thought which puts less of a premium upon the selected techniques and prescriptions which comprise the bulk of many existing curricula, and places more emphasis upon an understanding of the reasons for various administrative practices and procedures. Proponents of this point of view believe that if educational administration is to be an instrumental agency in education for social change and adaptation, it must concern itself more with why things should be done. Otherwise the traditional patterns of what things to do and how to do them will tend to become crystallized in the administrative process, as indeed they have already done in many places.

This second school of thought seems to conceive of educational administration as being democratic leadership in releasing the personality potential and

cooperative ability of each individual. It does not consider administration as authority alone, or as the application of a set of arbitrary regulations, or as a ready-made mechanism responsible only to itself-- but rather as a means for the improvement of educational service through democratic group processes and the application of critical intelligence to the problem at hand.

In this frame of reference, educational administration as a leadership process concerned with educational service makes use of the method of intelligence and democratic group techniques in evolving plans of action. It directs the carrying-out of these plans from the standpoint of status-leadership, or representation of group will. It fosters group dynamics in continuing study and effort to adapt to changing conditions; to bring about better coordination; and to evaluate services. Administration is something to be developed or brought out of the educational circumstances in a particular time and place, and of a particular individual, group or community. It is constantly being refashioned in the light of facts which emerge as a result of democratic group processes, and which help in controlling the situation. This suggests that more attention should be given to

activities directly related to the major concerns of school-community living, and to the related disciplines and subject-matter fields which can well contribute to the solution of problems in everyday living.

Such a concept does not tend to minimize the importance of field experiences (including internships) in the professional preparation of educational administrators--but rather to emphasize the need for a type of training which puts the trainee in direct contact with actual administrative problems and helps him to use his resources of knowledge and reasoning in creative solution of those problems.

It is within the matrix of these conflicting and overlapping thoughts and viewpoints concerning the nature of educational administration and the most desirable ways of preparing for it, that this study undertakes to investigate and examine that portion of the preparatory program which, during the past three years, has begun to make its impact felt upon the total preparatory program--namely, internships.

Representative Quotations Concerning Internships

A review of recent professional literature dealing with preparatory programs in educational administration reveals frequent mention of the word

internship as a desirable type of training experience for prospective administrators in the field of public education. For example, Clyde M. Campbell says:¹¹

The next step after observation should be actual experience doing the tasks the students expect to do later in a real job situation. This may be a form of internship lasting a year or part of a year, or perhaps just a day, depending upon the kind of experience the students need.

At the Sixth Annual Presidents' Conference of the American Association of School Administrators held in Chicago, April 1952, the Committee of Further Professionalization of the Superintendency reported as follows:

We believe this. . . (professional training) . . . should include internship and practical experience in the field.

The A.A.S.A. 1952 Yearbook states:¹²

The further development of the internship in educational administration will be facilitated by a continued willingness on the part of all concerned to experiment with new approaches and to evaluate objectively the results which are observed.

¹¹ Campbell, Clyde M., Practical Applications of Democratic Administration, New York: Harper and Brothers, 1952. p. 299.

¹² American Association of School Administrators, The American School Superintendency (Thirtieth Yearbook) Washington, D.C., National Education Association, 1952. p. 397.

Questions for Consideration

1. Is there agreement among educators as to what constitutes internship?
2. How do representative, ongoing internship programs vary as to their content, organization, scope and supervision?
3. What are some of the more desirable types of internship experiences?
4. Should interns have experience in one location, or in a number of locations?
5. What are the major assumptions and issues inherent in programs of internship, and how do they relate to the total preparatory program?
6. How much can we learn from books and how much from experience, and what is the relationship between the two, as far as internship is concerned?
7. What is the danger of "exploitation" in internships?
8. Is there danger that interns may imitate the practicing administrator and perhaps learn to do better the things they shouldn't be doing at all?
9. How can the internship be a creative type of learning experience?

10. How is it possible for the intern to assume administrative responsibility, when legal and moral responsibility lie with the practicing administrator?
11. Can the kinds of learning found most easily in internship programs be brought into the more formalized campus program?
12. What criteria are most acceptable in evaluating internship programs?

As a first step in considering these and other questions, Chapter II presents the results of a survey-appraisal questionnaire concerning programs of internship in educational administration. The writer was favored with a 100 per cent response to this questionnaire which was distributed to twenty educational leaders selected to serve as a jury of experts.¹³ The items of the questionnaire relate to objectives, criteria and assumptions of internship programs in general.¹⁴

Chapter III undertakes a critical analysis of certain major issues in programs of internship, while

¹³ See pp. 8, 9, 10 for membership list.

¹⁴ See Appendix A, p.223 for copy of survey-appraisal questionnaire.

Chapters IV and V deal with eight specific programs selected for detailed study. Chapter VI presents conclusions and recommendations as to the proper place of internships in the professional preparation of educational administrators--based upon the findings of this study.

CHAPTER II

A TABULATION AND EXAMINATION OF COLLECTED OPINIONS AND JUDGMENTS CONCERNING PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION

A. Objectives

In response to the question, "How do you evaluate the following objectives of an internship program?" the twenty members of the jury of experts replied as indicated in Table I.

An examination of this tabulation shows that the experts agree 100 per cent that two of the objectives are either "very important" or "important". These two prime objectives are (a) to guide the intern in better understanding and evaluating theory in terms of practice, and (b) to develop better administrators than could be developed in an on-campus program of largely theoretical training. Some significance may be attached to the fact that 80 per cent of the experts rate both these objectives as "very important".

By way of further comment upon the first of these two prime objectives, Lee M. Thurston says,

The intern, like the field administrator, and like the professor, couples action with

EVALUATION OF OBJECTIVES OF INTERNSHIPS

	Responses		
	very important	important	not very important
1. To make a gradual transition from preparation to full-time administration	8	8	4
2. To put the ideal of "learning by doing" into practice at the graduate school level	9	10	1
3. To guide the intern in better understanding and evaluating theory in terms of practice	16	4	0
4. To instil in the intern an acceptable interpretation of a code of professional ethics	4	12	4
5. To help the intern develop desirable professional habits, interests and ideals	11	6	3
6. To test whether more training is needed before the intern begins full-time administration	5	12	3
7. To provide practical work experience with lay-citizens in an ongoing educational program	11	8	1
8. To develop better administrators than could be developed in an on-campus program of largely theoretical training	16	4	0

thought. The essence of the internship, as I see it, is to unite in his life the thrust of the campus, which is profoundly thoughtful, and the impulsions of the administrative life, which are kinetic and passive. Thus he is hopefully armed with theory to grapple with each novel problem of action, and is hopefully habituated to act and to refrain from acting in accordance with thought.

Similarly, 95 per cent agreement as to "very important" or "important" is in evidence with respect to two other objectives, (a) to provide practical work with lay-citizens in an ongoing educational program, and (b) to put the ideal of "learning by doing" into practice at the graduate school level. However, only 55 per cent and 45 per cent respectively rate these objectives as "very important", and Dr. Thurston points out that,

The "ideal of 'learning by doing'" has become a cliché and has already led too many well-meaning people astray. All learning comes by doing. Reading, reflecting, conversing, judging, speculating, apprehending, judging people and events, choosing the best line of action amid baffling circumstances, standing steady against the resistances of ulterior forces, all these are matters of "doing".

Although 85 per cent of the experts rate two other objectives as either "very important" or "important", it is interesting to note that 55 per cent agree that the objective of helping the intern to develop desirable professional habits, interests and ideals is "very important"--while only 25 per cent

agree that it is "very important" to test whether more training is needed prior to the time when the intern begins full-time administration.

Even less agreement is in evidence with respect to the two objectives of (a) making a gradual transition from preparation to full-time administration, and (b) instilling in the intern an acceptable interpretation of a code of professional ethics. Twenty per cent of the experts rate both objectives as "not very important", and only 20 per cent put the latter objective in the "very important" class. An expression was made that the ethical imperative governs all administration, and that if the intern does not have a well-developed ethical sense to begin with, he shouldn't be admitted to an internship. Obviously such an expression is not characteristic of the thinking of all experts since 60 per cent evaluate this objective as "important".

The request to state other objectives of internship programs brought the following replies from members of the jury:

John H. Fischer: "To give opportunity for the intern to work closely with the teaching staff, especially in group projects for the improvement of the school program."

Truman M. Pierce: "To provide one realistic way for professors of educational administration to continue their own professional growth and development."

E. Edmund Reutter, Jr.: (a) "To help school systems and practicing administrators keep in touch with new ideas emanating from the college and vice versa. The intern can serve as a sort of liaison between the college and the school system, and both the college and the system should profit."

(b) "The internship program must not be an apprenticeship. It should not be a trial and error experience, but rather professional practice of sound theory."

Clarence E. Newell: "To help the intern determine from practical experience whether he really wants to be an administrator; to discover the kind of position for which an intern is best suited; to appraise interns, and to stop persons who have no potential ability for administration before they actually get into an administrative position."

Clyde M. Campbell: "To make a critical study of schools and communities to see if the practices of the school are furthering the needs of the community. In other words, we have two goals in Education: goals

furthering the needs of society and goals furthering the needs of individuals within the society. In most situations the intern should reject more than he accepts. It is natural that he should be in disagreement with the administrator, and even more important that he should recognize that his abilities and inclinations would not be the same as the administrator under whom he is working. In the preparation program, the task should be to show the intern how to develop his own unique capacities rather than to imitate techniques and procedures of someone else."

B. Criteria

Replying to the question, "How acceptable do you find the following criteria for evaluating internship programs?" the twenty experts answered as indicated in the following tables.

Table 2

Internship should not consist of "made work"

The internship should consist largely of significant administrative work necessary to the well-being of an on-going educational program--not so-called "made" work.

	Responses
fully acceptable	19
acceptable with reservations	1
not acceptable	

	Responses
very important	14
important	3
not very important	

(no response)

(3)

With 95 per cent agreement that this criterion is fully acceptable as stated, it seems safe to conclude that it should be placed high on any list of criteria for the evaluation of programs of internship. Seventy per cent of the responses to this item rate it as "very important." It is evident that artificial work situations are not identified with the proper functioning of internship programs.

Table 3

Internship involves assumption of administrative responsibility

The internship should involve the intern's assumption of real and continuous administrative responsibility for the work he does and, in so far as legally and/or morally possible, for the results of

his work.

	Responses
fully acceptable	14
acceptable with reservations	5
not acceptable	

(no response) (1)

	Responses
very important	15
important	3
not very important	

(no response) (2)

Whereas 70 per cent find this criterion fully acceptable, 25 per cent agree to it with reservations. John H. Fischer says, "Provided the tasks assigned are graded sequentially, to avoid the effect of too heavy a responsibility too soon." Raleigh W. Holmstedt points out that "this would involve difficulty unless the period was at least a year in length."

Evidences are apparent that there are limitations to the amount and degree of administrative responsibility an intern may assume, depending upon the nature of his assignment. Likewise, it is clear that his responsibility for the results of his work

must be in some measure influenced by the length of time he serves in a given situation. The total effect of changes made in record systems, budgets, guidance services, or as a result of community surveys leading to improved educational programs and better school plant facilities, may not be felt for one or more years after the intern has left the situation. However, more immediate reactions and results are usually in evidence--particularly in regard to short-range planning, coordinating, and administering certain portions of the everyday school-community program. The general consensus seems to be that in the same manner that practice teachers can assume very real teaching responsibilities, so can interns assume very real responsibility for selected administrative assignments.

Table 4

Internship as status-leadership in group processes

The internship should provide numerous opportunities for the intern to serve as a status-leader in democratic group processes involving teachers, students, parents, and other lay-citizens.

	Responses
fully acceptable	11
acceptable with reservations	9
not acceptable	

	Responses
very important	8
important	11
not very important	

(no response)

(1)

This criterion appears to be controversial. Forty-five per cent of the responses indicate acceptance with reservations. Comments indicate that involvement in democratic group processes is uniformly desirable, but that caution should be exercised in the intern's assumption of status-leadership roles.

E. Edmund Reutter, Jr., reports that "Care must be taken not to give the intern too much status. Staff morale must be considered." Walter A. Anderson says that it is not necessary for the intern to serve as a status-leader, but otherwise the criterion is very important. Truman M. Pierce comments that it "should depend on whether or not the intern is able to qualify as a status-leader--i.e., can he discharge this

responsibility without danger to his own security?"

John H. Fischer calls attention to the fact that prudence must be exercised in giving progressively greater responsibility to the intern. Roald F. Campbell states that, "perhaps he can not be a status-leader completely."

The writer notes this tendency to disassociate administrative duties and responsibilities from the status-leadership role. An interpretation of these data might suggest that while the intern does assume a certain amount of status-leadership when he guides the thoughts or actions of others in the job situation, he is in fact primarily a student who is there for the purpose of learning to be an administrator. As such his status-leadership role is necessarily limited. Nevertheless, some exercise of status-leadership would seem to be an integral part of the developmental process for professional competence.

Table 5

Internship as Creative Thought and Action

The internship should provide substantial opportunity for creative thought and action on the part of the intern.

	Responses
fully acceptable	17
acceptable with reservations	3
not acceptable	

	Responses
very important	16
important	4
not very important	

Responses to this criterion are 85 per cent in agreement that it is fully acceptable as stated, and 80 per cent in agreement that it should be classed as "very important". Fritz C. Borgeson comments that "this is far more important than the typical practice of restricting intern activities to routine and managerial duties." Roald F. Campbell points out that creative action on the part of the intern presupposes official clearance. Raleigh W. Holmstedt notes that the position of the intern might limit his opportunity for creative expression.

On the whole, this criterion receives a high rating. The consensus of opinion seems to be that insofar as the intern makes profitable use of theoretical knowledge to solve a practical administrative

problem, he is exhibiting resourcefulness and creativeness. Most administrative assignments satisfy the conditions for some degree of reflective thought and creative action, since no two problem situations are exactly alike in all details.

Table 6

Correlated Reading and Study in Internship Practice

The internship should include a substantial amount of guided reading and study designed to correlate the funded knowledge of the profession to the practical situation at hand.

	Responses
fully acceptable	14
acceptable with reservations	6
not acceptable	

	Responses
very important	10
important	9
not very important	1

Seventy per cent of the responses favored this criterion as being fully acceptable. In contrast with the majority opinion, Paul J. Misner commented that the student should have done the reading before his internship. Probably all of the

experts would agree that the student should have an adequate background of reading and theoretical knowledge before beginning his internship, but as Fritz C. Borgeson points out, additional guided reading "will or should help to fill in the gaps in his training and experience." John H. Fischer notes that the function here should be "to develop the intern's ability to use the literature for help on practical problems." Certainly an internship program which ignored this criterion might be open to criticism as failing to capitalize upon valuable resource material. Most educators agree that even those practicing administrators who have excellent preparation for their jobs are obliged to continue their reading and study of professional materials which relate to their job situations. It would seem logical to assume that (a) an intern can and should make profitable use of pertinent materials relating to his job assignment and (b) that college authorities can and should furnish him with some guidance in this effort. Such appears to be the opinion of the 14 experts who find this criterion fully acceptable.

Table 7Visitation at the "Scene of Action"
by the College-Adviser

The internship should involve periodic visitation at the "scene of action" by the college-adviser (field-sponsor) for purposes of conferring with and assisting the intern, and evaluating his work in terms of the local job situation.

	Responses
fully acceptable	14
acceptable with reservations	4
not acceptable	1
(no response)	(1)

	Responses
very important	13
important	6
not very important	1

Opinions about the acceptability of this criterion are definitely divided, with some overlapping and merging of viewpoints. On the one hand, 70 per cent of the responses favor the criterion as being fully acceptable. Fritz C. Borgeson speaks on this point as follows: "I believe this definitely improves the administrative experience, and also aids in making the professor alert to field problems and

situations." Kenneth Rehage suggests that conferences should also include the local supervising-administrator.

Some significance may be attached to the following statements representing a somewhat different viewpoint. O. H. Aurand says, "Primarily the local administrator should be responsible. The college representative should be cautious about direct advice to the intern." E. Edmund Reutter, Jr., referring to the internship program in Teachers College, Columbia University, makes this statement: "We are doubting the real value of this beyond a minimum point. This hypothesis, readily acceptable at first, is now questionable so far as we are concerned. Observing an administrative intern's work is different from observing a practice teacher. 'Visits' may become meaningless 'guided tours'. On the other hand, some visits would be necessary."

Representing the minority opinion in this case is Paul J. Misner who rejects this criterion and notes that "the full responsibility should be left with the local superintendent."

Clyde K. Campbell raises the question as to whether the advisers should not be in the community with a class of interns where they study the community at the same time the interns are given experience in

school administration.

Table 8

Joint Planning, Action, and Evaluation

The internship should make provision for joint planning, action, and evaluation, by (a) the intern, (b) his college-adviser, and (c) the supervising-administrator in the cooperating school-community.

	Responses
fully acceptable	17
acceptable with reservations	2
not acceptable	
(no response)	(1)

	Responses
very important	17
important	3
not very important	

Eighty-five per cent of the responses find this criterion fully acceptable, and 85 per cent also rate it as "very important". Qualifying comments are made by two of the experts. O. H. Aurand states that "the college representative should avoid pressing himself into the picture--the intern should stand on his own feet". Paul J. Misner says, "If the college

needs this for evaluation. I would not want the intern worried about a grade".

By and large, there appears to be general agreement that since the internship program involves (a) the intern, (b) his college-adviser, and (c) the local supervising-administrator, there should be provision for joint planning, action, and evaluation by the three parties. Otherwise the interests of each may not be properly protected, and the conditions for maximum benefit from the internship experience left unfulfilled.

Table 9

Internship Should Be Near the End of Formal Training

The internship should be served at or near the completion of the graduate student's formal program of professional preparation.

	Responses
fully acceptable	11
acceptable with reservations	9
not acceptable	

	Responses
very important	4
important	12
not very important	4

The consensus of opinion concerning the acceptability of this criterion is generally favorable, but 45 per cent of the responses indicate reservations and 20 per cent attach little importance to it. For example, Fritz C. Borgeson says that internship should come "normally at or near completion; yet some circumstances might well justify earlier internship in administration. This experience should sharpen the choices of later professional training". Kenneth Rehage states, "I could argue for having it occur earlier." Lee M. Thurston notes that "it would depend upon some other things."

The divergence of opinion here may be accounted for in some measure by the fact that some of the responses reflect thinking in terms of the master's degree as the end of formal training, and others are made in reference to the doctorate degree. Raold F. Campbell notes that it may be desirable to have a beginning and an advanced level of internship. Walter A. Anderson says, "Internship might come in advance of holding an administrative post for some on the M.A. level. For others it might come near the end of the doctorate work after holding minor administrative posts." Obviously circumstances might be such as to make it desirable for an individual to have internship

experiences early in his graduate training program. Clyde M. Campbell points out that a student might get more from his course work if he had internship experiences at the beginning or in the middle of his program. For the most part, however, there is agreement that internship should occur near the end of the formal preparation program, when the student is apt to be better equipped to profit from his training, and to make a more worthwhile contribution to the school-community in which he serves his internship.

Table 10

Period of Time Involved in Internship

The internship should involve a considerable block of time, at least (responses) 1 quarter/2 1 semester/9 1 year/9 2 years/0 on a full-time basis, or the equivalent.

	Responses
fully acceptable	15
acceptable with reservations	4
not acceptable	1

	Responses
very important	12
important	7
not very important	
(no response)	(1)

The experts disagree as to the minimum length of time desirable for the internship experience, but find this criterion generally acceptable and important in terms of their own opinion as to the period of time which should be required. Truman M. Pierce states that "it depends somewhat upon the previous experience of the intern". Roald F. Campbell prefers one quarter at the beginning level and one year at the advanced level. Fritz C. Borgeson suggests one semester full time (or equivalent) as an absolute minimum, and recommends one year as the optimum. Walter A. Anderson comments as follows: "I don't think the internship should be full-time. It is better to have part-time for on-campus work." Another respondent believes that the internship should be full-time, and that the intern should get completely away from the college atmosphere and influence.

It is evident that the jury of experts is sharply divided in respect to this issue, and that

internships are presently conducted on time bases varying from part-time for one quarter to full-time for a year. A more uniform standard in this respect would appear to be desirable.

Table 11

Flexibility in Time Allotment

The internship should make provision for flexibility in time allotment to better meet the needs and interests of the individual intern--as determined by himself and his adviser(s).

	Responses
fully acceptable	14
acceptable with reservations	5
not acceptable	
(no response)	(1)

	Responses
very important	7
important	10
not very important	1
(no response)	(2)

Seventy per cent of the jury is in agreement that this criterion is fully acceptable. Theoretically, at least, it seems to be sound. In practice as Lee M. Thurston points out, "circumstances are bound to

govern." The necessities of the training institution, as well as of the local school-community, must be considered. This is particularly true where a financial consideration is involved, in which case the intern is under obligation to fulfil the time terms of his contract. In any case usually it should be possible to adjust the intern's assignment so that his enforced stay in the job situation results in enriched learning experiences, rather than repetition of experiences which have been "learned". O. E. Aurand comments that the time must be of a reasonable length. William E. Arnold emphasizes the point that internship should be practically full-time work--that it "should have priority and not be simply a "spare-time proposition".

Table 12

Flexibility in Type of Assignment

The internship should make provision for flexibility in type of assignment to better meet the needs and interests of the individual intern--as determined by himself and his adviser(s).

	Responses
fully acceptable	19
acceptable with reservations	1
not acceptable	

	Responses
very important	11
important	9
not very important	

Ninety-five per cent of the responses favor this criterion as being fully acceptable, and it receives a 100 per cent endorsement as being either "important" or "very important". None of the experts made further comment, except Clyde M. Campbell who raised a pertinent question as to whether there might be some assignments on which all interns should work. Evidently this criterion should rate high on any list of criteria for the evaluation of programs of internship.

Table 13

Conduct of Internship Programs
to Meet Accrediting Standards

The internship program should be conducted at a respectable graduate level of proficiency (i.e. meet recognized standards of accrediting agencies as to qualifications of instructors, supervision, teaching load, material resources, professional ethics, evaluation, credits, etc.).

	Responses
fully acceptable	15
acceptable with reservations	3
not acceptable	
(no response)	(2)

	Responses
very important	12
important	4
not very important	2
(no response)	(2)

This criterion is less definite than some of the preceding criteria, and although it is generally acceptable to the members of a jury, their comments indicate that it might be better stated. Walter A. Anderson says, "Of course it should be 'respectable', but not if that means conformity to outmoded and inappropriate standards."

Truman K. Fierce says, "I would not want to sacrifice purpose or method in order to achieve a 'respectable' graduate level of proficiency as it would be defined by some graduate schools." John H. Fischer points out that, "The nature of the school system(s) selected and the professional stature of the administrator with whom the intern serves are of such importance as to 'make or break' the program."

Table 14

Internship Should Not Jeopardize
the Status of the Regular Staff

The internship program should not substitute an intern for a regular teacher or administrator in the cooperating school-community (i.e. should not jeopardize the continued employment and privileges of the complete, regular staff).

	Responses
fully acceptable	14
acceptable with reservations	3
not acceptable	1
(no response)	(2)

	Responses
very important	14
important	3
not very important	1
(no response)	(2)

The majority opinion of the jury (70 per cent) favors acceptance of this criterion. However, comments from individuals indicate that the statement is somewhat controversial and perhaps poorly framed. For example, Lee M. Thurston wonders if acceptance of the criterion means that the intern should be a super-

numerary? Appropriately enough, he raises the question as to whether the "complete, regular staff" is something definable and fixed? The implication is that the intern might well be considered a part of the regular staff.

John H. Fischer comments that in every respect the establishment and operation of the internship program must reflect those principles and practices which the intern should observe as scrupulously as would any competent member of the profession. William E. Arnold notes that "the school system and the supervising superintendent must be selected with care" so that personnel problems occasioned by the intern's presence will not arise within the local staff. Fritz C. Bergeson points out that the university representatives must be "on guard" to avoid such jeopardy. Clyde K. Campbell suggests that interns might act as substitute teachers and perhaps teach part time.

Other Criteria

In response to a request for additional criteria, members of the jury suggested the following:

Walter A. Anderson: "The intern should attend regularly an intern seminar with other interns and advisers."

Paul J. Misner: "Be certain that the intern gets a well-rounded experience. Guidance of the administrator is important, but the intern should be fairly free of college control where possible."

Clarence E. Newell: "Unless an intern is preparing for some technical specialty within the general field of school administration (and perhaps even then) the internship should emphasize the human relations aspect of school administration. Considerable emphasis should be placed upon planning and evaluating the intern's experiences. Such planning should provide for purposeful experience, and at the same time assure (or at least not interfere with) the necessary flexibility."

C. Assumptions

In answer to the question, "To what extent do you agree that the following assumptions should underlie programs of internship?" the twenty experts replied as follows:

Assumption I

Internship should reduce the dualism between theory and practice (in the sense of professional knowledge vs. ability to administer).

	Responses
agree	19
agree with reservations	1
disagree	

Ninety-five per cent of the responses agree with this assumption. William E. Arnold points out that internship "must be carefully planned and interpreted if this results." Paul J. Misner comments that "the practical is most important." Lee M. Thurston notes that "the idea of a dualism between good theory and good practice is obsolete." John H. Fischer focuses attention upon the desirability of "seeking this purpose also throughout the graduate program in many other ways." Clyde M. Campbell supports this viewpoint by observing that present day preparation programs for school administrators are prone to be too academic in nature.

Assumption II

Internship should have as its central purpose the professional preparation of the intern--not economical educational service to the cooperating school-community.

	Responses
agree	18
agree with reservations	2
disagree	

The 90 per cent agreement on this assumption points to the desirability of retaining it in any approved listings of assumptions which should underlie programs of internship. However, the comments of the experts call attention to the fact that the "central" purpose is not necessarily the only purpose or outcome, and that economical service to the local school may be a worthwhile by-product of internship.

With reference to this assumption, Lee M. Thurston says, "I fancy you are entitled to some of each." John H. Fischer states that "It recognizes the obligation of school systems and practicing administrators to share in progressive training." William E. Arnold fully agrees with the assumption, but would not minimize the fact that the local school may also benefit. O. H. Aurand notes that "the second purpose may be achieved incidentally". E. Edmund Reutter, Jr. places great importance upon this assumption but recognizes that financial considerations may be a modifying factor in some instances. Paul J. Misner believes that if the intern can get his

professional training and still help the local school,
"o.k."

Assumption III

Internship should promote rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with school employees and students.

	Responses
agree	19
agree with reservations	1
disagree	

Ninety-five per cent of the responses agree with this assumption. O. H. Aurand is "not too much worried about the 'rapid' feature". Obviously, the experts felt that further comments upon this assumption and the companion one which follows were unnecessary.

Assumption IV

Internship should promote rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with lay-citizens and organized community groups.

	Responses
agree	19
agree with reservations	1
disagree	

The 95 per cent agreement upon this assumption is identical to the response tabulated for the preceding assumption (No. III).

Assumption V

Internship should promote rapid and desirable growth of the intern toward social and emotional maturity.

	Responses
agree	15
agree with reservations	4
disagree	1

This assumption seems to be the most controversial one to which the experts were asked to respond. While 75 per cent agree in general, there is a strong minority opinion to the effect that the student definitely should not be considered for an internship assignment unless he is already quite mature both socially and emotionally.

John H. Fischer says, "This assumption is less

valid here than others because as I see it only persons of satisfactory maturity should be admitted to the internship. While it contributes to development of maturity, care must be exercised that the internship is not used to do what other experiences and qualities should have done for the individual prior to the internship period."

Virgil M. Rogers comments that "he should have acquired most of this already." Roald F. Campbell supports this viewpoint by noting that "he should have this to begin with". E. Edmund Reutter, Jr. says, "If he isn't socially and emotionally mature he shouldn't be majoring in educational administration at all."

Assumption VI

Internship, to be of maximum value to the intern, requires his readiness in the areas of general and professional education (i.e. he must possess, prior to internship, some breadth of general and professional education, and some knowledge of the theory and practice of administration).

	Responses
agree	20
agree with reservations	
disagree	

Here is an assumption which receives the 100 per cent endorsement of the jury of experts. E. Edmund Reutter seems to express the feelings of members of the jury in his brief comment, "the more the better!"

Assumption VII

Internship should substantially improve the quality of the total preparatory program by providing individualized instruction and flexibility in content and method to meet the peculiar interests and needs of the individual trainee.

	Responses
agree	17
agree with reservations	2
disagree	

Although 85 per cent of the responses agree with this assumption, comments from individual members of the jury of experts suggest that as a statement it is too broad to have much meaning. E. Edmund Reutter says, "This assumption is part of the whole graduate program, and only incidental to the internship." William E. Arnold agrees with the assumption, "provided this does not open the door to all kinds of exceptions and result in a 'patch work' internship."

Assumption VIII

Internship should provide opportunity for the intern to carry real administrative responsibility which is very beneficial to him in his preparatory program.

	Responses
agree	18
agree with reservations	2
disagree	

Eighty per cent of the responses indicate agreement with this assumption, and 20 per cent indicate agreement with certain reservations--such as the one voiced by Raleigh W. Holmstedt who comments, "There may be some difficulty in this, depending upon how one defines 'real' responsibility."

Other Assumptions

In reply to a request for statement of other assumptions, members of the jury of experts make the following suggestions--some of which are in the form of questions or advancement of ideas for consideration.

1. Internship should provide opportunity for wise use of graduate institution personnel from fields related to educational administration.

2. An intern should have achieved mature judgment. Maturity as a factor in his success cannot be overlooked.

3. The internship plan is the best experience program that can be used. It is superior to (a) observing a number of successful administrators, (b) making sociological studies of schools and communities, and (c) abbreviated field experiences in two or more communities.

4. Does internship tend to reinforce the status-quo? Should creative workers learn from imitating? Will the intern be learning to do better things that shouldn't be done at all or at best be learning to do things that are of lesser importance?

5. The internship program should prove successful in education because it has proved successful in medicine.

6. The internship program is desirable because it is popular with students, faculty members, and school superintendents.

D. Future Programs

The final section of the survey-appraisal questionnaire submitted to the twenty members of the jury of experts, concerns their considered opinions

and judgments as to what should be the internship program of the future. These comments are representative of some of the more advanced, mature thinking in the field of education today. The writer values them as a partial basis for conclusions and recommendations stated in Chapter VI.

John H. Fischer: "We should look forward to the time when internships will be an established part of the professional training of all school administrators, and provided in all graduate institutions on an acceptable basis. The use of a school system for this purpose will be a mark of excellence, and the cooperating administrator will be accepted as an associate of the graduate faculty. Obviously he will need to have high qualifications himself."

"The internship should come at the concluding part of graduate training (certainly at the post-masters level) and should follow a variety of other field experiences such as guided visits and observations, participation in field research, increasing responsibilities in administration, and finally full-scale, full-time internship with principal or superintendent."

Clarence A. Newell: "We have learned a great deal about the administrative provisions for intern-

ships, but have not learned enough yet (and perhaps in some cases have not been concerned enough) about internship experience itself. I believe the best single way to improve the internship experience is to learn better how to evaluate the growth of an intern."

"Future internships should place greater emphasis upon human relationships and less emphasis upon some of the routines of administration. In the future we should probably include more broadening experiences such as participation in field studies and school study councils, but the hard core of an internship should continue to be the responsibilities actually involved in the administration of an on-going educational program in a specific situation. I hope the time will come when practically every administrator will have had an internship."

Julian E. Butterworth: "The internship will, in my judgment, be a requirement in the not-too-distant future. However, one should recognize that there are other influences that may precede or, if necessary, substitute for internship. For example, directed observation of school-communities for short periods, or for part-time over longer periods. Such experiences are not as good as first-class internships but may have to be used as substitutes in some instances for

many years to come. Surveys and other field experiences are important means of giving men an enlarged conception of the job. There will be much experimenting here with means we haven't thought much about. It would be well for the college-adviser to live in the community where interns are working, but in my judgment this is far in the future and not as important as other matters."

Truman M. Pierce: "I think the internship of the future should be more closely geared to the campus phases of the student's program of preparation. Better student guidance and personnel practices are essential to the wisest use of internship experiences. In general, the meaning of the term internship should be broadened to include more experience in the life of the community.

Lee M. Thurston: "The nature and scope of future programs will probably be quite varied. Internship as a requirement for all is a long way off. In this age we may perhaps see a broadening program, but administrators will continue to make their way by various paths. As to the use of field surveys, I feel that this is of value, and that the intern should be a point of creative contact between the faculty and staff of the local school and the faculty of the graduate school."

Paul J. Misner: "Internship should be a requirement. The intern should work on a full-time basis, as an integral part of the school staff, under the direct supervision of the local administrator. He should be assigned specific responsibilities with staff, board, community, and children."

Raleigh W. Holmstedt: "The internship has many possibilities when properly organized and supervised. Problems include (1) how to provide intern experiences for students who take their pre-service preparation on a part-time basis, i.e. summer school and extension (2) the selection of school systems to provide adequate and desirable opportunities for interns, (3) the selection of candidates who will actually become administrators from among those who want to be administrators, and (4) determining the appropriate internship situation, i.e. principalship, superintendency, or other. There may be good reason to believe that more effective, economical preparation would result from a well-organized in-service training program after the candidate secures his first administrative position. I doubt the desirability of internship as a requirement for all."

Lloyd H. Elliott: "We should tend toward a requirement as a basis for other developments. It should develop toward a position which is comparable to the medical internship, followed by a period of residency. Internship should become an experience supported by state authority."

CHAPTER III

A CRITICAL ANALYSIS OF MAJOR ISSUES AND ASSUMPTIONS INHERENT IN PROGRAMS OF INTERNSHIP, AS THEY RELATE TO THE TOTAL PREPARATORY PROGRAM

- A. Internship Reduces the Dualism Between Theory and Practice (in the sense of professional knowledge versus ability to administer).

Many studies of the professional programs for educators have brought out the criticism that there is too much theory which is remote from practice. Certainly it is true that training institutions vary significantly in the emphasis they place upon developing skill in meeting real professional situations.

Some students receive degrees after training which has been almost entirely theoretical; in other fields students may have been supervised very closely in almost every detail of their practice.¹

Students often have difficulty in making direct application of abstract material from historical, philosophical, psychological and sociological courses.

¹ Watson, Goodwin; Donald P. Cottrell and Esther M. Lloyd-Jones, Redirecting Teacher Education, New York; Bureau of Publications, Teachers College, Columbia University, 1938. p. 63.

Leading educators have long sought methods of bridging the gap between theory in the classroom and practice in the field. Pioneers in the advocacy of internship-type training were such men as Reavis² who wrote in 1923,

. . . in the training of principals and superintendents no . . . provisions have yet been made for bridging the gap between theory and practice. The courses in administration. . . are still little more than expositions of (theory).

and Strayer³ who in 1926 called attention to the need for a more practical kind of learning experience than the lecture-recitation classroom method in current use.

In 1931 Eikenberry⁴ wrote,

A year's experience as an assistant principal or as an understudy to the principal of a progressive school would give the student opportunity to put into practice the techniques learned during (his) graduate study.

² Reavis, W. D., "Bridging the Gap Between Theory and Practice in the Teaching of High School Administrators", School Review, XXXI, September, 1923, p. 547.

³ Strayer, George D., "Job Analysis and the Problem Attack in the Training of Superintendents of Schools", School and Society, XXVIII, March, 1926, p. 289.

⁴ Eikenberry, D. H., "The Professional Training of Secondary-School Principals", School Review, XXXVII, September, 1931. p. 508.

In spite of the apparent slowness of training institutions to change the formal and traditional organization, content and methodology of the preparation program in educational administration, evidences of change have been observed for some years. Walter D. Cocking⁵ reporting the findings of a commission appointed by the National Association of Colleges and Departments of Education to study the administrative offerings in fifteen universities, concluded that

1. Seminars were beginning to replace formal courses.
2. Administrative apprenticeships, clinics, and surveys were beginning to receive consideration.
3. Cooperative relationships between departments were being stressed.
4. Despite the lag in improving the preparation of school administrators, there was a growing interest in this field.

Among the stronger voices which have been raised in recent years in favor of internships, are those of

⁵ Cocking, Walter D., "Education of an Administrator", The Nation's Schools, XXVIII, July, 1941. pp. 31-32.

Alonzo Grace⁶ who in 1946 recognized the need for programs of internship, and recommended that

. . . every program (of preparation) should include an internship in administration of not less than one year. . .

and Herold C. Hunt⁷, who said in 1949 that

Internships for school administrators truly build administrators who can go into their first independent post with the assurance, ability, and competence of a long-seasoned principal or superintendent.

and Clyde M. Campbell⁸, who wrote in 1952 as follows:

How to set up teaching and learning situations that combine knowledge and experience in the most efficacious manner is the cutting edge in preparation programs. At the present time there is too much emphasis upon book learning to the neglect of application.

Internship is no panacea for reducing the dualism between theory and practice. It may well have a proper place and function in the solution of the problem, but it is not a universal remedy. Although it is probable that there is an intimate relationship between the actual experiences of internship and the

⁶ Grace, Alonzo G., "The Professional Preparation of School Personnel", National Society for the Study of Education, Part II, Chicago: The University of Chicago Press, 1946. p. 176.

⁷ Hunt, Herold C., "Why Not Internships for School Administrators", School Management, XVIII, February, 1949. p. 12

⁸ Campbell, Clyde M., Practical Applications of Democratic Administration, New York: Harper and Brothers, 1952. p. 294.

effectiveness of the program of professional preparation, this relationship is not necessarily or automatically a desirable one. It is entirely possible that internship experiences may be mis-educative in effect, and narrowing by repetition of automatic skills--or so disconnected as to defy integration. John Dewey said,⁹

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.

Again,¹⁰

. . . experiences, in order to be educative, must lead out into an expanding world of subject-matter, of facts or information, and of ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience.

A viewpoint held by a few educators stresses job analysis as a basis for the preparation program in educational administration. It seems evident that such a philosophy leads to a series of technical courses, devoted largely to the how and what of school administration, without due regard for the why. A

⁹ Dewey, John, Experience and Education, New York: The Macmillan Company, 1938. p. 13.

¹⁰ Ibid. p. 111

program so narrowly conceived tends to perpetuate the status-quo, and to develop administrators who are incapable of dealing competently with the rapid changes in our social order.

Another viewpoint held by some educators emphasizes a type of preparation program developed in relation to the whole philosophy of education in general. It seems equally evident that this approach results in lack of recognition of the functions of administration as differing from those of teaching and other types of educational endeavor.

John Lund points out that the latter viewpoint is not focused properly upon the nature of the professional problems at hand, and that what is needed is a fusion of the two viewpoints which would give due recognition to all groups and agencies concerned, and make possible a coordinated attack upon the total problem. His conclusion is that

Opportunities for varying kinds of experiences which will assist in the development of skills and the acquisition of knowledge specifically related to important administrative functions should be provided as an important and integral part of the on-going program. These experiences should be carried on under the direction and supervision of experienced and skilled administrators on the campus and in the field.¹¹

¹¹ Lund, John, The Education of School Administrators, Bulletin No. 6, United States Office of Education, Washington, D.C.: 1941. p. 74.

A further statement which illustrates the awareness educators have for the dualism between theory and practice is the following:

We want men of broad education and understanding in the field of educational administration. We need those who are students of society. No one would propose that the period of graduate study should be devoted to acquiring the particular skills involved in the administration of schools, to the exclusion of a solid foundation in the history and philosophy of education, in educational psychology, in sociology, in economics and in government. . . . But in the last analysis, the education of a superintendent of schools will not have been successfully accomplished if he is unable to meet and solve the major problems which confront him in his daily work.¹²

Professional Knowledge vs Ability to Administer

Stated another way, the assumption here is that adequate professional preparation in educational administration is not exclusively theoretical, but involves a certain amount of practical work.

This assumption is probably acceptable to most persons in the profession, but the point of departure is in the concept of what is implied by the term practical work. One point of view would aim at an apprentice type of work experience with the object of giving the trainee skill and proficiency in handling

¹² Strayer, George D., "Education of the Superintendent of Schools", Teachers College Record, XLVI, December 1944. p. 169.

administrative routine, and a working knowledge or command of the tools of the profession.

The other point of view would aim at a laboratory type of experience in making real and vital the theoretical knowledge of subject-matter and principles of education acquired by the trainee in his graduate courses. Of course, the two viewpoints are inter-related, and the results of either method are not exclusive. It would indeed be strange if the laboratory type of practice work which gives the trainee a better understanding of principles and methods did not at the same time insure some increased competence in actual administrative skills. Nonetheless, there is a fundamental difference in the conception and conduct of practice work according to the apprenticeship viewpoint, which aims at making on the spot, as it were, a competent administrator by extensive practice in the performance of administrative tasks and duties.

Internship is a kind of practical work experience which might be organized and developed in line with either the apprenticeship or the laboratory point of

view. In terms of power for future professional growth, it would seem that the laboratory type of experience provides a better professional foundation and basic understanding of the science and application of educational administration, than does the apprenticeship. The trainee who spends his time in acquiring premature proficiency in the mechanics of school management may do so at the expense of a more complete working knowledge of administration as a whole--and thus limit his personal resources for the maintenance of steady growth in the profession.

In short, it is the business of the preparatory program to emphasize the meaning and effective usage of content and theory in terms of practical situations, rather than to provide comprehensive experience in the field of administration. As the laboratory type of practical work in internship serves this function, it is most desirable. As it goes beyond this function and attempts to develop experienced competence in applied skills and techniques which might best be learned after graduation, it approaches the apprenticeship idea and is less desirable.

. . . practical work should be pursued primarily with reference to its reaction upon the professional pupil in making him a thoughtful and alert student of

education, rather than to help him get immediate proficiency. . . . For immediate skill may be got at the cost of power to keep on growing.¹³

Experience Is the Best Teacher?

Although many skills and techniques can best be learned by experience, experience itself is not necessarily the best teacher. Some of the learnings from experience may easily do more harm than good. A student who is not properly prepared to profit from a given work experience may be forced into contact with unavoidable circumstances which cause him to seek refuge in negative practices designed merely to prevent their recurrence. Such types of learnings, thrust upon a student by situations beyond his control, may serve to inhibit progress and cause him to adopt undesirable defensive measures in the interests of expediency.

It is possible that the off-campus internship experience may be largely wasted upon the student who does not have laboratory training in use of the scientific method--analyzing situations, sorting essentials from non-essentials, drawing critical generalizations, and testing and evaluating results.

¹³ Dewey, John, "The Relation of Theory to Practice in Education" Third Yearbook of the National Society for the Scientific Study in Education, Bloomington, Illinois: Public School Publishing Company, 1904. p. 150.

Experience divorced from the "community of knowledge" that characterizes every profession, is of dubious value.

On the other hand, the assumption that "experience is the best teacher" may be generally acceptable if a liberal interpretation is given to the word experience, and if the further assumption that proper use is made of it, is inherent in the cliché. A student who is ready to learn (not just passively waiting to be taught) can realize much value from a work experience situation. Such a student takes the initiative in examining the meanings of a given experience and in focusing his theoretical knowledge upon the task at hand. With guidance, supervision, reflective thinking and correlated study, he acts independently and intelligently in terms of the job situation, and has a satisfying experience in self-directed growth.

Pittenger says:

Possibly the main contribution of this period of study (internship) will be to teach the students how to learn through experience, how to select problems, collect data, and draw and test conclusions. Especial attention should be given to orienting the internship experiences with the funded, recorded knowledge of the profession.¹⁴

¹⁴ Pittenger, Benjamin F., Local Public School Administration, New York: McGraw-Hill Book Company, Inc., 1951. p. 488.

Only as the experiences of the administrative internship are planned against the background of the student's knowledge of theory and recorded professional information, and analyzed in terms of the local school-community situation, can "experience be the best teacher".

The Expanding Role of Direct Experience

It requires only a cursory examination of recent professional literature to note the expanding role of direct experience in teacher education. Since the professional preparation of school administrators is but a specialized branch of the whole field of teacher education, it seems logical to assume that this trend in the larger field will be reflected in its specialized branches. Internship serves the expanding role of direct experience in administrative training in much the same way as does student-teaching in the broader area of teacher education.

Florence Stratemeyer says that a program of professional education should provide opportunity for individuals

1. To go beyond verbalizing and intellectualizing to an understanding of the meaning of educational theory in action.
2. To try and test their own ability to apply theory in the varied activities of the profession.

3. To develop increased sensitivity to problems and factors in situations.
4. To grow in the ability to use basic principles in meeting and dealing with new and changing circumstances.¹⁵

Internship, by its very nature and definition constitutes a form of direct experience.

Direct experience, then, becomes an essential and integral part of professional programs which recognize such basic elements in the learning process as active involvement and participation in experiences that have meaning for the learner in terms of his purposes; involvement that helps the learner appropriately relate experiences, develop generalizations, and use these generalizations in dealing with subsequent situations.¹⁶

The conclusion of the discussion of this first assumption is that internship at its best serves to reduce the dualism between theory and practice, and merits serious consideration as an integral part of the total program of preparation for educational administration. Internship may, however, lead to blind following of local example, unless the quality of direct experience is safeguarded.

¹⁵ Stratemeyer, Florence, Off-Campus Student Teaching, Association for Student Teaching (30th Yearbook), Lock Haven, Pennsylvania: c/o State Teachers College, 1952. p. 3.

¹⁶ Ibid, p. 9.

Experience that is not criticized, reflected upon, generalized from, may result in little more than patterned behavior. . . . quality of experience resides both in the nature of the experience itself and in the way in which it is guided.¹⁷

B. Internship has as its Central Purpose the Professional Preparation of the Intern.

By-products such as economical education service to the cooperating school-community; improved relationships between the training institution and the cooperating school-community; and assistance to college professors conducting field studies, should not be confused with the central purpose of the internship program--the professional preparation of the intern. These by-products are valuable and important, but they should not become prime objectives.

Professional Preparation Involves Many Types of Learning Experiences

Internship should be seen as an integral part of the total preparatory program. Tyler¹⁸ says that

¹⁷ Ibid. p. 9

¹⁸ Tyler, R. W., "Training Administrative Officers for Democratic Leadership", Eighth Annual Conference for Administrative Officers of Public and Private Schools, Berkley, California: University of California Press, 1939. pp. 63-72.

the educational needs of school administrators, if they are to function as democratic leaders toward desirable educational goals, include the following four elements:

1. The study of human growth and development of both children and adults. Associated with the study and giving direction to it should be a study of functional educational and social philosophy.
2. The study of fields of learning that contribute to better understanding of basic problems of the school. Some of these fields, such as curriculum, supervision, evaluation, and guidance, are covered in readily available courses in education. Others lie outside this general area. These include pertinent aspects of sociology, economics, government, and public administration.
3. Extensive participation during the administrator's preservice training period in educational activities with teachers, pupils, parents, and other members of the community.
4. Continued inservice training.

It is with the third of Tyler's four elements (i.e., extensive participation with teachers, pupils,

and other members of the community) that internship is most directly involved. Internship, however, is not the only medium serving this purpose.

President James B. Conant¹⁹ recently announced that field work in school systems and practice in making decisions and solving problems in actual administrative situations will be stressed in the new program for training educational administrators at the graduate school of education at Harvard University. The program, which begins in September, 1952, will use the "case method" of teaching, in which group discussion is applied to an actual situation reported to the class. The school of education described the course as follows:²⁰

It begins with group discussion of problems and practices and methods in administration. It goes on to an extended group of cases. The capstone of the new program is not a doctoral dissertation, nor does the completion of a specified number of approved courses constitute fulfillment of degree requirements. Instead, the new program emphasizes a core of responsible field experiences for the individual student. He does not simply talk about problems of administration; he also works with them. And he will be evaluated chiefly as an administrator in action.

¹⁹ Conant, James B., release published in "News in Review", The Nation's Schools, L, August 1952, p. 102.

²⁰ Ibid.

Professional preparation of this type is not internship, but it includes many of the same kinds of learning experiences found in programs of internship. The advantages of a variety of field experiences in the Harvard program may be counterbalanced by the disadvantages of the lack of continuing, comprehensive experience in responsibility to one significant situation. However, it seems reasonable to conclude that provision for internship experiences might well be substantially modified in time and scope, where the prospective administrator has had the advantages of the Harvard type program.

Riso's²¹ recent study reports that only 24 of 90 selected colleges and universities surveyed make any provision for an apprenticeship period--and some of these only occasionally, not as a regularly organized aspect of the student's program. An explanation of the small number of schools which make provision for internship may be found in the representative comments quoted from answers to the questionnaire distributed--"most of our students have had experience". . . . "students are mostly inservice,

²¹ Riso, Sister Mary Karen, The Professional Education of School Administrators, (typewritten doctoral dissertation) New York: Fordham University, 1950. p. 110.

and graduate work is tied up closely with field experience". . . . "not needed because most students are inservice". . . . "Ed.D. is not granted unless person has had evaluated administrative experience."²²

"It is obvious", says Riso, "that where a student body in graduate work is composed in large part of practicing administrators, or where administrative experience is prerequisite for an advanced degree, an apprenticeship period would be non-essential. This is not to argue, however, that no such provision need be made for preservice students."²³

This viewpoint, which is evidently held by many training institutions, seems to assume that administrative experience provides the desirable learning experiences of an internship program. Such is not necessarily the case. In a good internship program the intern is guided and supervised so that he grows professionally in his knowledge of theory and his ability to use it democratically in improving an educational situation. Experience as a practicing administrator may or may not have served this function, depending upon the individual and the school-community

²² Ibid. p. 111

²³ Ibid. p. 112

situation. There is reason to believe that internship may be as valuable for some persons who have had previous administrative experience as for others who have had none. However, field surveys, visitations, observations and other types of laboratory experiences may serve adequately in place of a formal program of internship for those persons who have had extensive, successful experience in democratic administration.

Internship experiences should help the student to understand in terms of an ongoing school-community situation the meaning and practicability of the theory he is learning concerning desirable practices in educational administration. Internship should combine sound theory and practice in an integrated program, rather than merely substitute work experience for theory. It should stimulate the intern to do more, rather than less reading and study. Practice alone may as easily serve to develop bad habits and perpetuate undesirable practices, as it may serve to develop desirable skills and understandings. There is always some danger that the mechanics of the program may be emphasized, rather than the experience itself. Attention must be given to the quality of the experience, as well as to its scope.

The intern's assumption of status-leadership in selected situations is a logical outgrowth of his previous experience in observation and participation. Of course, he may be required to assume all three roles (observer, participant, and leader) in any given situation, but the emphasis in internship is upon experience in status-leadership for the purpose of developing the student's administrative ability. Where internship experiences are not provided, it is necessary to rely entirely upon in-service education to accomplish this purpose.

Hanna²⁴ states that status-leadership helps groups and group members to:

1. Discover group goals sufficiently vital so that they will call forth a maximum of cooperative effort.
2. Set up a system of values enabling the group to define, select or choose the needs and interests of first priority.
3. Instil in others a desire to "belong" and to take active part in group action.

²⁴ Hanna, Lavonne (et al.) Group Processes in Supervision, Bulletin of the Association for Supervision and Curriculum Development, Washington, D.C.: The National Education Association, 1948. p. 59.

4. Discover their skills, competencies, interests and abilities so that each, while taking part in group processes, may gain the maximum security which results from each having a part to play and a contribution to make.
5. Develop good human relationships and satisfactory personal interactions so that a cooperative, permissive atmosphere characterizes group functioning.

The developmental process assumes no automatic or magic transfer from knowledge of the theory of educational administration to practical ability in educational leadership. While certain technical skills may be adequately developed in the on-campus preparatory program, there is reason to believe that competence in other phases of administration, particularly those relating directly to social-engineering, may be best developed in more realistic settings. It is in this latter category that the internship may best serve the central purpose of the professional education of the intern.

Must the future administrator carry administrative responsibility if he is to learn how to become an effective administrator?

There is a tendency on the part of some educators to conclude that theoretical knowledge of administration can only contribute to the improvement of a given situation if the administrator has developed skill (through direct experience in assuming responsibility) in applying this theory to a real, ongoing school-community situation. In other words, these persons believe that practice in the assumption of actual administrative responsibility is necessary for competence in administration. They believe, further, that the internship can best provide this needed practice.

To a certain degree, such a conclusion may be justified. On the other hand, theory, which is valuable as it contributes to the improvement of present practice, may be used (applied) to advantage by a person having little or no experience in the assumption of actual administrative responsibilities. It depends upon the administrative task and upon the individual.

It would seem that graduate students should be able to gain an adequate understanding of the administrative theory of budgeting, or reporting, or guidance services, and to develop their abilities to apply these principles in hypothetical or real situations by means of supervised, on-campus exercises in making budgets, report forms, and organizational plans. The point here is that the philosophy and technique of budgeting or reporting or guidance organization can be understood, developed, and demonstrated by the student without resorting to internship experiences in the assumption of administrative responsibility. This contention applies to many of the technical knowledges and skills in administration, except those more directly concerned with the field of human relations.

Faunce and Bossing²⁵ point out that

It is fairly easy to learn administrative procedures concerned with buying supplies, constructing a budget, or maintaining the building. It is quite another thing to learn the techniques of group process and the methods of leadership in cooperative planning.

²⁵ Faunce, Roland C., and Nelson L. Bossing, Developing the Core Curriculum, New York: Prentice-Hall, Inc., 1951. p. 197.

Another factor in the desirability of internship programs is pointed out by Clarence A. Newell, who says²⁶

An internship experience will be no better than the thinking in the school system where the intern is assigned. More specifically, it cannot rise above the thinking of the sponsoring administrator.

While it is true that interns, under supervision of a college adviser, may learn something from observing poor administrative practices in the field, such situations do not provide the positive conditions for effective learning found in school-communities where more desirable administrative practices prevail.

The key to the proper selection and evaluation of a school-community for use in the cooperative development of an internship program, is the local administrator. If this person is a democratic leader who is able to delegate genuine administrative responsibilities and who has his staff working intelligently and cooperatively on local school-community problems,

²⁶ Newell, Clarence A., Handbook for the Development of Internship Programs in Educational Administration, Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, New York, May 1952, p. 12.

then the total situation is apt to be conducive to a good internship experience. In a school where administrator and staff members are using democratic group techniques in solving their own problems, the well-prepared intern will be welcomed for the professional contribution he is able to make toward the solution of one or more of these problems. In such situations, responsibilities tend to be delegated to interns almost automatically, and the internship to be a real learning experience, rather than just a temporary job confined largely to clerical and other routine duties as assigned by an administrator in another school-community where the professional atmosphere is less stimulating.

What is the nature of administrative responsibility? Gulick's²⁷ analysis of administration (without reference to the character of the enterprise in which the executive works) is as follows:

1. Planning, that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.

²⁷ Gulick, Luther, and L. Urwick, Papers on the Science of Administration, New York: Institute of Public Administration, Columbia University, 1937.
p. 13

2. Organizing, that is the establishment of the formal structure of authority through which work sub-divisions are arranged, defined, and coordinated for the defined objective.
3. Staffing, that is the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.
4. Directing, that is the continuous task of making decisions and embodying them in specific and general orders and instructions, and serving as the leader of the enterprise.
5. Coordinating, that is the all-important duty of interrelating the various parts of the work.
6. Reporting, that is keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research, and inspection.
7. Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting and control.

Sears ²⁸ sums up the nature of administrative

²⁸ Sears, Jesse Be., The Nature of the Administrative Process, New York: McGraw-Hill Book Company, Inc., 1950 p. 42.

responsibility in this way:

The process of administration is concerned with five forms of activity--planning, organizing, directing, coordinating and controlling. Each of these is related to all the others when at work, and its effectiveness depends upon its proper use of authority, knowledge, custom, and personality.

Certainly nothing less than extended internship or apprenticeship could provide the prospective administrator with opportunities for significant experience in the assumption of responsibilities in all of these categories. The question is, can some of this knowledge and ability be adequately developed without a prolonged internship. It seems clear that there should be a closer contact between instruction and administrative practice, and that a way should be developed in which the prospective administrator may feel as well as know about responsibilities and opportunities. Fixley²⁹ intimates as much in his statement that

. . . the chief factor in determining the scope and content, as well as the length of the ideal training period, should be a consideration of the service rendered.

²⁹ Fixley, E. H., "Governing Factors in the Construction of Training Programs for Superintendents of Schools", Educational Administration and Supervision, XXIV (April, 1938) pp. 632-633.

Vender Werf³⁰ calls attention to the varied training needs of professional personnel as follows:

The apprenticeship period should provide experience in divergent school situations, rural, city, village, and in varied size classes and age groups.

Obviously, the conventional preparation period of one to three years beyond the baccalaureate degree cannot provide the prospective administrator with opportunities to assume major administrative responsibilities in all these situations, in addition to the multiple specialized course work required. A desirable compromise might well consist of pertinent course work supplemented by various laboratory and field experiences, and climaxed with an internship experience which would allow him to assume some administrative responsibility which emphasizes the human relations aspect of administration. The conclusion here is that the assumption of responsibility can be beneficial to the intern, and should in some degree be provided for in the preparation program--preferably with emphasis upon social engineering rather than routine.

³⁰ Vender Werf, L., "New Concept of Teacher Preparation," Peabody Journal of Education, July 1950. p. 71.

- C. Internship promotes rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with school employees, students, lay-citizens and organized community groups.

Relationships with Lay-men and Community Groups

It is no longer enough that the administrator possess a body of specialized knowledge and an array of skills for working effectively with teachers and students. The modern twin concepts of administration as democratic leadership and education as community improvement now make it necessary for the administrator to know a great deal about effective professional relationships with lay-citizens and community groups. Koopman says,³⁴

It is no simple problem to organize a complex activity like education in such a way that large numbers of persons are blended into a cooperative whole, even when efforts are restricted to those groups normally living together in the school. To involve that large and loosely organized group known as school patrons, which includes both parents and other adults living in the community, is a formidable task and educators may be pardoned for having been slow about tackling it.

³⁴ Koopman, Robert G., Alice Miel, Paul J. Misner, Democracy in School Administration, New York: Appleton-Century-Crofts, Inc., 1943. p. 281.

The fact that administrators themselves clearly realize that their own preparation has been lacking in this respect is shown by the data in Table XV.

The 1586 superintendents reporting in 1950 to the A.A.S.A. questionnaire (see section 17 of Table XV) clearly indicated that they considered their college preparation to be most helpful in the areas of instructional leadership and financial management. In cities of all idfferent sizes 43 per cent of the superintendents reporting listed instructional leadership and 26.3 per cent named financial administration as being the areas in which they had received the best college preparation. Only 5.7 per cent said that their college preparation had been most helpful in public relations, and only 7.8 per cent listed cooperative planning in this category. Equally significant is the fact that only 2.8 per cent listed delegating duties, 2.1 per cent relationships with board, 3.8 per cent school plant management, and 1.1 per cent supplemental pupil services as constituting lines of endeavor in which their college programs had been most helpful.

Asked to check the areas in which their college preparation was least helpful, 19.5 per cent named public relations, 15 per cent relations with boards,

SELECTED CHARACTERISTICS OF CITY-SCHOOL SUPERINTENDENTS BY CITY-SIZE GROUPS, 1950*

1586 Superintendents Reporting in 1950

Characteristics	Pop.:	Pop.:	Pop.:	Pop.:	Pop.:	Pop.:	Total
	200,000 and more	100,000- 199,999	50,000- 99,999	30,000- 49,999	10,000- 29,999	2,500- 9,999	
1	2	3	4	5	6	7	8
17. College preparation most helpful in:							
Relationships with board.	8.0%	6.1%	0.0%	0.9%	1.8%	2.4%	2.1%
Cooperative planning.	12.0	3.0	8.7	7.3	6.7	8.6	7.8
Delegating duties	4.0	0.0	3.8	4.5	3.4	2.0	2.8
Instructional leadership.	52.0	39.4	37.5	47.3	40.9	44.5	43.0
Personnel administration.	4.0	21.2	10.0	7.3	8.3	5.6	7.3
Financial administration.	12.0	18.1	27.5	25.4	28.9	25.3	26.3
School plant management	0.0	6.1	2.5	1.8	3.9	4.2	3.8
Supplementary pupil services.	0.0	0.0	2.5	0.0	1.2	1.1	1.1
Public relations.	8.0	6.1	7.5	5.5	4.7	6.2	5.7
Other	0.0	0.0	0.0	0.0	0.2	0.1	0.1
18. College preparation least helpful in:							
Relationships with board.	26.1%	24.3%	20.7%	10.3%	14.6%	14.5%	15.0%
Cooperative planning.	8.7	12.1	7.8	14.0	9.7	7.9	9.1
Delegating duties	4.3	3.0	1.3	6.5	5.8	2.9	4.2
Instructional leadership.	4.3	3.0	7.8	6.5	7.2	6.4	6.7
Personnel administration.	4.3	3.0	2.6	0.0	3.7	5.4	4.2
Financial administration.	13.1	3.0	9.1	9.4	8.0	12.2	10.1
School plant management	13.1	9.1	15.6	11.2	14.8	18.2	15.9
Supplementary pupil services.	4.3	18.2	14.3	16.8	12.8	14.0	13.7
Public relations.	21.8	24.3	19.5	17.8	21.8	17.7	19.5
Other	0.0	0.0	1.3	7.5	1.6	0.8	1.6

* American Association of School Administrators, The American School Superintendency, Washington, D. C.: National Education Association, 1952. p. 450.

9.1 per cent cooperative planning, 13.7 per cent supplemental pupil services, 15.9 per cent school plant management, 4.2 per cent delegating duties, 4.2 per cent personnel administration, and 1.6 per cent other areas. (see section 18 of Table XV).

An analysis of these findings would seem to indicate that the professional preparation program in educational administration might well consider the desirability of giving more attention to developing knowledge and skill in the areas of public relations, cooperative planning, and relationships with boards. Superintendents seem to feel that their college preparation is also somewhat less than adequate in the areas of supplementary pupil services and school plant management.

The implications for practical and field experiences (including internships) are fairly obvious. Most of these areas in which the college program is judged to be lacking in adequacy, involve an integration of professional knowledge and skill that can often be best promoted in practical experience rather than in theoretical study alone.

It must be conceded that inconsistencies exist between expressed opinions of educators favoring a broad, social foundations type of training, and the

actual stress upon specialized technical skills in many training institutions. A reaction against specialization in administration courses was expressed as early as 1933 by Hill,³⁵ who deplored the ". . . influences which led schools and departments of education to attempt ridiculous subdivision of indivisibles". He approved the trend toward organization of subject matter around large units of instruction, and advocated making courses less academic and linking them closely with school practice.

Finney³⁶ pointed out that the administrator's work might be placed in two categories, (a) executive detail, which he referred to as school shopkeeping, and (b) formulation of policy, which he termed educational statesmanship. He noted that

To perform the first function the educator needs the minor specialty of his profession --the science of school administration. But to perform the second function he requires that major specialty of his profession which turns out to be not special at all, but the broadest

³⁵ Hill, C. M., "Trends in the Teaching of School Administration", School and Society XXVIII (July 8, 1933) pp. 33-35.

³⁶ Finney, Ross L., A Sociological Philosophy of Education, New York: The Macmillan Company, 1934. pp. 539-540.

and most liberal enlightenment possible. For this second function any narrow specialization in mere technology is more likely than not to prove a disqualification in the end.

The impact of post-war issues and problems upon the preparation of educational administrators was discussed in 1944 by the National Society of College Teachers of Education.³⁷ Members of this group felt that the wave of specialization and the acquisition of particular administrative techniques had reached a crest, and started to subside about the time of World War II. According to this group, the trend is now toward an understanding of the social function of school administration, and competency in:

1. Human behavior and growth
2. The school as a social institution
3. Social, economic and political problems of American democracy
4. Procedures for studying administrative problems
5. Human relationships

This emphasis upon social foundations echoed the voices of such men as Jesse H. Newlon and his associates who had declared ten years earlier that the important

³⁷ Brownell, S. M., "Some Needed Adjustments in Courses of School Administration in the Light of War Demands", National Society of College Teachers of Education (Twenty-Ninth Yearbook), Ann Arbor, Michigan: Ann Arbor Press, 1944. pp. 71-76.

considerations were the broad social frame of reference in which the administrator conceived his work, and the ways and thoughts of his own life. Newlon wrote³⁸

Many of the techniques of administration can be quickly learned on the job, when and if needed, and should receive a minimum amount of attention in the schools of education. More attention should be given in the future to the fundamental social and economic problems of school administration and to the social methods and techniques which their solution requires.

In contrast with this concept, Sifert's³⁹ report of 1943 concerning data collected on the training and experience of 193 principals (which incidentally reveals the embryonic stage of internships) indicates the principals' preference for training in the practical aspects of their work. Sifert asked all the principals, together with 91 city superintendents and 56 college professors to name the courses which principals should study before securing positions. The principals advocated preservice training for their specific duties, while the superintendents and professors concurred that a broader program should prevail. Sifert noted that ". . . little or no recognition was given

³⁸ Newlon, Jesse H., Educational Administration as Social Policy, New York: Charles Scribner's Sons, 1934. p. 261

³⁹ Sifert, Earl R., "The High School Principal", Clearing House, XVII, (March, 1943) pp. 387-391.

to an apprenticeship for future high school principals."

But the weight of evidence points to an increasing involvement of laymen in fact-finding, value-criticism, policy-making, and procedures for changes in educational programs of the community. This involvement can be successful only if the leadership responsibilities of educational administration are clearly defined. In this connection, B. O. Smith says⁴⁰

The leadership function (of the profession) is limited to four spheres of knowledge and skill: technical skills and knowledge of education, knowledge of intellectual disciplines, knowledge of social and educational values, and knowledge and skill in educational engineering.

It is apparent that the first two of these four have received most of the attention in preparatory programs, and that more attention should be paid to values and human relationships, if the profession is to help ferret out and resolve value conflicts within the community. How to get people to work together effectively in a common cause is a major problem in educational administration. Citizens committees are springing up all over the country, and laymen are

⁴⁰ Smith, B. Othanel; Wm. O. Stanley; and J. Harlan Shores, Fundamentals of Curriculum Development, New York: World Book Company, 1950. p. 651.

participating in school affairs to a greater and greater extent. If the administrator is to be a functional leader, he must learn how to exercise his status-leadership in such a way as to release, develop and guide the critical intelligence of many members of the community in the discovery and solution of educational problems common to the group. This grass-roots approach is sound. As laymen themselves are helped to understand and resolve educational issues (using their own intelligence and the assistance of experts as needed) reforms will be positive and enduring. The administrator will have that solid support without which he cannot operate effectively.

Internship can serve perhaps better than any other pre-service medium to place the prospective administrator in community situations where he can most quickly develop a degree of sensitiveness, sympathy and appreciation of the layman's viewpoint-- and where he has a chance to test and improve his knowledge and skill in the area of human relationships.

It is one thing to assume a status-leadership role in the college classroom or seminar where relatively homogeneous groups of professional educators are discussing problems of no immediate significance to their pride or pocketbook. It is quite another thing

to assume leadership responsibility in a heterogeneous group of laymen where stresses, pressures and strains of immediate social, economic and emotional significance run rampant. Somewhere between the two lies an area where the prospective administrator may well experience, under competent guidance and supervision, some of the realities of educational administration which are not always obvious to him from a distance. Direct experience gives meaning and purpose to professional knowledge. Internships which provide suitable opportunities for work directly with laymen contribute to the quality of the total preparation program.

One type of field experience which sometimes falls within the province of the internship program is the field survey. Field surveys fall into two general categories: (a) those dealing directly with the educational program within a single school or school system, and (b) those dealing directly with the community itself (i.e., population trends, social-economic status, characteristics, attitudes, etc.). More often there is an overlapping of these two categories so that the field survey considers aspects of both the community as a whole, and the school or educational program in that community. Surveys to determine school building needs are perhaps the most

common. Surveys to evaluate the school program, or some phase of it, as a basis for proposed change, are also quite common. In any case, surveys are apt to involve working directly with lay-citizens and organized community groups, as well as with local school personnel. They provide excellent opportunities for first-hand experiences in democratic group techniques at the community level.

Riso's⁴¹ study found that in the 90 colleges questioned, school survey work was included in 66 of the programs. This is in sharp contrast with the 24 internship provisions noted. In 8 of the colleges, the survey work did not extend beyond the student's needs for his own dissertation--but in 22 universities students participated to fulfill a required field-work assignment in connection with a course in school surveys, ". . . and thus the participation became an integral part of their graduate programs." The remaining colleges enlisted student help occasionally when a survey was undertaken.

⁴¹ Riso, Sister Mary Karen, op. cit. p. 11.

⁴² Ibid. p. 113.

It is interesting to note that while more than two-thirds of the schools in this study made some provision for students to participate in field surveys, less than one-third made any provision for apprenticeship or internship of any type. The conclusion might be made that this neglect of internships reveals a divergence from theory expressed by educators in their professional writings and the actual characteristics of the preservice training programs. However, field survey work is a step in the right direction, and is especially valuable in helping the student to understand and appreciate the culture of which the school is a part.

The point of view here is that the preparation program should recognize the fact that education stems from and is interwoven with community living. Autocratic administration is incongruous with democratic society. That person who can organize and stimulate people to think through problems together is the real leader in a free society. The training of school administrators is not an "either-or" proposition of specialized techniques or broad social knowledge. Rather it is a blending of all essential elements in terms of the probable school-community situation and the individual needs of the learner. As internship serves this function it becomes vital to the preparation program.

Relationships with School Employees and Students

The democratic leadership concept of educational administration calls for expertness in releasing the creative talents of teachers and students with whom the administrator is associated. This, in turn, involves a basic democratic belief that society is more productive when the human spirit is free.

If administrators put the same amount of energy into stimulating creative effort that is now put into catching violators of rules, they would discard most of the rules.⁴³

Reeder, in discussing democratic school administration, comments as follows:

In a democratic type of school administration, the school official conceives his duty to be to serve as a leader among his co-workers, not as their dictator. He stimulates the group to work cooperatively for the achievement of common purposes. . . and this ability to work together is the essence of democracy.⁴⁴

Alberty says⁴⁵ that the modern democratic leader (a) respects the personalities of those with

⁴³ Melby, Ernest L., "Leadership is Release of Creativity", School Executive, LXVIII, (November, 1948) p. 33.

⁴⁴ Reeder, W. G., The Fundamentals of Public School Administration, New York: The Macmillan Company, 1941. p. 11.

⁴⁵ Alberty, Harold, "Administrative Leadership in the High School", Educational Leadership, V, (April, 1948). p. 433.

whom he works, (b) is skilled in the techniques of group planning and action, and (c) accepts the group's decisions.

Campbell⁴⁶ points out that if teacher participation in planning is to be secured, the following conditions must obtain:

1. Problems of immediate concern to teachers should be the point of beginning.
2. Work must be done in areas where teacher decisions can make a difference.
3. Administrators are to work with teachers as partners in a common enterprise.
4. Any program is to be kept flexible so as to meet the desires of those who are working on it.
5. Decisions reached must be translated into action. Here administrators have a cardinal role.
6. Considerable autonomy is to be granted an individual faculty.
7. Leaders need a rich background of association with adults and youth of the community.

⁴⁶ Campbell, Roland F., "Educational Leadership in Group Planning," Educational Administration and Supervision, Vol. XXXII (April, 1946). pp. 193-202.

8. Leaders must have important social ideas and ideals and see the significance of schools in our culture.

These same conditions would, of course, apply to student participation in planning. In order to meet such conditions, it is necessary to take the prospective administrator out of the college classroom, and place him in a continuing practical situation. Internship provides him with a special challenge to employ his status-leadership in such functions as these:⁴⁷

1. He leads the group in social orientation and in planning desirable program changes, especially during initial stages.
2. He participates in such planning and action as one of the group.
3. He follows cooperatively the leadership of his colleagues when they emerge as leaders.
4. He stimulates them to renewed group activity.
5. He interprets the effects of the group's efforts to the faculty, students, and members of the community.
6. He analyzes the quality of group dynamics and human relationships which constitute the

⁴⁷ Faunce, Roland C., and Nelson L. Bossing, Developing the Core Curriculum, New York: Prentice-Hall, Inc., 1951 p. 205.

matrix of program change.

7. He expedites the plans that he and the faculty and the students develop.

Otto says⁴⁸

Leadership to be democratic, must abide by certain assumptions and principles. In the first place there must be a basic belief in the greater wisdom of the group than in any one person. . . . thoroughly democratic methods improve efficiency because they instil purposeful activity, greater individual comprehension of the problems, and greater personal concern for the success of the plans agreed upon by the group.

The feel for this kind of educational administration can only be developed in an environment which is significantly realistic. Internship experiences may provide exactly the learning conditions which promote rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with school employees and students.

- D. Internship, to be of maximum value to the intern, requires his readiness in the areas of general and professional education.

The assumption here is that the intern should

⁴⁸ Otto, Henry J., Elementary School Organization and Administration, New York: D. Appleton-Century Company, 1944. p. 300.

possess, prior to internship, some breadth of general and professional knowledge, and some education in the theory and practice of administration. The readiness concept also implies conditioning of attitudes, and the presence of felt needs on the part of the learner.

General Education

A general education program should be designed to meet the personal and social needs of all students, regardless of the vocational intent of such students. An educated person has, among other things, some mastery of the tools of learning and some fundamental appreciation of the Humanities, the Sciences, and the Social Studies, as these relate to modern living. The breadth and depth of an individual's understanding of human beings and of environmental factors and forces are probably conditioned less by prescribed lists of courses than by the liberal spirit in which he has been taught. Personal attitudes and feelings based upon socially acceptable moral values are quite as important as academic knowledge.

The student needs a general education to facilitate his greater effectiveness and happiness as a citizen in a democratic society, as well as to give him a better understanding of the correlations

between professional training and the culture in which he lives. As the student matures he is better able to think intelligently and critically, to discern relevance, and to discriminate in values--which suggests that general education should more or less parallel the professional program from the beginning to the end of formal higher education.

The exact type and amount of general education should depend upon the individual student's personality and cultural background. More extensive and intelligent use of testing, counseling and guidance services would give more accurate clues as to what is most needed by a particular student at a particular time--but only a more flexible curriculum than now exists would enable colleges to implement such an individualized program. What probably is needed is (a) less compartmentalization of subject matter, (b) a clearer focus of integrated knowledge from the various disciplines upon the persistent problems of personal and social living, and (c) a greater emphasis upon the development of personality as it relates to the common welfare.

In any case, the intern is in no position to properly relate his professional knowledge and specialized technical abilities to the tasks at hand, unless

he possesses some breadth of general education.

General Professional Preparation

In addition to general education, the intern should have, prior to internship, adequate professional preparation in the broad field of education itself. This area of general professional preparation involves learning experiences in:

1. The reconstruction of the purposes and functions of education in a changing, democratic society.
2. The utilization and improvement of personal-social-physical community resources.
3. Modern concepts and practices in human growth and development (including guidance services).
4. The cooperative planning and evaluation of educational services.
5. Personal-social-organizational relationships.
6. Content, materials and methodology of curriculum and instruction.

Traditionally, item six has occupied the center of the stage in programs of teacher education, and learning experiences concerned with the other five items have been comparatively meager. This is of importance here because most administrators have first been trained as teachers, and have had some teaching

experience before going into administration. Fortunate indeed is the prospective administrator who has received his general professional education in a college whose teacher education program reflects the influences of organismic psychology, the philosophy of experimentalism, and the techniques of democratic educational leadership. Readiness for internship in the specialized profession of educational administration presupposes some breadth and depth of learning experiences in general professional preparation for teaching.

Administrative Knowledge and Ability

In addition to general education and professional education of a broad nature, the intern should have, prior to internship, some special knowledge and ability in the field of educational administration. Learning experiences in this special area might well be concerned directly with:

1. Administrative personnel relationships with students, staff, board of education, and community.
2. Supervision and improvement of instruction.
3. Administration of student activities and student welfare.

4. Planning, adjustment and evaluation of school organization.
5. Administration of budgeting, finance, business and office practices.
6. Administering the school plant.

As the prospective administrator gains knowledge (through academic study) of the nature and theory of administration in such categories as those listed above --and as he is guided to use direct experience (through observation, field trips, participation in group problem solving, etc.) to make this theory more meaningful to him--he approaches a point of readiness which insures the maximum value of the internship to him in his professional preparation for educational administration.

Attitudes Contribute to Readiness

Readiness for internship involves not only adequate academic background and a degree of competence in communications and human relations, but also such personal characteristics as good health, stable emotions, and acceptable social habits which affect a person's attitudes toward a given learning experience. Relish and enthusiasm for the job--eagerness to explore and try out--these are attributes which reflect personality as well as professional preparation. They are

conditioned not only by the character and qualifications of the student himself, but also by the personality impact of his teachers and associates.

Those somewhat intangible qualities which characterize what might be loosely defined as "good teaching" can affect the student's attitudes more than can any amount of academic study or experience in the field. Persons responsible for the student's professional preparation program should give more attention to his growth in the formulation and expression of desirable attitudes, by helping the student to overcome fears, to have confidence in himself, and to have the will to learn. Desirable attitudes, while not easily described or measured, are important. Without them a student is not ready for enrichment experiences of a professional nature in internship.

Charlotte W. Junge⁴⁹ points to a number of generalizations which have emerged from research regarding readiness:

1. There is no sharp distinction between readiness and lack of readiness. The growth process is gradual--one stage merges imperceptibly into the next. Educators will understand the

⁴⁹ Junge, Charlotte W., "Readiness for Student Teaching", from Off-Campus Student Teaching, (30th Year-book, Association for Student Teaching), Lock Haven, Pennsylvania: c/o State Teachers College. 1952. pp. 30-31

learning process much better if they think of individuals being more or less ready, rather than ready or unready. There are degrees of readiness.

2. Readiness is an individual matter. . . . readiness programs should vary with the needs of the students.
3. Readiness is not something to wait for. It can definitely be prepared for.
4. A broad preparatory program is more successful than narrow techniques in developing readiness.
5. The problem of creating readiness depends upon a variety of both group and individual experiences which are both appropriate and satisfying and which lend toward feelings of adequacy and security.

An examination of these generalizations and the previous discussion leads to the conclusion that (a) internship, to be of maximum value to the intern, does require his readiness in the areas of general and professional education, and (b) more attention should be paid to this readiness factor in terms of the individual student and the time and type of his internship assignment.

E. Internship substantially improves the quality of the total preparatory program by providing individualized instruction and flexibility in content and method to meet the peculiar interests and needs of the individual trainee.

The conflict between standardization and individualization in preparatory programs for educational administration has not yet been resolved. Twenty years ago some educators were decrying the lack of standardization among such programs. Ullrich⁵⁰ suggested that courses be standardized in number and variety, to compare with offerings in schools of law and medicine. Perhaps it is fortunate that programs have not been standardized, since the trend of thinking nowadays is in direct opposition to standardization, and strongly in favor of individualization.

But even twenty years ago educators were not in accord on this subject. Kilpatrick⁵¹ wrote boldly

⁵⁰ Ullrich, F. H., "Colleges Make Big Strides in School Administrator Training", The Nation's Schools, XI, April 1933, p. 43.

⁵¹ Kilpatrick, William H., "A Reconstructed Theory of the Educative Process", Teachers College Record XXXII (March 1931) New York: The Bureau of Publication, Teachers College, Columbia University. pp. 556-558.

in favor of individualization and his words, as applied to the desirability of an experience-centered curriculum, reach us through the years with remarkable freshness and vigor:

. . . the curriculum seems best conceived as the succession of educative experiences considered with reference to the accumulating effect . . . this accumulating effect may be thought of either as growing personality or as increasing power and control. Both are needed; each fulfills the other. . . the unit element of the curriculum is not fact or skill, but a novelly developing life experience. . . the learning process is essentially a grappling with the novelly developing difficulties of the situation . . . subject matter ceases to be thought of as named in advance of the situation. Study is the attack upon the situation, and what is learned is learned as and because it is needed for the control of the situation. Subject matter is thus intrinsic and inherent . . . what we seek, then is not an education which confirms our ideas and our ways in those under our care, but such a self-direction in all as means the ever-widening and deepening search for truer insight and the evergrowing will to direct life accordingly with sensitive regard to all concerned. Our criterion is the welfare of the whole (person) ever growing in wholesome relations with all others.

Nevertheless, it might well be argued that a certain amount of standardization is a peculiar and desirable characteristic of any profession--there being basic principles, knowledge and skills which should be learned by all candidates for their successful practice in the field. The conclusion that standardization to the degree of agreeing on purposes, principles, and

areas of preparation would result in a higher quality of professional preparation, might be justified. Such standardization might well provide the framework within which individualized instruction would be most effective--particularly at the preservice level.

On the other hand, it is difficult to disagree entirely with those who favor a more completely differentiated and individualized program. Riso⁵² reports one dean of a graduate school as responding to a question concerning standardization in these words:

If a university is trying to study each of its students as an individual personality and is trying to develop not one thousand prospective administrators all of whom are faithful copies of a standard model, but is trying to produce one thousand school administrators each of whom is unique, it is then obvious that a course in methods may be precisely the thing needed to develop a particular man or woman for a school administration job and the same course in methods may be precisely the sort of thing which is not needed at all for another student. Under such a concept of the proper method of training prospective school administrators, it is ridiculous to attempt to rank a variety of courses. . . .

This latter point of view was also held by members of the 1947 Endicott Conference⁵³ who pointed

⁵² Riso, Sister Mary Karen, op cit. p. 236.

⁵³ Marshall, J. E., (editor) Developing Leaders for Education, A report of the Work-Conference of Professors of Educational Administration at Endicott, New York, 1947. p. 47.

out that it was not possible to develop a list of specific courses and experiences for every college to use. However, the Conference did set forth the following major categories or areas which should be included in the total training program:

1. Broad general education including a knowledge of human growth and development, social and legal aspects, economics, effective speaking and writing.
2. Professional courses in philosophy and psychology of education.
3. Competence in curriculum organization, development, and evaluation.
4. Skill in use of research techniques.
5. Specific training in educational administration, including the role of the administrator, ability to use democratic procedures in administration, and competence in administrative skills and techniques.

While it is true that comparatively little has been accomplished by way of establishing a desirable degree of standardization, it is also true that there is emerging in various institutions a greater consciousness of the need for an individualized type of instruction tailored to the personal needs, interests and abilities

of the trainee. This trend has found one medium of expression in programs of internship.

The assumption that a flexible, individualized type of program is desirable assumes, in turn, the more basic premises that individuals learn differently; that one learns within a matrix of situations and experiences rather than through the cumulation of discrete experiences; and that experience becomes meaningful as the learner brings to a given situation certain previously acquired concepts and perceptions which enable him to analyze, interpret, and to some extent control the new situation.

The character of the learning process should have a direct effect upon instructional procedure. Haldane⁵⁴ said,

. . . . an organism and its environment are one, just as the parts and activities of the organism are one, in the sense that though we can distinguish them, we cannot separate them unaltered, and consequently cannot understand or investigate one apart from the rest.

Traditional instructional practices may have placed too much emphasis upon the organism (learner) and too little upon the environment (external learning situation).

⁵⁴ Haldane, J. S., Organism and Environment, New Haven, Conn.: Yale Press, 1917. p. 99.

Psychologists have made important discoveries about the learning process, but these discoveries are slow in being reflected in methods of teaching.

Gates said,⁵⁵

Learning may be defined as the progressive change in behavior which is associated, on the one hand, with successive presentations of a situation, and on the other, with repeated efforts of the individual to reach to it effectively. Learning may also be thought of as the acquisition of ways of satisfying motives or of attaining goals.

Learning is a change in behavior resulting from reconstruction or enrichment of experience. Experience (in the educational sense of conscious learning) involves such intellectual or cognitive elements as thinking, judging, and reasoning. As one "experiences" (i.e. endeavors to modify a situation for some conscious or unconscious purpose) he learns. The key to learning is purpose, which is an individual matter. Purpose cannot always be imposed directly; it must usually come from within the individual. It develops as a result of interaction between a person and his environment. Since no two persons are exactly alike or have exactly the same environment, it is unlikely that they might bring to a given problem

⁵⁵ Gates, Arthur I. (et al.), Educational Psychology, New York: The Macmillan Company, 1942. p. 299.

or situation exactly the same purpose. Such a concept of learning obviously demands some individualization and flexibility in the instructional program.

The clearest lesson for teaching is that instructional procedures should be so arranged that the learner's efforts will, or can, have a high degree of purposefulness.⁵⁶

By exerting some control over his learning environment, it is possible to stimulate the learner's awareness of his inadequacy in his relationship to a situation, and to prompt his desire to improve that relationship. Controlling his environment means placing him in a situation where he is most likely to meet and recognize problems which are challenging to him, and to which his previous experience and insight can be brought to bear with a promise of some degree of satisfaction. Direct experience (as in internship) is a desirable feature of a controlled learning environment.

With awareness, purpose, and the perspective of past experience thus established, the learner is ready for the final phase of the learning process-- planning and executing a course of action to bring about a desired state of affairs. In accomplishing this, the learner has at his disposal his own insight ,

⁵⁶ Featherstone, William B., A Functional Curriculum for Youth, New York: American Book Company, 1950. p. 216.

imagination and skill; the opinions of his teachers and other associates; and the wealth of recorded knowledge of others who have had similar experiences.

This concept of learning certainly demands that provision be made for direct experience and individualized instruction. Internship, by its very nature, provides the direct experience. It may also provide the flexibility of content and method required to meet individual needs and interests. Proper organization and conduct of the internship program makes it possible for supervisors to guide the intern on an individual basis, and to vary work assignments and instructional materials and methods to help him solve, to the mutual satisfaction of himself and those to whom he is responsible, the problems at hand.

CHAPTER IV

A DESCRIPTION OF EIGHT SELECTED PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION

The Internship Program at Ball State Teachers College¹

Ball State offers a fifth year (master's degree) program, and a sixth year program in educational administration. The sixth year of training is a prerequisite for securing a state license as a superintendent or permanent principal. Internship experiences are provided at both the fifth and sixth year levels, and are organized on the basis of full-time work for one quarter.

During the spring term, 1952, approximately one hundred students were enrolled as majors in school administration. Some of these were part-time students, and only three students were assigned to internships during that quarter. A total of approximately eighteen interns have participated in the internship program to date. Seven internships

¹ Described by Dr. John B. Baker, Associate Professor in Educational Administration, Ball State Teachers College.

have been served in the superintendency, eleven in principalships, and one in the county superintendency.

Six different school-communities (locations) have been used in the internship program. Normally but one location is used by any one intern. The cooperating school-communities represent cities and villages of varying sizes, chosen for the excellence of their educational programs and for their breadth of opportunity in internship experiences under local supervision of desirable quality.

Internships in the superintendency are served in such off-campus locations as New Castle, Rochester, Richmond and Muncie--all except Rochester being within a radius of forty miles of the campus in Muncie, Indiana. Interns training for principalships make use of laboratory school facilities on the campus to a considerable extent.

The prospective intern files a written application for assignment to internship. This application is made to the head of the education department several weeks or months prior to the expected internship service period. The application is approved or rejected largely on the basis of

judgment of members of the college faculty, who take into consideration the applicant's previous success, college record, and his request for a particular assignment.

Prior to the assignment, the prospective intern has a conference with the local supervising administrator, and during the quarter of his internship he has at least two conferences involving both his college adviser and the local administrator who directly supervises his work. The intern receives no salary, but may earn eight term hours of credit toward an advanced degree.

During his term of internship, the intern keeps a daily anecdotal record of activities, problems and related theory. He has conferences with his college adviser as needed, and takes part in informal get-togethers with other interns and faculty members upon occasion.

The college adviser works closely with the local administrator in helping the intern adjust to the job situation, as well as working to maintain and improve relations between the college and the local school.

In an interview with the writer (August 25, 1952) Dr. Baker commented upon the Ball State internship program as follows:

1. The reactions from students as to the values of their internship experiences have been uniformly favorable. All seem to consider internship to be of more value than much of their regular course work.

2. The internship program is of value to college professors, who have wider contacts with practicing administrators as a result of the program.

3. The internship program gives the local superintendent a greater sense of responsibility to the profession, and a broader perspective, since he actually takes a hand in helping to prepare young educators for administrative positions. A valuable by-product of the program is that it draws the superintendent into more professional activities, and is beneficial from the public relations standpoint of both the local school and the college.

4. Internship is a way to raise the level of the profession. It will cause many practicing administrators to be aware of (and do something about) the training problems of the profession. The close tie-up of internship experiences in the field with the instructional and research programs on the campus is most desirable. A two-way channel of communication between the field practitioner and the college professor creates an avenue to better service and improved relationships.

5. The Ball State program seems to be gaining some momentum and strength. Four or five interns per term seems better in our situation than would a larger number. I believe we would like to have some internship periods of longer than one quarter (twelve weeks). We are working to strengthen our evaluation procedure. Superintendents

in the area have been invited in for conferences relating to what the college is doing and expecting in the internship program.

6. At present, the intern has to pay his own expenses. This arrangement may be subject to change in the future. Also, we have a problem in setting up an improved seminar program for interns, and perhaps more visitation on the part of the college adviser.

7. The internship program is here to stay. There is a possibility that a cooperative program of a regional or state-wide nature might be worked out together with the other institutions of graduate training in Indiana.

The Internship Program at New York University²

New York University offers both the master's and doctor's degree programs in educational administration. Internship experiences are provided during the fifth, sixth or seventh year of preparation. Internship in the college professorship is also offered at the post-doctoral level.

During the spring term of 1952, approximately one hundred forty school administration majors were enrolled (some on a part-time basis) and five internships were served. From three to eight internships are normally served each term, and a

² Described by Dr. Walter A. Anderson, Head of Department of Administration and Supervision, School of Education, New York University

total of about twenty-five internships have been served since the beginning of the program.

Internships usually require full-time work for one semester or one school year, and a seminar program is correlated with the field experience. Occasionally the intern may take a limited amount of course work during the internship.

Fifteen or more different locations have been used in the internship program--usually one location per intern. These locations are within a radius of fifty miles of the university and include school systems of various sizes such as those in Mineola, Manhasset, Bronxville, and the New Lincoln School.

Cooperating school-communities are chosen largely on the basis of breadth of opportunity for several kinds of internship experiences, the personal and professional qualities of the local administrator, and request of the local school for interns. Six hours credit per semester, or a maximum of twelve semester hours is allowed. Some interns receive a salary of \$1500 to \$2500 per year for their services, while others receive assignments where no payment is involved.

During the past three years, seven internships have been served in the elementary school principalship, three in the high school principalship, two in the superintendency, two with the School Executive magazine, two in state survey work, one with a school architectural firm, and several in college professorships of different types. The most satisfactory internship experiences include supervising and improving instruction, working with groups of lay citizens, with groups of students, and conducting field research.

The university sponsors weekly seminars for interns, and interns frequently take part in college faculty meetings and social get-togethers. Each intern has a series of conferences with his college adviser, including meetings prior to assignment as well as during the internship period. He also has similar conferences with the local administrator who directly supervises his activities. Interns are chosen on the basis of their needs for field experience, as well as upon their qualifications for such service. Each intern is required to keep a careful record of his professional activity, and to participate in a written evaluation of his work.

The college adviser makes two or more visits to confer with the intern and the local administrator during the internship period.

In an interview with the writer (August 24, 1952) Dr. Anderson commented upon the New York University program of internship as follows:

1. The internship program is making a wholesome impact upon the rest of the preparatory program, by focusing attention upon the practical problems and situations in the field.

2. The reaction of interns to the program has been entirely favorable. No adverse criticism of consequence has been received.

3. In response to requests from superintendents, New York University is considering a plan to help local administrators train qualified personnel within the local system for administrative duties.

4. The university is making use of the wide variety of opportunity in the metropolitan area of New York for internship experiences of many different kinds. This is a strength to this particular program.

5. More attention is being given to the need for more adequate allotment of college funds and personnel time to properly supervise the program. Inability to make proper advance arrangements in some instances is being overcome.

6. Eventually the program may serve ten to fifteen interns at a time. A year seems to be a more desirable period of time than one semester. It is probable that interns might profit more from experiences in several locations than to spend all their time in one job situation. Attention needs to be directed to three-way

cooperative planning and evaluation by the intern, the university representative, and the local administrator.

7. The college adviser should be a thoroughly professional person who has the welfare of both the intern and the local system at heart. He should be especially competent in the field of human relations.

8. The problem of assumption of administrative responsibility by the intern solves itself. If he is actually employed by the local school system, the responsibility is where it belongs.

9. On-campus workshops in educational leadership, and more attention to the techniques and practices of democratic group processes in the academic program might do much to bring some of the innate values of internship training into the campus program.

10. The internship program is benefiting the university in its relationships with schools in the area served. University personnel learn from visits to local school systems, and interns give good service which reflects credit upon the training institution.

11. Internship fills the gap between academic course work and administrative practice. It is gaining steadily in importance and popularity. More students are requesting internships each year. The development of different types of internship, and the recognition of the benefits to be derived from working with lay committees, are desirable characteristics of future programs.

The Internship Program at Ohio State University³

Ohio State University offers both the master's and doctor's degree programs in educational administration. A unique feature of the internship program is the offering of a beginning internship at the pre-master's level (usually consisting of full-time work for one quarter) and an advanced internship at the pre-doctorate level (consisting of full-time work for one semester or one year).

This program is largely in a developmental state, having been in effect only about two years. However, it has served ten or more interns and seems to offer an interesting pattern for consideration. The following description is adapted from duplicated material released by the university in August, 1952.

In educational administration as in many other professions, the need to combine good theory and opportunity to apply or practice that theory is apparent in the preparation program. The internship is one means of extending the application or experience aspect of the preparation program.

³ Described by Dr. Roald F. Campbell, Director of Internships and Professor of Education, Ohio State University.

The internship program should provide the prospective administrator with an opportunity to observe successful practice, give him some actual experience in performing administrative functions, and permit appraisal of how well these functions are performed. The prior background of each student should be considered in making the assignment. This suggests that the internship should be used as a means of supplementing other professional experiences. For instance, a person with teaching experience largely at the secondary level might be placed with an elementary principal. Or, a student with much experience in business administration might wish to work with a curriculum director or supervisor.

Manifestly, any extension of the internship program will require close cooperation between the university and the public schools. Such cooperation would appear to be an advantage, not only to the intern, but to the cooperating institutions as well. For instance, the professor in the area of school administration will probably be stimulated to appraise his courses as a result of continuous contact with school practices and problems. Then, too, the administrators in the public schools may

find reason to examine their current professional practices more critically.

The relationship implied in the internship program will operate only in an atmosphere of mutual confidence and respect. Thus, the university has the obligation to use special care in the selection of the professor or professors who are to assist in supervising the program. Furthermore, only those administrators whose academic background and administrative ability are of high quality should be used in the program.

In Ohio where there is a wide range of administrative positions and of administrative preparation there seems to be need for internships at the beginning and advanced levels.

Beginning Internship

The beginning internship is available only to those people who have completed the bachelor's degree and who have had at least one year of successful teaching experience. Interns may be assigned (with the approval of persons concerned) to selected superintendents, elementary or secondary principals, local executive heads, or to supervisors or directors of instruction. The assignment is dependent upon the

experiences deemed most desirable in the total graduate program of the individual student.

The intern is expected to arrange his schedule in such a manner that he can spend no less than fifteen hours per week at the place of his assignment. An effort should be made to give the intern a wide range of experience. For instance, an intern assigned to a superintendent or executive head should have, among other things, an opportunity to attend faculty meetings, group conferences, meetings of citizens, and school board meetings. Five term hours of college credit may be granted for the beginning internship.

Since the internship is a joint program of the public schools and the university, supervision of the intern is a joint responsibility. The local administrator to whom the intern is assigned should be willing to give frequent conference time to the intern. The professor in the area of educational administration will also visit the intern on the job, confer with the local administrators with whom the intern is working, hold conferences with the intern following such visits, and hold a weekly conference with the group of interns. At times it may be desirable to have other practicing administrators

and/or college professors assist with this weekly group conference.

The intern is expected to keep a daily log of his internship experience, and to make a written appraisal of the total experience at the end of the quarter. Copies of these reports are submitted to the local sponsor and to the university supervisor. Such reports are a part of the data used in appraising the work of the intern. Additional appraisal data is had from the administrator with whom the intern has worked, from conferences with his college adviser, and from his participation in the group conferences.

Advanced Internship

The advanced internship is available only to those persons who have completed the master's degree and who have had at least three years of successful teaching, administration, or other school work. Assignments are made (with the approval of persons concerned) to superintendents, principals, supervisors, or other educational leaders. The assignment should represent an experience closely related to the placement desires of the student.

The internship is a full-time assignment for no less than one-half a school year. The assignment is

made with the assumption that the intern is to be employed by the local board of education as a regular staff member for the duration of the assignment. Thus, in each case, the school district concerned needs to concur in the selection of the intern. Possible positions which interns might fill are those of administrative assistant to the superintendent, and a cadet principalship. The intern should receive no less than subsistence salary and necessary travel expense to and from the university. This amount should probably not be less than \$300 per month. For this program five hours of college credit per quarter may be granted.

Projects or field studies for which an intern may take major responsibility include such items as follows: the curriculum development program of a particular school, the school-community relations program of a school, the evaluation program of a school, the school plant program of a school district, the establishment of a cumulative record system for a school district, etc.

Several criteria are used to evaluate the work of the intern. These include all written reports including the field study, participation in conferences, and reports from administrators with whom the intern

has worked. Willingness of the school district to employ the intern as a regular staff member in a leadership position would, of course, be a strong indication of successful internship.

Appraisal of the Internship Program

As the internship program is extended, careful appraisal of it seems necessary. This appraisal should stem from the specific purposes of, or the learnings expected from, the internship. A partial list of the anticipated learnings is shown below:

1. A real chance to learn about the problems in human relations--with parents, students, and lay-citizens.
2. An opportunity to understand community structure and community forces--the many groups and their objectives, the necessary contacts, and the press.
3. A place where legal requirements, forms, and instruments are seen in actual use.
4. Some comprehension of the personnel function--selection, assignment, and supervision.
5. A real opportunity to exchange experience with other interns.

In an interview with the writer (August 27, 1952) Dr. R. F. Campbell commented upon the Ohio State program of internship as follows:

1. The beginning internship seems to meet the needs here in Ohio at the master's level. It helps the student relate theory to practice, and provides opportunity for field practice to meet the diverse requirements of administrative positions.

2. The reaction of interns to the program has been very favorable. Local administrators have evidenced their satisfaction with the program by their reluctance, in some instances, to release the interns from their school systems.

3. The training institution must assume the major responsibility for relating internship experiences to the total training program.

4. Present problems include scheduling difficulties and the fact that some local administrators seem to be unable to delegate proper responsibility to the intern.

5. The internship program is beginning to have an impact upon academic courses in the training program. As university instructors visit interns on the job, they are reminded of practical situations and materials for class study and seminar work.

6. Internships may step up individual promotions by as much as ten years. Competent principals may find it easier to step into responsible superintendencies, by means of the internship program.

7. Flexibility and effectiveness of internship programs might be increased by state-wide cooperation and the establishment of a central office through which all internships would clear.

8. There are some kinds of learning found most easily in internships which might well be brought into the more formalized campus program, in the

interests of economy and efficiency. These include learnings in the area of group techniques (using class and seminar groups), reviews of field survey findings, and class visitation to local school systems--with the resultant focus of theory upon actual job situations and problems.

9. The internship program is developing well, and is expected to expand in the future. Attention is being given to the establishment of procedures for the selection of students to enter internships; the development of more detailed procedures to be followed by local administrators and university representatives in the internship program; and formulation, with the aid of the School Community Development Study, of an appraisal study of the internship.

The Internship Program at
Southern Illinois University⁴

The university staff has defined three criteria to be kept in mind throughout the planning of each intern's program: (1) the teaching profession cannot be exploited, (2) the entire internship program must always be retained at a respectable graduate level of proficiency, and (3) the administrator of the cooperating school must be able to justify the program to his taxpayers. Southern Illinois University will

⁴ Described by Neal, Charles D., "Internship in Teacher Training". Education, 71:183-9, November, 1950. Also responses to the status-survey questionnaire submitted to Dr. Neal (Director of Teacher Training, Southern Illinois University) September, 1952.

not contract with any public school system to supply an intern year after year in order that the public school system can permanently eliminate a regularly employed teacher, supervisor, or an assistant administrator.

The university operates three types of internship, all at the master's degree level: (1) teaching, (2) supervising special subjects, and (3) administrative.

Interns are accepted in the order in which their applications are filed with the Director of Teacher Training. The following prerequisites are adhered to:

1. Graduate students interested in the internship program should file application at the beginning of the spring quarter, one term prior to the anticipated summer session immediately preceding the internship.

2. The prospective intern must meet the approval of the Chairman of the Graduate Council, the Director of Teacher Training, and the administrator in the cooperating school.

3. The school in which the intern will be employed must be approved by the College of Education and the Chairman of the Graduate Council of the university.

4. The candidate must meet with the Chairman of the Graduate Council and the Director of Teacher Training for the purpose of designing a graduate curriculum.

5. The candidate must be a graduate of a recognized college, have thirty-two hours of academic credit in education--including student teaching--and be a certified teacher in the State of Illinois.

6. The candidate must have completed (with grade of "C" or better) courses in English composition and in Speech. Special exemption may be made by the chairmen of these departments.

7. The candidate must be of excellent moral character, emotionally stable, a practitioner of democratic principles, and a scholar.

Schedule of Work

The general schedule of work, including the summers immediately before and after the nine months internship, is as follows:

1. Attend summer classes at Southern Illinois University.
2. Hold school position under internship supervision through a nine-months school year. During this time the intern will be

under the direct supervision of a campus consultant working out of the Office of the Director of Teacher Training. The following requirements must be fulfilled in this period:

- (a) Field study.
- (b) Two Saturday or evening courses.
- (c) One-half school time devoted to administrative duties agreed upon by the school administrator, the college consultant, and the intern. The cooperating public school will pay the intern approximately one-half the regularly scheduled salary.
- (d) One-half school time devoted to a "practicum" assigned by the consultant. This practicum is a course of instruction aimed at closely relating the study of theory and practical experience, both being carried on simultaneously.

3. Attend summer classes at Southern Illinois University.

Quarter hours of academic credit offered for the above program are as follows:

	150
1. Summer classes	12
2. Internship	
(a) Field study	4
(b) Saturday classes	8
(c) and (d) Intern duties and practicum	<u>12</u>
Total	48

Administrator Internship

Administrator interns are assigned to work directly with a master administrator in a public school. The schedule for the intern in his daily half-time duties in his public school position might well include a selection from the following list: teaching one class, doing one hour of guidance and personnel work supervising pupil attendance, assisting with extra-class activities for one hour, assuming responsibility for one recreation program before school or during the lunch hour or after school, taking charge of one study hall, assisting with records and reports, handling the routine duties required by the Illinois High School Association, giving one hour to supervision of classes, attending teachers and school board meetings, assisting with developing the budget, helping design a salary schedule, supervising and

assisting in routing school buses, helping with any other administrative duties that may need attention.

Role of the Cooperating Public School

An internship is requested by a public school official, and a college representative is then sent out to approve the proposed job-situation in terms of these criteria:

1. The administrator and any teacher to whom an intern is assigned must possess a master's degree from a recognized institution of higher learning.

2. The physical plant must be one accepted by the North Central Association of Secondary Schools or the State Department of Education.

3. The equipment, including both the student and the professional libraries, must be approved unconditionally by the N.C.A.S.C. or the State Department of Education.

4. The school system must have a minimum enrollment of one hundred students.

5. The rapport among the student body, faculty, and administration must be acceptable by present day educational standards.

6. The administrator must be willing to cooperate with the intern, and he must recognize the extent to

which assistance and guidance are needed by the intern, if the program is to reach professional significance.

7. The cooperating board of education must approve the internship program by issuing a regular written contract to the intern, and adopt a resolution to this effect.

Role of the Intern

Applications for internship are received in the office of the Director of Teacher Training. Upon the receipt of a request from a public school administrator for an intern for the following school year, a candidate is recommended and sent to interview the prospective administrator. Usually during April or May preceding the school year of internship, an accepted candidate for internship, with his college adviser, plans a summer's program on-campus to serve as a basis for the subsequent internship program. Sometime during the summer session a meeting is arranged for the cooperating school administrator, the intern, and the Director of Teacher Training. Here, a complete daily schedule for the following school year is worked out. At the end of the nine months of internship, the student arranges with his college adviser the final summer's program on the campus.

This completes his requirements for the master's degree.

Role of the University Consultant

The university consultant works in close connection with the cooperating school administrator in supervising the intern during the entire nine months program. The university consultant makes a minimum of one visit a month to the intern in the school where he is employed. He spends the entire day evaluating the program and discussing problems with both the intern and the public school administrator. In addition to these monthly meetings, the university consultant conducts Saturday seminars on-campus, on the average of once a month, where interns meet for discussion of their program and the problems that have arisen in connection with it. Each intern is expected to keep a day-by-day record of the problems he has encountered, the solutions he worked out for these, and his appraisal of the results obtained. University consultants are finding that such a day-by-day record, properly kept, is an invaluable instrument in evaluating the student's progress and growth, and in providing a basis for revising and improving the program of supervision.

In an interview with the writer (September 12, 1952) Dr. Neal commented upon the Southern Illinois University program of internship as follows:

We are now in our fourth year of internship, and have been studying it very carefully. In the evaluations from twelve interns and their principals, we find nothing but good being said about the program. So far as we can tell, internship has greatly improved our relationships with the cooperating schools. We feel that our process of cooperative planning and evaluation is adequate for the present. Research along this line is continuing, and future internships may be modified as a result of this research--we should know more two or three years from now. Our main problems seem to be (a) securing qualified supervisory personnel who have practical experience in the public schools as well as having academic training, and (b) the fact that we must use public schools located more than 40 miles from the campus, thus increasing the difficulties of supervision and correlation with the campus program.

The Internship Program at
Teachers College, Columbia University⁵

Teachers College, Columbia University, offers an internship program in educational administration for doctoral candidates. During the spring term, 1952, the college enrolled approximately seven hundred fifty school administration majors (including one hundred fifty full-time students) and twelve internships were

⁵ Described by Dr. E. Edmund Reutter, Jr., Associate Professor of Education and Coordinator of Internship Program, Teachers College, Columbia University.

served. A total of about fifty-three interns have participated in the program since its inception in 1947. Most of these internships have been served during the seventh year of the preparation program, with a few at the post-doctoral level. Approximately one-third of the internships have been on a full-time basis for one year, and two-thirds of them on a half-time basis.

Although twenty-five different school-communities (locations) have been used, one location per intern is the normal arrangement. The cooperating school-communities range in size from small villages to large cities, with most of the internships being served in small cities of the five thousand to thirty thousand population class. The average distance of the community from the campus is approximately fifteen miles. School-communities are chosen for such characteristics as the general quality of staff and leadership in the school, breadth of opportunity for several kinds of internship experiences, and the personal and professional qualities of the local administrator.

During the past three years, five internships have been served in the elementary school principalship, eight in the high school principalship, seventeen in

the superintendency, two in the State Department of Education, two in professional magazine editorship, and one in university administration. Maximum credit of twelve semester hours is allowed for internship experiences. In addition to college credit, the average intern receives a salary of approximately \$175 per month for half-time work.

The college provides opportunities for interns to get together in informal sessions with college faculty members, to talk over common problems. Regular seminar sessions are also required, as well as frequent conferences with the intern's college adviser and with the local administrator under whose direct supervision he is working.

The candidate is recommended for a particular internship assignment largely on the basis of his character, health, social maturity, and college record. The judgment of his college adviser and the coordinator of internships in these matters is paramount. Two or more candidates are recommended for each job, and the local administrator makes the final selection. The intern is required to keep rather complete written records of his experiences in the field, and to help prepare a joint evaluation

report (at the end of the internship period) in cooperation with his college adviser and the local administrator.

In an interview with the writer (August 26, 1952) Dr. Reutter commented as follows upon the internship program at Teachers College:

1. Approximately 65 per cent of our graduate students in educational administration (at the doctoral level) have had administrative experience. In general, those with previous experience do not take internships. Last year we had eight interns doing half-time work for a whole year, and four spent full-time in internships. We are fortunate in this metropolitan area in having many opportunities other than internships for students to gain practical experience in the field. Some work part-time in the Cooperative Project in Educational Administration, some help in the Metropolitan School Study Council, and others assist in the Institute of Field Studies.

2. The required internship seminar brings together members of the faculty to work with interns on problems brought in from field experiences. Several college staff members go out into the field a great deal. These things have a wholesome effect upon the total preparation program.

3. Interns have been uniformly enthusiastic about the value of the internship program. Favorable reaction has also been received from superintendents and boards of education. The rapport (between the local school administrator and the college representatives) established prior to and during the internship has been of great value to all concerned. So far we have been fortunate in placing interns in situations where they have had considerable success.

4. The two basic problems of finance and supervision are receiving close attention. Although interns here receive higher salaries than in most other sections of the country, many

who could profit from internship experiences cannot avail themselves of the opportunity because of financial considerations involving family responsibility. In the matter of supervision and coordination, there is a need for improved procedures so that college representatives will have more accurate and complete knowledge concerning what experience the local administrator is giving the intern.

5. There is tremendous interest in internship programs today. Standard certification in the future may require internship of the inexperienced administrator. The trend seems to be toward increased emphasis upon training in human relations and group techniques. Possibly the better internship programs of the future may be patterned after medical internships--involving full-time work for at least a year, and actually living in the local community during the internship period.

The Internship Program at University of Chicago⁶

Contrary to the reported finding of Wheaton's study,⁷ the University of Chicago has no organized program of internship in educational administration. However, some experimentation has been done along this line in recent years. Dr. Reavis placed three interns (1944, 1945, 1946) in Oak Park and Chicago public school systems. The interns served under top

⁶ Described by Dr. William Reavis, Professor of Educational Administration, University of Chicago, and Dr. Cyrus Houle, Dean of University College, University of Chicago.

⁷ Wheaton, Gordon A., op. cit.

administrators in full-time internship work for a period of one year. These three interns stepped directly into responsible administrative positions in Illinois, Wisconsin, and Florida.

In an interview with the writer (August 15, 1952) Dr. Reavis commented as follows concerning internships:

1. The values of internship are obvious. We had no trouble placing our interns in fine positions, and all three students spoke most favorably of their internship experiences. However, our university has not yet seen fit to establish a policy which would encourage a continuing internship program.

2. Internship should be of one year's duration. It is most important that the internship be served in an excellent school system. Not everyone will succeed as an intern. Probably only the most promising candidates should participate in such a program.

3. Internship should be provided during the sixth or seventh year of preparation, i.e., beyond the master's degree level. Each intern should be closely associated with his college adviser, as well as with the local administrator who directly supervises his work in the field. Instruction should be related by means of informal conferences. The intern should receive at least half salary during the period of his internship and should also receive credit from the university toward his advanced degree.

Another phase of the experimentation in internships conducted by University of Chicago was described by Dr. Houle (interview with the writer, August 15, 1952). Dr. Houle, commenting from the

standpoint of a University Dean, spoke of six graduate students who had interned for periods of one year each, between 1940 and 1950, with title of Assistant to the Dean. Their jobs involved work with people in the field of adult education. These internships were not directly related to the field of educational administration in the public schools. Each intern served as a staff officer to the Dean. Each was responsible for office detail, and for one segment of the adult education program.

Dean Houle stressed the importance of the evaluation sessions conducted with each intern. A definite time was set aside once per month when the Dean and the intern sat down together and exchanged viewpoints about the job situation and the intern's progress. The intern was free to ask questions about the job situation and why certain things were done. These evaluation sessions were judged to be of value to both participants. Dean Houle indicated that internship should be reserved for the top students-- persons with outstanding ability and personality. For such persons, he believes the internship plan is highly superior.

The Internship Program at University of Georgia⁸

The University of Georgia has an excellent program of inservice training for practicing administrators, and while the program incorporates some of the principles and procedures of internship, it is Dr. Sprowles opinion (expressed in an interview with the writer, August 28, 1952) that the program is essentially different in purpose and organization from internship as defined in this study. Further correspondence between the writer and university officials substantiates Dr. Sprowles opinion. Accordingly, no detailed description of the University of Georgia program is included in this study. It seems appropriate, however, to make brief mention of the fact that the Georgia program features university-sponsored workshops and seminars for practicing administrators, visitation by university professors in local school systems, field studies, and efficient educational service to cooperating school-communities. These things are characteristics of good internship programs, as well as of inservice training programs.

⁸ Described by Dr. Lee Sprowles, Associate Professor of Educational Administration, University of Georgia.

The Internship Program at University of Maryland⁹

The University of Maryland enrolled approximately eighty school administration majors (most of whom were part-time students) during the spring term, 1952, and sponsored one internship during that term. The internship program, which is organized on the basis of full-time work for one semester, has served a total of fifteen interns since its beginning in 1947.

Internship experiences are normally provided in the fifth, sixth, and seventh years of the preparatory program, depending upon individual circumstances. Twenty-six different school-communities (locations) have been used. Most of the intern's time is spent in one or two locations. However, he usually spends one or two weeks in school survey work and visitation involving several locations, to supplement the balance of the internship experience.

The cooperating school-communities vary in size from small rural villages to large cities. They include such locations as Washington, D. C., Rockville, Gambrills and Bladensburg, Maryland, all

⁹ Described by Dr. Clarence A. Newell, Professor of Educational Administration, University of Maryland.

situated within a radius of twenty-one miles from the campus. They are chosen on the basis of the excellence of their school systems and staffs, together with their provision for breadth of internship experiences. From among these approved school-communities, the prospective intern and his university adviser jointly select the particular location to be used. Then the intern, the university adviser, and the local school authorities jointly select the specific situation (or situations) for the internship.

At present the intern receives no salary. He may earn twelve to sixteen semester hours of credit toward the master's or doctor's degree. During the past three years, ten internships have been served in the senior or junior high school principalship, one in the elementary school superintendency, one in the National Education Association offices, two in county supervisorship, and one in teachers college administration.

Types of internship experiences which have been found to be most satisfactory include (a) conducting community surveys, (b) supervising and improving instruction, (c) working with groups of lay citizens, (d) working with groups of students. There has been

a noticeably greater demand on the part of hiring authorities for graduates who have had internship experience than for those who have had no such experience.

The prospective intern files a written application for assignment to internship. This application is filed with the college adviser several months before the internship is to begin. Prior to internship, the student confers with his college adviser and with the local administrator who is to supervise his work in the job situation. These conferences are continued as needed during the period of internship, and are supplemented by a regular intern seminar held bi-weekly on the campus. The intern is required to keep careful written records of his work. These records are of value in the preparation of a joint evaluation report involving the intern, his college adviser, and the local administrator.

During the course of the internship period the college adviser visits the scene of the intern's work, for the purposes of (a) maintaining desirable relations between the university and the cooperating school, (b) helping the intern to adjust to the local situation, and (c) working cooperatively with the local

administrator. Normally these visitations occur at intervals of two weeks throughout the semester.

In an interview with the writer (October 30, 1952) Dr. Newell commented as follows upon the University of Maryland internship program:

Our interns have been uniformly enthusiastic concerning the value of their internship experiences. We feel that the program is educationally sound and thoroughly desirable--particularly with respect to the administrative provisions of the program. Much still remains to be done in the area of evaluating the experiences of the intern and evaluating the growth of the intern. In general, more emphasis needs to be placed upon the human relations aspect of professional training. Internship experiences involving leadership activities of a democratic nature in working with adults in group processes have a parallel in on-campus committee work. Internship tends to make university work more realistic and to give point and purpose to academic study. We feel that our internship program has also benefited the university by establishing closer, friendlier relations with local school-communities in this area.

Other Internship Programs

The University of Pittsburgh is inaugurating a program of internship in educational administration this year. The following description of this new program is adapted from materials released August, 1952, by Dr. William A. Yeager, Professor of Education and Director of Courses in School Administration, University of Pittsburgh.

The School of Education of the University of Pittsburgh has entered upon a new program on the doctorate level for the preparation of educational leaders for the public schools. In order to provide for field experiences as a necessary part of that program, two lines of experiences are in operation. The first of these consists of field experiences through field studies, the most significant aspect of which is in educational surveys of school systems. Each candidate for the doctor's degree in school administration is required to participate in one or more of these educational surveys. The second is the internship. This statement concerns the latter part of this program.

Nature of the Internship

In order to provide for adequate experiences in the actual administration of a school system, the internship has been generally accepted as the best means of achievement. Comparable professional fields of medicine, social work, and public administration offer excellent illustrations of success in providing practical experience through this means. Medicine, particularly, has been successful in utilizing the internship for this

purpose. The purposes of the internship in educational administration are, first, to give the candidate a better insight in one or more selected school systems into the nature and scope of the administrative process, in which he should be able to observe the operation of the several functions of school administration, such as the development of the educational program, sound budgetary procedures, relations with the board of education, supervision of instruction, and administering teaching personnel; and, second, to enable the candidate to actually perform on the job some specific assignments for which he must accept complete responsibility. Such assignment might include any one or more of the above, or any other assigned function pertaining to the administration of a school system.

Internship Plan

When the prospective intern has completed a considerable body of his basic preparation for the doctorate (say sixty semester hours of his post-graduate work), he is assigned to a selected school system which may offer him opportunities for his further development along lines suggested above. This is ordinarily a half-time assignment. Normally,

he reports to the school system the first three days of the week. During this time he will be given a chance to observe the several functions of educational administration and of leadership in action. He will also be assigned the responsibility for one or more specific responsibilities to be agreed upon. These tasks may be illustrated as follows: (1) conduct a workshop for teachers, (2) assist in budget preparation, (3) make cost studies, (4) study the community, (5) make pupil population studies, (6) make building surveys, (7) set up a guidance program, (8) set up a testing program, (9) set up a pupil record program, and (10) set up a public school relations program. Of course, there are many others. These activities, however, should be so arranged as to continue through a period of time and for which the intern assumes almost complete responsibility.

The present plan contemplates that the intern will remain in the school system for a period of one semester, although Cooperative Program in Educational Administration recommends that a year, if possible, will be preferable. The student will receive university credit equivalent to half time (six to eight semester hours) for the internship. He will

also continue his university preparation (six to eight semester hours).

The intern sets up a schedule of activities, keeps a day to day record of his internship, makes observations of the operation of the school's program, evaluates his own progress, and makes a report at the completion of his internship. As an intern he should receive a designated title, such as Assistant to the Superintendent, which is recommended. The superintendent, or someone delegated by him, becomes his local sponsor, renders some supervisory service, and evaluates the work of the intern on forms prepared by the university. The university provides supervision through plans and procedures and visitation to the intern on the job.

Payment for the services of the intern by the school system is recommended up to \$1500 for the semester. However, any amount mutually agreed upon by the school system and the intern will be acceptable. It should be remembered that it will be difficult to induce candidates for the internship to secure leaves of absence, which will become necessary in most instances for full-time graduate students, unless they receive some compensation. It must be remembered also that many of these likely young people have financial

obligations and must receive some financial support. It is presumed, of course, that the nature of the services which interns render to the school system is such that value received is given. The school system should receive benefit far above any expenditure for services rendered.

Development of Educational Leadership, a Cooperative Undertaking

The notion has come to prevail that the development of educational leaders must become a cooperative undertaking. This means that the university will assume responsibility for the institutional preparation of the educational leader. School systems must contribute their share in this undertaking by providing opportunities for these persons to secure practical experiences essential to a thorough understanding of the function of educational leadership. It is proposed that superintendents of schools should assist also in sponsoring such persons in their school systems by making possible the above opportunities, as well as assisting in the candidates' professional development. This theory of cooperative responsibility has already been accepted in the medical program by means of which interns are sponsored by staff

physicians and are paid while interning in their hospital work. It is also accepted in the fields of industry and social work.

Application

It is proposed that this program of internship begin with the fall semester as of September, 1952. Since budgetary provision will need to be made before the end of the fiscal year, we are inviting school systems to make application for one or more of these interns at this time. In addition, we are inviting prospective interns to make application, so that leaves of absence may be secured for the fall semester and other necessary arrangements made, both by the intern and by the local school system.

It should be added that this program is developing rapidly among the better institutions throughout the United States, notably Teachers College, Columbia University; New York University; Pennsylvania State College; University of Maryland; and others. It should be emphasized that the assignment of an intern in school administration to a school system contemplates that the intern will render services to the school system in payment for the remuneration

mutually agreed upon between the school system and the intern.

The task of educational leadership in these days is one of great significance. The problem is not only to improve educational leadership in the field of school administration, but to encourage younger men to become qualified educational leaders and to assume the responsibility of assisting in the direction of the great public school system. Ways and means must be found within the profession itself for the growth and development of its educational leaders.

The University of Iowa is also planning to inaugurate a new program of internships in educational administration. Dr. Dan Cooper, Associate Professor of Educational Administration, University of Iowa, who has been instrumental in planning this program, indicates (interview with the writer, August 26, 1952) that he believes internship to be a coming thing. He suggests that it may gradually become a recognized essential in the training program. He stresses the importance of field trips, visitations, and survey work to precede internship experiences.

Pennsylvania State College conducts an interesting type of internship program in which interns serve a total of eight weeks, circulating through a variety of administrative positions. Normally, this rotation system allows each intern to spend two weeks with each of four different administrators. The program has been in operation since 1947-1948, and has been concerned exclusively with internships in general administrative positions (superintendencies and supervising principalships) rather than with elementary or secondary school principalships.

Dr. O. H. Aurand, Professor of Education, Pennsylvania State College, is the coordinator of this program. He reports (interview with the writer, August 27, 1952) that reactions from both administrators and interns have been most gratifying. He feels that the breadth of experience occasioned by the rotation system has some definite advantages over the more common pattern of assigning the intern to a single job situation for a full term. However, plans are going forward for additional experimentation, and while Pennsylvania State will continue to practice rotation of service with some interns, a few will doubtless see service in different types of situations--including assignment to one location for a full term.

Duke University offers an internship program for those seeking a doctorate degree in school administration. The internship (which consists of one full year's work) follows two years of residence study beyond the master's degree. Professor E. C. Bolmeier¹⁰ of Duke University reports as follows concerning the value of the program:

"The Duke interns placed in public schools so far declare that their experiences have given them insights into problems of school administration that could not possibly have been received in traditional course work. The value of the program from the superintendent's point of view is indicated by the fact that, in all instances, the intern has been offered a permanent position in the system."

¹⁰ E. C. Bolmeier, "Internships in School Administration", The Nation's Schools, Vol. 50, No. 5 (November, 1952) p. 55.

CHAPTER V

A COMPARISON OF CERTAIN CHARACTERISTICS OF SELECTED PROGRAMS OF INTERNSHIP IN EDUCATIONAL ADMINISTRATION

A. The Internship Program

Table 16 shows that in the six training institutions listed, a total of twenty-seven interns were serving internships during the 1952 spring term. Twelve of these internships (44 per cent) were sponsored by Teachers College, Columbia University.

In the same six institutions, where a total of one hundred thirty-three internships have been served since the programs started, fifty-three (40 per cent) were sponsored by Teachers College, Columbia University, and twenty-five (19 per cent) by New York University.

Internship experiences are normally provided only in the seventh year (just prior to the doctorate degree) at Teachers College, Columbia. A few internships, primarily in college professorships, have been offered at the post-doctoral level by Teachers College, Columbia, as well as by New York University. Other institutions reported that internships are normally offered during the fifth

TABLE 16
COMPARATIVE ENROLLMENTS IN INTERNSHIP PROGRAMS*

	No. interns enrolled spring term 1952	Total number internships served since program started
Ball State T. C.	3	18
New York University	5	25
Ohio State University	2	10
Southern Ill. Univ.	4	12
T. C., Columbia Univ.	12	53
University of Maryland	1	15
Totals	27	133

* Data secured through use of a status-survey questionnaire (see Appendix B for copy of questionnaire) with university officials conducting internship programs at Ball State Teachers College; New York University; Ohio State University; Southern Illinois University; Teachers College, Columbia University; and University of Maryland.

year (just prior to the master's degree) and during the sixth and seventh years by those institutions granting degrees above the master's. The pattern appears to permit the serving of internships during any year of graduate school preparation in at least two of the reporting institutions (see Table 17).

TABLE 17
YEARS IN WHICH INTERNSHIP EXPERIENCES
ARE NORMALLY PROVIDED

	5th year (master's)	6th year	7th year (doctoral)	Post- doctoral
Ball St. T. C.	x	x		
New York U.	x	x	x	x*
Ohio State U.	x		x	
S. Ill. Univ.	x			
T.C., Columbia			x	x
U. of Maryland	x	x	x	

* Reserved for interns in professorship

The lack of uniformity in internship programs is not restricted to a consideration of the year in which such experiences are offered. A comparison of the time bases on which internships are organized in the various institutions shows great variation among

the several programs--and in some cases extreme flexibility within a single program. Obviously there is no unanimity of thought as to what constitutes a standard internship in terms of time devoted to it (see Table 18).

TABLE 18

TIME BASES UPON WHICH INTERNSHIPS ARE ORGANIZED

Ball State T. C.	Full time for one quarter
New York University	Full time or part time, depending upon the intern's assignment, for one semester or one academic year
Ohio State University	Full time (usually) for one quarter in the beginning internship program. Full time for one semester or one year in the advanced program
Southern Ill. Univ.	Full time for one year (nine months)
T. C., Columbia Univ.	Full time for some internships, and half time for others, on a yearly basis
University of Maryland	Full time for one semester

Table 19 indicates that a total of eighty-seven different schools and locations have been used by the reporting institutions in connection with their internship programs.

TABLE 19

NUMBER OF DIFFERENT SCHOOL-COMMUNITIES
(LOCATIONS) USED BY SIX TRAINING
INSTITUTIONS FOR THEIR
PROGRAMS OF INTERNSHIP

	Number
Ball State Teachers College	6
New York University	15
Ohio State University	8
Southern Illinois University	7
Teachers College, Columbia	25
University of Maryland	26*
Total	87

* Report from University of Maryland indicates that practically all of the intern's time is spent in one location, but that he may spend one or two weeks in visiting schools, to supplement the balance of his internship experience. In the other reporting institutions, the intern normally remains in one location for the period of his internship, although visitation may precede or be correlated with his internship assignment.

A comparison of types and sizes of school-communities in which internships were served shows that each training institution utilizes a variety of local schools and school systems in communities ranging in size from small villages to large cities.

TABLE 20

DISTANCE OF COOPERATING SCHOOL-COMMUNITIES
FROM THE TRAINING INSTITUTION

	Number of miles from campus to most frequently used locations				Average number miles
Ball State T. C.	41	90	25	0	39
New York University	40	30	20	8	29
Ohio State University	10*	10*	10*	10*	10
Southern Ill. Univ.	97	50	40	9	49
T. C., Columbia Univ.	15*	15*	15*	15*	15
University of Maryland	8	16	22	2	12

* Average distance only was reported.

The data presented in Table 20 indicate that the average distance of the four most frequently used internship locations from each of the six reporting colleges and universities is 25.3 miles. In the metropolitan areas of New York City and Washington D. C. the average distance is less. Training institutions located farther away from metropolitan areas are obliged to use school-communities more remote from their campuses, thereby causing more difficulties in the proper supervision and integration of the program.

Only one of the six reporting institutions (Southern Illinois University) has a written agreement or contract with the cooperating school-community. The training institution pays the cooperating school or administrator for supervising the intern's work in none of the cases.

The two factors exerting greatest influence upon the selection of school-communities in which internships are served were reported as follows (see Table 21):

(a) Breadth of opportunity for several kinds of internship experiences.

(b) Personal and professional qualities of the local administrator.

It is interesting to note that in only one training institution does the intern's own effort to secure a suitable location carry weight in influencing his assignment to location.

It is not surprising that seventy-one (73 per cent) of the ninety-seven internships reported served during the three-year period 1949-1952 in five training institutions (see Table 22) were served in superintendencies and principalships. Such positions comprise the bulk of administrative posts in the field of education. More significant, in the writer's

TABLE 21

FACTORS INFLUENCING CHOICE OF COOPERATING
SCHOOL-COMMUNITIES USED FOR INTERNSHIP
PURPOSES BY SIX TRAINING INSTITUTIONS

	Weight of Influence (responses)		
	Greatest	Some	None
Proximity to the training institution		6	
Personal and professional qualities of the local administrator	6		
Request of the local school for interns	1	3	2
Special opportunity for one specific type of internship experience	2	3	1
Breadth of opportunity for several kinds of internship experiences	6		
General quality of staff and leadership in the local school	4	2	
Arrangements made by intern seeking training	1		5

TABLE 22

TYPES OF ADMINISTRATIVE POSITIONS IN WHICH INTERNS HAVE SERVED 1949-1952

	Ball State	New York Univ.	Ohio State U.	Southern Ill. U.	T. C., Columbia	Univ. of Maryland
Elementary School Principalship		7	*	1	5	1
Sr. or Jr. High School Principalship		2		5	5	10
Local Superintendency	7	2	*		17	
County Superintendency	1				3	2
Supervising (or 12 grade) principalship	11	1			**	
State Dept. of Education					2	
Private School (K-12) Directorship		2				
Supervisor Student Teaching		2				
Professional Magazine Editorship		2			2	
School Architectural Firm		1				
College Administration		1			1	1
State Survey as Consultant		2				
Executive Offices of N.E.A.						1
Totals	19	22	*	6	35	15

* Numbers not given in response to questionnaire.

** No differentiation made between supervising principalship and superintendency, for purposes of internship classification.

opinion, is the growing tendency to provide internship experiences in other types of positions such as

- (a) service in the state department of education,
- (b) service with publishers of professional materials,
- (c) work with school architectural firms, (d) state survey and consultatory activities, and (e) executive responsibility in professional organizations at the state and national levels.

New York University has done a great deal to promote internships of the more unusual types. Walter A. Anderson, Chairman, Department of Administration and Supervision, New York University, says:¹

"There is great need to prepare promising young people for administrative posts in state and national education agencies and organizations. The chances are good that the young man or woman who works closely with top-flight educational leaders in such agencies and organizations and who has competent guidance and supervision from a university will receive unusual preparation. It is important that this type of intern have a variety of administrative and supervisory experiences, including those that take place in the central office, in connection with research studies, and in field services."

¹ Anderson, Walter A., "Internships in School Administration," The Nation's Schools, November, 1952, p. 53.

E. C. Bolmeier, Professor of Education, Duke University,² reports an internship currently being served in the Special Devices Center at Port Washington, New York, by a doctoral candidate who is also a captain in the Army. Dr. Bolmeier points out that "this intern's experiences in the development and utilization of learning aids should suggest desirable adaptations to public education and administration."

Other possibilities for future internship assignments include experiences with labor unions, city administration, industrial personnel offices, chambers of commerce, and various social agencies at the local, state, and national levels. There is also reason to believe that universities might well endeavor to help local school systems select and train (by means of internship programs) promising teachers already employed in those school systems for positions of administration.

The growing emphasis in programs of internship upon the value of direct experience in the area of human relations (as opposed to practice in record keeping, budget making, and routine administrative

² Bolmeier, E. C., Ibid., p. 55.

detail) is illustrated by the data presented in Table 23. Although opinion is somewhat divided as to which types of internship experiences have proven to be most satisfactory, there is more agreement concerning success of internships devoted largely to working with groups of students and with groups of lay-citizens than is the case with respect to internships devoted to following the routine of practicing administrators.

In response to the question, "Has there been a noticeably greater demand on the part of hiring authorities for graduates who have had internship experience than for those who have had no such experience?" representative officials in four institutions answered yes. Two replies indicated it was too soon to judge.

All officials questioned were unanimous in answering no to the following question: "Do you believe that a young person is apt to be more successful in educational administration if he goes straight through his undergraduate and graduate program, including internship, to the doctor's degree-- than if he interrupts his formal training at the bachelor's or master's level to teach for two or more years, then completes his doctorate program, omitting internship?" In other words, the consensus of opinion

TABLE 23

SATISFACTORY AND UNSATISFACTORY TYPES OF INTERNSHIP EXPERIENCES AS REPORTED BY SIX TRAINING INSTITUTIONS

What types of internship experiences have been found to be most satisfactory, fairly satisfactory, or least satisfactory?

Type of Experience	Most satisfactory	Fairly satisfactory	Least satisfactory	No experience or basis for evaluation
Conducting community surveys	3	1		2
Working with budget or financial affairs	3	2		1
Working with records and administrative forms	2	3	1	
Supervising and improving instruction	3	2		1
Working with groups of lay citizens	4	1		1
Working with groups of students	5			1
Following routine of the practicing administrators	2	2	2	
Other (specify): Conducting field research, work with staff personnel, plant and business administration, auxiliary services, board of education meetings				

is that a competent educational administrator needs to understand teaching and to have had teaching experience. According to this report, internship is no substitute for teaching experience in the preparation of principals and superintendents.

In reply to the question, "Has there been any evidence of 'exploiting' the intern (i.e., continuing a learning experience, for the benefit of the local school-community after that experience has been learned)?" officials in four of the reporting institutions answered no, while officials in two institutions answered yes. However, two of the no answers were qualified with a statement to the effect that representatives of the training institutions are obliged to be constantly on guard against exploitation of the intern. The conclusion is that danger exists that the intern may be exploited, unless the university exercises close supervision of the internship program.

B. The Intern

Five out of the six reporting colleges and universities state that the prospective intern is required to file with the head of the department or his designated representative a written application for assignment to internship. This application is

filed several weeks or months before the starting date of the proposed internship period.

The practice of carrying academic course work during the internship period varies considerably. Most of the institutions permit the intern to take one or two academic courses during his internship, but exceptions are so numerous as to render invalid any conclusion that there is a definite pattern followed in the several institutions.

Southern Illinois University requires interns to live in the communities in which they are serving their internships. The other five reporting institutions have no such requirement, although efforts are made in some instances for interns to identify themselves rather closely with local situations.

Four institutions report that their interns receive approximately half salary for their services. Salaries are paid by the cooperating school-communities. In no case does the intern receive monetary remuneration from the training institution. Two institutions report that their interns receive no salary from any source at present, but express a hope that this condition may be modified in the near future.

In response to the question, "What contact does the intern have with his college adviser (field sponsor) during internship?" all six reporting institutions stated that conferences between the intern and his college adviser were held (a) prior to assignment, (b) at time of assignment, (c) during internship as needed, and (d) at regular weekly or bi-weekly intervals. A similar response was received in answer to a question concerning conferences between the intern and the local administrator who directly supervises his work in the cooperating school-community. All six reporting institutions also stated that each intern has one or more conferences involving both his college adviser and the local administrator. In addition to these scheduled conferences, occasional intern seminar sessions and informal get-togethers for interns and college faculty members are sponsored by all of the reporting institutions. Regular intern seminars are reported in four institutions.

Responses to the question, "Does the intern have an opportunity to assume a substantial status-leadership role in staff meetings, staff committees, and lay-citizens' groups?" were qualified by limiting statements. The conclusion is that such opportunity

is quite limited in many instances, depending upon the situation.

The data presented in Table 24 show that many factors are involved in choosing an intern for his internship assignment. The factor having the greatest weight of influence is the judgment of a single college faculty member. One of the factors having the least influence is the intern's own request. Factors such as scholastic record, character, and social maturity rank high.

TABLE 24

FACTORS INFLUENCING CHOICE OF INTERN FOR HIS INTERNSHIP

	Weight of Influence (check)		
	Greatest	Some	None
Scholastic record and academic rank	3	3	
Judgment of a college faculty member	6		
Judgment of a committee of college faculty	2	2	2
Character	4	2	
Physical Health	3	2	1
Social maturity	4	2	
Speaking ability		4	2
Personal appearance	2	3	1
Success in previous job or field experience	4	1	1
Intern's request for a particular assignment	2	3	1
Choice by chance (first come, first served)			6

Data concerning records which the intern is required to keep during his internship are reported in Table 25. Five of the six reporting institutions require the intern to keep a daily anecdotal record of some kind; four require a comprehensive project report and an evaluation paper; while only three of the six institutions require the intern to keep a compilation of forms and procedures used by the local school.

TABLE 25

WHAT RECORDS IS THE INTERN REQUIRED
TO KEEP DURING HIS INTERNSHIP

	Check	
	Yes	No
Daily anecdotal record of activities, problems and related theory	5	1
Comprehensive report of projects and activities (at end of internship)	4	2
Compilation of forms and procedures used by the local school	3	3
Evaluation of his internship experiences (at end of internship)	4	2
Help prepare joint evaluation report (intern; college adviser; local administrator)	4	2

C. The College Adviser

All six institutions (Ball State Teachers College, New York University, Ohio State University, Southern Illinois University, Teachers College Columbia University, and University of Maryland)

report that the college adviser (i.e., the university faculty member who supervises interns in the field) teaches other college classes in addition to his duties with the internship program. In none of the six programs surveyed does a college adviser devote full time to the internship program.

Some provision is made in five of the six institutions for reducing the college adviser's teaching (class) load in proportion to the number of interns for whose guidance he is responsible. Three institutions make provision for reducing the teaching load approximately one hour per week for each intern supervised. One institution reports a two-hour per week per intern reduction of teaching load, and one institution reports a three-hour per week reduction on the same basis. No fixed plan is reported in the remaining institution. The conclusion is that the teaching load of the college adviser is reduced, on the average, approximately one and one-half hours per week for each intern under his guidance.

In reply to a question concerning how many interns one person should attempt to supervise (full-time work, including placement, visitation, guidance, and evaluation) officials in the six reporting

institutions stated numbers ranging from eight to twenty, with the average computed to be fifteen. Teachers College, Columbia, prefers to spread the responsibility for supervision of interns among several college staff members, each of whom supervises three to five interns, rather than to have one person supervise fifteen interns as a full-time assignment. This institution appears to be the only one of the six in which the word "internship" is recognized in the title of the person who directs the internship program. E. Edmund Reutter, Jr., currently serves in a position entitled Coordinator of Internship Program. This position also carries with it a professorial rank which may vary from assistant to full professorship, depending upon the individual who occupies the position at a given time. In the other institutions, the person who directs or coordinates internships carries no special title with respect to the internship program.

Responses to the question, "Does the college adviser visit the intern at the scene of the intern's work?" were unanimously yes. In four institutions, the visitation program consists of approximately two visits per term, each visit being one-half day in length. One institution reports bi-weekly visitation

during the first half of the semester, with less frequent visitation thereafter, depending upon the individual situation. Southern Illinois University reports that the college adviser is an off-campus consultant who visits the intern on the job for a full day at least once per month.

The college adviser's responsibilities in the several institutions are tabulated in Table 26. In all instances his responsibilities include (a) maintaining relations between the college and the cooperating school-community, (b) helping the intern to adjust properly to the local situation, and (c) working closely with the local school administrator. In three of the six institutions the college adviser supervises the internship work of the student, and in only one institution does the college adviser work directly with the cooperating-school staff.

TABLE 26

RESPONSIBILITIES OF THE INTERN'S COLLEGE ADVISER

Is the college adviser (field sponsor) responsible for:

	Response	
	Yes	No
Supervising directly the internship work of the student?	3	3
Maintaining relations between college and cooperating school?	6	
Helping the intern to adjust to the local situation?	6	
Working closely with the local administrator?	6	
Working directly with the cooperating-school staff?	1	5

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS CONCERNING INTERNSHIP PRACTICES IN THE PROFESSIONAL PREPARATION OF EDUCATIONAL ADMINISTRATORS

A review of the findings of this study makes possible the formulation of certain conclusions and recommendations concerning internship programs in educational administration.

A. General Conclusions

There is little agreement among educators as to what constitutes an "internship" in educational administration. Abbreviated field experiences involving observation and limited participation are called internships in some localities, while in other areas inservice training programs for practicing administrators are similarly designated. Between these two extremes are internship programs ranging in length from twelve weeks on a part-time basis to one year on a full-time basis and involving experiences ranging from highly specialized research in some particular phase of education to the broad routines of the public school superintendency and principalship.

Representative, ongoing internship programs vary significantly in their organization, scope, and supervisory procedures. Internships are offered at different graduate levels in the several training institutions; are organized on varying time bases; have no common denominator as to types or extent of administrative experiences provided for the intern; and are characterized by few common standards of supervisory procedures.

The number of internships and the number of institutions offering programs of internship are increasing. Following the pattern of an expanded program of off-campus student teaching at the undergraduate level, graduate schools are seeking additional opportunities for suitable placement of interns in educational administration. Several training institutions have inaugurated internship programs during the past two years. New programs, now in the planning stage, are scheduled to be initiated in the near future.

Internship programs are esteemed. College and university officials currently engaged in directing internship practices endorse such programs most enthusiastically. Interns and local school

administrators are reported to be unanimous in their favorable reactions to the internship programs with which they have been associated. There appears to be a growing weight of opinion in favor of internships, as expressed by leading educators and professional organizations in the field of education. The volume of professional literature dealing with internships is also increasing.

There is general agreement concerning the value of two objectives of programs of internship. These objectives are:

(a) to develop better administrators than could be developed in an on-campus program of largely theoretical training,

(b) to guide the intern in better understanding and evaluating theory in terms of practice.

These are the only two objectives rated as "important" or "very important" by all twenty of the leading educators selected to serve as a jury of experts.

There is general agreement concerning the acceptability of four criteria for evaluating internship programs. These criteria are:

(a) the internship should consist largely of significant administrative work necessary to the well-being of an on-going educational program--not so-called "made" work;

(b) the internship should provide substantial opportunity for creative thought and action on the part of the intern;

(c) the internship should make provision for joint planning, action, and evaluation by the intern, his college adviser, and the supervising administrator in the cooperating school-community; and

(d) the internship should make provision for flexibility in type of assignment to better meet the needs and interests of the individual intern--as determined by himself and his adviser(s).

These four criteria were rated as "fully acceptable" by seventeen or more members of the jury of twenty experts.

There is general acceptance of five assumptions which should underlie or be inherent in programs of internship. These assumptions are:

(a) internship should reduce the dualism between theory and practice--in the sense of professional knowledge versus ability to administer;

(b) internship should have as its central purpose the professional preparation of the intern;

(c) internship should promote desirable growth of the intern toward competent democratic leadership in his professional relationships with school employees, students, lay-citizens, and organized community groups;

(d) internship, to be of maximum value to the intern, requires his readiness in the areas of general and professional education;

(e) internship should provide opportunity for the intern to carry real administrative responsibility.

Eighteen or more members of the jury of twenty experts indicated agreement with each of these five assumptions.

Internship programs improve relationships between colleges and the cooperating school-communities in their respective areas. School systems and practicing administrators become acquainted with new ideas emanating from colleges, and the colleges in turn become more acutely aware of problems and practices in the field. Interns often serve in a liason capacity between colleges and local school systems, with a mutually beneficial result. Interns

provide points of creative contact between the faculty and staff of the local school and the faculty of the graduate school.

Internship is an integral part of the total preparatory program. The tendency in some instances to divorce the internship from direct relationship with other portions of the preparatory program minimizes its effectiveness as an instrument for the promotion of capability for future professional growth. Confidence in the supervisory ability of the local administrator does not preclude the desirability of continuing guidance and supervision from the training institution. The potentialities of the internship can be realized only by means of three-way cooperation between the intern, his college adviser, and the local administrator.

Internship programs afford opportunities for raising the level of the profession. The close relationship between internship experiences in the field and the instructional and research programs on-campus facilitates the improvement of educational services. As the local administrator helps prepare young educators for administrative positions, he

tends to develop a broader perspective and a greater sense of responsibility to the profession.

Internship emphasizes the meaning and effective usage of professional knowledge and theory in terms of practical situations. In so far as this function is served, the internship is desirable. As it goes beyond this function and attempts to develop imitative proficiency in the mechanics and techniques of school management routine, internship becomes less desirable. The quality of internship experience must be safeguarded by continuing cooperative planning, analyzation, and evaluation.

Internship provides a continuing, comprehensive experience in administrative responsibility to one significant school-community situation. This is a feature which is unique in internship-type training. It is superior to a series of brief, disconnected field experiences because it provides the intern with an opportunity to develop a "feel" for the job in its entirety. In no other type training is the prospective administrator enabled to realize this objective.

Internship makes an impact upon the on-campus program. By focusing attention upon practical problems and situations in the field, internship stimulates creative thinking and gives point and purpose to academic study. Traditional line and staff relationships on-campus tend to be modified. More democratic group processes are substituted for conventional classroom procedure as professors, interns, and local administrators work together on-campus and off-campus in a common professional cause. Materials for class and seminar study become more vital and significant as problems brought in by interns and practicing administrators receive attention in the on-campus program. The solution of such problems often demands the assistance of experts in the related disciplines of sociology, psychology, public administration, and government, resulting in more effective use of the total resources of the training institution.

Internship programs provide opportunities for professors to continue their own professional growth and development. As college professors visit interns in the field and confer with local administrators, they become more alert to contemporary field problems and administrative practices.

The size of the cooperating school or community has no apparent effect upon the excellence of the internship experience. Effective internships, as reported by officials connected with all programs surveyed, were served in communities ranging in size from small villages to large cities.

The distance of the cooperating school-community from the training institution has an effect upon supervisory provisions in internships. Proper supervision and integration of internship programs were reported to be less effective, or at least more difficult, where internships were served at distances greater than forty miles from the campus.

Three factors exert the greatest influence upon the selection of school-communities in which internships are served. These factors are:

- (a) personal and professional qualities of the local administrator,
- (b) breadth of opportunity for several kinds of internship experiences,
- (c) distance of the school-community from the college campus.

Reports from institutions surveyed indicate that 73 per cent of all internships served during the three-year period 1949-1952 were served in superintendencies and principalships. More specialized types of internships, such as work in executive offices of state and national organizations, professional magazine editorship, state department of education, educational research, and college administration, are receiving an increasing amount of attention.

Opinion is divided concerning which types of internships have proven to be most satisfactory.

In general, work with students, staff, lay-citizens, and organized community groups appears to be favored over work with budgets, records, and administrative forms.

Four factors exert the greatest influence upon the choice of a graduate student for assignment to internship. In order of their importance, as reported by officials connected with all programs surveyed, these factors are:

- (a) judgment of a college faculty member,
- (b) social maturity,

(c) character,

(d) scholastic record and academic rank.

There is danger that internships may be mis-educative. Unless the quality of direct experience is properly safeguarded by means of cooperative effort between the college and the local school, there is danger that internship experiences may be so disconnected as to defy integration; so repetitive of automatic skills as to become narrowing; or so divorced from acceptable theory as to result in undesirable learnings. Without close supervision and guidance from the college, the intern may be unable to discriminate between desirable and undesirable administrative practices observed in the field situation. Blind following of local example contributes to the status-quo and may be mis-educative in effect.

There is danger that interns may be exploited. Care must be taken to see that the intern is not subjected to constant repetition of routine tasks in which he has previously demonstrated his competence, merely for the benefit of the local school. He must be permitted and encouraged to have a variety of types of administrative experiences, in accordance with his needs and the scope of educational administration

as a profession.

Internship is only one of several methods by which the preparation program may be made more effective. Other laboratory and field experiences may be equally valuable in helping the prospective administrator to understand and appreciate the proper relationships of theory and practice, and to further his professional knowledge and competence. The experienced administrator may derive more benefit from classroom and seminar study alone, or from field trips or survey work combined with his on-campus program of study--whereas the inexperienced trainee may profit most from a continuing experience in administrative responsibility of an internship nature which enables him to develop a "feel" for the job in its entirety. Whatever method is used to promote the effectiveness of the preparatory program for the individual student, it should be recognized that there is no essential dichotomy between theory and practice. Theory as taught in the classroom may be as practical as practice itself. Practice without theory is barren and pointless. The dualism between the two is a dualism only in the sense that both are component parts of the whole. They cannot be separated except for purposes of dissection and analysis of the preparatory process. In reality they are one. As internship

helps to bring about a better balance in the function of theory and practice in the preparatory program, it serves a legitimate purpose. The same may be said for other types of laboratory and field experiences.

B. Recommendations

The internship should be standardized in terms of the period of time devoted to it. One school year is considered to be the most desirable length of time for internship service. Internship-type experiences of lesser duration should be designated by other titles, such as field practices or work experience programs.

The internship should be served at the post-master's level, preferably during the seventh year of formal training. With due regard for the excellent master's degree program of internship conducted by Southern Illinois University, it appears doubtful that students by and large have acquired, prior to the master's degree, sufficient administrative knowledge and professional maturity to realize maximum benefit from a responsible internship assignment.

The internship should, at the doctorate level, be an established part of the professional training of all school administrators who have not previously

demonstrated their competence in responsible administrative positions. Internship should be optionally available to experienced administrators also, in terms of their needs and desires for additional training leading to more responsible or different kinds of administrative positions.

Full-scale, full-time internship should be preceded by other field experiences. Guided visits, observations, field trips, participation in field surveys and research, school study councils, and other laboratory-type experiences should be provided prior to internship. The isolation of on-campus classroom instruction from practice in the field bodes ill for the future of the profession. A variety of laboratory experiences both on-campus and off-campus enriches the total preparation program and makes for a more comprehensive and accurate concept of responsibilities and opportunities in educational administration.

The internship should provide opportunity for judicious use of graduate institution personnel, including persons from fields related to educational administration. Any tendency to relegate total responsibility to the local school administrator should be vigorously resisted. While the local

administrator in his own right assumes direct responsibility for supervising the work of the intern in the local situation, the training institution should not relinquish its responsibility for continuing guidance of the intern during this phase of his professional preparation. Regular on-campus seminar sessions involving other interns and members of the graduate school faculty should be provided. Informal conferences and discussion groups, together with correlated reading and study should be encouraged. The graduate institution should assume major responsibility for relating internship experiences in the field to the total preparatory program. This presupposes effective usage of guidance services, as well as material facilities and personnel resources on-campus.

Administrators in cooperating school-communities should be invited to participate in internship workshops and conferences. Members of the college faculty should initiate workshops and conferences on the basis of mutual respect and for the unified purpose of improving the quality of educational administration. As administrators and college professors come to a satisfactory understanding of the opportunities and

responsibilities of internships, cooperative effort will be fostered. Both the college and the local school will benefit. Such workshops and conferences may well lead to improved programs of preparation for future school administrators and improved educational practice in the field.

The internship should include several kinds of administrative experiences. The discovery and evaluation of an intern's major strengths and weaknesses can only come about through varied experiences in administrative work. Inasmuch as the future development of an intern in his total competence as an administrator is dependent upon this assessment, he should have some experience in each of such important areas in educational administration as

- (a) personnel administration,
- (b) administration of student activities,
- (c) administrative relationships with members of the faculty and board of education,
- (d) work with citizens' groups, and
- (e) community surveys.

He might well be assigned major responsibility in connection with projects in one or more of these areas of human relationships. In addition, an

inexperienced intern should have at least brief experience in other areas such as

- (a) budget and finance,
- (b) records and administrative forms,
- (c) auxiliary services,
- (d) school plant management, and
- (e) daily administrative routine.

The intern should keep adequate records of his internship experience. Such records should include:

- (a) an anecdotal account of his daily or weekly activities, problems, and related theory;
- (b) a report of special projects undertaken, including pertinent data relative to facts obtained, procedures involved, and actions taken or recommendations made;
- (c) a compilation of materials, administrative forms, equipment, organization, methods and procedures used in the cooperating school-community;
- (d) a final comprehensive evaluation paper concerning the quality and value of his total internship experience.

The following criteria should be used for evaluating the internship:

(a) The internship consists largely of significant administrative work necessary to the well-being of an on-going educational program, not so-called "made" work.

(b) The internship provides substantial opportunity for creative thought and action on the part of the intern.

(c) The internship makes provision for continuing joint planning, action, and evaluation by the intern, his college adviser, and the local administrator in the cooperating school-community.

(d) The internship makes provision for flexibility in types of assignments to meet individual needs and interests, as determined by the intern and his professional associates.

(e) The internship involves the intern's continuing administrative responsibility to a particular school-community situation for a considerable period of time, preferably one school year.

(f) The internship is served at the post-master's degree level, preferably during the seventh year of formal training.

(g) The internship provides opportunity for the intern to work, as an administrative assistant, in

democratic group processes involving lay-citizens and school personnel in the cooperating school-community.

(h) The internship provides the intern with a variety of administrative experiences, both routine and special, including most of those common to the administrative position(s) in which he serves his internship.

(i) The internship is integrated with the total preparatory program by means of seminars, conferences, correlated study, and other guidance and supervision of the intern by members of the college faculty.

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A P P E N D I X E S

1

SURVEY-APPRAISAL QUESTIONNAIRE
Concerning Programs of Internship in Educational Administration

(name and position of person answering questionnaire)

(mailing address)

(date)

I OBJECTIVES

How do you evaluate the following objectives of an internship program? (check)

		very important	important	not very important
1.	To make a gradual transition from preparation to full-time administration.			
2.	To put the ideal of "learning by doing" into practice at the graduate school level.			
3.	To guide the interne in better understanding and evaluating theory in terms of practice.			
4.	To instil in the intern an acceptable interpretation of a code of professional ethics.			
5.	To help the intern develop desirable professional habits, interests and ideals.			
6.	To test whether more training is needed before the intern begins full-time administration.			
7.	To provide practical work experience with lay-citizens in an ongoing educational program.			
8.	To develop better administrators than could be developed in an on-campus program of largely theoretical training.			

Other objectives and/or comments: (please specify)

II. CRITERIA

How acceptable do you find the following criteria for evaluating internship programs?

- 1. The internship should consist largely of significant administrative work necessary to the well-being of an on-going educational program--not so-called "made" work.

	check		check
fully acceptable	<input type="checkbox"/>	very important	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>	important	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>	not very important	<input type="checkbox"/>

Comment: _____

- 2. The internship should involve the intern's assumption of real and continuous administrative responsibility for the work he does and, insofar as legally and/or morally possible, for the results of his work.

	check		check
fully acceptable	<input type="checkbox"/>	very important	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>	important	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>	not very important	<input type="checkbox"/>

Comment: _____

- 3. The internship should provide numerous opportunities for the intern to serve as a status-leader in democratic group processes involving teachers, students, parents, and other lay-citizens.

	check		check
fully acceptable	<input type="checkbox"/>	very important	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>	important	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>	not very important	<input type="checkbox"/>

Comment: _____

- 4. The internship should provide substantial opportunity for creative thought and action on the part of the intern.

	check		check
fully acceptable	<input type="checkbox"/>	very important	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>	important	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>	not very important	<input type="checkbox"/>

Comment: _____

- 5. The internship should include a substantial amount of guided reading and study designed to correlate the funded knowledge of the profession to the practical situation at hand.

fully acceptable	check
acceptable with reservations	
not acceptable	

very important	check
important	
not very important	

Comment: _____

- 6. The internship should involve periodic visitation at the "scene of action" by the college-adviser (field-sponsor) for purposes of conferring with and assisting the intern, and evaluating his work in terms of the local job situation.

fully acceptable	check
acceptable with reservations	
not acceptable	

very important	check
important	
not very important	

Comment: _____

- 7. The internship should make provision for joint planning, action, and evaluation, by (a) the intern, (b) his college-adviser, and (c) the supervising-administrator in the cooperating school-community.

fully acceptable	check
acceptable with reservations	
not acceptable	

very important	check
important	
not very important	

Comment: _____

- 8. The internship should be served at or near the completion of the graduate student's formal program of professional preparation.

fully acceptable	check
acceptable with reservations	
not acceptable	

very important	check
important	
not very important	

Comment: _____

9. The internship should involve a considerable block of time, at least (check) 1 quarter/ 1 semester/ 1 year/ 2 years/ on a full-time basis, or the equivalent.

fully acceptable	<input checked="" type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>

very important	<input type="checkbox"/>
important	<input type="checkbox"/>
not very important	<input type="checkbox"/>

Comment: _____

10. The internship should make provision for flexibility in time allotment to better meet the needs and interests of the individual intern--as determined by himself and his adviser(s).

fully acceptable	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>

very important	<input type="checkbox"/>
important	<input type="checkbox"/>
not very important	<input type="checkbox"/>

Comment: _____

11. The internship should make provision for flexibility in type of assignment to better meet the needs and interests of the individual intern--as determined by himself and his adviser(s).

fully acceptable	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>

very important	<input type="checkbox"/>
important	<input type="checkbox"/>
not very important	<input type="checkbox"/>

Comment: _____

12. The internship program should be conducted at a respectable graduate level of proficiency (i.e. meet recognized standards of accrediting agencies as to qualifications of instructors, supervision, teaching load, material resources, professional ethics, evaluation, credits, etc.).

fully acceptable	<input type="checkbox"/>
acceptable with reservations	<input type="checkbox"/>
not acceptable	<input type="checkbox"/>

very important	<input type="checkbox"/>
important	<input type="checkbox"/>
not very important	<input type="checkbox"/>

Comment: _____

13. The internship program should not substitute an intern for a regular teacher or administrator in the cooperating school-community (i.e. should not jeopardize the continued employment and privileges of the complete, regular staff).

	check		check
fully acceptable		very important	
acceptable with reservations		important	
not acceptable		not very important	

Comment: _____

14. Other criteria (specify):

15. Further comment:

note: Permission is requested to give credit to you for ideas and suggestions given in your comments. Do you give permission to use your name in connection with such quotations? Please check: yes no

III. ASSUMPTIONS

To what extent do you agree that the following assumptions should underlie programs of internship?

- 1. Internship should reduce the dualism between theory and practice (in the sense of professional knowledge vs. ability to administer).

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 2. Internship should have as its central purpose the professional preparation of the intern--not economical educational service to the cooperating school-community.

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 3. Internship should promote rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with school employees and students.

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 4. Internship should promote rapid and desirable growth of the intern toward competent democratic leadership in his professional relationships with lay-citizens and organized community groups.

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 5. Internship should promote rapid and desirable growth of the intern toward social and emotional maturity.

	check
agree	
agree with reservations	

Comment: _____

- 6. Internship, to be of maximum value to the intern, requires his readiness in the areas of general and professional education (i.e. he must possess prior to internship, some breadth of general and professional education, and some knowledge of the theory and practice of administration).

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 7. Internship should substantially improve the quality of the total preparatory program by providing individualized instruction and flexibility in content and method to meet the peculiar interests and needs of the individual trainee.

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 8. Internship should provide opportunity for the intern to carry real administrative responsibility which is very beneficial to him in his preparatory program.

	check
agree	
agree with reservations	
disagree	

Comment: _____

- 9. Other assumptions (specify):

IV. FUTURE PROGRAMS

What should be the internship program of the future (i.e. nature and scope of experiences; tendency to become a requirement; part that field surveys should have in the program; advisability of college-adviser living in the cooperating community while working with a group of interns; etc.)?

Status-Survey Questionnaire

Concerning Selected Programs of Internship in Educational Administration

 (name and position of person answering questionnaire)

 (name of training institution)

 (date)

The Program

		No. enrolled Spring term 1952
1.	Total No. School Admin. Majors (approx.)	
	No. students taking internship training	
	Comment:	

		No.
2.	Total number of students who have participated in the internship program to date:	

3. Years in which internship experiences are normally provided:

	Check
Fifth year (Master's)	
Sixth Year	
Seventh Year (Doctoral)	
Post-Doctoral	

4. Time basis upon which internship is organized:

	Weeks or months
Full-time	
Half-time	
One-fourth time	
Other (describe)	

		No.
5.	No. of different school-communities (locations) used	

		No.
6.	No. of different locations used by any one intern	

7. Types of cooperating school-communities used:

	Check
Rural	
Village or town (less than 4,999 pop.)	
Small city (5,000-29,999 pop.)	
Large city (30,000 or more pop.)	

8. Distance of cooperating school-communities from the training institution:

Name of town (or school)	No. of miles

9. Is there a written agreement or contract between the training institution and the cooperating school-community?

Check yes no

10. Does the training institution pay the cooperating school or administrator for supervising the intern's work? Check yes no

11. What factors influenced choice of cooperating school-communities used for internship experiences?

	Weight of Influence (check)		
	Greatest	Some	None
Proximity to the training institution			
Personal and professional qualities of the local administrator			
Request of the local school for interns			
Special opportunity for one specific type of internship experience.			
Breadth of opportunity for several kinds of internship experiences			
General quality of staff and leadership in the local school			
Arrangements made by intern seeking training			
Other (explain)			

12. What is the amount of credit toward the degree required or allowed for internship experiences?

	No. of term hrs. (specify if semester hrs.)	
	Master's program	Doctoral prog.
Minimum required		
Maximum allowed (total)		
Maximum allowed (one term)		
Maximum % of total credits required for degree which may be earned in internship		
(Comment)		

13. In what types of administrative positions have students interned during the past three years?

	No. of interns
Elementary school principalship	
Senior or junior high school principalship	
Local superintendency	
Assistant superintendency	
County superintendency	
Supervising principalship	
State Department of Education	
Other (explain)	

14. What types of internship experiences have been found to be most satisfactory, fairly satisfactory, or least satisfactory?

Type of Experience	most satisfactory	fairly satisfactory	least satisfactory	No experience or basis for evaluation
Conducting community surveys				
Working with budget or financial affairs				
Working with records and administrative forms				
Supervising and improving instruction				
Working with groups of lay citizens				
Working with groups of students				
Following routine of the practicing administrators				
Other (specify)				

15. Has there been a noticeably greater demand on the part of hiring authorities for graduates who have had internship experience than for those who have had no such experience? Check yes no

Comment: _____

16. Do groups of interns have get-togethers sponsored by the college for talking over common problems

	Check		Frequency
	Yes	No	
Informal sessions			
Regular seminar sessions			
Is the college staff represented			

(Comment) _____

17. What kinds of professional and social activities are engaged in jointly by interns and college faculty:

	Check		Frequency
	Yes	No	
College departmental staff meetings			
Faculty-intern social activities			

(Comment) _____

18. Do you believe that a young person is apt to be more successful in educational administration if he goes straight thru his undergraduate and graduate program, including internship, to the doctor's degree--than if he interrupts his formal training at the bachelor's or master's level to teach for two or more years, then completes his doctorate program, omitting internship?

Check: yes no Comment: _____

19. Has there been any evidence of "exploiting" the intern (i.e. continuing a learning experience for the benefit of the local school-community after that experience has been learned)? Check: Yes no

Comment: _____

The Intern

20. Does the prospective intern file a written application for assignment to internship? Check: Yes No If yes, when? _____

21. Does the intern carry a program of academic course work during his internship? Check: Yes No If yes, describe:

23. Is the intern required to live in the community in which he is having his internship experience? Check: Yes No

24. Does the intern receive a salary (or other monetary remuneration) for his services?

	Check	
	Yes	No
From the cooperating school-community		
From the training institution		
(Indicate approximate amount)		

25. What contact does the intern have with his college-adviser (field sponsor) during internship?

	Check
Conference prior to assignment	
Conference at time of assignment	
Conferences during internship as needed	
Conferences at regular weekly intervals	
Other (describe briefly)	

26. What contact does the intern have with the local supervising-administrator during his internship?

	Check
Conference prior to assignment	
Conference at time of assignment	
Conferences during internship as needed	
Other (describe briefly)	

27. Does the intern have one or more conferences during his internship which involve both his college-adviser and his supervising-administrator? Check: Yes No

28. Does the intern have an opportunity to assume a substantial status-leadership role in:

	Check	
	Yes	No
Staff meetings?		
Staff committees?		
Lay-citizen's groups?		
Other (specify)		

29. Is the intern held directly responsible to the local supervising-administrator for his action in the field situation? Check: Yes No

30. What factors influenced choice of intern for his internship?

	Weight of Influence (check)		
	Greatest	Some	None
Scholastic record and academic rank			
Judgment of a college faculty member			
Judgment of a committee of college faculty			
Character			
Physical health			
Social maturity			
Speaking ability			
Personal appearance			
Success in previous job or field experience			
Intern's request for a particular assignment			
Choice by chance (first come, first served)			
Other (explain)			

31. What records is the intern required to keep during his internship?

	Check	
	Yes	No
Daily anecdoted record of activities, problems & related theory		
Comprehensive report of projects & activities (at end of internship)		
Compilation of forms & procedures used by the local school		
Evaluation of his internship experiences (at end of internship)		
Help prepare joint evaluation report (intern; college-adviser; local administrator)		
Other (describe)		

The college-adviser

32. Does the college-adviser (field-sponsor) teach regular college classes in addition to his work with the internship program? Check Yes No
 Other assigned duties or responsibilities? _____

33. What provision is made for reducing the college-adviser's teaching (class) load in proportion to the number of interns for whose guidance he is responsible?

	Check
Approximately 1 hour per week for each intern	
Approximately 2 hours per week for each intern	
Approximately 3 hours per week for each intern	
Other (explain)	

34. Does the college-adviser visit the intern at the scene of the intern's work? Check: Yes No If yes, describe average number and length of visits: _____

35. Is the college-adviser (field sponsor) responsible for:

	Check	
	Yes	No
Supervising directly the internship work of the student?		
Maintaining relations between college and cooperating school?		
Helping the intern to adjust to the local situation?		
Working closely with the local administrator?		
Working directly with the cooperating-school staff?		
Other (specify)		

36. What is the title of the college-adviser who supervises the internship program? (specify) _____

37. How many interns should one person attempt to supervise (full-time work, including placement, visitation, guidance and evaluation)?

Number of interns

Further Comment:

8. What are your plans or desires as to the future of this particular program?
- (a) number of interns?
 - (b) length of internship period?
 - (c) more than one internship session per student?
 - (d) supervisory modifications?
 - (e) cooperative planning and evaluation?
 - (f) changes in types of internship experiences?
9. What special qualifications or abilities should the faculty-adviser (field-sponsor) possess to a marked degree?
10. How and to what extent is it possible for the intern to assume administrative responsibility, when legal and moral responsibilities lie with the practicing administrator?
11. Granting that it takes the practicing administrator at least a year to know his own school-community sufficiently well to become really effective in educational leadership, how can the intern expect to have a satisfactory administrative experience in less time?

