

This dissertation has been 64-11,002
microfilmed exactly as received

MARTIN, Larry Paul, 1928-
EXPLORATION OF INTERN ROLE AS PERCEIVED
BY INTERNS, UNIVERSITY SUPERVISORS AND
COOPERATING ADMINISTRATORS.

The University of Oklahoma, Ed.D., 1964
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

EXPLORATION OF INTERN ROLE AS PERCEIVED BY INTERNS, UNIVERSITY
SUPERVISORS AND COOPERATING ADMINISTRATORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY


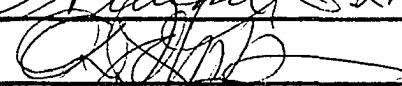
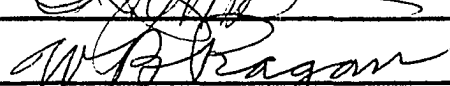
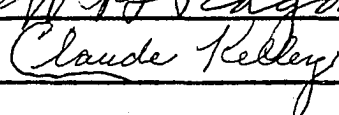
LARRY PAUL MARTIN

Norman, Oklahoma

1964

EXPLORATION OF INTERN ROLE AS PERCEIVED BY INTERNS, UNIVERSITY
SUPERVISORS AND COOPERATING ADMINISTRATORS

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

An expression of sincere appreciation is extended to Dr. William G. Monahan, chairman of the doctoral committee, for the expert guidance he has provided during the course of the study. The writer is also indebted to Dr. O. D. Johns, Dr. Claude Kelley, and Dr. William B. Ragan, members of the committee with Dr. Monahan.

The writer expresses deep gratitude to his wife, Virginia, for her assistance and constant encouragement and to his daughter, Pamela, for patience and understanding.

Many people have contributed to the completion and refinement of the study. Perhaps each of these people will realize that his effort has been recognized and valued greatly.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	v
 Chapter	
I. INTRODUCTION.	1
THE PROBLEM AND ITS IMPLICATIONS	1
BACKGROUND AND NEED.	2
DEFINITION OF TERMS.	4
DELIMITATIONS OF THE STUDY	5
METHODOLOGY.	6
II.. REVIEW OF RELATED STUDIES	11
III. DATA ANALYSIS	21
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	46
FINDINGS AND CONCLUSIONS	47
RECOMMENDATIONS.	53
BIBLIOGRAPHY.	55

LIST OF TABLES

Table	Page
1. Interns' Performances.	22
2. Interns' Performances.	24
3. Interns' Performances.	25
4. Interns' Attributes - Marital Status	29
5. Interns' Attributes - Religion and Politics.	30
6. Interns' Attributes - Age.	31
7. Interns' Attributes - Sex and Race	32
8. Interns' Attributes - Background	34
9. Interns' Attributes - Traits	35
10. Interns' Attributes - Characteristics.	37
11. Interns' Attributes - Competencies	38
12. Interns' Participations - Organizational Memberships	39
13. Interns' Friendships - Intimate friendships with leaders . .	41
14. Expectations for Superintendents' Performances	43

LIST OF APPENDICES

Appendix	Page
APPENDIX A	58
Cover Letter	59
Questionnaire.	60
APPENDIX B	65
Tabulation of responses.	66
APPENDIX C	79
Percentage computation of responses...	80
APPENDIX D	93
Names and addresses of respondents	94
APPENDIX E	98
Preliminary letter	99
Letter to Neal Gross	100
Letter from Neal Gross' secretary.	101
Letter to Jack Culbertson.	102
Letter from Jack Culbertson.	103
Letter to Roald Campbell	104
Letter from Roald Campbell	105
Letter from Leo Dorais	106
Letter to Leo Dorais	107
Letter from Leo Dorais	108
Letter from Henry Otto	109
Letter to Henry Otto	110
Letter from Harold Shane	111
Letter from Hanne Hicks.	112
Letter from H. W. Schooling.	113
Letter from Morris Cierley	114
Letter from Willard Lane	115
Letter from Howard Bretsch	116
Letter from George Holloway, Jr.	117
Letter to George Holloway, Jr.	118

Appendix	Page
Letter from Clyde Campbell	119
Letter from Benjamin Willis.	120
Letter from Edward Dejnozka.	121
Letter from Everett Holmgren.	122
APPENDIX F	123
Letter from John Ramseyer.	124
The Ohio State University Internship in Educational Administration.	127
University of California, Berkeley, Graduate Student Internship Program in Educational Administration. .	129

EXPLORATION OF INTERN ROLE AS PERCEIVED BY INTERNS, UNIVERSITY
SUPERVISORS, AND COOPERATING ADMINISTRATORS

CHAPTER I

INTRODUCTION

THE PROBLEM AND ITS IMPLICATIONS

Subsequent to a review of related studies and other literature, it was determined that the role of the intern in the public school superintendency had not been studied with a view toward determining the expectations which interns, university supervisors, and cooperating administrators held for the position. It was assumed that conflicts existed between and among interns, university supervisors, and cooperating administrators concerning the expectations held for the role of intern. It was further assumed that such a study would reveal these conflict areas and thereby aid each group in attempts to resolve differences.

The major purpose of this study was to identify and analyze the role expectations which interns, university supervisors, and cooperating administrators held for the intern during the internship, and to compare these expectations to determine the possible convergence and divergence of the role expectations each held. Once the role expectations are determined, the implications such findings have for internships and

administration preparatory programs will be clarified.

BACKGROUND AND NEED

With the increasing complexity of administration has arisen a new concept in the preparation of school administrators. To cite this change in administrative demands and methods would merely be to trace the history of school development in the United States and especially to relate the history of administrative operation in regard to an increasingly complex society.

In many instances the administrator is expected to be competent in a multitude of technical administrative skills. He must be able to give direction and leadership in all phases of the school program. The need for professional competence in educational administration imposes an obligation upon all institutions involved in the preparation of educational administrators. The internship program in the development of school administrators arose through a realization of the need for a greater degree or a new type of competence in public school administration.

The demand for a high level of competence in educational administration has resulted in the development of the internship plan in the education and development of administrators. Internships in school administration have developed during the last fifteen years. Only two such programs are known to have been in existence prior to 1947.¹

The internship method in education is common in the advanced stages of law and medical instruction. The purpose of the internship

¹Gordon A. Wheaton, A Status Study of Internship Programs in School Administration, Unpublished Ed. D. Thesis. (New York: Teachers College, Columbia University, 1950). (Typewritten.)

plan in law and medicine and the well-known apprenticeship education was to develop competency in a specific area. It has been assumed that the internship program can be one of the greatest contributors to competency in educational administration. It was anticipated that an individual would gain a magnitude of practical skill and knowledge during the period of service as an intern. It was further assumed that the value of the internship experience cannot be satisfactorily duplicated in classroom situations.

Apparently only limited research has been devoted to the internship program and virtually no data exist concerning values to the intern as perceived by the university supervisor, the cooperating administrator, and the intern. There is a recognized need for a determination of quality which might or might not be related to quantity.

The student teaching program wherein the student works in an actual teaching situation is a fore-runner of the administrative internship program. It is likely that the results of different internship modes of operation are filling a void in administrative education. Evidently graduate work in education beyond the master's degree is becoming the rule rather than the exception for administrators. This is being brought about by the expanding field of knowledge and the desire of the administrator to enlarge his own thinking. Higher certification requirements and the desire to qualify for better jobs with higher salaries are also responsible.

Development of the internship program is a trend in keeping with the emphasis on higher levels of education. A student might be expected to serve as an intern during the final phase of his formal education, the

student being under the joint supervision of the school district and the training institution.

DEFINITION OF TERMS

An intern is a graduate student preparing to be a public school administrator working under the direction of a public school administrator and the supervision of a university professor.

An internship program embodies a student preparing to be an administrator in education, an institution of higher learning, and a cooperating institution wherein the intern will work with a cooperating administrator.

For the purpose of the study and within its limitations the cooperating administrator is the superintendent of schools with whom and under whose direction the intern works.

The university supervisor is the university professor supervising the intern during the internship in collaboration with the cooperating administrator.

Expectations means an evaluative standard applied to an intern in the internship program.

Role is a set of expectations applied to an intern.

Role behavior is the actual performance of an intern.

Role attribute is defined as an actual quality of the internship.

Role congruency means a situation in which an intern and others perceive the same or highly similar expectations for a position.

Role divergency denotes a situation in which the intern and others perceive varying or highly different expectations for a position.

Role conflict signifies any situation in which the intern and others hold completely opposite expectations for a role.

Intra-role conflict shall be understood to mean the situation with which an individual is confronted if he perceives that others hold different expectations for him as an intern in a single position.

Inter-role conflict indicates the situation existing if the intern perceives that others hold different expectations for him in two or more positions.

DELIMITATIONS OF THE STUDY

The study was limited to universities in the United States holding membership in The University Council for Educational Administration, hereafter referred to as the UCEA, who are preparing school administrators wherein an internship is part of their program. Though institutions, not members of UCEA, also offer advanced programs in school administration and have internship programs, it was not feasible to include all of them in this study. UCEA provides an excellent sampling frame and, as acknowledged reputable institutions, UCEA universities have typically exerted influence on innovative programs in school administration.

An additional limitation was applied in that the focal point of the study was the superintendency and other types of internships were discussed only incidentally in the review of literature. A further external limitation resulted from the fact that certain criteria prohibited a few institutions from participating in the study. These facts are clearly and adequately explained by letters exhibited in appendix "E".

The internship may either be a requirement or an elective. The study was further limited to an extensive review of current practices, whereby conclusions can be determined as to the design of present internship programs and the logical course of future programs. In addition to

securing information from university supervisors, interns, and cooperating school administrators were also contacted for expectations of the role of the intern.

METHODOLOGY

In this study the major objective was to explore administrative internships as they actually existed and to compare the role expectations of interns with the expectations of university supervisors and cooperating administrators. To be confident that actual situations were revealed, not only the sponsoring institutions but also the cooperating schools were polled in addition to the interns.

A review of literature pertaining to educational administration internship programs, which forms the basis for Chapter II of the dissertation, was the first step in securing data. An instrument was used which provided responses designed to reveal discrepancies in the role expectations of the groups included in the study. Questionnaires were mailed to all UCEA members having internship programs, to cooperating schools, and to interns.

Information was requested from institutions of higher education supporting internship programs relative to their existing and evolving programs. Chapter III consists of data analysis and Chapter IV contains the summary, conclusions, and recommendations.

Returns were analyzed by the percentage of response and group average response for each item. Sections were treated as an entity where possible. Items were analyzed individually when necessary. Support for the general structure is found in statements by Best. For example:

. . . data may be gathered by a systematic description and analysis of all the important aspects of the present situation . . . Clarification of objectives of goals may come from a study of what we think we want, possibly resulting from a study of conditions existing else where . . . The third type of information is concerned with how to get there. This analysis may involve finding out about the experience of others who have been involved in similar situations . . . Descriptive research involves more than fact-gathering and tabulation. It deals with the analysis and interpretation of the data which have been gathered for a specific purpose, for the understanding and solution of significant problems.²

It is assumed that the internship is of significant value in preparing school administrators. This assumption is based on the fact that certain institutions use such a program.

Completed questionnaires were returned by all individuals whose names and addresses appear in appendix "D". Other information of importance in this paper includes descriptions of internship programs which are reviewed in appendix "F".

All UCEA institutions were contacted to secure names and addresses. Since the study was limited to interns practicing during the 1962-63 school year, some addresses and titles had changed and were impossible to determine. Some institutions sponsored active internship programs but did not include those preparing for the superintendency.

This study was not an attempt to generalize as to the content or structure of all or any one of the internship programs. Neither was it an attempt to provide a formula describing the role of the intern. Rather, the study was designed to reveal possible conflict areas by analyzing congruent and divergent expectations from the three selected groups.

²John W. Best, Research in Education. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 104.

The instrument was arranged into five sections. The response choices for each item consisted of:³

- AM -- Absolutely must
- PS -- Preferably should
- MMN -- May or may not
- PSN -- Preferably should not
- AMN -- Absolutely must not

The first four sections of the instrument deal exclusively with the intern. Section five is concerned with expectations for the superintendent's performance which, in all but two items, directly affect the intern. Section five contains items 99 through 109. Items 104 and 108 do not directly concern the intern in that they inquire if the superintendent should "help 'sell' good education to the community" and if he should "participate in community activities." The concern of these two items for the internship exists in the fact the superintendent might expect the intern to function in the same manner in which he functions.

Section one consists of twenty items designed to discover expectations for the intern's performances. Each item describes a situation with which the intern may be confronted. Some items deal in generalities while others are specific. The items are designed to provide a sampling of activities in which the intern might engage and all deal with things that might be done during an internship.

Section two consists of fifty-two items intended to discover expectations for the intern's attributes. This section is concerned with

³Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958) pp. 331-342.

traits, qualities and characteristics. Items are planned to elicit expectations for marital status, religion, politics, age, sex, race, background, including education and experience, traits, characteristics and competencies.

Section three consists of eleven items designed to discover expectations for the intern's participations. Each item lists a community activity in which the intern might have an opportunity to participate. Item number 76 is a slight exception in that it asks if the intern should "have his wife be active in the Parent Teachers' Association."

Section four consists of fifteen items aimed to discover expectations for the intern's friendships. The items in this section determine if the intern would be expected to have an intimate friendship with certain well-known and influential community figures.

On September 30, 1963 a letter was sent to the chief administrator in the education divisions of each UCEA member institution in the United States. The letter inquired if the institution conducted an internship program during the 1962-63 school year where-in individuals were specifically prepared to be superintendents. This being the case they were asked to provide the names and addresses of university faculty members involved as supervisors of interns in such a program, public school cooperating administrators, and interns participating in the superintendency internship during the 1962-63 school year. Institutions not providing an internship program during the 1962-63 school year, or whose internship program did not include individuals preparing to be superintendents, were asked to so indicate on the bottom of the letter and return it in an enclosed envelope.

Distribution of the questionnaire began November 18, 1963. The questionnaire was accompanied by a cover letter briefly describing the nature and purpose of the study.⁴ Names and addresses were requested to facilitate mailing and follow-up. Appendix "A" contains a complete exhibit of the questionnaire and its cover letter.

Average responses for groups on each item were calculated offering a numerical value to each of the five possible responses. For purpose of calculation the value assigned to each response was:

	Value
AMN Absolutely must not	1
PSN Preferably should not	2
MMN May or may not.	3
PS Preferably should	4
AM Absolutely must	5

Average responses were calculated on this basis to the nearest hundreth.

Of the forty-two UCEA institutions contacted, three did not respond; three could not participate in the study because of restrictions applied by a sponsor; sixteen had only a limited program; and seven reported that they did not presently have an internship program. Thirty-six of forty-three interns answered questionnaires as compared with sixteen of twenty university supervisors and twenty-three of forty-three cooperating administrators. These are all complimentary roles.

⁴See Appendix A.

CHAPTER II

REVIEW OF RELATED STUDIES

Remarkable changes have been made in public school administration education since the advent of the internship. The internship program itself is steadily growing. It is probably the most lauded development in the preparation of school administrators in the past ten years.¹

Unruh found that public school administrators not only favored the internship as part of the professional preparation of school administrators, but they also agreed to assume some responsibility for such programs.² The Ohio CPE center reported that:

One of the first recommendations of the committee on educational administration was for approval of an internship chiefly for graduate credit. The beginning internship chiefly for masters candidates, is a parttime arrangement for one quarter with an administrator close to the university. An advanced internship for the two-year and doctoral candidates is a full-time program arranged preferably for one year with subsistence pay.³

The initial system of limiting educational administration preparatory programs to classroom instruction has been found to be inadequate. Davies maintains that:

¹Professional Administrators for America's Schools, Thirty-Eighth Yearbook of the American Association of School Administrators, (Washington: The National Education Association, 1960), p. 67.

²Adolph Unruh, "The Internship," The Nations Schools, LIX, May, 1957, p. 63-64.

³J. A. Ramseyer, "Administration Program Development, Phi Delta Kappan, XXXVII, April, 1965, p. 299-303.

Another development is the conviction that a top quality professional school must have a program of extensive field contacts for both students and professors. The actual mechanisms are called by many names: school study councils, bureaus of educational research, institutes of field services, internships and field projects for the doctorate. Whatever the names, the activities add up to a close and continual interaction between our institutions and their natural laboratories: state, county, and local school systems.⁴

As early as 1949 support was found for the educational administration internship.

If this process of internship has proved effective in the wide variety of occupations in which it has been established, does it not seem logical to utilize it in school administration? If practice teaching affords greater assurance for the first assignment to the teacher's college graduate, should not practice administration enhance the chances for success for the beginning principal and superintendent?

Obviously the opportunity to assist in the administration of a school or a school system should more effectively prepare the young principal or superintendent for the time when the full responsibility will be his. In observing an experienced administrator in action, in working toward the solution of everyday problems with a person seasoned by years of practical application of his knowledge, the fledgling cannot but profit by the association; he cannot but absorb understanding and ability in the handling of situations; he cannot but develop his sensitivity to the appropriate course of action.⁵

It is generally agreed that the schools affect and are affected by society. The increasing complexity of school administration demands that administrators keep in step with evolving demands. Modifications in administration preparatory programs has occurred.

Briefly, an administrative internship is a work experience program requiring the three-way cooperation of a graduate student, a school administrator, and a college of education. Each has a definite responsibility. The college agrees to assign internships only to advanced students of administration who, in the opinion of

⁴D. R. Davies, "New Programs Prepare School Administrators," The School Executive, LXXVI, December, 1956, p. 19-20.

⁵Hunt, Herold C., "Why Not Internships for School Administrators?" School Management Magazine, February 1949, Vol. 18, No. 7.

the faculty are potentially of administrative calibre. Generally they have had teaching experience. Some have held minor administrative positions. The college provides any needed hints to the administrator as to how to work with an intern. It supervises the arrangement until its completion, both through visits to the sponsoring school system and through periodic conferences with the interns at the college.

The administrator undertakes to provide the intern with ample opportunity to observe and participate in the manifold activities of his position.⁶

A re-evaluation of the role and function of the superintendent as he seeks to provide for leadership in strengthening the foundation of the educational structure is explicit. New assessments are being made of general objectives and of specific purposes in administrative training programs.

In the course of development, thought is being directed toward ways and means of achieving efficient organizational patterns. Effort is exerted toward intelligent and practical ways of providing field experience for prospective superintendents. This in itself is an attempt to provide for increased staff effectiveness and necessary services. As a corollary to these efforts attempts are being made to improve the relationships and understandings between the university, the public school, and the people of the community, who retain responsibility for the quality of the school.

The literature reveals no evidence that internship programs are a detriment to the end result of educational administrative preparatory programs. As early as 1950 studies disclosed a high degree of satisfaction with the innovation of the educational administration internship.

⁶Daniel R. Davies, "An Internship Program for Educational Administration." School and College Management Magazine, October 1950. Vol. 20, No. 3.

In the last analysis, boards of education, informed lay people, and teachers themselves, all prompted by a growing realization that education in a complex society demands nothing less than the best administrative leadership, today are becoming more and more unwilling to leave to chance the adequate preparation of those persons who aspire to such leadership in their schools.

This emphasis on, and need for, extensive and specialized training has presented a challenge to preparatory colleges and universities throughout the country. One manner in which a few forward-looking institutions have endeavored recently to meet this challenge is by experimentation with a program commonly known as internship in school administration.⁷

As the pendulum in administrator preparatory programs has swung from one extreme to the other, the question is asked, "What is the place of an internship in a potential administrator's education?" The internship does have significance in adequately preparing an administrator, but the type of activity can be a determining factor. The assignment of an exorbitant amount of detail work has little justification. However, practice to a reasonable degree, will assist the intern in establishing in his mind a particular process. Duties and assignments should be evaluated and results discussed with the intern.

The terms drill and practice are frequently used interchangeably. Drill is practice, and practice does lead to intellectual growth. It is important that drill or practice be meaningful, constitute an integral part of the internship, and then be evaluated and discussed. A duty in any other context seemingly has little purpose.

Following any type of evaluation, there should be a conference between the intern and his evaluator. It is conceivable that this conference will merely reassure the intern that the evaluation has indicated

⁷Wheaton, op. cit., p. 5-6.

that he is performing satisfactorily; occasionally it might include specific suggestions about areas that appear to need attention.

In any internship program, the central concern must be the provision of sound internship experience.... The easy assumption that an internship experience will automatically be desirable is unwarranted. Like other educational experiences, an internship may be effective or it may be unsound.

In order that an internship program may in fact make a substantial contribution to the professional education of the future school administrator, attention and careful thinking must be devoted to the quality of the experience provided. An intern is not the only person who participates in an internship experience. Although an internship is designed primarily for the benefit of an intern, it should be sound in terms of all the people in a situation.⁸

The intern need not expect a static situation to exist throughout the internship. Ideally, the program will be varied to meet the needs of the individual. It is expected that, as in a student teaching program, the first phase of the internship will be observation. It is recognized however, that the ultimate purpose of the internship is its provision for field experience.

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.⁹

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.¹⁰

⁸Clarence A. Newell, Handbook for the Development of Internship Programs in Educational Administration, Cooperative Program Educational Administration, 1952, New York.

⁹Clyde M. Campbell, Practical Applications of Democratic Administration, (New York: Harper and Brothers, 1952), p. 299.

¹⁰American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook, (Washington, D. C, National Education Association, 1952), p. 397.

The superintendent, more than any other public school employee, must make decisions and initiate action involving a considerable degree of experimentation. The greater the amount of experience and the higher the level of training the less haphazard experimentation will be necessitated. Organized and planned research and experimentation can logically occur during the internship.

For the superintendent, eight areas of experience are furnished the planner; (1) planning and evaluation, (2) auxiliary services, (3) business and buildings, (4) personnel, (5) instruction, (6) coordination and direction, (7) organization, (8) and information and advice.¹¹

In regard to scheduling the internship, it was stated that:

In discussion of the time of the internship in the total program of preparation, there frequently arises what appears to be a basic conflict in principle. Some administrators feel strongly that the internship should be introduced at whatever state in the development of the individual it seems most logical, whether at the post-masters or at the doctoral level. Others hold to the concept of the internship as the capstone of the varied practical experiences provided throughout the preparation program. Most administrators are agreed, however, that, if possible, the student of administration should be given practical experience in the field at every level of preparation, and that these experiences should be carefully integrated with his academic preparation or "coursework."

Experience with internship programs is quite limited to date. as yet there is little objective evidence to indicate whether it is a truly significant experience and whether it measures up to the objectives that have been developed for it. Attention must be turned to, and provision made for, the continuing evaluation of the program.¹²

Since the advent of the internship into higher education, much has transpired. Recognizing that growth and development were slow following the introduction of internships prior to 1950, apparent refinement

¹¹Unruh, op. cit.

¹²Suggested Policies and Procedures for the Internship in Educational Administration (Cambridge: CPEA, Harvard University, 1953), p. 4-12.

has occurred since 1960. Financial considerations are being resolved and favorable public support has been secured. By public support it is implied that essential cooperation between public school districts and institutions of higher learning exists.

The place of the internship has been stressed by authorities such as Grace who said:

. . . every program (of preparation) should include an internship in administration of not less than one year. . . .¹³

and Hunt who said 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.¹⁴

and Campbell who wrote 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.¹⁵

This in no way asserts that the internship is the answer to all problems. Neither is there implication that by use of the internship there is intention to eliminate other phases of the preparatory program. Rather it is anticipated that through actual experience the vast gulf between theory and practice can be narrowed.

Reason for using the intern experience in administrative preparatory programs is found in the desire to attain goals such as the ones inherent in such statements as Miller's:

¹³Alonzo G. Grace, "The Professional Preparation of School Personnel," National Society for the Study of Education, Part II, Chicago: The University of Chicago Press, 1946. p. 176.

¹⁴Hunt, op. cit., p. 12.

¹⁵Campbell, op. cit., p. 294.

Free interpretation of the work of several current writers leads us to a description of the integrative type of definition as the development, management, and maintenance of decision-making and action taking. Three classes of decisions and actions have been identified:

- Those pertaining to goals and purposes in the policy-making and policy interpreting realm; called creative or initiative decisions.
- Those pertaining to operation; called intermediary decisions, authoritative decisions, the passing along of orders and commands.
- Those pertaining to adjustments within the system and adjustments of the system to the community context; called appellate in that they arise most frequently through the complaints of subordinates.¹⁶

The superintendency intern will have opportunity to observe and participate in the total school administrative operation. This might logically be the intern's first opportunity to recognize and understand the superintendent's relationship to the board of education. He will experience the process of initiating rules and regulations to implement board of education policies. There is further anticipation that the intern will gain awareness of the fact that the board is the policy making group and the superintendent is the administrator for the board. Discussing a parallel with the medical profession, Newell defined the internship 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.¹⁷

Support for the internship as a valuable experience for potential interns is found in dissertations completed by Wheaton¹⁸ in 1950 and Baber¹⁹ in 1953.

¹⁶Van Miller, "Four Definitions of Your Job," Overview, Vol. 1, Number 11, November 1960, p. 51.

¹⁷C. A. Newell, "Internship and Apprenticeships in Educational Administration," American School Board Journal, CXXIX (July, 1954), p. 26.

¹⁸Wheaton, op. cit.

¹⁹Eric R. Baber. "A Critical Appraisal of Internship Theories and Practices Relating to the Professional Preparation of Educational Administrators," Unpublished doctoral dissertation, Michigan State College, 1953.

A major responsibility of the university supervisor is that of adequately preparing the intern for his field experience. The fact that the cooperating administrator is certified implies that he possesses and operates with a certain degree of competence. The fact that a person is certified does not, however allow us to categorize him and prescribe how he will respond in any given situation.

The purpose of this paper is not to describe situations facing interns. It is desirable, however, to prepare an intern in such a way that he will not be confused by unanticipated situations. This point is approached in Coladarci's statement that:

The educator who behaves on a hit-or-miss basis, one whose professional arsenal consists merely of pat techniques for specific situations is operating in intellectual low gear and is denied self-initiated, self-critical inquiry and innovation that are possible with the wider frame-of-reference available to the theory-conscious or thoughtful practitioner. Intelligent action, in any sense of that adjective, cannot be maximized without some guiding principles tentatively held.²⁰

The possibility of intern exploitation by the cooperating school district can also be guarded against. Baber²¹ goes to some length in his study emphasizing the resulting detriment when intern exploitation occurs.

Obviously the internship is of significant value in other professions such as medicine and law. There is no evidence indicating that either profession plans to abandon the practice. While this study is limited to the superintendency intern, it is recognized that the intern-

²⁰Arthur P. Coladarci and Jacob W. Getzels, "The Use of Theory in Educational Administration," Educational Administration Monograph No. 5, School of Education, Stanford University, 1955, p. 7.

²¹Baber, op. cit., p. 207.

ship is popular in the training of classroom teachers and elementary and secondary principals. Internships are also instrumental in qualifying college professors. Diekhoff objectively points to a recognition of internship value in his statement that:

As programs of in-service education for beginning faculty members spread and grow, colleges may reasonably give preference in making second level appointments to scholars who have had the internship experience. The obligation of universities to place their Ph. D.'s would lead them quickly to establish programs for those who begin their teaching on their own campuses. The independent college which undertakes the task of in-service training may take pride in becoming a good place from which to steal faculty. Young scholars should be advised to seek their first instructorships in colleges which do not expect them to know everything the day they arrive on campus.²²

The review of literature found in this chapter is not intended to be all inclusive. Authorities cited lend support to the popularity and value of the internship. Letters considered to provide pertinent information and furnish support for the study are found in appendix E. Brief descriptions of internship programs, as reported by institutions, is found in appendix F.

²²John S. Diekhoff, "Tomorrow's Professors," A Report of the College Faculty Internship Program, New York: The Fund for the Advancement of Education, 1960, p. 90.

CHAPTER III

DATE ANALYSIS

The data for this study were collected from returned questionnaires. Appendix "B" exhibits the questionnaire used with the three segments of the sample through the procedure outlined in Chapter I. The sample itself consists of the University Council on Educational Administration. The study was further limited to institutions conducting internships in educational administration - specifically, interns preparing to be superintendents.

Analysis of questionnaire items reveals congruent and divergent opinions of the role of the intern. Role conflict has not been revealed in so far as average response on any particular item is concerned. Role conflict is indicated within a group on certain items if such a distinction can be made. These cases are illustrated as they occur in the presentation of data later in this chapter.

The questionnaire and presentation of data are divided into sections concerning expectations for interns' (1) performances (items 1-20), (2) attributes (items 21-72), (3) participations (items 73-83) and friendships (items 84-98). A fifth section is included in the questionnaire concerning expectations for superintendents' performances (items 99-109).

In reacting to situations or circumstances portrayed in this section respondents were asked the question: "What obligations do you feel

that interns have to do or not to do the following things? Choices of response for each item are either absolutely must (AM), preferably should (PS), may or may not (MMN), preferably should not (PSN), or absolutely must not (AMN).

Responses to the first five items are shown as average responses in Table One. These item averages, with the exception of item number two, converge in the "preferably should" category.

TABLE 1. Expectations for intern's performances.

Number and Item	Average Response
1. Carry out the decisions of the superintendent which he believes to be unsound. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
2. Keep his office open to all community members at all times. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
3. Write articles for professional journals which will be of benefit to others in the profession. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
4. Cooperate willingly with researchers who are attempting to advance knowledge in his field. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
5. Speak to major civic groups occasionally. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x

While averages indicate that the range of difference is very narrow, it is relevant that 31.25% of the supervisors responded in the "AM" category on item one while 31.25% were deciding that the intern "may or may not" carry out decisions as indicated. Expectations are congruent in the "preferably should" area on items three, four, and five with one divergence in item two where 56.25% of the supervisors responded "MMN" with a majority of the cooperating administrators checking "PS".

Table two shows average responses to items in section one indicating a tendency toward the "preferably should not" or the "absolutely must not" category. Items eleven, fourteen, and sixteen average toward the "may or may not" expectation.

An area of potential conflict is revealed in item six where 19.44% of the interns indicate that they "may or may not" take directions from individual board members. 100% of the cooperating administrators and all but 6.25% of the supervisors state that this "preferably should not" or "absolutely must not" be done.

Even though the averages in table two indicate that opinions among the groups were congruent, percentage computations of response per item in appendix "C" will show a certain degree of divergence within groups and in totals for all groups. For example interns responded in all five categories on item fourteen. On this item 44.44% of the interns indicated that there "may or may not" be compromises with local "in school" pressure groups. "Preferably should" responses totaled 25% while 19.44% responded "preferably should not". A similar situation exists within the other two groups with a clear majority responding "may or may not", yet 25% of the supervisors and 17.39% of the cooperating administrators perceived that the intern "absolutely must not" do this.

TABLE 2. Expectations for intern's performances.

Number and Item	Average Response
6. Take directions from individual school board members.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
7. "Play up to" influential local citizens.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
9. Give a helping hand to school board members who are coming up for re-election.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
11. Help teachers to get higher salaries.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
14. Occasionally compromise with local "in-school" pressure groups.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
16. Take a neutral stand on any issue on which the school staff is evenly split.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
19. Help the superintendent resist demands for higher salaries.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

It is interesting to note in item sixteen that the cooperating administrator responses totaled 43.48% in the "preferably should not" category with only 34.78% in the "may or may not" category which includes at least half of the responses for the other two groups. It is also noted that cooperating administrator responses cover all categories while the two other groups cover four categories each.

Even though averages in each of the three groups converge in the "may or may not" area on item nineteen, it appears significant that only the interns polled a majority here. Responses in the "may or may not" category total 30.43% for the cooperating administrators, 37.5% for the supervisors and 58.33% for the interns. "Preferably should not" responses range from 16.67% for the intern group to 43.75% for the supervisors. The interns total 22.22% in the "absolutely must not" column with responses totaling 12.5% for the supervisors and 17.31% for the cooperating administrators.

TABLE 3. Expectations for intern's performances.

Number and Item	Average Response
8. Defend teachers from attack when they try to present the pros and cons of various controversial social and political issues.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
10. Establish regular channels of communication with local newspapers.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X

12.	Fight continuously against any local attacks on educational principles or methods which he knows are sound.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
13.	Compile a list of the general characteristics desired in the teaching staff.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
15.	Take a definite stand against any unreasonable demands which may come from local taxpayers.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
17.	Avoid involvement with factional groups in the community.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
18.	Read most of the professional journals.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
20.	Work on committees sponsored by the state department of education and professional organizations.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x

This table concludes the analysis of section one dealing with expectations for interns performances. To this point conflict is indicated within groups by divergent percentages rather than between or among groups. An analysis of these inconsistencies is found in the conclusion section of Chapter IV dealing with hypothetical considerations.

Only in items thirteen, eighteen, and twenty of table three was there a majority in any one category and in these three items the expectations were relatively congruent. Item ten, dealing with communication with newspapers, showed divergence within groups even though the average responses laid between the "preferably should" and the "may or may not" categories. Responses for the supervisor ran "absolutely must," 18.75%; "preferably should," 31.25%; "may or may not," 31.25%; "preferably should not," 6.25%; and "absolutely must not," 12.5%. Comparable responses for the cooperating administrator ran 34.78%, 30.43%, 13.04%, 13.04%, 8.69% and for the intern, 36.11%, 27.78%, 25%, 8.33% and 2.78%. In only one case did the response vary more than 10% from the average.

The intern, to a greater degree than the supervisor and cooperating administrator, expected his role to include defending teachers from attack when they tried to present the pros and cons of various controversial social and political issues. The supervisors largest response in item ten, however, was 37.5% in the "absolutely must" category. The cooperating administrator and the intern had their largest responses of 39.13% and 38.89% in the "preferably should" category.

Again in item twelve responses converged about equally among the "absolutely must," "preferably should," and "may or may not" categories. On this basis the intern would be expected to at least resist attacks on educational principles or methods which he knows are sound. Only 8% of the three groups combined checked the "preferably should not" and the "absolutely must not" responses on item twelve.

A majority in each group on item thirteen indicated that the intern "may or may not" be expected to compile a list of the general characteristics desired in a teaching staff. Other than this a secondary

grouping ranging from 22.22% to 47.83% was in the "preferably should" column.

Items fifteen and seventeen show great divergence within groups as in item ten. On both items the supervisor average response showed "may or may not", the interns indicated "preferably should" and the cooperating administrator fell about half way between the other two. Because of this divergence within groups, and between and among the groups, items ten, fifteen, and seventeen must be identified as having a great potential for conflict.

Congruent expectations were found throughout section two, including items twenty-one through seventy-two, with any divergence approaching significance limited to adjoining responses.

All items in table four had at least a majority response in the "may or may not" category. No less than 30% in any group held the expectation that intern "preferably should" be married and no one indicated that he "preferably should not" be married. Item forty provided evidence that 39.13% of the cooperating administrators deemed it desirable that the intern be "married with children."

A total response of 92% indicated that the intern "may or may not" be a widower. A smaller percentage, namely 80%, would expect that the intern "may or may not" be a bachelor with 17.33% of the total expecting that he "preferably should not" be a bachelor.

Responses ranging from 69.44% of the interns to 87.5% of the supervisors expected that the intern "may or may not" be divorced. The "preferably should not" category was checked by 12.5% of the supervisors, 26.09% of the cooperating administrators, and 25% of the interns.

TABLE 4. Expectations for interns attributes - Marital Status

Number and Item	Average Response
21. Married.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
22. Married with children.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
23. Widower.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
48. Bachelor.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
70. Divorced.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

Average responses in table five showed that the intern "may or may not" be a republican or a democrat, but "preferably should not" be a socialist. He "preferably should" be a church member with no distinction drawn among the Jewish, Protestant, or Catholic religions.

The most likely perceptual conflict item in table five was number thirty-eight. The supervisors group score 75% in the column indicated that the intern "may or may not" be a socialist. This compared with 63.89% of the interns and only 26.09% of the cooperating administrators. The "preferably should not" computations included: supervisor,

TABLE 5. Expectations for interns' attributes - Religion and Politics

Number and Item	Average Response
23. Church member. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
28. Democrat. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
38. Socialist. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
53. Jewish. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
55. Protestant. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
61. Catholic. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
67. Republican. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x

18.75%; intern, 22.22%; and cooperating administrators, 39.13%. Greatest significance occurred in the 34.78% computation for the cooperating administrator in the "absolutely must not" category.

TABLE 6. Expectations of interns' attributes - Age

Number and Item	Average Response
24. 50 years of age or over.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
57. Under 30 years of age.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
58. 40 to 49 years of age.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
60. 30 to 39 years of age.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

Evidence presented in table six indicated that age thirty to thirty-nine is preferable for an intern. The next two choices, both in the "may or may not" category, show that the under thirty age group would receive slight preference over those forty to forty-nine. Computation of responses indicates that the intern "preferably should not" be over fifty years of age. Percentages of 62.5 for supervisors, 47.83% for cooperating administrators and 72.22% for interns indicated that a man over age fifty is not perceived in the role of intern. Further that computations of 13.89%, 17.39% and 25% are found in the "absolutely must not" category for item twenty-four. A 56.52% majority of the cooperating administrators responded that the intern "may or may not" be under thirty years of age while equal percentages of the same group responded "preferably should"

and "preferably should not." The "preferably should" category contained responses of 25% and 37.51% on this same item for the intern and supervisor. Item fifty-eight, dealing with the forty to forty-nine year age group, had totals of 61.11% to 75% in the "may or may not" column skewed by "preferably should not" computations of 17.39% to 25%. All responses to item sixty were in the "preferably should" and "may or may not" categories with percentage totals of 30.67 and 69.33 respectively, showing that the thirty to thirty-nine age group was perceived as preferable.

TABLE 7. Expectations of interns' attributes - Sex and Race

Number and Item	Average Response
33. Male.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
34. White.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
39. Negro.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
62. Female.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

A significant inconsistency was revealed in that 64% of the combined respondents indicated on item thirty-three that the intern "may or may not" be male and then on item sixty-two 77.33% indicated the same response for "female". Continued analysis revealed that 29.33% of the

total perceived that the intern "preferably should" be male while 18.67% perceived that the intern "preferably should not" be female.

Computations on ~~items~~ thirty-four and fifty-nine of table seven revealed congruent perceptions in that the intern "may or may not" be white and "may or may not" be negro. One exception was noted in that 26.09% of the cooperating administrators expected that the intern "preferably should" be white and 17.39% that he "preferably should not" be negro.

Table eight leaves little doubt but that the intern was perceived as being well informed on educational matters, and that he be an experienced teacher with a Master's degree. He is further perceived as scholarly and working well with other people. He "may or may not" have been selected from within the local system or fired for not yielding to political pressures in his last position.

It appears of significance that, even though the purpose of the internship is to prepare administrators, more than one-third of the total responded that the intern "preferably should" have previous success as an administrator. This idea will be explored further in Chapter IV. Disagreement on other items in table eight was minimal.

Item twenty-six was scored with two-thirds of the responses in the "absolutely must" column and the remaining one-third scoring "preferably should." This item emphasized the significance of the intern being well informed on educational practices.

There was a greater demand on the part of the cooperating administrator that the intern have had previous success as an educational administrator. Item forty-three responses were in the "preferably should" and "may or may not" category.

TABLE 8. Expectations for interns' attributes - Background

Number and Item	Average Response
26. Well informed on modern educational practices. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
29. Fired for not yielding to political pressures in last position. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
43. Previous success as an educational administrator. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
45. Experienced teacher. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
46. Have master's degree. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
64. Scholarly. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
68. Works well with other people. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
72. Selected from within the local system. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X

TABLE 9. Expectations for interns' attributes - Traits

Number and Item	Average Response
25. A good public speaker.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
27. Practical.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
31. Skilled in public relations.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
35. Able to express ideas clearly.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
40. Man of vision.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
49. A man of intellectual brilliance.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
50. Educationally "conservative."	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
71. Business-like in financial matters.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

An intern was perceived as being a good public speaker, practical, skilled in public relations, able to express ideas clearly, a man of vision

and intellectual brilliance, and businesslike in financial matters. Coupled to these perceptions was the expectation that the intern will not be educationally conservative. All groups averages fell in close proximity on each item in table nine.

Table ten provides virtually no evidence pointing to conflict potential. Since all responses were in a central or adjoining category it can be determined that the contributors to this study feel that the intern "may or may not" be outspoken, a teetotaler, or a smoker. Items thirty and sixty-three pointed out that he "preferably should" be personally ambitious and have a sense of values. There was further evidence in table ten agreeing that the intern "preferably should" be conservative in dress and attractive in personal appearance.

Item thirty-seven holds the greatest potential for conflict with three-fourths of the cooperating administrators believing that the intern "preferably should not" or "absolutely must not" believe in the welfare state. Responses for the supervisor and interns to this item were 75% and 63.89% in the "may or may not" area.

There is a strong indication in table eleven that the intern's role was perceived as embodying an individual who "absolutely must" be vigorous, tactful, and a dynamic leader. He "preferably should" be persistent, educationally progressive, and "may or may not" be a firm disciplinarian. He "preferably should not" be an easy going man who believes in as little government as possible.

TABLE 10. Expectations for interns' attributes - Characteristics

Number and Item	Average Response
22. Outspoken. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
30. Personally ambitious. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
37. A man who believes in the welfare state. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
44. Teetotaler. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
47. Conservative in dress. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
51. Smoker. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
63. Sense of values. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X
69. Attractive personal appearance. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN X X X

TABLE 11. Expectations for interns' attributes - Competencies

Number and Item	Average Response
32. Tactful. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
36. A man who believes in as little government as possible. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
39. Easy-going. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
52. Firm disciplinarian. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
54. Educationally "progressive." Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
56. Persistent. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
65. Dynamic leader. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
66. Vigorous. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x

TABLE 12. Expectations for interns' participations - Organizational Memberships.

Number and Item	Average Response
73. Take an active part in local politics.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
74. Take an active part in church affairs.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
75. Take an active part in a local fraternal organization.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
76. Have his wife be active in the P. T. A.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
77. Join the taxpayers association.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
78. Take an active part in the local veteran's group.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
79. Serve on several civic and welfare committees.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
80. Hold office in the town or city government.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X

81. Participate in the affairs of the teachers' organization.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
82. Take an active part in a local service club (e.g., Rotary or Kiwanis).	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X
83. Take an active part in the local chamber of commerce.	AM PS MMN PSN AMN
Supervisor	X
Cooperating Administrator	X
Intern	X

All items in table ten with the exception of items eighty, eighty-one, and eighty-three score an average majority in the "may or may not" section. More than 90% of the total responses to item eighty, dealing with whether the intern should hold office in the town or city government, were divided equally between "may or may not" and "preferably should not." A total of 42.67% believed that the intern "preferably should" participate in the affairs of teachers' organizations with 40% believing that he "may or may not." Taking an active part in a local service club was perceived as part of the intern's role by 53.33% who checked the "preferably should" response. Another 45.33% checked the "may or may not" response.

Responses to item seventy-three, ranging from 18.75% to 39.13% reflected that the intern "preferably should not" take an active part in local politics. There was slight, though not significant, disagreement on this item in that 12% of the total responses were "preferably should."

On the basis of responses there was agreement that the intern "may or may not" or "preferably should" take an active part in church

affairs with the total responses of 53.33% and 44%. It is interesting to note that more than one-half of the cooperating administrators perceived that the intern "preferably should" take an active part in church affairs.

Data indicate that the intern "may or may not" take an active part in a local fraternal organization or have his wife be active in the P. T. A. While a majority of 74.67% indicated that he "may or may not" join the taxpayers association, 30.43% of the cooperating administrators felt that he "preferably should not."

With responses ranging 91.67%, 93.75% and 95.65%, it was conceived that the intern "may or may not" take an active part in the local veteran's group. A greater division of thought was evident in item seventy-nine with approximately one-third responding "preferably should" compared to two-thirds feeling the intern "may or may not" serve on several civic and welfare committees.

Opinion was divided 53.33% "preferably should" and 45.33% "may or may not" on the question of whether the intern should take an active part in a local service club. Less than 5% separated any group response from the total average on this item.

TABLE 13. Expectations for intern's friendships - Intimate friendships with leaders.

Number and Item	Average Response
84. A farm organization leader.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x
85. A business organization leader.	AM PS MMN PSN AMN
Supervisor	x
Cooperating Administrator	x
Intern	x

86.	A labor organization leader. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
87.	An individual school board member. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
88.	A newspaperman. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
89.	A member of the town finance committee. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
90.	A politician. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
91.	A principal or teacher. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
92.	A church leader. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
93.	A leader of the local taxpayers association. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
94.	A leader of a fraternal organization. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
95.	A leader of the local veteran's organization. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x
96.	A leader of the P. T. A. Supervisor Cooperating Administrator Intern	AM PS MMN PSN AMN x x x

97. Individuals influential for economic reasons.	AM	PS	MMN	PSN	AMN
Supervisor			x		
Cooperating Administrator			x		
Intern			x		
98. A leader of a service club (e.g., Rotary or Kiwanis).	AM	PS	MMN	PSN	AMN
Supervisor			x		
Cooperating Administrator			x		
Intern			x		

No real danger point is recognizable in table thirteen with the exception of item eighty-seven. An intimate friendship with an individual member would be discouraged by the 52.17% "preferably should not" response by cooperating administrators. This conflicted with "may or may not" percentages of 87.5 by supervisors and 75 by interns compared with the cooperating administrators 34.78%.

TABLE 14. Expectations for superintendents' performances - Activities

Number and Item	Average Response				
99. Pay the necessary expenses to allow the Intern to attend meetings of professional organizations, visit other school systems, and do other things which will keep him up to date on educational developments.	AM	PS	MMN	PSN	AMN
Supervisor			x		
Cooperating Administrator			x		
Intern			x		
100. Allow the Intern to spend as much as a day a week away from his own school system engaging in professional activities not directly related to his job.	AM	PS	MMN	PSN	AMN
Supervisor			x		
Cooperating Administrator			x		
Intern			x		
101. Appoint teachers nominated by the Intern.	AM	PS	MMN	PSN	AMN
Supervisor			x		
Cooperating Administrator			x		
Intern			x		

102.	Concern himself with the personal life of the Intern.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
103.	Protect the Intern from community pressures.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
104.	Help "sell" good education to the community.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
105.	Have a clear statement of the policies under which the Intern should operate.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
106.	Take full responsibility for the Intern's decisions.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
107.	Have a clear-cut statement of the division of responsibilities between the Superintendent and the Intern.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
108.	Participate in community activities.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x
109.	Respect the judgement of the Intern on strictly educational matters.	AM PS MMN PSN AMN
	Supervisor	x
	Cooperating Administrator	x
	Intern	x

Two-thirds of the respondents felt that the superintendent "preferably should" pay the necessary expenses to allow the intern to attend meetings of professional organizations, visit other school systems,

and do other things which will keep him up to date on educational developments. Contrasted with this average was the 36.11% "absolutely must" response of interns.

While on item ninety-nine 73.91% of the cooperating administrators indicated that they "may or may not" pay expenses to such meetings, 30.43% of the same group responded "preferably should not" to allowing the intern to spend as much as one day a week away from his own school system engaging in professional activities not directly related to his job. It is significant to note that responses in the "preferably should" category exceeded the responses in any other category on items ninety-nine and one-hundred. Average responses for each group on all one-hundred-nine items were significantly close. For the supervisors the average response was 3.31; for the cooperating administrators 3.30; and for the interns 3.38.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has explored the role expectations held by interns, cooperating administrators, and supervisors for the intern during the internship. An attempt was made to determine congruent and divergent expectations between and among the groups of the sample studied. The information provided by this study is of value in so far as there is a desire to understand the role of the intern. Areas of potential conflict have been identified and in certain cases further study is recommended to facilitate clear definition of the role of the intern in public school administration.

Education of those who will administer tomorrow's schools is a responsibility of the total profession. Results can be most satisfactory if initiative is evident and efforts are coordinated. Success is expeditious when individual roles are defined and clearly understood.

Since certain role expectations have been determined it is now possible to explore the implications such findings have for internships and administrative preparatory programs. There has not been an attempt in this study to justify the existence of internship programs. Evidence in the review of literature provides adequate basis for assuming the internship is of determinative value. The increasing complexity of administrative

detail leading to a quest for competence has pointed to the use of field experience in narrowing the gap between theory and practice.

Subsequent to its introduction more than fifteen years ago, the internship in educational administration has achieved steady, if not rapid, growth. The internship in other professions has also served to develop competency in specific areas. Relevantly it was assumed that the internship program can be one of the greatest contributors to competency in educational administration. Development of the internship is a trend in keeping with the emphasis on higher levels of education. The intern is under the joint supervision of the public school cooperating administrator and the university supervisor.

This study was limited to institutions holding UCEA membership. Data were solicited only as they applied to the superintendency. No distinction was made as to whether the internship was an elective or required portion of the program.

The review of literature in Chapter II provides evidence that in many situations the internship is considered a highly significant if not essential part of an administrative preparatory program. The program is a method of providing work experience under adequate supervision and guidance.

FINDINGS AND CONCLUSIONS

Congruent expectations for the role of the intern were revealed in a majority of responses. In a few cases divergent expectations occurred, thereby identifying a possibility of role conflict. Where divergence was evident, it was frequently within and not necessarily between groups. While this study reveals only limited areas of potential

conflict, there is an indication that a more effective line of communication, leading to more agreement on purposes, should exist between the controlling facets of the administrative internship, namely the supervisor and the cooperating administrator.

This study has been limited to interns in the superintendency and their supervisors and cooperating administrators. Further study is recommended to determine the role of interns in the elementary and secondary principalships and in central office administration. When these roles have been defined, there should be comparisons between and among them to see if there are any significant differences.

On the basis of total average responses it can be said that the intern preferably should:

Carry out the decisions of the superintendent which he believes to be unsound.

Keep his office open to all community members at all times.

Write articles for professional journals which will be of benefit to others in the profession.

Cooperate willingly with researchers who are attempting to advance knowledge in his field.

Speak to major civic groups occasionally.

Defend teachers from attack when they try to present the pros and cons of various controversial social and political issues.

Establish regular channels of communication with local newspapers.

Fight continuously against any local attacks on educational principles or methods which he knows are unsound.

Take a definite stand against any unreasonable demands which may come from local taxpayers.

Avoid involvement with factional groups in the community.

Read most of the professional journals.

Work on committees sponsored by the state departments of education and professional organizations.

The intern should be:

A church member.

A good public speaker.

Well informed on modern educational practices.

Practical.

Personally ambitious.

Skilled in public relations.

Tactful.

Able to express ideas clearly.

A man of vision.

Previously successful as an educational administrator.

An experienced teacher.

Have master's degree.

Conservative in dress.

A man of intellectual brilliance.

Persistent.

Sense of values.

Scholarly.

Dynamic leader.

Vigorous.

Work well with other people.

Attractive personal appearance.

Business-like in financial matters.

Only two items concerned with organizational memberships of the intern averaged closer to the preferably should side than to may or may not, these were that the intern should:

Take an active part in a local service club.

Participate in the affairs of the teachers' organization.

Responses to section four did not approach the preferably should expectation. Average responses in this section, concerned with the intern's friendships, were in the may or may not area. Section five asked the introductory question "How do you feel about the superintendent doing the following?" and the indication was that the superintendent should:

Pay the necessary expenses to allow the intern to attend meetings of professional organizations, visit other school systems, and do other things which will keep him up-to-date on educational developments.

Help "sell" good education to the community.

Have a clear statement of policies under which the intern should operate.

Take full responsibility for the intern's decisions.

Exploring the negative side of the picture it is expected that the intern preferably should not:

Take directions from individual board members.

"Play up to" influential local citizens.

Give a helping hand to school board members who are coming up for re-election.

Help the superintendent resist demands for higher salaries.

The intern preferably should not be:

Fifty years of age or over.

A man who believes in the welfare state.

Socialist.

The intern preferably should not:

Hold office in the town or city government.

Certain selected items are presented in a more or less neutral vein in that the intern may or may not:

Take a neutral stand on any issue on which the school staff is evenly split.

He may or may not be:

Married.

Outspoken.

Democrat.

Fired for not yielding to political pressures in last position.

Male.

White.

Easy-going.

Married with children.

Widower.

Teetotaler.

Bachelor.

Educational "conservative".

Smoker.

Firm disciplinarian.

Jewish.

Educationally progressive.

Protestant.

Under thirty years of age.

Forty to forty-nine years of age.

Negro.

Thirty to thirty-nine years of age.

Catholic.

Female.

Republican.

Divorced.

Selected from within the local school system.

It was found that the intern may or may not be expected to:

Take an active part in local politics.

Take and active part in a local fraternal organization.

Have his wife be active in the P. T. A.

Join the tax payers association.

Take an active part in a local veteran's group.

Serve on several civic and welfare committees.

Take an active part in the local chamber of commerce.

Very little feeling was expressed by the groups regarding the intern's intimate friendships with various leaders within the community. There is evidence in section five that the superintendent may or may not:

Allow the intern to spend as much as one day a week away from his own school system engaging in professional activities not directly related to his job.

Appoint teachers nominated by the intern.

Concern himself with the personal life of the intern.

Protect the intern from community pressures.

The internship plan should be clearly defined, especially as to what is expected of the intern. The intern should understand, to the highest degree possible, how his role is related to that of the cooperating administrator. Due to the general nature of role expectations it is concluded that the internship should be conducted only during the later stages of the administrative preparatory program. The intern should have been a successful teacher and have had previous administrative experience. This factor deserves further inquiry.

RECOMMENDATIONS:

Responses to item forty-three revealed that 48% of the respondents felt that the intern "preferably should" or "absolutely must" have previous success as an educational administrator. The greatest emphasis in the preferably should category was the cooperating administrator response of 47.83%. On the basis of this information effort should be devoted to determining what type and how much previous administrative experience is desired and would be beneficial. It is recommended that this constitute or be included in some future study.

In a general view it should be noted that graduate schools are seeking additional opportunities for suitable placement of interns in educational administration. Several internship programs have been initiated during the past few years and more will be initiated in the next few years. Benefit can be derived from research providing information as to problems involved in the adjustment necessary in a preparatory program which will include an internship.

There is a need for an orientation session enabling the sponsor and intern to determine the role the intern is expected to perform.

Further study is needed to determine the desired structure and content of orientation sessions.

BIBLIOGRAPHY

Books

- Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.
- Campbell, Clyde M. Practical Application of Democratic Administration. New York: Harper and Brothers, 1952.
- Gross, Neal, Mason, Ward S., and McEachern, Alexander W. Explorations in Role Analysis. New York: John Wiley and Sons, Inc., 1958.
- Hencley, Stephen P. (ed.) The Internship in Administrative Preparation. Columbus, Ohio: The University Council for Educational Administration, Washington, D. C.: The Committee for the Advancement of School Administration, 1963.
- Knezevich, Stephen J. Administration of Public Education. New York: Harper and Brothers, 1962.
- Newell, Clarence A. Handbook for the Development of Internship Programs in Educational Administration. New York: GPEA, 1952.
- Perceiving, Behaving, Becoming. Yearbook 1962. Washington, D. C.: Association for Supervision and Curriculum Development, 1962.
- Professional Administrators for America's Schools. Thirty-Eighth Yearbook of American Association of School Administrators. Washington, D. C.: The National Education Association, 1960.
- Staff Relations in School Administration. Thirty-Third Yearbook of American Association of School Administrators. Washington, D. C.: The National Education Association, 1955.
- The American School Superintendency. Thirtieth Yearbook of American Association of School Administrators. Washington, D. C.: The National Education Association, 1952.
- The Superintendent as Instructional Leader. Thirty-Fifth Yearbook of American Association of School Administrators. Washington, D. C.: The National Education Association, 1957.

Articles and Periodicals

- Coladarci, Arthur P. and Getzels, Jacob W. "The Use of Theory in Educational Administration," Educational Administration Monograph No. 5. (Stanford: School of Education, 1955).
- Davies, Daniel R. "An Internship Program for Educational Administration," School and College Management Magazine, XX (October, 1950).
- Davies, D. R. "New Programs Prepare School Administrators," The School Executive, LXXVI (December, 1956).
- 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).
- Hunt, Herold C. "Why Not Internships for School Administrators?" School Management Magazine, XVIII (February, 1949), No. 7.
- Miller, Van. "Four Definitions of Your Job," Overview, I (November, 1960)
- Newell, C. A. "Internship and Apprenticeships in Educational Administration," American School Board Journal, CXXIX (July, 1954).
- Ramseyer, J. A. "Administration Program Development," Phi Delta Kappan, XXVII (April, 1956).
- Unruh, Adolph. "The Internship," The Nations Schools, LIX (May, 1957).

Reports

- Cooperative Program on Educational Administration. Suggested Policies and Procedures for the Internship in Educational Administration. Cambridge: CPEA, Harvard University, 1953.
- Diekhoff, John S. Tomorrow's Professors. A Report of the College Faculty Internship Program. New York: The Fund for the Advancement of Education, 1960.
- Profile of the School Superintendent. A Report Prepared by the American Association of School Administrators and the Research Division of the National Education Association. Washington, D. C.: The National Education Association, 1960.

Unpublished Material

Baber, Eric R. "A Critical Appraisal of Internship Theories and Practices Relating to the Professional Preparation of Educational Administrators." Unpublished doctoral dissertation, Michigan State College, 1953.

Wheaton, George A. "A Status Study of Internship Programs in School Administration." Unpublished Ed. D. Thesis, New York Teachers College, Columbia University, 1950.

APPENDIX A

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION

We are studying the role expectations which university supervisors, cooperating administrators and interns have for the intern preparing for the superintendency. This is a doctoral study conducted at the University of Oklahoma under the direction of Dr. William G. Monahan, Professor of Education. It is hoped the results of the research will disclose possible conflict or problem areas, the understanding of which will contribute to the improvement of preparation programs in educational administration.

Universities holding membership in the University Council for Educational Administration have been selected for inclusion in our research sample and your participation is sincerely requested. You can be assured that the total time you are involved will be minimal and that all replies will be confidential.

Please complete and return the enclosed questionnaire. We will look forward to receiving your reply at your earliest convenience.

Sincerely,

L. P. Martin,
Coordinator of Certification and
Placement and Lecturer in Education

INTERN ROLE EXPECTATION QUESTIONNAIRE

- PURPOSE:** This is a study of interns preparing for the position of Public School Superintendent. Its purpose is to identify practices and problems.
- SCOPE:** This questionnaire is being submitted to UCEA member institution supervisors, cooperating public school administrators, and interns. To be successful, all members of the sample must respond.
- HANDLING OF INFORMATION:** The information obtained from this questionnaire will be kept strictly confidential. Your name and address appear only to facilitate mailing and follow-up. The returned questionnaire will be seen only by the investigator and directors of the study. Data about individual schools and individuals will not be made available. Your cooperation will be a contribution to the value of the findings.
- INSTRUCTIONS:** It is intended that this questionnaire be answered by university internship supervisors, cooperating public school administrators, and interns preparing for the superintendency. Imagine you are recommending an individual for an internship. What type person would you consider? Please circle, in the appropriate column, your response to each listed item.

Signature of respondent: _____

Title of respondent: _____

Address: _____

Expectation response categories:

- AM -- Absolutely must
- PS -- Preferably should
- MMN - May or may not
- PSN - Preferably should not
- AMN - Absolutely must not

INTERN ROLE EXPECTATION QUESTIONNAIRE¹

I. EXPECTATIONS FOR INTERN'S PERFORMANCES

"What obligations do you feel that interns have to do or not to do the following things?"

- | | |
|---|-------------------|
| 1. Carry out the decisions of the superintendent which he believes to be unsound. | AM PS MMN PSN AMN |
| 2. Keep his office open to all community members at all times. | AM PS MMN PSN AMN |
| 3. Write articles for professional journals which will be of benefit to others in the profession. | AM PS MMN PSN AMN |
| 4. Cooperate willingly with researchers who are attempting to advance knowledge in his field. | AM PS MMN PSN AMN |
| 5. Speak to major civic groups occasionally. | AM PS MMN PSN AMN |
| 6. Take directions from individual school board members. | AM PS MMN PSN AMN |
| 7. "Play up to" influential local citizens. | AM PS MMN PSN AMN |
| 8. Defend teachers from attack when they try to present the pros and cons of various controversial social and political issues. | AM PS MMN PSN AMN |
| 9. Give a helping hand to school board members who are coming up for re-election. | AM PS MMN PSN AMN |
| 10. Establish regular channels of communication with local newspapers. | AM PS MMN PSN AMN |
| 11. Help teachers to get higher salaries. | AM PS MMN PSN AMN |
| 12. Fight continuously against any local attacks on educational principles or methods which he knows are sound. | AM PS MMN PSN AMN |
| 13. Compile a list of the general characteristics desired in the teaching staff. | AM PS MMN PSN AMN |
| 14. Occasionally compromise with local "in-school" pressure groups. | AM PS MMN PSN AMN |
| 15. Take a definite stand against any unreasonable demands which may come from local taxpayers. | AM PS MMN PSN AMN |
| 16. Take a neutral stand on any issue on which the school staff is evenly split. | AM PS MMN PSN AMN |
| 17. Avoid involvement with factional groups in the community. | AM PS MMN PSN AMN |
| 18. Read most of the professional journals. | AM PS MMN PSN AMN |
| 19. Help the superintendent resist demands for higher salaries. | AM PS MMN PSN AMN |
| 20. Work on committees sponsored by the state department of education and professional organizations. | AM PS MMN PSN AMN |

¹This instrument is based on, and adapted from, Explorations in Role Analysis, by Neal Gross, Ward S. Mason, and Alexander W. McEachern (New York: John Wiley and Sons, Inc., 1958).

II. EXPECTATIONS FOR INTERN'S ATTRIBUTES

"What type person would you recommend for an internship?"

21. Married.	AM PS MMN PSN AMN
22. Outspoken.	AM PS MMN PSN AMN
23. Church member.	AM PS MMN PSN AMN
24. 50 years of age or over.	AM PS MMN PSN AMN
25. A good public speaker.	AM PS MMN PSN AMN
26. Well informed on modern educational practices.	AM PS MMN PSN AMN
27. Practical.	AM PS MMN PSN AMN
28. Democrat.	AM PS MMN PSN AMN
29. Fired for not yielding to political pressures in last position.	AM PS MMN PSN AMN
30. Personally ambitious.	AM PS MMN PSN AMN
31. Skilled in public relations.	AM PS MMN PSN AMN
32. Tactful.	AM PS MMN PSN AMN
33. Male.	AM PS MMN PSN AMN
34. White.	AM PS MMN PSN AMN
35. Able to express ideas clearly.	AM PS MMN PSN AMN
36. A man who believes in a little government as possible.	AM PS MMN PSN AMN
37. A man who believes in the welfare state.	AM PS MMN PSN AMN
38. Socialist.	AM PS MMN PSN AMN
39. Easy-going.	AM PS MMN PSN AMN
40. Man of vision.	AM PS MMN PSN AMN
41. Married with children.	AM PS MMN PSN AMN
42. Widower.	AM PS MMN PSN AMN
43. Previous success as an educational administrator.	AM PS MMN PSN AMN
44. Teetotaler.	AM PS MMN PSN AMN
45. Experienced teacher.	AM PS MMN PSN AMN
46. Have master's degree.	AM PS MMN PSN AMN
47. Conservative in dress.	AM PS MMN PSN AMN
48. Bachelor.	AM PS MMN PSN AMN
49. A man of intellectual brilliance.	AM PS MMN PSN AMN
50. Educationally "conservative."	AM PS MMN PSN AMN
51. Smoker.	AM PS MMN PSN AMN
52. Firm disciplinarian.	AM PS MMN PSN AMN
53. Jewish.	AM PS MMN PSN AMN
54. Educationally "progressive."	AM PS MMN PSN AMN
55. Protestant.	AM PS MMN PSN AMN
56. Persistent.	AM PS MMN PSN AMN
57. Under 30 years of age.	AM PS MMN PSN AMN
58. 40 to 49 years of age.	AM PS MMN PSN AMN
59. Negro.	AM PS MMN PSN AMN
60. 30 to 39 years of age.	AM PS MMN PSN AMN
61. Catholic.	AM PS MMN PSN AMN
62. Female.	AM PS MMN PSN AMN
63. Sense of values.	AM PS MMN PSN AMN
64. Scholarly.	AM PS MMN PSN AMN
65. Dynamic leader.	AM PS MMN PSN AMN

66. Vigorous.	AM PS MMN PSN AMN
67. Republican.	AM PS MMN PSN AMN
68. Works well with other people.	AM PS MMN PSN AMN
69. Attractive personal appearance.	AM PS MMN PSN AMN
70. Divorced.	AM PS MMN PSN AMN
71. Businesslike in financial matters.	AM PS MMN PSN AMN
72. Selected from within the local system.	AM PS MMN PSN AMN

III. EXPECTATIONS FOR INTERN'S PARTICIPATIONS

"Would you please indicate how you feel about the following kinds of organizational memberships or activities of an Intern."

73. Take an active part in local politics.	AM PS MMN PSN AMN
74. Take an active part in church affairs.	AM PS MMN PSN AMN
75. Take an active part in a local fraternal organization.	AM PS MMN PSN AMN
76. Have his wife be active in the P. T. A.	AM PS MMN PSN AMN
77. Join the taxpayers association.	AM PS MMN PSN AMN
78. Take an active part in the local veterans' group.	AM PS MMN PSN AMN
79. Serve on several civic and welfare committees.	AM PS MMN PSN AMN
80. Hold office in the town or city government.	AM PS MMN PSN AMN
81. Participate in the affairs of the teachers' organization.	AM PS MMN PSN AMN
82. Take an active part in a local service club (e.g., Rotary or Kiwanis).	AM PS MMN PSN AMN
83. Take an active part in the local chamber of commerce.	AM PS MMN PSN AMN

IV. EXPECTATIONS FOR INTERN'S FRIENDSHIPS

"How do you feel about an Intern having an intimate friendship with ...?"

84. A farm organization leader.	AM PS MMN PSN AMN
85. A business organization leader.	AM PS MMN PSN AMN
86. A labor organization leader.	AM PS MMN PSN AMN
87. An individual school board member.	AM PS MMN PSN AMN
88. A newspaperman.	AM PS MMN PSN AMN
89. A member of the town finance committee.	AM PS MMN PSN AMN
90. A politician.	AM PS MMN PSN AMN
91. A principal or teacher.	AM PS MMN PSN AMN
92. A church leader.	AM PS MMN PSN AMN
93. A leader of the local taxpayers association.	AM PS MMN PSN AMN
94. A leader of a fraternal organization.	AM PS MMN PSN AMN
95. A leader of the local veterans' organization.	AM PS MMN PSN AMN
96. A leader of the P. T. A.	AM PS MMN PSN AMN
97. Individuals influential for economic reasons.	AM PS MMN PSN AMN
98. A leader of a service club (e.g., Rotary or Kiwanis).	AM PS MMN PSN AMN

V. EXPECTATIONS FOR SUPERINTENDENTS' PERFORMANCES

"How do you feel about the superintendent doing the following?"

- | | | |
|------|--|-------------------|
| 99. | Pay the necessary expenses to allow the Intern to attend meetings of professional organizations, visit other school systems, and do other things which will keep him up to date on educational developments. | AM PS MMN PSN AMN |
| 100. | Allow the Intern to spend as much as a day a week away from his own school system engaging in professional activities not directly related to his job. | AM PS MMN PSN AMN |
| 101. | Appoint teachers nominated by the Intern. | AM PS MMN PSN AMN |
| 102. | Concern himself with the personal life of the Intern. | AM PS MMN PSN AMN |
| 103. | Protect the Intern from community pressures. | AM PS MMN PSN AMN |
| 104. | Help "sell" good education to the community. | AM PS MMN PSN AMN |
| 105. | Have a clear statement of the policies under which the Intern should operate. | AM PS MMN PSN AMN |
| 106. | Take full responsibility for the Intern's decisions. | AM PS MMN PSN AMN |
| 107. | Have a clear-cut statement of the division of responsibilities between the Superintendent and the Intern. | AM PS MMN PSN AMN |
| 108. | Participate in community activities. | AM PS MMN PSN AMN |
| 109. | Respect the judgement of the Intern on strictly educational matters. | AM PS MMN PSN AMN |

APPENDIX B

APPENDIX B

TOTAL NUMBER OF RESPONSES FOR EACH ITEM

		AM	PS	MMN	PSN	AMN
1.	Supervisor	5	3	5	1	2
	Cooperating administrator	8	7	3	2	3
	Intern	13	16	6	1	0
	TOTAL	26	26	14	4	5
2.	Supervisor	0	5	9	2	0
	Cooperating administrator	1	12	4	4	2
	Intern	7	17	9	2	1
	TOTAL	8	34	22	8	3
3.	Supervisor	1	8	6	0	1
	Cooperating administrator	0	14	9	0	0
	Intern	4	22	9	1	0
	TOTAL	5	44	24	1	1
4.	Supervisor	6	8	2	0	0
	Cooperating administrator	5	16	2	0	0
	Intern	13	21	2	0	0
	TOTAL	24	45	6	0	0
5.	Supervisor	3	8	5	0	0
	Cooperating administrator	1	19	3	0	0
	Intern	3	25	8	0	0
	TOTAL	7	52	16	0	0
6.	Supervisor	1	0	0	4	11
	Cooperating administrator	0	0	0	8	15
	Intern	1	1	7	8	19
	TOTAL	2	1	7	20	45
7.	Supervisor	0	0	6	2	8
	Cooperating administrator	0	0	2	6	15
	Intern	1	2	6	11	16
	TOTAL	1	2	14	19	39
8.	Supervisor	6	3	4	2	1
	Cooperating administrator	5	9	6	2	1
	Intern	12	14	9	1	0
	TOTAL	23	26	19	5	2

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
9.	Supervisor	0	0	3	2	11
	Cooperating administrator	0	0	5	5	13
	Intern	0	1	5	7	23
	TOTAL	0	1	13	14	47
10.	Supervisor	3	5	5	1	2
	Cooperating administrator	8	7	3	3	2
	Intern	13	10	9	3	1
	TOTAL	24	22	17	7	5
11.	Supervisor	1	5	6	2	2
	Cooperating administrator	0	3	9	9	2
	Intern	5	5	21	3	2
	TOTAL	6	13	36	14	6
12.	Supervisor	5	4	6	0	1
	Cooperating administrator	10	8	2	2	1
	Intern	13	13	8	1	1
	TOTAL	28	25	16	3	3
13.	Supervisor	3	4	8	1	0
	Cooperating administrator	0	11	12	0	0
	Intern	4	8	23	1	0
	TOTAL	7	23	43	2	0
14.	Supervisor	0	1	8	3	4
	Cooperating administrator	0	2	12	5	4
	Intern	2	9	16	7	2
	TOTAL	2	12	36	15	10
15.	Supervisor	2	3	6	2	3
	Cooperating administrator	4	9	4	4	2
	Intern	9	16	9	1	1
	TOTAL	15	28	19	7	6
16.	Supervisor	2	1	9	4	0
	Cooperating administrator	1	3	8	10	1
	Intern	0	4	18	13	1
	TOTAL	3	8	35	27	2
17.	Supervisor	4	3	5	3	1
	Cooperating administrator	6	8	3	3	3
	Intern	7	13	10	3	3
	TOTAL	17	24	18	9	7

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
18.	Supervisor	4	7	4	1	0
	Cooperating administrator	5	15	3	0	0
	Intern	8	21	6	1	0
	TOTAL	17	43	13	2	0
19.	Supervisor	1	0	6	7	2
	Cooperating administrator	1	2	7	9	4
	Intern	0	1	21	6	8
	TOTAL	2	3	34	22	14
20.	Supervisor	0	11	5	0	0
	Cooperating administrator	0	13	10	0	0
	Intern	5	22	9	0	0
	TOTAL	5	46	24	0	0
21.	Supervisor	0	5	11	0	0
	Cooperating administrator	0	11	12	0	0
	Intern	1	11	24	0	0
	TOTAL	1	27	47	0	0
22.	Supervisor	0	3	10	3	0
	Cooperating administrator	0	2	16	3	2
	Intern	0	4	23	8	1
	TOTAL	0	9	49	14	3
23.	Supervisor	0	3	13	0	0
	Cooperating administrator	1	11	11	0	0
	Intern	2	14	20	0	0
	TOTAL	3	28	44	0	0
24.	Supervisor	0	0	2	10	4
	Cooperating administrator	0	0	8	11	4
	Intern	0	1	4	26	5
	TOTAL	0	1	14	47	13
25.	Supervisor	2	11	3	0	0
	Cooperating administrator	1	20	2	0	0
	Intern	4	26	6	0	0
	TOTAL	7	57	11	0	0
26.	Supervisor	12	4	0	0	0
	Cooperating administrator	14	9	0	0	0
	Intern	24	12	0	0	0
	TOTAL	50	25	0	0	0

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
27.	Supervisor	5	10	1	0	0
	Cooperating administrator	13	9	1	0	0
	Intern	15	18	3	0	0
	TOTAL	33	37	5	0	0
28.	Supervisor	1	0	15	0	0
	Cooperating administrator	0	2	19	0	2
	Intern	1	1	34	0	0
	TOTAL	2	3	68	0	2
29.	Supervisor	0	1	13	2	0
	Cooperating administrator	0	0	19	3	1
	Intern	1	2	32	0	1
	TOTAL	1	3	64	5	2
30.	Supervisor	1	12	3	0	0
	Cooperating administrator	2	14	6	1	0
	Intern	3	25	7	1	0
	TOTAL	6	51	16	2	0
31.	Supervisor	2	13	1	0	0
	Cooperating administrator	5	16	2	0	0
	Intern	9	26	1	0	0
	TOTAL	16	55	4	0	0
32.	Supervisor	5	11	0	0	0
	Cooperating administrator	10	13	0	0	0
	Intern	19	17	0	0	0
	TOTAL	34	41	0	0	0
33.	Supervisor	1	4	11	0	0
	Cooperating administrator	1	9	13	0	0
	Intern	3	9	24	0	0
	TOTAL	5	22	48	0	0
34.	Supervisor	0	1	14	0	1
	Cooperating administrator	0	6	16	0	1
	Intern	0	1	35	0	0
	TOTAL	0	8	65	0	2
35.	Supervisor	10	6	0	0	0
	Cooperating administrator	10	13	0	0	0
	Intern	18	17	1	0	0
	TOTAL	38	36	1	0	0

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
36.	Supervisor	0	1	8	6	1
	Cooperating administrator	0	1	13	7	2
	Intern	0	1	23	8	4
	TOTAL	0	3	44	21	7
37.	Supervisor	0	0	11	5	0
	Cooperating administrator	0	0	5	8	10
	Intern	0	2	26	7	1
	TOTAL	0	2	42	20	11
38.	Supervisor	0	0	12	3	1
	Cooperating administrator	0	0	6	9	8
	Intern	1	0	23	8	4
	TOTAL	1	0	41	20	13
39.	Supervisor	0	1	11	4	0
	Cooperating administrator	0	1	14	5	3
	Intern	0	4	21	11	0
	TOTAL	0	6	46	20	3
40.	Supervisor	4	11	1	0	0
	Cooperating administrator	7	15	0	1	0
	Intern	13	17	6	0	0
	TOTAL	24	43	7	1	0
41.	Supervisor	0	2	14	0	0
	Cooperating administrator	0	9	14	0	0
	Intern	1	5	30	0	0
	TOTAL	1	16	58	0	0
42.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	0	22	1	0
	Intern	0	0	33	2	1
	TOTAL	0	1	69	4	1
43.	Supervisor	1	6	9	0	0
	Cooperating administrator	2	11	9	1	0
	Intern	5	11	19	0	1
	TOTAL	8	28	37	1	1
44.	Supervisor	1	0	14	1	0
	Cooperating administrator	0	4	18	0	1
	Intern	0	1	34	1	0
	TOTAL	1	5	66	2	1

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
45.	Supervisor	1	12	3	0	0
	Cooperating administrator	12	9	2	0	0
	Intern	11	20	5	0	0
	TOTAL	24	41	10	0	0
46.	Supervisor	4	10	2	0	0
	Cooperating administrator	9	11	3	0	0
	Intern	14	16	6	0	0
	TOTAL	27	37	11	0	0
47.	Supervisor	0	7	8	0	1
	Cooperating administrator	1	12	10	0	0
	Intern	1	18	17	0	0
	TOTAL	2	37	35	0	1
48.	Supervisor	0	0	13	2	1
	Cooperating administrator	0	0	16	7	0
	Intern	0	0	31	4	1
	TOTAL	0	0	60	13	2
49.	Supervisor	0	12	4	0	0
	Cooperating administrator	0	10	12	1	0
	Intern	1	18	17	0	0
	TOTAL	1	40	33	1	0
50.	Supervisor	0	0	12	4	0
	Cooperating administrator	1	1	16	5	0
	Intern	0	3	22	11	0
	TOTAL	1	4	50	20	0
51.	Supervisor	0	1	15	0	0
	Cooperating administrator	0	0	23	0	0
	Intern	0	0	35	1	0
	TOTAL	0	1	73	1	0
52.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	11	10	2	0
	Intern	0	9	25	2	0
	TOTAL	0	21	49	5	0
53.	Supervisor	0	0	16	0	0
	Cooperating administrator	0	0	20	2	1
	Intern	0	0	35	1	0
	TOTAL	0	0	71	3	1

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
54.	Supervisor	0	3	13	0	0
	Cooperating administrator	1	8	13	1	0
	Intern	1	15	19	1	0
	TOTAL	2	26	45	2	0
55.	Supervisor	0	0	16	0	0
	Cooperating administrator	0	2	20	0	1
	Intern	0	2	34	0	0
	TOTAL	0	4	70	0	1
56.	Supervisor	0	11	5	0	0
	Cooperating administrator	0	19	4	0	0
	Intern	3	25	8	0	0
	TOTAL	3	55	17	0	0
57.	Supervisor	0	6	9	1	0
	Cooperating administrator	0	5	13	5	0
	Intern	0	9	22	4	1
	TOTAL	0	20	44	10	1
58.	Supervisor	0	0	12	4	0
	Cooperating administrator	0	3	16	4	0
	Intern	1	4	22	8	1
	TOTAL	1	7	50	16	1
59.	Supervisor	0	0	16	0	0
	Cooperating administrator	0	0	18	4	1
	Intern	1	0	33	2	0
	TOTAL	1	0	67	6	1
60.	Supervisor	0	4	12	0	0
	Cooperating administrator	0	9	14	0	0
	Intern	0	10	26	0	0
	TOTAL	0	23	52	0	0
61.	Supervisor	0	0	16	0	0
	Cooperating administrator	0	1	19	2	1
	Intern	0	0	35	1	0
	TOTAL	0	1	70	3	1
62.	Supervisor	0	0	14	2	0
	Cooperating administrator	0	1	16	5	1
	Intern	0	0	28	7	1
	TOTAL	0	1	58	14	2

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
63.	Supervisor	9	7	0	0	0
	Cooperating administrator	12	11	0	0	0
	Intern	19	17	0	0	0
	TOTAL	40	35	0	0	0
64.	Supervisor	2	12	2	0	0
	Cooperating administrator	4	18	1	0	0
	Intern	2	32	2	0	0
	TOTAL	8	62	5	0	0
65.	Supervisor	4	9	3	0	0
	Cooperating administrator	4	16	3	0	0
	Intern	5	31	0	0	0
	TOTAL	13	56	6	0	0
66.	Supervisor	4	10	2	0	0
	Cooperating administrator	6	17	0	0	0
	Intern	8	24	4	0	0
	TOTAL	18	51	6	0	0
67.	Supervisor	0	0	16	0	0
	Cooperating administrator	0	0	21	0	2
	Intern	0	0	36	0	0
	TOTAL	0	0	73	0	2
68.	Supervisor	8	8	0	0	0
	Cooperating administrator	13	10	0	0	0
	Intern	24	12	0	0	0
	TOTAL	45	30	0	0	0
69.	Supervisor	2	13	1	0	0
	Cooperating administrator	2	19	2	0	0
	Intern	5	25	6	0	0
	TOTAL	9	57	9	0	0
70.	Supervisor	0	0	14	2	0
	Cooperating administrator	0	0	17	6	0
	Intern	0	0	25	9	2
	TOTAL	0	0	56	17	2
71.	Supervisor	2	13	1	0	0
	Cooperating administrator	5	18	0	0	0
	Intern	9	22	5	0	0
	TOTAL	16	53	6	0	0

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
72.	Supervisor	0	0	13	3	0
	Cooperating administrator	0	2	21	0	0
	Intern	0	4	30	1	1
	TOTAL	0	6	64	4	1
73.	Supervisor	0	3	9	3	1
	Cooperating administrator	0	2	11	9	1
	Intern	0	4	21	9	2
	TOTAL	0	9	41	21	4
74.	Supervisor	0	5	11	0	0
	Cooperating administrator	0	12	11	0	0
	Intern	1	16	18	0	1
	TOTAL	1	33	40	0	1
75.	Supervisor	0	1	15	0	0
	Cooperating administrator	0	1	22	0	0
	Intern	0	11	24	0	1
	TOTAL	0	13	61	0	1
76.	Supervisor	0	1	15	0	0
	Cooperating administrator	0	2	20	1	0
	Intern	0	6	29	1	0
	TOTAL	0	9	64	2	0
77.	Supervisor	0	0	14	1	1
	Cooperating administrator	0	0	16	7	0
	Intern	0	0	26	8	2
	TOTAL	0	0	56	16	3
78.	Supervisor	0	1	15	0	0
	Cooperating administrator	0	0	22	1	0
	Intern	0	1	33	1	1
	TOTAL	0	2	70	2	1
79.	Supervisor	0	5	11	0	0
	Cooperating administrator	1	7	14	1	0
	Intern	0	12	23	1	0
	TOTAL	1	24	48	2	0
80.	Supervisor	0	0	9	5	2
	Cooperating administrator	0	0	10	13	0
	Intern	0	0	15	16	5
	TOTAL	0	0	34	34	7

APPENDIX B - Continued

		AM	PS	HMN	PSN	AMN
81.	Supervisor	1	6	8	1	0
	Cooperating administrator	1	11	9	2	0
	Intern	5	15	13	2	1
	TOTAL	7	32	30	5	1
82.	Supervisor	0	8	8	0	0
	Cooperating administrator	0	13	10	0	0
	Intern	1	19	16	0	0
	TOTAL	1	40	34	0	0
83.	Supervisor	0	2	13	1	0
	Cooperating administrator	0	10	13	0	0
	Intern	1	12	22	0	1
	TOTAL	1	24	48	1	1
84.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	0	19	4	0
	Intern	0	3	31	2	0
	TOTAL	0	4	64	7	0
85.	Supervisor	0	2	13	1	0
	Cooperating administrator	0	1	18	4	0
	Intern	0	5	29	2	0
	TOTAL	0	8	60	7	0
86.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	0	19	4	0
	Intern	0	4	29	3	0
	TOTAL	0	5	62	8	0
87.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	1	8	12	2
	Intern	0	2	27	6	1
	TOTAL	0	4	49	19	3
88.	Supervisor	0	0	11	4	1
	Cooperating administrator	0	2	18	3	0
	Intern	1	6	27	2	0
	TOTAL	1	8	56	9	1
89.	Supervisor	0	3	11	1	1
	Cooperating administrator	0	0	19	4	0
	Intern	0	4	28	4	0
	TOTAL	0	7	58	9	1

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
90.	Supervisor	0	2	12	2	0
	Cooperating administrator	0	0	19	3	1
	Intern	0	3	28	5	0
	TOTAL	0	5	59	10	1
91.	Supervisor	0	2	12	2	0
	Cooperating administrator	0	2	20	1	0
	Intern	0	13	22	1	0
	TOTAL	0	17	54	4	0
92.	Supervisor	0	4	10	2	0
	Cooperating administrator	0	0	23	0	0
	Intern	0	5	29	2	0
	TOTAL	0	9	62	4	0
93.	Supervisor	0	1	15	0	0
	Cooperating administrator	0	0	17	6	0
	Intern	0	2	28	5	1
	TOTAL	0	3	60	11	1
94.	Supervisor	0	1	13	2	0
	Cooperating administrator	0	0	23	0	0
	Intern	0	4	30	1	1
	TOTAL	0	5	66	3	1
95.	Supervisor	0	1	13	1	1
	Cooperating administrator	0	0	23	0	0
	Intern	0	3	30	1	2
	TOTAL	0	4	66	2	3
96.	Supervisor	0	1	14	1	0
	Cooperating administrator	0	4	19	0	0
	Intern	1	4	30	1	0
	TOTAL	1	9	63	2	0
97.	Supervisor	1	2	12	1	0
	Cooperating administrator	0	1	21	1	0
	Intern	0	3	30	3	0
	TOTAL	1	6	63	5	0
98.	Supervisor	0	4	11	1	0
	Cooperating administrator	0	5	18	0	0
	Intern	0	4	30	2	0
	TOTAL	0	13	59	3	0

APPENDIX B - Continued

		AM	PS	MMN	PSN	AMN
99.	Supervisor	1	14	1	0	0
	Cooperating administrator	2	17	3	0	1
	Intern	13	19	3	1	0
	TOTAL	16	50	7	1	1
100.	Supervisor	0	8	5	2	1
	Cooperating administrator	0	10	6	7	0
	Intern	6	16	10	3	1
	TOTAL	6	34	21	12	2
101.	Supervisor	1	4	6	2	3
	Cooperating administrator	0	4	15	4	0
	Intern	1	5	26	4	0
	TOTAL	2	13	47	10	3
102.	Supervisor	0	3	8	5	0
	Cooperating administrator	0	4	13	5	1
	Intern	1	8	17	9	1
	TOTAL	1	15	38	19	2
103.	Supervisor	2	8	4	2	0
	Cooperating administrator	1	11	7	4	0
	Intern	2	11	12	10	1
	TOTAL	5	30	23	16	1
104.	Supervisor	8	3	5	0	0
	Cooperating administrator	10	12	1	0	0
	Intern	15	17	4	0	0
	TOTAL	33	32	10	0	0
105.	Supervisor	11	4	1	0	0
	Cooperating administrator	16	7	0	0	0
	Intern	24	12	0	0	0
	TOTAL	51	23	1	0	0
106.	Supervisor	9	3	3	1	0
	Cooperating administrator	11	7	4	1	0
	Intern	15	13	8	0	0
	TOTAL	35	23	15	2	0
107.	Supervisor	8	6	2	0	0
	Cooperating administrator	17	5	0	1	0
	Intern	18	15	3	0	0
	TOTAL	43	26	5	1	0

APPENDIX B - Continued

	AM	PS	MMN	PSN	AMN
108. Supervisor	7	6	2	1	0
Cooperating administrator	13	10	0	0	0
Intern	12	23	1	0	0
TOTAL	32	39	3	1	0
109. Supervisor	6	7	3	0	0
Cooperating administrator	8	13	2	0	0
Intern	8	24	4	0	0
TOTAL	22	44	9	0	0

APPENDIX C

APPENDIX C

PERCENTAGE COMPUTATIONS FOR EACH ITEM

		AM	PS	MMN	PSN	AMN
1.	Supervisor	31.25	18.75	31.25	6.25	12.50
	Cooperating administrator	34.78	30.43	13.04	8.69	13.04
	Intern	36.11	44.44	16.67	2.78	.....
	TOTAL	34.67	34.67	18.67	5.33	6.66
2.	Supervisor	.....	31.25	56.25	12.50	.....
	Cooperating administrator	4.35	52.17	17.39	17.39	8.69
	Intern	19.44	47.22	25.00	5.55	2.78
	TOTAL	10.67	45.33	29.33	10.67	4.00
3.	Supervisor	6.25	50.00	37.50	.....	6.25
	Cooperating administrator	.....	60.87	39.13	.....	.....
	Intern	11.11	61.11	25.00	2.78	.....
	TOTAL	6.66	58.67	32.00	1.33	1.33
4.	Supervisor	37.50	50.00	12.50	.....	.....
	Cooperating administrator	21.74	69.56	8.69	.....	.....
	Intern	36.11	58.33	5.55	.....	.....
	TOTAL	32.00	60.00	8.00	.....	.....
5.	Supervisor	18.75	50.00	31.25	.....	.....
	Cooperating administrator	4.35	82.61	13.04	.....	.....
	Intern	8.33	69.44	22.22	.....	.....
	TOTAL	9.33	69.33	21.33	.....	.....
6.	Supervisor	6.25	.....	.....	25.00	68.75
	Cooperating administrator	.....	.....	.....	34.78	65.22
	Intern	2.78	2.78	19.44	22.22	52.78
	TOTAL	2.66	1.33	9.33	26.67	60.00
7.	Supervisor	.....	.....	37.50	12.50	50.00
	Cooperating administrator	.....	.....	8.69	26.09	65.22
	Intern	2.78	5.55	16.67	30.55	44.44
	TOTAL	1.33	2.66	18.67	25.33	52.00
8.	Supervisor	37.50	18.75	25.00	12.50	6.25
	Cooperating administrator	21.74	39.13	26.09	8.69	4.35
	Intern	33.33	38.89	25.00	2.78	.....
	TOTAL	30.67	34.67	25.33	6.66	2.66

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
9.	Supervisor	.....	.....	18.75	12.50	68.75
	Cooperating administrator	.....	.....	21.74	21.74	56.52
	Intern	.....	2.78	13.89	19.44	63.89
	TOTAL	.....	1.33	17.33	18.67	62.67
10.	Supervisor	18.75	31.25	31.25	6.25	12.50
	Cooperating administrator	34.78	30.43	13.04	13.04	8.69
	Intern	36.11	27.78	25.00	8.33	2.78
	TOTAL	32.00	29.33	22.67	9.33	6.66
11.	Supervisor	6.25	31.25	37.50	12.50	12.50
	Cooperating administrator	.....	13.04	39.13	39.13	8.69
	Intern	13.89	13.89	58.33	8.33	5.55
	TOTAL	8.00	17.33	48.00	18.67	8.00
12.	Supervisor	31.25	25.00	37.50	.....	6.25
	Cooperating administrator	43.48	34.78	8.69	8.69	4.35
	Intern	36.11	36.11	22.22	2.78	2.78
	TOTAL	37.33	33.33	21.33	4.00	4.00
13.	Supervisor	18.75	25.00	50.00	6.25	.....
	Cooperating administrator	.....	47.83	52.17	.....	.....
	Intern	11.11	22.22	63.89	2.78	.....
	TOTAL	9.33	30.67	57.33	2.66	.....
14.	Supervisor	.....	6.25	50.00	18.75	25.00
	Cooperating administrator	.....	8.69	52.17	21.74	17.39
	Intern	5.55	25.00	44.44	19.44	5.55
	TOTAL	2.66	16.00	48.00	20.00	13.33
15.	Supervisor	12.50	18.75	37.50	12.50	18.75
	Cooperating administrator	17.39	39.13	17.39	17.39	8.69
	Intern	25.00	44.44	25.00	2.78	2.78
	TOTAL	20.00	37.33	25.33	9.33	8.00
16.	Supervisor	12.50	6.25	56.25	25.00	.....
	Cooperating administrator	4.35	13.04	34.78	43.48	4.35
	Intern	.....	11.11	50.00	36.11	2.78
	TOTAL	4.00	10.67	46.67	36.00	2.66
17.	Supervisor	25.00	18.75	31.25	18.75	6.25
	Cooperating administrator	26.09	34.78	13.04	13.04	13.04
	Intern	19.44	36.11	27.78	8.33	8.33
	TOTAL	22.67	32.00	24.00	12.00	9.33

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
18.	Supervisor	25.00	43.75	25.00	6.25	.....
	Cooperating administrator	21.74	65.22	13.04	.....	.....
	Intern	22.22	58.33	16.67	2.78	.....
	TOTAL	22.67	57.33	17.33	2.66	.....
19.	Supervisor	6.25	.....	37.50	43.75	12.50
	Cooperating administrator	4.35	8.69	30.43	39.13	17.39
	Intern	.....	2.78	58.33	16.67	22.22
	TOTAL	2.66	4.00	45.33	29.33	18.67
20.	Supervisor	.....	68.75	31.25	.....	.....
	Cooperating administrator	.....	56.52	43.48	.....	.....
	Intern	13.89	61.11	25.00	.....	.....
	TOTAL	6.66	61.33	32.00	.....	.....
21.	Supervisor	.....	31.25	68.75	.....	.....
	Cooperating administrator	.....	47.83	52.17	.....	.....
	Intern	2.78	30.55	66.66	.....	.....
	TOTAL	1.33	36.00	62.67	.....	.....
22.	Supervisor	.....	18.75	62.50	18.75	.....
	Cooperating administrator	.....	8.69	69.56	13.04	8.69
	Intern	.....	11.11	63.89	22.22	2.78
	TOTAL	.....	12.00	65.33	18.67	4.00
23.	Supervisor	.....	18.75	81.25	.....	.....
	Cooperating administrator	4.35	47.83	47.83	.....	.....
	Intern	5.55	38.89	55.55	.....	.....
	TOTAL	4.00	37.33	58.67	.....	.....
24.	Supervisor	.....	.....	12.50	62.50	25.00
	Cooperating administrator	.....	.....	34.78	47.83	17.39
	Intern	.....	2.78	11.11	72.22	13.89
	TOTAL	.....	1.33	18.67	62.67	17.33
25.	Supervisor	12.50	68.75	18.75	.....	.....
	Cooperating administrator	4.35	86.96	8.69	.....	.....
	Intern	11.11	72.22	16.67	.....	.....
	TOTAL	9.33	76.00	14.67	.....	.....
26.	Supervisor	75.00	25.00	.....	.....	.....
	Cooperating administrator	60.87	39.13	.....	.....	.....
	Intern	66.67	33.33	.....	.....	.....
	TOTAL	66.67	33.33	.....	.....	.....

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
27.	Supervisor	31.25	62.50	6.25	.....	.....
	Cooperating administrator	56.52	39.13	4.35	.....	.....
	Intern	41.67	50.00	8.33	.....	.....
	TOTAL	44.00	49.33	6.66	.....	.....
28.	Supervisor	6.25	.....	93.75	.....	.....
	Cooperating administrator	.....	8.69	82.61	.....	8.69
	Intern	2.78	2.78	94.44	.....	.....
	TOTAL	2.66	4.00	90.67	.....	2.66
29.	Supervisor	.....	6.25	81.25	12.50	.....
	Cooperating administrator	.....	.....	82.61	13.04	4.35
	Intern	2.78	5.55	88.89	.....	2.78
	TOTAL	1.33	4.00	85.33	6.66	2.66
30.	Supervisor	6.25	75.00	18.75	.....	.....
	Cooperating administrator	8.69	60.87	26.09	4.35	.....
	Intern	8.33	69.44	19.44	2.78	.....
	TOTAL	8.00	68.00	21.33	2.66	.....
31.	Supervisor	12.50	81.25	6.25	.....	.....
	Cooperating administrator	21.74	69.56	8.69	.....	.....
	Intern	25.00	72.22	2.78	.....	.....
	TOTAL	21.33	73.33	5.33	.....	.....
32.	Supervisor	31.25	68.75	.....	.....	.....
	Cooperating administrator	43.48	56.32	.....	.....	.....
	Intern	52.78	47.22	.....	.....	.....
	TOTAL	45.33	54.67	.....	.....	.....
33.	Supervisor	6.25	25.00	68.75	.....	.....
	Cooperating administrator	4.35	39.13	56.52	.....	.....
	Intern	8.33	25.00	66.67	.....	.....
	TOTAL	6.66	29.33	64.00	.....	.....
34.	Supervisor	.....	6.25	87.50	.....	6.25
	Cooperating administrator	.....	26.09	69.56	.....	4.35
	Intern	.....	2.78	97.22	.....	.....
	TOTAL	.....	10.67	86.67	.....	2.66
35.	Supervisor	62.50	37.50	.....	.....	.....
	Cooperating administrator	43.48	56.52	.....	.....	.....
	Intern	50.00	47.22	2.78	.....	.....
	TOTAL	50.67	48.00	1.33	.....	.....

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
36.	Supervisor	.....	6.25	50.00	37.50	6.25
	Cooperating administrator	.....	4.35	56.52	30.43	8.69
	Intern	.....	2.78	63.89	22.22	11.11
	TOTAL	.....	4.00	58.67	28.00	9.33
37.	Supervisor	.....	.....	68.75	31.25	.....
	Cooperating administrator	.....	.....	21.74	34.78	43.48
	Intern	.....	5.55	72.22	19.44	2.78
	TOTAL	.....	2.66	56.00	26.67	14.67
38.	Supervisor	.....	.....	75.00	18.75	6.25
	Cooperating administrator	.....	.....	26.09	39.13	34.78
	Intern	2.78	.....	63.89	22.22	11.11
	TOTAL	1.33	.....	54.67	26.67	17.33
39.	Supervisor	.....	6.25	68.75	25.00	.....
	Cooperating administrator	.....	4.35	60.87	21.74	13.04
	Intern	.....	11.11	58.33	30.55	.....
	TOTAL	.....	8.00	61.33	26.67	4.00
40.	Supervisor	25.00	68.75	6.25	.....	.....
	Cooperating administrator	30.43	65.22	.....	4.35	.....
	Intern	36.11	47.22	16.67	.....	.....
	TOTAL	32.00	57.33	9.33	1.33	.....
41.	Supervisor	.....	12.50	87.50	.....	.....
	Cooperating administrator	.....	39.13	60.87	.....	.....
	Intern	2.78	13.89	83.33	.....	.....
	TOTAL	1.33	21.33	77.33	.....	.....
42.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	.....	95.65	4.35	.....
	Intern	.....	.....	91.67	5.55	2.78
	TOTAL	.....	1.33	92.00	5.33	1.33
43.	Supervisor	6.25	37.50	56.25	.....	.....
	Cooperating administrator	8.69	47.83	39.13	4.35	.....
	Intern	13.89	30.55	52.78	.....	2.78
	TOTAL	10.67	37.33	49.33	1.33	1.33
44.	Supervisor	6.25	.....	87.50	6.25	.....
	Cooperating administrator	.....	17.39	78.26	.....	4.35
	Intern	.....	2.78	94.44	2.78	.....
	TOTAL	1.33	6.66	88.00	2.66	1.33

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
45.	Supervisor	6.25	75.00	18.75	.....	.....
	Cooperating administrator	52.17	39.13	8.69	.....	.....
	Intern	30.55	55.55	13.89	.....	.....
	TOTAL	32.00	54.67	13.33	.....	.....
46.	Supervisor	25.00	62.50	12.50	.....	.....
	Cooperating administrator	39.13	47.83	13.04	.....	.....
	Intern	38.89	44.44	16.67	.....	.....
	TOTAL	36.00	49.33	14.67	.....	.....
47.	Supervisor	.....	43.75	50.00	.....	6.25
	Cooperating administrator	4.35	52.17	43.48	.....	.....
	Intern	2.78	50.00	47.22	.....	.....
	TOTAL	2.66	49.33	46.67	.....	1.33
48.	Supervisor	.....	.....	81.25	12.50	6.25
	Cooperating administrator	.....	.....	69.56	30.43	.....
	Intern	.....	.....	86.11	11.11	2.78
	TOTAL	.....	.....	80.00	17.33	2.66
49.	Supervisor	.....	75.00	25.00	.....	.....
	Cooperating administrator	.....	43.48	52.17	4.35	.....
	Intern	2.78	50.00	47.22	.....	.....
	TOTAL	1.33	53.33	44.00	1.33	.....
50.	Supervisor	.....	.....	75.00	25.00	.....
	Cooperating administrator	4.35	4.35	69.56	21.74	.....
	Intern	.....	8.33	61.11	30.55	.....
	TOTAL	1.33	5.33	66.67	26.67	.....
51.	Supervisor	.....	6.25	93.75	.....	.....
	Cooperating administrator	.....	.....	100.00	.....	.....
	Intern	.....	.....	97.22	2.78	.....
	TOTAL	.....	1.33	97.33	1.33	.....
52.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	47.83	43.48	8.69	.....
	Intern	.....	25.00	69.44	5.55	.....
	TOTAL	.....	28.00	65.33	6.66	.....
53.	Supervisor	.....	.....	100.00	.....	.....
	Cooperating administrator	.....	.....	86.96	8.69	4.35
	Intern	.....	.....	97.22	2.78	.....
	TOTAL	.....	.....	94.67	4.00	1.33

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
54.	Supervisor	.....	18.75	81.25	.....	.....
	Cooperating administrator	4.35	34.78	56.52	4.35	.....
	Intern	2.78	41.67	52.78	2.78	.....
	TOTAL	2.66	34.67	60.00	2.66	.....
55.	Supervisor	.....	.....	100.00	.....	.....
	Cooperating administrator	.....	8.69	86.96	.....	4.35
	Intern	.....	5.55	94.44	.....	.....
	TOTAL	.....	5.33	93.33	.....	1.33
56.	Supervisor	.....	68.50	31.50	.....	.....
	Cooperating administrator	.....	82.61	17.39	.....	.....
	Intern	8.33	69.44	22.22	.....	.....
	TOTAL	4.00	73.33	22.67	.....	.....
57.	Supervisor	.....	37.50	56.25	6.25	.....
	Cooperating administrator	.....	21.74	56.52	21.74	.....
	Intern	.....	25.00	61.11	11.11	2.78
	TOTAL	.....	26.67	58.67	13.33	1.33
58.	Supervisor	.....	.....	75.00	25.00	.....
	Cooperating administrator	.....	13.04	69.56	17.39	.....
	Intern	2.78	11.11	61.11	22.22	2.78
	TOTAL	1.33	94.33	66.67	21.33	1.33
59.	Supervisor	.....	.....	100.00	.....	.....
	Cooperating administrator	.....	.....	78.26	17.39	4.35
	Intern	2.78	.....	91.67	5.55	.....
	TOTAL	1.33	.....	89.33	8.00	1.33
60.	Supervisor	.....	25.00	75.00	.....	.....
	Cooperating administrator	.....	39.13	60.87	.....	.....
	Intern	.....	27.78	72.22	.....	.....
	TOTAL	.....	30.67	69.33	.....	.....
61.	Supervisor	.....	.....	100.00	.....	.....
	Cooperating administrator	.....	4.35	82.61	8.69	4.35
	Intern	.....	.....	97.22	2.78	.....
	TOTAL	.....	1.33	93.33	4.00	1.33
62.	Supervisor	.....	.....	87.50	12.50	.....
	Cooperating administrator	.....	4.35	69.56	21.74	4.35
	Intern	.....	.....	77.78	19.44	2.78
	TOTAL	.....	1.33	77.33	18.67	2.66

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
63.	Supervisor	56.25	43.75	.....	.....	.....
	Cooperating administrator	52.17	47.83	.....	.....	.....
	Intern	52.78	47.22	.....	.....	.....
	TOTAL	53.33	46.67	.....	.....	.....
64.	Supervisor	12.50	75.00	12.50	.....	.....
	Cooperating administrator	17.39	78.26	4.35	.....	.....
	Intern	5.55	88.89	5.55	.....	.....
	TOTAL	10.67	82.67	6.66	.....	.....
65.	Supervisor	25.00	56.25	18.75	.....	.....
	Cooperating administrator	17.39	69.56	13.04	.....	.....
	Intern	13.89	86.11	.....	.....	.....
	TOTAL	17.33	74.67	8.00	.....	.....
66.	Supervisor	25.00	62.50	12.50	.....	.....
	Cooperating administrator	26.09	73.91	.....	.....	.....
	Intern	22.22	66.67	11.11	.....	.....
	TOTAL	24.00	68.00	8.00	.....	.....
67.	Supervisor	.....	.....	100.00	.....	.....
	Cooperating administrator	.....	.....	91.30	.....	8.69
	Intern	.....	.....	100.00	.....	.....
	TOTAL	.....	.....	97.33	.....	2.66
68.	Supervisor	50.00	50.00	.....	.....	.....
	Cooperating administrator	56.52	43.48	.....	.....	.....
	Intern	66.67	33.33	.....	.....	.....
	TOTAL	60.00	40.00	.....	.....	.....
69.	Supervisor	12.50	81.25	6.25	.....	.....
	Cooperating administrator	8.69	82.61	8.69	.....	.....
	Intern	13.89	69.44	16.67	.....	.....
	TOTAL	12.00	76.00	12.00	.....	.....
70.	Supervisor	.....	.....	87.50	12.50	.....
	Cooperating administrator	.....	.....	73.91	26.09	.....
	Intern	.....	.....	69.44	25.00	5.55
	TOTAL	.....	.....	74.67	22.67	2.66
71.	Supervisor	12.50	81.25	6.25	.....	.....
	Cooperating administrator	21.74	78.26	.....	.....	.....
	Intern	25.00	61.11	13.89	.....	.....
	TOTAL	21.33	70.67	8.00	.....	.....

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
72.	Supervisor	.....	.....	81.25	18.75	.....
	Cooperating administrator	.....	8.69	91.30	.....	.....
	Intern	.....	11.11	83.33	2.78	2.78
	TOTAL	.....	8.00	85.33	5.33	1.33
73.	Supervisor	.....	18.75	56.25	18.75	6.25
	Cooperating administrator	.....	8.69	47.83	39.13	4.35
	Intern	.....	11.11	58.33	25.00	5.55
	TOTAL	.....	12.00	54.67	28.00	5.33
74.	Supervisor	.....	31.25	68.75	.....	.....
	Cooperating administrator	.....	52.17	47.83	.....	.....
	Intern	2.78	44.44	50.00	.....	2.78
	TOTAL	1.33	44.00	53.33	.....	1.33
75.	Supervisor	.....	6.25	93.75	.....	.....
	Cooperating administrator	.....	4.35	95.65	.....	.....
	Intern	.....	30.55	66.67	.....	2.78
	TOTAL	.....	17.33	81.33	.....	1.33
76.	Supervisor	.....	6.25	93.75	.....	.....
	Cooperating administrator	.....	8.69	86.96	4.35	.....
	Intern	.....	16.67	80.56	2.78	.....
	TOTAL	.....	12.00	85.33	2.66	.....
77.	Supervisor	.....	.....	87.50	6.25	6.25
	Cooperating administrator	.....	.....	69.56	30.43	.....
	Intern	.....	.....	72.22	22.22	5.55
	TOTAL	.....	.....	74.67	21.33	4.00
78.	Supervisor	.....	6.25	93.75	.....	.....
	Cooperating administrator	.....	.....	95.65	4.35	.....
	Intern	.....	2.78	91.67	2.78	2.78
	TOTAL	.....	2.66	93.33	2.66	1.33
79.	Supervisor	.....	31.25	68.75	.....	.....
	Cooperating administrator	4.35	30.43	60.87	4.35	.....
	Intern	.....	33.33	63.89	2.78	.....
	TOTAL	1.33	32.00	64.00	2.66	.....
80.	Supervisor	.....	.....	56.25	31.25	12.50
	Cooperating administrator	.....	.....	43.48	56.52	.....
	Intern	.....	.....	41.67	44.44	13.89
	TOTAL	.....	.....	45.33	45.33	9.33

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
81.	Supervisor	6.25	37.50	50.00	6.25	.....
	Cooperating administrator	4.35	47.83	39.13	8.69	.....
	Intern	13.89	41.67	36.11	5.55	2.78
	TOTAL	9.33	42.67	40.00	6.66	1.33
82.	Supervisor	.....	50.00	50.00	.....	.....
	Cooperating administrator	.....	56.52	43.48	.....	.....
	Intern	2.78	52.78	44.44	.....	.....
	TOTAL	1.33	53.33	45.33	.....	.....
83.	Supervisor	.....	12.50	81.25	6.25	.....
	Cooperating administrator	.....	43.48	56.52	.....	.....
	Intern	2.78	33.33	61.11	.....	2.78
	TOTAL	1.33	32.00	64.00	1.33	1.33
84.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	.....	82.61	17.39	.....
	Intern	.....	8.33	86.11	5.55	.....
	TOTAL	.....	5.33	85.33	9.33	.....
85.	Supervisor	.....	12.50	81.25	6.25	.....
	Cooperating administrator	.....	4.35	78.26	17.39	.....
	Intern	.....	13.89	80.56	5.55	.....
	TOTAL	.....	10.67	80.00	9.33	.....
86.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	.....	82.61	17.39	.....
	Intern	.....	11.11	80.56	8.33	.....
	TOTAL	.....	6.66	82.67	10.67	.....
87.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	4.35	34.78	52.17	8.69
	Intern	.....	5.55	75.00	16.67	2.78
	TOTAL	.....	5.33	65.33	25.33	4.00
88.	Supervisor	.....	.....	68.75	25.00	6.25
	Cooperating administrator	.....	8.69	78.26	13.04	.....
	Intern	2.78	16.67	75.00	5.55	.....
	TOTAL	1.33	10.67	74.67	12.00	1.33
89.	Supervisor	.....	18.75	68.75	6.25	6.25
	Cooperating administrator	.....	.....	82.61	17.39	.....
	Intern	.....	11.11	77.78	11.11	.....
	TOTAL	.....	9.33	77.33	12.00	1.33

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
90.	Supervisor	.....	12.50	75.00	12.50	.....
	Cooperating administrator	.....	.....	82.61	13.04	4.35
	Intern	.....	8.33	77.78	13.89	.....
	TOTAL	.....	6.66	78.67	13.33	1.33
91.	Supervisor	.....	12.50	75.00	12.50	.....
	Cooperating administrator	.....	8.69	86.96	4.35	.....
	Intern	.....	36.11	61.11	2.78	.....
	TOTAL	.....	22.67	72.00	5.33	.....
92.	Supervisor	.....	25.00	62.50	12.50	.....
	Cooperating administrator	.....	.....	100.00	.....	.....
	Intern	.....	13.89	80.56	5.55	.....
	TOTAL	.....	12.00	82.67	5.33	.....
93.	Supervisor	.....	6.25	93.75	.....	.....
	Cooperating administrator	.....	.....	73.91	26.09	.....
	Intern	.....	5.55	77.78	13.89	2.78
	TOTAL	.....	4.00	80.00	14.67	1.33
94.	Supervisor	.....	6.25	81.25	12.50	.....
	Cooperating administrator	.....	.....	100.00	.....	.....
	Intern	.....	11.11	83.33	2.78	2.78
	TOTAL	.....	6.66	88.00	4.00	1.33
95.	Supervisor	.....	6.25	81.25	6.25	6.25
	Cooperating administrator	.....	.....	100.00	.....	.....
	Intern	.....	8.33	83.33	2.78	5.55
	TOTAL	.....	5.33	88.00	2.66	4.00
96.	Supervisor	.....	6.25	87.50	6.25	.....
	Cooperating administrator	.....	17.39	82.61	.....	.....
	Intern	2.78	11.11	83.33	2.78	.....
	TOTAL	1.33	12.00	84.00	2.66	.....
97.	Supervisor	6.25	12.50	75.00	6.25	.....
	Cooperating administrator	.....	4.35	91.30	4.35	.....
	Intern	.....	8.33	83.33	8.33	.....
	TOTAL	1.33	8.00	84.00	6.66	.....
98.	Supervisor	.....	25.00	68.75	6.25	.....
	Cooperating administrator	.....	21.74	78.26	.....	.....
	Intern	.....	11.11	83.33	5.55	.....
	TOTAL	.....	17.33	78.67	4.00	.....

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
99.	Supervisor	6.25	87.50	6.25	.....	.....
	Cooperating administrator	8.69	73.91	13.04	.....	4.35
	Intern	36.11	52.78	8.33	2.78	.....
	TOTAL	21.33	66.67	9.33	1.33	1.33
100.	Supervisor	.....	50.00	31.25	12.50	6.25
	Cooperating administrator	.....	43.48	26.09	30.43	.....
	Intern	16.67	44.44	27.78	8.33	2.78
	TOTAL	8.00	45.33	28.00	16.00	2.66
101.	Supervisor	6.25	25.00	37.50	12.50	18.75
	Cooperating administrator	.....	17.39	65.22	17.39	.....
	Intern	2.78	13.89	72.22	11.11	.....
	TOTAL	2.66	17.33	62.67	13.33	4.00
102.	Supervisor	.....	18.75	50.00	31.25	.....
	Cooperating administrator	.....	17.39	56.52	21.74	4.35
	Intern	2.78	22.22	47.22	25.00	2.78
	TOTAL	1.33	20.00	50.67	25.33	2.66
103.	Supervisor	12.50	50.00	25.00	12.50	.....
	Cooperating administrator	4.35	47.83	30.43	17.39	.....
	Intern	5.55	30.55	33.33	27.78	2.78
	TOTAL	6.66	40.00	30.67	21.33	1.33
104.	Supervisor	50.00	18.75	31.25	.....	.....
	Cooperating administrator	43.48	52.17	4.35	.....	.....
	Intern	41.67	47.22	11.11	.....	.....
	TOTAL	44.00	42.67	13.33	.....	.....
105.	Supervisor	68.75	25.00	6.25	.....	.....
	Cooperating administrator	69.56	30.43	.....	.....	.....
	Intern	66.67	33.33	.....	.....	.....
	TOTAL	68.00	30.67	1.33	.....	.....
106.	Supervisor	56.25	18.75	18.75	6.25	.....
	Cooperating administrator	47.83	30.43	17.39	4.35	.....
	Intern	41.67	36.11	22.22	.....	.....
	TOTAL	46.67	30.67	20.00	2.66	.....
107.	Supervisor	50.00	37.50	12.50	.....	.....
	Cooperating administrator	73.91	21.74	.....	4.35	.....
	Intern	50.00	41.67	8.33	.....	.....
	TOTAL	57.33	34.67	6.66	1.33	.....

APPENDIX C - Continued

		AM	PS	MMN	PSN	AMN
108.	Supervisor	43.75	37.50	12.50	6.25	.....
	Cooperating administrator	56.52	43.48	.....	.....	.....
	Intern	33.33	63.89	2.78	.....	.....
	TOTAL	42.67	52.00	4.00	1.33	.....
109.	Supervisor	37.50	43.75	18.75	.....	.....
	Cooperating administrator	34.78	56.52	8.69	.....	.....
	Intern	22.22	66.67	11.11	.....	.....
	TOTAL	29.33	58.67	12.00	.....	.....

APPENDIX D

UNIVERSITY SUPERVISORS

Borgeson, Fritz C.
Professor of Educational
Administration
New York University
Washington Square
New York 3, New York

Dejonzke, Edward L.
Associate Professor of Educa-
tional Administration
Box 630
Department of Education
St. Thomas, U. S. Virgin Islands

Grindstaff, Gordon
Director of Personnel
738 Tenth Street
Wilmette, Illinois

Hayes, Bascom B.
Professor, Department of Educa-
tional Administration
Sutton Hall 325
University of Texas
Austin, Texas

Junger, Richard
Associate Professor of Education
Oklahoma State University
Stillwater, Oklahoma

Kindred, Leslie W.
Professor of Educational
Administration
Temple University
Philadelphia 22, Pennsylvania

Lipham, James M.
Associate Professor of Educa-
tional Administration
University of Wisconsin
Madison, Wisconsin

McLeary, L. E.
Professor of Educational
Administration
University of Illinois
Urbana, Illinois

McLure, William R.
Director, Bureau of Research and
Professor of Educational Ad-
ministration
University of Illinois
Champaign, Illinois

Nelson, Robert H.
Assistant Dean
School of Education
Northwestern University
Evanston, Illinois

Odell, William R.
Professor of Education
Stanford University
Palo Alto, California

Scott, J. E.
Professor of Educational
Administration
New York University
32 Washington Place
New York 3, New York

Stoneman, Merle A.
Professor of Educational
Administration
Administration Building 404
University of Nebraska
Lincoln, Nebraska

Strand, William H.
Director, Field Services
School of Education
Stanford University
Stanford, California

Usdan, Michael D.
Assistant Professor of Education
Northwestern University
Evanston, Illinois

Waterman, Albert D.
Associate Professor of Education
Washington State University
Pullman, Washington

COOPERATING ADMINISTRATORS

Anderson, Don N.
Administrator
115 Richland Drive
Pullman, Washington

Broadhead, William R.
Superintendent
Box 89
Clarkston, Washington

Caldwell, Kent
Superintendent
Ephrata, Washington

Cramer, H. E.
Superintendent
Bellevue, Nebraska

Duffield, L. A.
District Superintendent
Sebastopol, California

Dupree, J. L.
Superintendent
Bertie County Schools
Windsor, North Carolina

Fisch, Cecil
Superintendent
Stanwood, Washington

Gurley, Frank H.
Assistant Superintendent
Contra Costa County
Pleasant Hill, California

Linam, Tom P.
Superintendent
Everman School District
Box D
Everman, Texas

Lyman, Robert J.
Assistant Superintendent
Palo Alto, California

Mallery, K.
Superintendent
Centralia, Washington

Murphy, Gerard E.
Assistant Superintendent
Ridgewood, New Jersey

Neff, Jay
Superintendent
Dormont School District
3200 Annapolis Avenue
Pittsburgh, Pennsylvania

Newman, Carl A.
Supervising Principal
Gateway Union Schools
Monroeville, Pennsylvania

Olson, Leroy
Acting Superintendent
Alfred I. DuPont School District
2220 Shipley Road
Wilmington, Delaware

Parker, Jack
Superintendent
Oklahoma City Public Schools
900 North Klein Street
Oklahoma City, Oklahoma

Paynter, Robert W.
Superintendent
4900 Curry Road
Pittsburgh, Pennsylvania

Scofarri, Anthony P.
Superintendent
Box 2218
Fremont, California

Siegel, Verne H.
Superintendent
Deer Park, Washington

Smith, Robert O.
Superintendent
1318 West Ivy Street
Moses Lake, Washington

Spinal, Andrew
City Superintendent
400 Duane Street
Redwood City, California

Wendover, Fred W.
Superintendent
Oakesdale, Washington

Willis, Benjamin C.
General Superintendent of Schools
228 North LaSalle Street
Chicago, Illinois

INTERNS

Anderson, Bruce R.
Intern
311 E. Danies Street
Champaign, Illinois

Hall, Lee R.
Intern
Route 3
Windsor, North Carolina

Bailey, H. Dee
Intern
Emeryville, California

Heine, Gerard J.
Intern
6123 North Newburg Street
Chicago 31, Illinois

Beck, William R.
Intern
Stanford, California

Hoffman, Glenn
Intern
3418 Waverly Street
Palo Alto, California

Blain, Jack E.
Intern
Box 44
Rochester, Washington

Hohngrain, Everett
Intern
Neligh, Nebraska

Egan, Peter W.
Intern
620 Locust Road
Wilmette, Illinois

Hostetter, Edwin
Intern
117 Main Street
Stony Point, New York

Freedman, Robert
Intern
500 Carpenter Avenue
Oceanside, New York

Levan, Fred
Intern
Oklahoma City, Oklahoma

Fryer, Thomas W., Jr.
Intern
American River Junior College
Sacramento 41, California

Luhman, Philip R.
Intern
5752 Maryland Avenue
Chicago, Illinois

Hagen, Vernon
Intern
Olympia, Washington

Lyda, Thomas B.
Intern
Richland, Washington

Hall, James C., Jr.
Intern
Mamaroneck, New York

McCormick, James H.
Intern
4653 Clairton Boulevard
Pittsburgh, Pennsylvania

McKelvey, Troy V.
Intern
Berkeley, California

Maltby, Gregory P.
Intern
717 South Foley Street
Champaign, Illinois

Maritagrif, David
Intern
2015 Hearst Avenue
Berkeley, California

Mikalsen, Roy G.
Intern
Berkeley, California

Montgomery, Charles D.
Intern
San Diego 11, California

Nelson, Clifford
Intern
St. Paul, Minnesota

Olavarii, Martin C.
Intern
Concord, California

Saghom, Howard
Intern
Stanford, California

Sebastian, C. P.
Intern
1101 North Murtland Avenue
Pittsburgh, Pennsylvania

Seeley, Frank E.
Intern
25 Churchill Street
Palo Alto, California

Semrow, Joseph J.
Intern
803 State Street
Madison, Wisconsin

Settles, Ivan L.
Intern
Pullman, Washington

Simcox, Ronald W.
Intern, Ridgewood
7500 West Montrose Street
Norridge 34, Illinois

Smith, Merrill R.
Intern
Chewelan, Washington

Suicosia, D. J.
Intern
8030 South Laflin Street
Chicago, Illinois

Vlasak, Richard F.
Intern
Prospect Heights, Illinois

Watts, Charles B.
Intern
Austin 3, Texas

Wierkheiser, Linford A.
Intern
2 Curry Hill Road
Levitown, Pennsylvania

APPENDIX E

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
September 30, 1963

I am seeking information concerning the internship as used in preparing educational administration students for the position of superintendent of schools. The immediate concern is to secure the names and addresses of (1) university faculty members involved as supervisors of interns in such a program, (2) public school cooperating administrators, and (3) interns participating during the 1962-63 school year.

If you do not participate in such a program, please indicate so at the bottom of this letter and return in the enclosed envelope. If you do participate in such a program, your cooperation in seeing that the requested information is provided will be greatly appreciated.

Sincerely,

L. P. Martin,
Coordinator of Certification and
Placement and Lecturer in Education

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
July 24, 1963

Dr. Neal Gross
Professor of Education
Harvard University
Cambridge 38, Massachusetts

Dear Dr. Gross:

The purpose of this letter is to request permission to devise a questionnaire based on and adapted from Appendix Tables A-1 through A-5, pages 331-342 of Explorations in Role Analysis. A sample of the proposed instrument is attached.

The questionnaire will be used to secure data to be used in a doctoral dissertation being conducted under the direction of Dr. William G. Monahan, Professor of Education at the University of Oklahoma. The sample will consist of Universities holding membership in the University Council for Educational Administration, cooperating public school administrators, and interns preparing for the superintendency.

Sincerely,

L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education

LM:vm

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
August 5, 1963

Mr. L. P. Martin
College of Education
The University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

This is to acknowledge receipt of your letter of July 24 to Professor Neal Gross. Your letter arrived just before Professor Gross was to leave for Europe. Although he did have a chance to read it and quickly glance at your proposed questionnaire, he did not have time to write you himself.

Professor Gross indicated to me that he does give you permission to base your proposed questionnaire on Appendix Tables A-1 through A-5, pp. 331-42, of Explorations in Role Analysis. It is understood that you will acknowledge this source in your dissertation.

Sincerely yours,

Marion L. Crowley
Secretary to Professor Gross

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
July 15, 1963

Jack A. Culbertson, Executive Director
The University Council for Educational Administration
65 South Oval Drive
Columbus 10, Ohio

Dear Dr. Culbertson:

Endeavoring to contribute to the accumulation of information concerning the educational administration internship, we are initiating a study of role expectations for interns preparing for the superintendency. We are anticipating that your office might conveniently assist in this study by providing (1) names and addresses of UCEA institutions sponsoring internships during the 1962-63 school year, (2) names and addresses of public school superintendents cooperating in the program by providing stations for internship assignments, and (3) names and addresses of interns serving during the 1962-63 school year.

We are hopeful that your office can provide part or all of these items and assist in securing other available information concerning the internship. Your consideration is greatly appreciated.

Sincerely,

L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education

LM:vm

THE UNIVERSITY COUNCIL FOR
EDUCATIONAL ADMINISTRATION
July 18, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
The University of Oklahoma
College of Education
Norman, Oklahoma

Dear Mr. Martin:

For your letter of July 15 and your request for information concerning internships for those preparing for the superintendency, many thanks. I would suggest that you write directly to Roald Campbell, Professor of Education, University of Chicago, who recently was instrumental in gathering almost precisely the kind of information which you request. You might also ask him about the nature of the study which he, or one of his graduate students, is doing since it seems to me to be very closely related to your interests.

We are enclosing a copy of our mailing list in case you would want to seek information in addition to that which Roald might have.

The very best wishes to you.

Cordially yours,

Jack Culbertson

JC/am

enc.

CC: Roald Campbell

THE UNIVERSITY OF OKLAHOMA
THE COLLEGE OF EDUCATION
July 24, 1963

Dr. Roald F. Campbell
Professor of Education
University of Chicago
Chicago 37, Illinois

Dear Dr. Campbell:

Early this month a letter was sent to Dr. Jack Culbertson seeking information concerning participants in educational administration internship programs wherein students are preparing for the superintendency. Dr. Culbertson suggested that you might conveniently supply the information needed.

At the University of Oklahoma, under the direction of Dr. William G. Monahan, we are initiating a study of role expectations for interns preparing for the superintendency. Perhaps you can assist in this study by providing (1) names and addresses of UCEA institutions sponsoring internships during the 1962-63 school year, (2) names and addresses of public school superintendents cooperating in the program by providing stations for internship assignments, and (3) names and addresses of interns serving during the 1962-63 school year.

We are hopeful that your office can provide part or all of these items and assist in securing other available information concerning the internship. Also we would like to know the nature of the study you are conducting in order that we might avoid duplication. Your consideration is greatly appreciated.

Sincerely,

L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education

LM:vm

MIDWEST ADMINISTRATION CENTER
THE UNIVERSITY OF CHICAGO
July 31, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
The University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

We have a Leo Dorais who is doing a study on the internship. Mr. Dorais has now returned to the University of Montreal and can be reached at the following address: Institut superieur d' administration hospitaliere, University of Montreal, Case Postale 6128, Montreal, Canada. I am transmitting your letter of July 24 to Mr. Dorais with the suggestion that he supply you with the information you seek. I am sure he will do his best to help you out. As his study moves along he may have more to say that would be useful to you.

Sincerely yours,

Roald F. Campbell
Director

RFC:et
cc: Mr. Dorais

UNIVERSITE DE MONTREAL
August 15, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
The University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

I have received a copy of a letter Dr. Roald F. Campbell
sent you on July 31st.

I am now in the process of compiling data on the internship.
I will gladly provide you with whatever information I have on that
subject.

You can expect a substantial answer within the next two
weeks.

Sincerely yours,

Professor Leo A. Dorais
Institut superieur d'ad-
ministration hospitaliere

LAD/jp

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
August 26, 1963

Professor Leo A. Dorais
Institut superieur d'administration hospitaliere
University of Montreal
Case Postale 6128
Montreal, Canada

Dear Professor Dorais:

I appreciated receiving your letter of August 15, 1963. I had corresponded with Dr. Jack Culbertson and Dr. Roald Campbell seeking information that would be of value in a study I am doing at the University of Oklahoma. They referred me to you suggesting that you might be able to provide some of the needed information.

As stated in my letter to Dr. Campbell, we would like to know the nature of your study in order that we might avoid duplication. Also we are seeking (1) names and addresses of UCEA institutions sponsoring internships for the position of public school superintendent during the 1962-63 school year, (2) names and addresses of public school superintendents cooperating in the program by providing stations for internship assignments, and (3) names and addresses of interns serving during the 1962-63 school year.

Any of the above mentioned and other information you can provide will be greatly appreciated. Perhaps, in some way, I might aid you. Thank you very much for your assistance.

Sincerely,

L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education

LPM:vm

UNIVERSITE DE MONTREAL
September 6, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
The University of Oklahoma
College of Education
Norman, Oklahoma

Dear Mr. Martin:

In keeping with your letter of August 26 I would like to share following information with you. My own research in this area concerned role conflict in internship. In reviewing my data I find that I cannot distinguish interns for the superintendency from those for other positions.

I would suggest that you use, as a basic list, Professor John A. Ramseyer's Survey reported in Stephen P. Hencley (ed.) The Internship in Administrative Preparation. I would like to suggest that Ramseyer himself has found that "the number of interns reported is a function of the person making the report", as he wrote to me recently after discussing some discrepancies in his data and mine. Possibly the fastest means of getting the information you seek would be to communicate with all programs in education.

I hope that this will help you in your study.

Sincerely yours,

Professor Leo A. Dorais
Institut superieur d'ad-
ministration hospitaliere

LAD-jp

THE UNIVERSITY OF TEXAS
COLLEGE OF EDUCATION
October 4, 1963

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Dr. Colvert asked me to reply to your letter of September 30 in which you request the names and addresses of faculty members, school administrators, interns involved in our internship program last year. Before I give you this information, I would like to know what you intend to do with the names and addresses which I might submit. I gather from the nature of your letter that you are contemplating a doctor dissertation in dealing with the evaluation of the internship. Someone from another institution asked us for the same information last year and I imagine that questionnaires were sent to the individuals whose names we submitted. We also have a doctoral student who is planning a dissertation dealing with the evaluation of our own internship program. If you have a similar idea in mind, it seems to me that we have here an opportunity for inter-institutional cooperation in developing two studies which might be thought of as team studies and which together will delve into the problem much more deeply than a single dissertation could do.

If you and your major professor are interested in some kind of cooperative venture, please let me know.

Sincerely,

Henry J. Otto
Chairman

HJO:pa

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
October 21, 1963

Dr. Henry J. Otto, Chairman
Department of Educational Administration
College of Education
The University of Texas
Austin 12, Texas

Dear Dr. Otto:

I have recently corresponded with Professor Leo A. Dorais, Institut superieur d'administration hospitaliere, University De Montreal, who is doing a study of interns using a similar, but not identical, sample. A review of pertinent literature has not revealed a significant amount of information in the area being investigated.

The study in question is a doctoral dissertation, under the direction of Dr. William G. Monahan. It is a study of role conflict using an instrument based on, and adapted from, Explorations in Role Analysis, by Neal Gross, Ward S. Mason, and Alexander W. McEachern (New York: John Wiley and Sons, Inc., 1958). A copy of the questionnaire is enclosed.

Due to the effort expended on and the nature of my study, it does not appear feasible that any alterations be considered at this time. However, you can assure your candidate that I will cooperate with him by providing available information concerning the University of Oklahoma and other information I have acquired.

As stated in my letter of September 30, 1963, the information needed consists of names and addresses of (1) university faculty members supervising interns training for the superintendency, (2) public school cooperating administrators involved in the program, and (3) interns serving during the 1962-63 school year. Again, your cooperation in providing this information is appreciated.

Sincerely,

L. P. Martin,
Coordinator of Certification and
Placement and Lecturer in Education

LPM:vm

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
October 2, 1963

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

This is to acknowledge your letter of September 30 concerning internship programs in administration.

I am referring your letter to Dr. Maurice Stapley, Director of our Division of Administration, Field Service, and Educational Placement, with the request that he get in touch with you. I am sure Dr. Stapley will be able to provide the information you request.

Cordially,

Harold G. Shane
Dean

HGS:gh

cc: Dr. Stapley

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
October 9, 1963

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your recent letter to Dean Harold Shane inquiring about internship programs was referred to Dr. Maurice Stapley and subsequently forwarded on to me. This presumably is due to the fact that we do not have an organized program for general administrative interns, although we have a limited program of interns in the field of elementary administration and supervision.

Under the arrangement indicated above we usually allow persons selected by local school systems as prospective administrators or supervisors to enroll in internship credit if they meet all other admission requirements to graduate study. The work involved is a combination of administrative experiences and activities under the direction of selected local personnel and scheduled conferences and discussions with the University supervisor. The credit allowed has ranged from two to five semester hours depending on the amount of time enrollees give to their administrative experiences. The typical amount of credit per semester is two semester hours.

Though brief and sketchy, I hope that the above information will be helpful to you.

Sincerely yours,

Hanne J. Hicks, Director
Division of Instruction
and Curriculum

HJH:sam

UNIVERSITY OF MISSOURI
COLLEGE OF EDUCATION
October 4, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

I am pleased to respond to your inquiry concerning the internship program in educational administration.

We do not have a formal program although on occasion students have been assigned to administrative duties in neighboring school systems as a part of a problems course. This has only been done on a few occasions so I suspect in terms of your inquiry it would not provide useful data for you.

Very truly yours,

H. W. Schooling
Dean

HWS:eh

UNIVERSITY OF KENTUCKY
COLLEGE OF EDUCATION
October 4, 1963

Mr. L. P. Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your inquiry of September 30, addressed to Dr. Ginger, has been routed to me for reply.

We do not have a real internship program. We have something which we call the internship. In this course of three to six semester hours, a superintendent, principal, or supervisor, who is on the job will register with us during the school year. A member of our staff will work individually with the "intern" during the year, identifying problems, developing solutions to the problems, then analyzing procedures and evaluating progress. The professor goes to the school several times and the student often comes to campus, sometimes to meet with other similar "interns."

Sincerely,

Morris Cierley, Chairman
Division of Administration

MC/lh

STATE UNIVERSITY OF IOWA
COLLEGE OF EDUCATION
October 22, 1963

Mr. L. P. Martin, Coordinator of
Certification, Placement, and Lecturer in Education
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your letter to Dean Jones concerning an inquiry regarding people who are operating internship programs at this University has been forwarded to me.

We have a faculty committee underway now studying this and attempting to develop some policies regarding the University's role and the public schools role in this area. Our program is still very limited. We have nothing firmed up yet to date. Knowing this if you still feel that you would be interested in further correspondence on it, we will be glad to work with you.

Sincerely yours,

Willard R. Lane
Professor of Education

WRL:sa

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
October 16, 1963

Mr. L. P. Martin
Coordinator of Certification
and Placement
College of Education
The University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your letter to Dean Olson regarding our internship program for school superintendents has been referred to me.

Yes, we have interns but not a formally arranged program applicable to all. Each intern experience is individually arranged and not always with a school system. They may be placed with the state department of public instruction or our Bureau of School Service depending on their needs and experience.

Faculty members involved specifically with interns for the superintendency are Dr. Dan H. Cooper and myself.

Public school administrators who have participated are: Benton Yates, Superintendent, Livonia, Michigan; Russell Isbester, Superintendent, Plymouth, Michigan; former superintendent of Jackson, Michigan, Dr. Ralph McLeory.

To my knowledge there were no interns preparing for the superintendency in the year 1962-63. This year Mr. Fred Pankow, a superintendent of L'Anse Creuse, Michigan is interning with the State Department of Public Instruction, Lansing, Michigan.

I am enclosing a document prepared last year which represents our activity in the Internship-Directed Field Experience for the past several years. You will note these persons were preparing for a variety of positions in our department.

I trust this information will be helpful to you.

Sincerely yours,

Howard S. Bretsch
Professor of Educational
Administration

HSB/nr
Enclosure

STATE UNIVERSITY OF NEW YORK AT BUFFALO
SCHOOL OF EDUCATION
October 7, 1963

Mr. L. P. Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your letter addressed to Dean Fisk has been passed along to me for response. We do have here at the University, a program for internship and we have six people on that program this year.

This program is a joint one with Syracuse University, Rochester and Cornell. I happen to be the person responsible for the program here. Since this is a special program under the Ford grant, we have not been providing information on the interns or anything relative to them for the present. I would assume that you are asking for this information for a research study and so my answer would be that I don't believe anyone of the four of us can participate at this time.

Since we all expect to be in Oklahoma next month, maybe we can talk this matter over with you and you could tell us at this time exactly what it is that you wish. We are definitely not interested in having anyone contact the school or these people who are participating at the present time. Our research will be done when our project is completed, at least this was the agreement that was made when it began. Perhaps it can be changed.

Cordially yours,

George E. Holloway, Jr.

GEH/sr

THE UNIVERSITY OF OKLAHOMA
COLLEGE OF EDUCATION
October 21, 1963

Dr. George E. Holloway, Jr.
School of Education
State University of New York at Buffalo
Buffalo 14, New York

Dear Dr. Holloway:

The information requested in my letter of September 30, 1963, is for a doctoral dissertation at the University of Oklahoma under the direction of Dr. William G. Monahan. This is a study of role conflict using an instrument based on and adapted from Explorations in Role Analysis by Neal Gross, Ward S. Mason, and Alexander W. McEachern (New York: John Wiley and Sons, Inc., 1958). A copy of the questionnaire is enclosed for your consideration.

Dr. Monahan and I are looking forward to discussing our problem with you when you arrive at the University in November. Any assistance you can afford us will be greatly appreciated.

Sincerely,

L. P. Martin,
Coordinator of Certification and
Placement and Lecturer in Education

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION
January 9, 1964

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

Your letter addressed to me of September 30 inquiring about internships has reached my attention after some time. This summer I was gone from the University, traveling through Europe, and from September until the present time I have been on sabbatical leave.

Our internship is a hit and miss affair that is not worth description at the present time. We have one or two people located with superintendents, but very little supervision is given to the program.

Next year, Dr. Ernest Melby and I are planning a rather elaborate internship within the Flint School System. It cannot be properly described as an internship because we will be making a critical study of the school system at the same time that we teach classes in the city. Also, the Mott Foundation will provide us with considerable financial support to bring in outstanding scholars to also look critically at the Flint School System. This will be a different approach from any that I have observed. I believe that after a year or two of this operation we will have something to discuss.

It was flattering of you to inquire about our program.

Cordially yours,

Clyde M. Campbell

CMC/cs

BOARD OF EDUCATION
CITY OF CHICAGO
November 27, 1963

Dear Mr. Martin:

In response to your request, I am attaching the completed questionnaire regarding the Intern Role Expectation. I hope this information will be helpful in your study.

Sincerely yours,

Benjamin C. Willis

General Superintendent of Schools

BCW:BB

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

GOVERNMENT OF THE VIRGIN ISLANDS
OF THE UNITED STATES
DEPARTMENT OF EDUCATION
December 4, 1963

Mr. Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

I am pleased to return herewith, a completed copy of your Intern Role Expectation Questionnaire. Although presently directing an N.Y.U. educational project in the Virgin Islands, I did oversee our university's internship program for three years.

I wish you every success in your undertaking.

Cordially,

Edward L. Dejnozka
Asso. Prof., Educational Admin.,
N.Y.U. Virgin Islands Project Dir.

Enc. - 1

NELIGH PUBLIC SCHOOLS
NELIGH, NEBRASKA

Larry Martin
College of Education
University of Oklahoma
Norman, Oklahoma

Larry:

This questionnaire was received by me at Christmas time so it is rather late for a reply. However, I hope it can still be utilized in your study.

I would be happy to offer my full cooperation and assistance if desired since last year was spent by me in such an "Administrative Internship".

I would also appreciate knowing any results of this particular study. Let me commend you for this type of an undertaking.

Sincerely,

Everett Holmgren

APPENDIX F

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
December 11, 1963

Mr. L. P. Martin
Coordinator of Certification and
Placement and Lecturer in Education
College of Education
The University of Oklahoma
Norman, Oklahoma

Dear Mr. Martin:

In answer to your request of September 30 for the names of people involved in our internship program, may I present the following information: We have two full-time interns this year. One is Mr. Charles Ballinger who is working in general administration under the direction of Superintendent Paul Briggs of Parma, Ohio. The University supervisor of his program is Dr. Paul Klohr, Professor of Education, the Ohio State University, 1945 North High Street, Columbus, Ohio 43210.

The other intern is Mr. Ronald Eikenberry who is working under the direction of Dr. Paul C. Hayes, Superintendent of the South-Western City Schools, Franklin County, 3708 S. Broadway, Grove City, Ohio. I am the University faculty member supervising this internship.

Enclosed is a copy of the internship program as it has been established at The Ohio State University. I am interested in your investigation and will supply any information that you would like to have.

Sincerely yours,

John A. Ramseyer
Professor of Education

JAR:law
Encl.

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION

Department of Education
Area of Educational Administration

INTERNSHIP IN EDUCATIONAL ADMINISTRATION

The internship in educational administration is the practice and philosophy of providing, on the job, actual and simulated practical administrative experience under supervision and guidance. The intern's program is planned jointly by the student, the university, and the cooperating educational agency. An effort is made to furnish the intern with actual experiences thus enabling him to learn by doing, to assess progress and results, and to evaluate his experience personally and with others. Careful attention is paid to the need for guidance in relating theory to practice as an imperative in the development of educational leadership.

The Ohio State University's program for internships in educational administration has been in operation for a number of years. The gratifying results have encouraged the Area of Educational Administration to continue to assess and improve the internship experience.

Purposes of the Internship Program

The purposes of the educational administrative intern program are:

1. To provide a practical means for relating theory to practice.
2. To provide a try out period for the administrator under conditions which will be sympathetic, understanding, and constructively evaluatory.
3. To provide an extension of course training to include applications and implementation of concepts developed in graduate study.
4. To provide a period of time as well as an atmosphere and situation in which administration is actually done subsequent to a period of academic study.
5. To provide an opportunity and situation in which experienced practitioners may share in the training program for school administrators.
6. To furnish specialized training experiences for experienced interns.

The Nature of the Internship

It has been well established that the internship in educational administration is a significant and important aspect of the training program which serves many of the same purposes as in other learned professions. Much of the value of the intern experience is dependent upon the nature of the intern program.

Five kinds of experiences are seen as essential in the intern's program:

1. Observation. Observation at first hand and at various levels of successful administration and supervision practices and community leadership.
2. Shared Actual Performance. Opportunity to share in actual performance of selected administrative and other leadership functions by assisting the practicing administrator. The extent of this experience should be determined by the intern's prior training and experience.
3. Assumption of a Full Responsibility. Assumption of one or more specific administrative responsibilities as a means of earning the necessary and agreed upon compensation.
4. Leadership Growth Appraisal. Periodic leadership growth appraisals with the practicing administrator and O.S.U. professors working with the internship program.
5. Overview. Opportunities for conferences and evaluation sessions at the University and in the field for purposes of gaining overall insights and an overview of administration and educational leadership.

Variations and Flexibilities in Plans

The plan specifically tailored to each intern's needs and requirements is the ideal to be achieved. Interns with no administrative experience will obviously need a program quite different from that of the experienced intern. Interns with general experience may desire to gain a specialized internship experience in accordance with their ultimate specializations, i.e., Business Administration, Instruction, Public Relations, Research, etc.

The amount of time for internship experience may range from half to full-time over a period of an academic year. During this period the intern will have a responsibility both to the University and to the employing agency. University credit may not exceed a total of 12 quarter hours.

The internship program will be supervised by a professor from O.S.U. who will visit the intern on the job, confer with him and his administrator, and assist the student in all ways possible to obtain the most from the internship opportunity. Periodically the host administrator, the intern and the supervising professor will make themselves available for seminar sessions with other students of administration.

The intern will keep a continuing log of activities and experiences including his schedule of activities, records of observations, and an overall report of the internship to be filed with his advisor periodically.

Role of Cooperating Educational Agencies

The role of the cooperating school system or educational agencies includes:

1. Assistance in planning the internship experience with the University, host administration, and the intern.
2. Arranging for experiences according to plans.
3. Assist in appraisal and evaluatory activities.
4. Cooperate with the University in assessment of the overall training program.
5. Provide compensation commensurate with program goals and specific administrative responsibilities assigned the intern. The compensation, under present conditions, should range from \$3,000 for half-time to \$6,500 for full-time interns depending on experience, training, family status, and other factors.

Selection of Interns

Interns will be selected and recommended for placement by the University only after they have completed appropriate basic courses in educational administration and related disciplines. The basic courses and planned sequence will be built on a foundation of teacher training and administrative experience.

Placement

The placement of interns with a school system or agency will be arranged cooperatively between the University professor advising the

student and the administrator in charge of the intern program on the local level. Ultimate choice of the candidate for placement will be the responsibility of the cooperating administrator.

Applications

Intern candidates will apply through advisors at least two quarters in advance of the beginning of the internship experience. The Area Staff in Educational Administration will screen all applicants and make all initial arrangements with cooperating school systems and agencies.

3/7/60-J

Department of Education
University of California, Berkeley

THE GRADUATE STUDENT INTERNSHIP PROGRAM
IN EDUCATIONAL ADMINISTRATION AND RELATED FIELDS

The Graduate Student Internships provide opportunities for school systems and agencies to secure the services of qualified people for part-time special assignments, and for qualified students to develop administrative capacity by carrying through significant responsibilities under competent educational administrators and with opportunities for evaluation of the experiences. The internship program provides one means for effective cooperation among professional school administrators, school boards, and University professors in the preparation and improvement of persons for educational leadership.

The University of California's program for graduate student internships in educational administration and related fields is described as follows:

The Interns

Interns should be:

1. Persons preparing for leadership positions in curriculum, pupil personnel services, research, school business management or the administration of elementary schools, secondary schools or junior colleges.
2. Persons of outstanding competency who have had at least two years of experience in the field of education.
3. Seriously interested in increasing or broadening their preparation for work in educational administration.
4. Interested in the internship as an opportunity for service as well as for learning.

Selection of the Intern

Each intern is selected cooperatively by the University staff and the sponsoring school unit or agency. The method of screening prospective nominees is determined jointly by the University staff and the sponsoring school unit or agency. Minimum steps include the following:

1. Exploratory and screening conferences are held between representatives of the University staff and the sponsoring school unit or agency.
2. Potential interns complete a "personal data" form in duplicate -- one copy for the sponsoring school unit or agency and one remaining with the University staff.

3. Potential interns are asked to visit the prospective sponsoring school unit or agency for interviews with its administrators and to better acquaint themselves with its facilities and program.
4. Representatives of the University staff and the sponsoring school unit or agency jointly select and agree upon the assignments of each intern.
5. The intern is notified of his appointment, and agreements or contracts are then consummated.

Responsibilities of the Sponsoring School Unit or Agency

Each sponsoring school unit or agency is asked to:

1. Make arrangements for the part-time employment of the intern. The employment should be for about half-time and with compensation commensurate with the services rendered and the responsibilities assumed. (This is usually about \$3500-\$400 for the school year.)
2. Give special attention to the supervision of the work of the intern, and strive to give him as broad a range of administrative experience as is compatible with his professional maturity and the employment situation.
3. Assign the intern definite administrative responsibilities according to his initial professional maturity and his developing administrative competency. The assignments may include:
 - a. Observation of and participation in administrative activity without decision-making responsibilities.
 - b. Administrative assignments vested with decision-making responsibilities.

Responsibilities of the University Staff

The University staff will:

1. Organize and conduct a seminar for the interns which gives attention to the administrative principles and procedures involved in the various intern projects.
2. Work with each of the interns on his problems and program.
3. Visit each of the school units or agencies involved once or twice each semester to confer with the intern and his supervising administrator on his program.

4. Give assistance in other ways where possible and desirable which may be helpful to the intern and to his sponsoring school unit or agency.

Responsibilities of the Intern

Each graduate student intern will be expected to:

1. Enroll in Education 340, "Directed Field Study and Internship in Educational Administration."
2. Carry on such administrative responsibilities as may be assigned by his sponsoring school unit or agency.
3. Confer from time to time with his supervising administrator and with a University staff member.
4. Prepare a report explaining and evaluating his experience.
5. Carry such other course work at the University as is individually planned with his University sponsor toward the completion of his degree and/or credential requirements. Usually this should not exceed 6 semester units in addition to the internship.