

Mic 60-5570

WALKER, Cecil Everette. A SURVEY OF
INTERNSHIP PROGRAMS IN EDUCATIONAL
ADMINISTRATION.

The University of Nebraska Teachers College
Ed.D., 1960
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

A SURVEY OF INTERNSHIP PROGRAMS
IN
EDUCATIONAL ADMINISTRATION

by
Cecil Everett Walker

A DISSERTATION
Presented to the Faculty of
The University of Nebraska in the Teachers College
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education
Department of Educational Administration

Under the Supervision of Doctor Merle Stoneman

Lincoln, Nebraska

1960

THE UNIVERSITY OF NEBRASKA
TEACHERS COLLEGE
ADVANCED PROFESSIONAL DIVISION

TITLE

A Survey Of Internship Programs In

Educational Administration

BY

Cecil Everett Walker

IN PARTIAL FULFILLMENT OF REQUIREMENTS
FOR THE
DOCTOR OF EDUCATION DEGREE

APPROVED BY

DATE

Dale K. Hayes

July 25, 1960

K. O. Broady

July 25, 1960

W. K. Beggs

July 25, 1960

William E. Hall

July 25, 1960

Rex K. Reckewey

July 25, 1960

SUPERVISORY COMMITTEE

ACKNOWLEDGMENTS

The author wishes to express appreciation to Doctor Merle A. Stoneman for his counseling and guidance throughout this study and during the past fourteen years of graduate study at the University of Nebraska. His words of encouragement and advice have made possible the culmination of this study.

Appreciation is also expressed to my wife, Laila, and to my children, Sondra, Robert, and Tommy for their patience and understanding during the course of this study.

TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION	1
The Problem	4
Sources of Data and Procedure	6
Limitations of the Study	7
Definitions of Terms	8
Orientation of the Study	11
II VIEW OF INTERNSHIPS AS REVEALED BY	
PROFESSIONAL LITERATURE	13
III DESCRIPTION OF SIXTEEN PROGRAMS	31
New York University	33
Stanford University	39
University of Georgia	42
University of California	46
Syracuse University	50
University of Pennsylvania	51
University of Oregon	53
University of Utah	56
University of Maryland	57
Ohio State University	62
Arizona State University	66
Alabama Polytechnic Institute	73
University of Pittsburgh	75
Washington State College	79
Michigan State University	81
Columbia University	81
IV RESULTS OF SPONSORING INSTITUTION OPINION	
QUESTIONNAIRE	94
V RESULTS OF INTERN QUESTIONNAIRE	108
VI RESULTS OF SUPERINTENDENTS QUESTIONNAIRE	122
VII CONCLUSIONS AND RECOMMENDATIONS CONCERNING	
INTERNSHIP TRAINING PROGRAMS FOR EDUCATIONAL	
ADMINISTRATION	133
BIBLIOGRAPHY.	143
APPENDIXES	148

LIST OF TABLES

Table	Page
I Analysis of Sponsoring Institution Opinion Questionnaire	96
II Analysis of Superintendents Questionnaire	124

PREVIEW

SUMMARY OF EDUCATIONAL CAREER

Educational Preparation:

Peru State Teachers College, Peru, Nebraska, B.A., 1941
University of Nebraska, Lincoln, Nebraska, M.A., 1949
Colorado State College of Education, Greeley, Colorado,
1950
University of Nebraska, Lincoln, Nebraska

Professional Experience:

Instructor, Public School, Weeping Water, Nebraska,
1941-1942
Instructor, Public School, Milford, Nebraska, March
1946 to May 1947
Instructor, Public School, Seward, Nebraska, 1947-1949
Principal, Public School, Seward, Nebraska, 1949-1951
Superintendent, Public School, Seward, Nebraska,
1951-1960
Instructor, Concordia Teachers College, Seward,
Nebraska, Summers 1953, 1954, 1958

Member:

Phi Delta Kappa
American Association of School Administrators
Nebraska Association of School Administrators
National Education Association
Nebraska State Education Association

CHAPTER I

INTRODUCTION

Introductory Statement

Perhaps one of the most difficult things to do is to prove that the success an individual has in his position is due to the formal training which he has undergone. All programs of training are built on the assumption that the training the individual receives has a direct relationship to the execution of responsibilities, but very seldom is there available any unquestionable evidence to substantiate this assumption.

For many years various institutions concerned with the training of school administrators have questioned that the programs being offered to potential administrators provide the best type of training possible. Many professors in school administration have not been and are not satisfied with the curriculums available in this field and have been searching for ways and means of procedure to make the program more beneficial to practicing administrators. Many authorities believe there should always exist a definite plan of selection and training for those individuals indicating a desire to enter this phase of educational endeavor. Such a plan should not, as has sometimes been the case in the past, provide for a haphazard selection of courses, but

should be a program from which both the individual and the profession will profit. Too often persons enter this field of educational work who are totally unsuited to perform the functions demanded of the school administrator.

The American Association of School Administrators has been aware of the problem concerning the admittance of persons into the organization without suitable qualifications or training to enable them to perform the rigorous tasks expected of the present day school administrator. This organization adopted a constitutional amendment at the annual meeting in Atlantic City, New Jersey in 1959 which provides that:

Beginning on January 1, 1964, all new members of the American Association of School Administrators shall submit evidence of successful completion of two years of graduate study in university programs designed to prepare school administrators and approved by an accreditation body endorsed by the Executive Committee of the American Association of School Administrators.¹

The Executive Committee immediately designated the National Council for the Accreditation of Teacher Education as the agency to formulate a list of institutions approved to offer advanced training in school administration. The Committee for the Advancement of School Administration, an agency of the American Association of School Administrators, says:

¹American Association of School Administrators, The School Administrator (Chicago Midwest Administration Center, June, 1959), p. 1.

Dissipation of the potential strength of a college is frequently the result when it tries to cover every field. We deplore the exaggerated number of institutions (more than 300) which claim a program for preparing administrators in view of the actual need per year for beginners in school administration jobs. (For example, only about 800 persons enter the superintendency for the first time each year.)²

The number of universities offering degrees in school administration will most likely decrease in the near future. In other institutions programs will be revamped and re-evaluated to meet the criteria of the accrediting agency recently established by the American Association of School Administrators. It appears likely that the schools that already have well qualified departments of school administration are more likely to be accredited by the National Council for the Accreditation of Teacher Education than are institutions with limited offerings.

Literature in the field of school administration indicates that there is a great divergence of opinion on just what types of training and experiences a potential administrator should have, but there is almost complete agreement that all institutions should evaluate their programs with the purpose in mind of meeting the needs of potential administrators and aiding them in the solution of their problems of the future. It is with this phase of the educational problem of the administrative training institutions that this dissertation concerns itself.

²American Association of School Administrators, Something to Steer By (Washington; Committee for the Advancement of School Administration, January, 1958), p. 2.

This study is undertaken to investigate training programs throughout the United States in educational administration and to make suggestions to training institutions in Nebraska for the improvement of their programs. The writer hopes this study will supplement the work of other individuals interested in this problem of improving the training program for school administrators and for the improvement of the educational leadership in Nebraska. Well established programs throughout the United States will be studied and, where feasible, certain aspects of these programs will be recommended for Nebraska administrator training institutions.

THE PROBLEM

Statement of the Problem

The purpose of this study is to:

1. Ascertain the present status of internship programs in selected institutions engaged in this type of training for administrators.
2. Study the programs being offered by these training institutions and recommend the incorporation of their stronger aspects into any program to be developed in Nebraska.
3. Compile and analyze the opinions of the coordinators of the selected programs concerning the contributions and pitfalls of the internship.
4. Compile and analyze the opinions of selected

interns concerning the value of the types of training they have experienced toward making their entrance into practical administration much easier and more effective.

5. Compile and analyze the opinions and suggestions of selected administrators in Nebraska concerning the objectives and criteria necessary for the training of Nebraska administrators.

6. Recommend to the administrative training institutions in Nebraska desirable procedures and practices for programs of internship in educational administration.

Significance of the Problem

The interest of the investigator has been in this area for some time and this interest received impetus recently by the indicated concern of his advisor and the Dean of the University of Nebraska Teachers College. Visitations with experienced administrators in Nebraska helped to prompt this inquiry.

The importance of internship training of school administrators has been indicated frequently in the literature by those responsible for training these people. Only during recent years, however, have formal programs been developed by training institutions.

Internships in school administration are a recent development. Only two such programs are known to have been in existence prior to 1947, and one of these was rather completely reorganized as recently as 1950.

During the past five years, much has been learned about how internships can be successfully provided, and at the same time,³ a number of unsolved problems have become apparent.

The program inaugurated by the Cooperative Program in Educational Administration, Middle Atlantic Region, in 1950 is perhaps the most significant program in operation today. The spread of the acceptance of the program in the eight universities participating in the project led to evaluations of the procedures followed by each of them. The results of the evaluation of some of these programs will be included in this study.⁴

That there is interest in this type of training program for school administrators in Nebraska is indicated by the assignments given students interested in this field at the University of Nebraska in the areas of research, instruction and supervision. An internship program is in the inaugural stage at the University of Omaha. The writer believes the present study will contribute a needed impetus to the programs in Nebraska.

SOURCES OF DATA AND PROCEDURE

Information will be obtained from these sources:

³Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration (New York: Bureau of Publications, Teachers College, Columbia University, 1952), p. 1.

⁴Clifford P. Hooker, An Appraisal of the Internship in Educational Administration (New York: Bureau of Publications, Teachers College, Columbia University, 1958), p. iii.

literature, coordinators of selected schools, persons experiencing internships, Nebraska superintendents, interviews, and leaders in educational administration. The following procedures will be utilized:

1. Available literature will be read.
2. Program coordinators asked to respond to a questionnaire.
3. Interns asked to respond to a questionnaire. Names of the interns will be obtained from the school they attended.
4. Interview check list to guide writer in personal interview with program coordinators.
5. Professors of educational administration contacted for information.
6. Superintendents of the forty-three largest high schools in Nebraska asked to respond to a questionnaire.

LIMITATIONS OF THE STUDY

1. This study does not attempt to survey all internship programs in existence. Most of the programs selected are believed to be well established and are highly representative of this type of training.
2. This study does not attempt to evaluate any of the internship training programs. Comparisons of various programs is not a specific objective of the

study, but some slight comparison cannot be avoided.

3. The study is not restricted to well established internship programs. Some of the more recently developed programs were surveyed with the hope of obtaining emerging ideas and practices.

4. This study is restricted to internship programs in educational administration.

5. This study does not attempt to question all individuals who have experienced internship training experience, but a selected group of trainees is included.

DEFINITION OF TERMS

There are many terms in educational literature and writing that can be interpreted to have different connotations. It is not the intent of this study to become involved in semantics. The words "internship" and "apprenticeship" may appear in different sections of this study and basically they will refer to the administrative training of the individual on the job. The two terms will be used in this study as far as possible in the connotation in which they appear in the literature dealing with educational administration. Dr. Clarence A. Newell says:

As attempts are made to integrate the two types of programs, there appears to be a danger that internships and apprenticeships will be confused. Both types of activity may be useful, but they are not identical Some of the differences in emphasis between internships and apprenticeships have been

worked out. These differences cannot be validated until internship and apprenticeship programs are further developed.⁵

Apprenticeship Program

For the purpose of this study the term apprenticeship program is defined as the working of a prospective administrator in a field situation under the supervision of local school authorities and in some cases with the advice and counsel of a training institution.

Internship

The term will be used in reference to the employment of an administrator in training by a school district during the period in which he is under supervision of a training institution.

In-service

The reference to this term will be used where local administrators receive guidance and counsel from training institutions during the performance of a full-time job and while serving as local administrator.

Field Experience

This is a flexible term and will be used to denote variable educational experiences without any particular time limit imposed. It could mean observation, participation, or any other experience in the field that would enhance the training of the individual.

⁵Clarence A. Newell, "Internships and Apprenticeships in Educational Administration," American School Board Journal, 129:26, July, 1954.

Field Practice

This term will be used to denote the actual participation of the intern in some phase of the training program. It could be for just a short period of time.

Administrator

The investigator will use the term in reference to the duties usually performed by the local head of the school system, which may be either a principal or superintendent. There are many other areas in the school system which are administrative in nature, but for the purpose of this study the reference will always be made with the two categories mentioned being applicable. In many instances the distinction of duties between the two offices is not clear and this is usually because of the nature of the administrative structure of the school. In some instances the superintendent may assume many of the duties that would be done by the principal in another. For this reason this study will concern itself with information centered on the administrative head of any particular school.

Cooperating Agency

This term will have reference to the cooperating school training school administrators and will usually mention the head administrative officer as being the focal point of the internship training program.

Cooperating Institution

This refers to the institutions training school

administrators. The cooperating institution usually works directly with the cooperating agency in the selection and placement of trainees and will be represented by the college advisor of the person taking this type of educational leadership training.

ORIENTATION OF THE STUDY

Educational administration is a highly specialized profession, consequently the need to include in the preparation program good theory and the opportunity to apply or practice that theory is apparent. The internship appears to be one means of extending the experience aspect of the preparation program and of making the entrance of the individual into an actual job situation much easier.

Individuals and groups of educational administrators have been deeply concerned over a period of years regarding the basic issues in the preparation of prospective educational administrators. They believe that the right kind of training for school administrators is imperative if American democracy is to survive. Most educators agree that our society will continue to change, and that education will play a most important part in what kind of transformation takes place. Therefore it is necessary that the highest type of individual be trained for this important position of leadership in communities throughout the United States and also that the curriculums in our training institutions be revised

to keep pace with the demands of the changing times. What these changes are and what methods will be employed to meet the situation is a debatable question causing concern to the individuals and training institutions responsible for training educational administrators.

It is with these conflicting thoughts and viewpoints concerning the nature of educational administration and the most desirable means of preparing for it, that this research undertakes to examine the various programs in operation and to synthesize the thoughts and opinions of various individuals and institutions connected with the training and preparation of educational administrators. Many of the programs are called internships, but this terminology will not necessarily dictate that the programs under this heading will be the only ones studied. Other programs under different titles, but having the same or similar objectives will be included in this study.

CHAPTER II

VIEW OF INTERNSHIPS

AS REVEALED BY PROFESSIONAL LITERATURE

The purpose of this chapter is to review the literature in educational administration and present the emerging concepts and competencies needed for future educational leaders as seen by selected writers in the field. The chapter will be organized under the following headings:

1. The administrator in the changing social order
2. The role of the university
3. The role of the administrator
4. The role of the profession of school administration
5. Internship as a means of preparation
6. Summary of the viewpoints

The Administrator In The Changing Social Order

Authorities in the field of school administration point out that the educational administrative process is in a period of redirection. During the last years of World War II leaders in the American Association of School Administrators, the National Council of Chief State School Officers, and the Division of Rural Service became increasingly concerned about the status of educational leadership. The financial aid of the Kellogg Foundation was solicited

and ultimately a grant of six million dollars was made available to eight universities in the United States for the express purpose of research in the field of school administration. This was the first time since the profession of educational administration was established that a substantial amount of money had been made available for improving training programs, for recruiting promising talent, and for publications, conferences and research. The project was named the Cooperative Program in Educational Administration.

After the project had been under way nine years, it became evident, according to Griffiths,¹ that several changes were taking place and that this redirection resulted from the following factors: (1) the emergence of new problems; (2) the development of new theories; and (3) the shaping up of new methods of instruction.² The administrator of the future will need to possess the competency to face these problems realistically and with confidence to be able to make sound judgments and decisions.

The future administrator, so Griffiths maintains, will have to accept responsibility as the person who directs and controls the social organization called the school. He will necessarily need to be highly informed regarding the behavior of human beings. In order that he will be able to

¹Daniel E. Griffiths, "New Forces in School Administration," Overview, 1:48-51, January, 1960.

²Ibid., p. 49.

exercise his skill and knowledge, he will have to develop a set of values which will enable him to function in a democratic society. In the future, educational administration will call for a skill far greater than that which is required today.

Ernest O. Melby³ contends that the role of the superintendent in participating in educational planning for the community in which he serves must be changed from the earlier concept of the superintendent making the blue print for the educational program and then selling it to the patrons to the more effective and democratic practice of involving lay citizen groups. Lay citizen participation in educational policy determination must be solicited not only because it promises better educational programs for the community, but also because it offers an educational opportunity for the citizens themselves and for the professional staff. Lay participation gives better educational programs and better and more effective citizens.

Melby states further:

It is not easy, however, for superintendents of schools who have functioned unilaterally with their boards of education to adopt the new role. Many of them will be likely to feel that somehow they have lost prestige. They will be in the habit of having expressed their personal opinions on so many issues that it will be difficult for them to be the spokesmen for programs in which they have merely participated. It may take some time for them to learn the new procedures. When, however, the new approach is fully understood, it will become clear to the school

³Ernest O. Melby, Administering Community Education (New York: Prentice-Hall, Inc., 1955).

administrators that they have really moved out of a rather low order of educational leadership into a much higher order of performance.⁴

The earlier concept of the superintendency was that of a person who "knew how." The new concept as discussed by Melby has to do with the ability of the individual who knows how to release the creative talents of others. The "know how" concept is certainly not discarded, but there has been a shift from the subject matter and specific knowledge to new attitudes that relate to process and creative leadership. The success of the administrator will depend upon his capacity to help both lay and professional people build a strong educational program for the community.

The challenges facing the practicing school administrator and the administrator of the future were pointed out time and time again by various speakers on the program of the 1960 convention of the American Association of School Administrators. Herold C. Hunt, in a convention address, said:

A word not often heard but apparently in at least the subconscious vocabulary of too many school people is "neophobia." Webster defines it as fear of the "new" . . . We must admit that that virus, deadly to creative endeavor and progress, has bitten many of us. It is much too comfortable to go on the way we always have, and just possibly "the old way" is best after all, we rationalize. Let's be honest and admit to our shortcomings.⁵

⁴Ibid., p. 249.

⁵Herold C. Hunt, Eliot Professor of Education, Harvard University, in a convention address, February, 1960. Permission to quote secured.

Hunt further emphasized the necessity on the part of the administrator to be alert continually to the ever-changing processes in our schools. The responsibility for the security of the nation and its advancement in the technological field depends upon the alert leadership of the persons in charge of its schools.

A number of other speakers during the convention called attention to the great need for change in the preparation of the leaders of the American educational system and also indicated the great strides that have been taken in the past. Lawrence G. Derthick pointed out in his address the following observations:

When we think about our own great country and how we arrived at where we are; when we ponder the spectacular changes which have occurred in our own brief span and the much greater changes which, with increasing speed and velocity, are impelling us onward; when we realize the ferment which is heaving and tearing all the nations of the world; and then when we remind ourselves of the tremendous power in education, it is a humbling meditation and yet one that is deeply moving in its demand for great wisdom and high courage in educational leadership.⁶

These great leaders are concerned about the future leadership in the American educational system and are taking the initiative in the promotion of needed change. The fruits of their efforts will only be realized by the unified concern of all individuals working in the field of school

⁶Lawrence G. Derthick, United States Commissioner of Education, Washington, D. C., in a convention address, February, 1960. Permission to quote secured.