

IN-SERVICE EDUCATION FOR TEACHERS IN
GRAY COUNTY (KANSAS) PUBLIC SCHOOLS

A Thesis

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For many years educators have been aware of the need for an effective program of in-service education for teachers in the schools. Administrators have labored to improve the efficiency of teacher personnel through faculty meetings, departmental meetings, extension courses to be offered locally, institutes prior to the opening of school each year, and salary bonuses to encourage attendance at summer school.

Professional publications of state departments of public instruction have urged schools to provide for continuous professional growth of teachers. Administrators and supervisors have requested that teachers keep themselves abreast of the times on educational trends and improved teaching techniques. School boards in many areas have made additional training mandatory.

Such a strong emphasis on teacher growth necessitates research on the local level to provide an in-service program that will be beneficial to each individual teacher or group concerned with additional proficiency.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine how an effective program of in-service

education could be organized and administered in the public school systems of Gray County, Kansas; (2) to find the areas of activities that are most essential to teachers' growth; and (3) to make recommendations regarding in-service education for the public schools of Gray County, Kansas.

Importance of the study. Today education is faced with an unprecedented challenge: preparing the children and youth of our nation to live effectively in a world difficult to predict, and to maintain high moral, spiritual, and intellectual values during rapid cultural changes. Vast social changes underline the demand for effective in-service education. Pre-service training received even a decade ago is inadequate today in substance and methodology.¹ Teachers cannot depend entirely upon their pre-service training to provide them with skills, attitudes, and knowledge which are necessary to educate successfully future citizens and leaders of the country.

Hodges stated that research indicates that one of the most promising developments toward improving instruction is the rapidly increasing, nation-wide interest in in-service

¹Lyle W. Ashy (ed.), "Today's Challenge to In-service Education," Educational Leadership, Journal of the Association for Supervision and Curriculum Development, 15:271, February, 1958.

education.² No one is ever fully trained, professionally, or at least, no one's preparation is ever finished. Pre-service and in-service education are merely different aspects of a program of professional improvement that has no terminal point.

In-service education presents special difficulties in rural areas, and it is particularly important in such communities. Because of distances that must be traveled, it is difficult for most rural teachers to attend extension courses, workshops, conferences, and similar activities that are commonly scheduled in urban communities, often on the campus of a college or university.

The purpose of this study is to attempt to establish a criterion for in-service education in the public schools of Gray County, Kansas. During recent years very little emphasis has been placed upon in-service training. The main requirements have been attendance of county and state meetings and a valid teaching certificate. These requirements do vary somewhat in different school systems. While there are many agencies available to teachers who wish to further their professional growth, the use of some agencies available was found not to be feasible because of the small number of

²J. B. Hodges, "Continuing Education: Why and How," Educational Leadership, Journal of the Association for Supervision and Curriculum Development, 17:330, March, 1960.

teachers in each system. Recommendations will thus be made for the organization of an effective in-service program to meet a very real need in the five school systems of Gray County, Kansas.

Limitations of the study. This study is limited to the five school systems of Gray County, Kansas, which have an average teaching staff of seventeen. This number includes both elementary and secondary personnel.

This investigation is concerned primarily with the weaknesses of present in-service education in the schools of Gray County, Kansas, and their implications for organization and administration of an effective in-service program for each school. Data will be drawn from opinions of teachers and administrators regarding weaknesses of present in-service programs.

II. DEFINITIONS OF TERMS USED

In-service education. In-service education includes all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job. It may be the result of activities or experiences initiated by teachers, by the supervisory staff, by the public, by miscellaneous groups in the community, or by any

combination of these. The basic aim of all in-service education is improvement of classroom instruction.³

Professional personnel. For the purpose of this study, professional personnel represents teachers and administrators of school systems in Gray County, Kansas.

Local program. The in-service program of Ensign Public Schools, Ensign, Kansas.

Teacher growth. A teacher's desire to bring about a teacher-learning situation. It is tested by the results to see if a better learning and living experience is provided for the boys and girls in the classroom.⁴

Teacher deficiency. Lack of proficiency, interest, knowledge, or any other of the qualities desirable in a teacher.

Workshops. Informal organization of teachers to study some problem which concerns those involved.

³Pearl R. Schaaf, "Let's Review In-service Education Programs," The American School Board Journal, 138:17, June, 1959.

⁴Herman John Diener, "A Study of In-service Education of Fifty Selected School Systems in the North Central Association," (unpublished Master's thesis, The Kansas State Teachers College of Emporia, 1961), p. 5.

III. METHOD OF PROCEDURE

Criteria of desirable practices and objectives of in-service programs were established through studies of current educational periodicals, theses and dissertations, and professional books.

Opinions and attitudes of teachers and administrators regarding the weaknesses of present in-service programs were determined by the use of a questionnaire.⁵ A personal interview was held with each superintendent to enlist aid in delivering and collecting questionnaires. An introductory letter and a stamped, return envelope were prepared and sent with each questionnaire to ninety-two professional personnel in the school systems of Gray County, Kansas. The purpose of the study was explained in this letter.⁶

Of the ninety-two questionnaires sent out, seventy-eight were returned. Fourteen of the questionnaires which were not returned reduced the total of useful responses to 84.8 per cent of the total number which were contacted.

Practices and objectives of present programs were reviewed in the light of criteria obtained through the study of pertinent materials. This procedure revealed strengths and weaknesses of present programs, and gave a basis for

⁵See Appendix B.

⁶See Appendix A.

making recommendations for an effective program of in-service education for teachers of these small school systems.

CHAPTER II

REVIEW OF RELATED LITERATURE

It is the purpose of this chapter to review literature on in-service education as to objectives, planning, and organization. This reviewed literature will serve as a basis for establishing criteria for an effective in-service program for schools in Gray County, Kansas.

I. OBJECTIVES OF IN-SERVICE EDUCATION

During the past two decades the length of tenure of individual teachers in school systems has increased. This indicates that pre-service training of many teachers needs to be supplemented by an in-service program to stimulate individual members of a faculty or to study and inaugurate a new educational service.⁷

Several conditions in the teaching profession have created interest in induction of in-service education of local teachers. In most school systems:

1. The need has far exceeded the supply of adequately or recently trained teachers.

⁷Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal in Elementary and Secondary Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 109.

2. Many recruits are from among those who received their education a decade or two ago, who feel need for help in understanding advances made in teaching.
3. Many recruits are college graduates in fields other than education, who feel the need for help.
4. Salary increments and tenure often depend upon further education.
5. Administrators and teachers wish to improve the curriculum in local schools through in-service education of teachers.⁸

One continuing purpose of in-service education is to eliminate deficiencies in preparation of teachers. A NEA Research Division study in 1956 found that 34.1 per cent of elementary-school teachers and 3.0 per cent of secondary-school teachers did not have a bachelor's degree. In April 1960 the NEA Research Division estimated that 24.9 per cent of elementary-school teachers had less than four years of college preparation.

A second purpose is to give help to teachers that are new in a school and to those undertaking a new level or field of work.

A third purpose is to promote continuous improvement of teachers and teaching. Teachers must keep up with advances in theory and practice of teaching subject matter. The competent teacher is a growing teacher. Professionally-

⁸U. S. Department of Health, Education, and Welfare, Office of Education, Division of State and Local School Systems, What Some School Systems Are Doing to Promote Teacher Growth. Education Briefs, No. 33 (Washington, D. C.: the Division, August, 1956), p. 1.

minded teachers seek opportunities for continuous growth.

The NEA Code of Ethics states:

The teacher will seek to make professional growth continuous by such procedures as study, research, travel, conferences, and attendance at professional meetings.⁹

Hass states that an in-service program should have the following as its objectives:

1. Maintenance of mastery of new knowledge and new subject matter.
2. Acquisition of new knowledge about human growth and learning and teaching methods.
3. Development of skill in providing for the needs and problems of individual pupils.
4. Acquisition of techniques and skills necessary for co-operative action research.
5. Utilization of community resources.
6. Opportunity for working with adults.¹⁰

Doggett listed reasons for participation in an in-service education program as given by teachers:

1. Personal benefit, with indirect benefit to the school by (a) obtaining higher teaching certificates; (b) satisfying requirements for tenure; and (c) obtaining salary increases.
2. Personal benefits that are related directly to school improvement by (a) general personal professional growth; (b) greater understanding of the nature of the adolescent; (c) developing course material; and (d) searching for improved types of instruction and better classroom devices.

⁹National Education Association, Research Division, In-service Education of Teachers. Research Memo 1960-62. (Washington, D. C.: the Association, August, 1960), pp. 1-2.

¹⁰C. Glen Hass, "In-service Education Today," In-service Education for Teachers, Supervisors, and Administrators, The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 34.

3. Group benefits that indirectly benefit the school by (a) fulfilling commitments by the school; (b) fulfilling requirements for school accreditation; (c) preparing public programs; and (d) engaging in inter-school curricular studies or state-wide projects.
4. Group benefits with a sense of direct results in school improvement through (a) efforts to fulfill the observed need of the school; and (b) professional interest in some phase of the school program.¹¹

/II. ORGANIZING THE IN-SERVICE PROGRAM

There is no one best way to start a program on in-service education. The approach in each school should be one which fits the particular situation and should emerge out of problems of primary interest to individual classroom teachers or to the group concerned.¹²

Preparation of local staff. Learners in an in-service program have to be prepared to participate effectively and enthusiastically. There are many reasons why teachers may be reluctant or unready for in-service programs. Techniques may be unfamiliar and may, therefore, be prejudged as unnecessary or undesirable. Teachers often feel that in-service programs make unnecessary demands upon their time and energy--that they represent exploitation of the staff by a

¹¹National Education Association, Research Division, op. cit., p. 2.

¹²Ibid., p. 3.

principal who is trying to gain a reputation as a progressive leader. Some feel that in-service programs require teachers to do things or to assume responsibilities that are not part of instructional duties. Others regard such programs as personal indictments of professional competency, assuming that concern for upgrading instruction implies disapproval. Such attitudes stem from an orientation of suspicion growing out of unhealthy relationships between administrator and staff and from misunderstandings about the purposes of in-service education.

Readiness for in-service education, then, must exist in the total staff and not reside solely in the mind of the administrator. It is far too easy to assume that teachers will cooperate enthusiastically when the idea for an in-service activity is presented.

Calling a meeting to explain what is going to occur is not the best way to prepare a school staff for an effective in-service program. Instead, a long-range plan to develop desirable attitudes and skills necessary for cooperative attack on school problems and self-education is absolutely essential. Readiness is a subtle and long-term consideration. It results in teachableness based on preparatory experiences which have developed requisite skills, knowledge, values, and attitudes that permit individuals to respond

positively and successfully to the next developmental opportunity.¹³

Planning the in-service program. In planning an effective in-service training program, attention must be given to some general principles which have significance for all participants. First, there should be staff participation in planning the general program. Teachers are able to make valuable suggestions for both long-term planning and specific meetings. Second, in-service training should be a continuous process. Spasmodic attempts to focus upon the program are insufficient. Continuous planning and evaluation of the program for the purpose of making improvement will result in progress. Third, local needs must be considered in planning. The amount of professional preparation of the staff is one factor which should warrant consideration. Fourth, the program of in-service training should include a variety of activities. Maintaining variety in type of meeting is one method of sustaining interest among members of the faculty. Fifth, some school time should be utilized for in-service programs. Staff members are likely to attach more

¹³Leslie J. Mauth, "Psychology and the In-service Education Program," The National Elementary Principal, 41:12, February, 1962.

importance to professional meetings if some school time is utilized.¹⁴

Some elements important in an effective in-service education program may be listed as follows:

1. Teachers should have an integral part in planning and administration of the program.
2. There should be opportunities for promoting teacher improvement.
3. Curriculum planning is carried on cooperatively by teachers, administrators, and supervisors.
4. Research and experimentation by teachers and teacher groups are encouraged.
5. New teachers are well-oriented to their positions.
6. There is teacher-parent-community cooperation.
7. Salary practices are adequate and recognize training and experience.
8. Sufficient time is available to carry on group activities without injury to teacher's health and morale.
9. Administration is fair and open-minded. Suggestions of teachers carry weight and are given careful consideration.
10. All activities are carried on by administrators, supervisors, and teachers working as a team toward their fulfillment.¹⁵

Both teachers and school systems are responsible for in-service education programs. The National Commission on Teacher Education and Professional Standards, NEA, states:

The responsibility for in-service education is mutual. School systems should make time, resources, and growth situations available; the professional teacher should contribute resources, time, effort, and enthusiasm.¹⁶

¹⁴Jacobson, Reavis, and Logsdon, op. cit., p. 267.

¹⁵National Education Association, Research Division, op. cit., p. 3.

¹⁶Ibid., p. 2.

While individual teachers must want to improve themselves and their teaching, the administrator must recognize the importance of in-service education and accept responsibility for its establishment. An administrator, to a great extent, determines his own place in a program of in-service education. Success of in-service training depends upon a sympathetic and genuinely interested administrator. He must be a leader and not a dictator. He must be willing to work cooperatively with his teachers and stimulate them to recognize their problems, find possible solutions, and then evaluate these procedures.

The place of the teacher in an effective program of in-service training is usually as a member of a group since it seems that cooperative action achieves the best results for all concerned. The group should participate in identifying needs, setting goals, planning ways of working, developing materials, putting recommendations into use, and evaluating results.¹⁷ Teachers are agents through whom programs of in-service education must be translated into classrooms. Unless they accept as their own the purposes of the program,

¹⁷Arthur J. Lewis and others, "The Role of the Administrator in In-service Education," In-service Education for Teachers, Supervisors, and Administrators, The Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 156.

the outcomes will be shallow and will have little lasting influence on the school.¹⁸

The local school system should be the center and core of any intelligently designed program for educating teachers in service.

Organization of the professional staff into a fused unity for the purpose of coming to agreement upon basic commitments concerning educational tasks should be the first step by schools. This procedure takes time. Teachers should be given opportunity, time, and financial encouragement to formulate their beliefs as a basis for inquiry, to formulate plans of actions, and to engage in evaluation.

If teachers are to attack the real problems of the school, and thereby grow in service, they must come to agreement upon the core of their thinking or they will be working at cross-purposes.

After the staff has arrived at mutual agreements upon basic purposes of the school, the second step is to examine practices of the school in terms of the basic agreements. When inquiry has discovered problems which are significant, the staff should formulate possible solutions. All probable solutions should be examined and weighed until it becomes

¹⁸Mauth, op. cit., p. 12.

apparent that some plan has greater likelihood of succeeding than any other.

After teachers have found a plan of action which gives great promise of solving the difficulty, their next step is experimentation. An experiment need not be one which spreads itself over the entire school system, but may be trying out of a plan under controlled conditions in small areas of the school. All teachers should study the experiment in action and should be prepared to evaluate cooperatively the methods used in conducting it.

When the experimentation has run its course, teachers should initiate and carry out a well-organized program of evaluation. Such a program of evaluation is likely to be most productive in terms of teacher growth. Once evaluation has been completed, the staff will usually discover that new problems have arisen which demand further inquiry, additional study, and more experimentation. Thus, teachers become continuously engaged in an ongoing process of growth.¹⁹

III. SUMMARY

It was the purpose of this chapter to study literature on in-service education as to objectives, planning, and

¹⁹Clarence A. Weber, Personnel Problems of School Administrators (New York: McGraw-Hill Book Company, Inc., 1954), pp. 72-75.

organization. These findings will be set forth in the form of criteria in Chapter III to be used for organization of an effective in-service program for the schools of Gray County, Kansas.

Several conditions in the teaching profession have created interest in induction of in-service education of local teachers. The demand and need for adequately or recently trained teachers have exceeded the supply. Administrators and teachers desire to improve the curriculum in local schools.

Since some teachers are among those who received their training a decade or two ago, and some are college graduates in fields other than education, one continuing purpose of in-service education is to eliminate deficiencies in preparation of teachers. A second purpose is to give help to teachers that are new in a school and to those undertaking a new level or field of work. A third purpose is to promote continuous improvement of teachers and teaching.

Readiness for in-service education must exist in the total staff. A long-range plan to develop desirable attitudes and skills necessary for cooperative attack on school problems and self-education is essential.

Both teachers and school systems are responsible for in-service education programs. While individual teachers must want to improve themselves and their teaching, the

administrator must recognize the importance of in-service and accept responsibility for its establishment.

An effective program of in-service education meets the needs of the participants. Definite goals and objectives should be established. Finally, there should be continuous evaluation of the program in terms of teacher growth.

CHAPTER III

DESIRABLE PROGRAM PRACTICES

It is the purpose of this chapter to discuss several in-service activities that are applicable to a small school system. The reviewed literature and the findings in Chapter II will serve as a basis for establishing criteria for an effective in-service program for the schools of Gray County, Kansas.

I. LITERATURE ON ACTIVITIES FOR IN-SERVICE EDUCATION

Nearly every school system hopes to develop a program for education of teachers in service, but problems exist concerning what activities are most valuable in helping teachers to grow on the job.

Robert Bernard Beattie conducted a study in 1950, "Status of In-service Training in the High Schools of First Class Cities in Kansas." He concluded, by use of a questionnaire, that the following activities were regarded as essential by both superintendents and teachers for an effective in-service program:

1. Encouragement of sound classroom experiments.
2. Maintenance of current professional reading material in the school library.
3. Engaging in research activities.
4. School visitation.
5. Membership in educational organizations.

6. Engaging in community activities.
7. Voluntary attendance in college summer school.²⁰

Weber suggests seven agencies to be used in an in-service program: (1) the local school system; (2) colleges, universities, and teachers colleges; (3) state departments of education; (4) state and national teachers' organizations; (5) the local community; (6) industry and business agencies; and (7) labor organizations.²¹

The following activities have been suggested by the NEA Research Division as activities which are conducive professional standards:

1. Participating in curriculum planning.
2. Doing professional reading, writing, and speaking.
3. Planning and carrying out a series of faculty meetings dealing with improvement of instructional program.
4. Assuming responsibilities in professional education organizations.
5. Visiting schools to observe other members of the profession at work.
6. Continuing with an advanced degree program.
7. Attending institutes and conferences in terms of special interests and needs.
8. Traveling planned for specific purposes.
9. Serving as an exchange teacher.

²⁰Robert Bernard Beattie, "Status of In-service Training in the High Schools of First-Class Cities of Kansas" (unpublished Master's thesis, The Kansas State Teachers College of Emporia, 1950).

²¹Weber, op. cit., p. 72.

10. Participating in civic activities in the community.
11. Conducting research in and applying research findings to local situations.²²

Suggestions for in-service experiences have been made by Pearl R. Schaaf in an article written for The American School Board Journal. They are as follows:

1. Pre-opening workshops which are carefully planned and evaluated.
2. Defining objectives of the total educational program.
3. Textbook selection.
4. Preparation of curriculum guides for various subject areas.
5. Participation in professional organizations and attendance at professional meetings.
6. Inter-classroom visitation.
7. Reading of professional books and magazines.
8. Action research in the classroom.
9. Participation in off-campus or study center classes and summer sessions.²³

II. FACULTY MEETINGS

General faculty meetings. Jacobson, Reavis, and Logsdon stress that faculty meetings should not be used by the administrator for administrative routine which could more satisfactorily be placed in a bulletin rather than read or recounted to the entire faculty.²⁴ If meetings are nothing more than a means of explaining routine and policy of the school, they have little value as to teacher growth.

²²National Education Association, Research Division, op. cit., p. 5.

²³Schaaf, op. cit., p. 20.

²⁴Jacobson, Reavis, and Logsdon, op. cit., p. 117.

Administrative meetings should be held infrequently, and should be used as a time to exchange ideas and report on projects that will be of interest to the majority of teachers.

Planning meetings. If faculty meetings are planned by those who are involved in the meetings, there should be little concern over teacher interest. The principal or administrator should help in the planning, but should not be a dictator at such meetings. Corey states that a well-planned faculty meeting is one that is planned by teachers and principal.²⁵

A committee of teachers representing the faculty may meet with the principal to plan a series of meetings. If the supervisory program deals with curriculum enrichment, a series of meetings might be planned to discuss such topics as ability of pupils as shown by tests, types of materials for classroom libraries, and the evaluation of an enrichment program.

Scheduling of the meeting. Although some schools have dismissed classes during the last hour before the close of the day to allow time for faculty meetings, teachers must realize that this cannot be done for every meeting. Certain meetings scheduled for late afternoon should not extend

²⁵Stephen M. Corey, Action Research to Improve School Practice (New York: Bureau of Publications, Teachers College, 1953), p. 86.

beyond an hour with an opportunity for additional discussion on the part of those who are especially interested. A brief social period with light refreshments before the professional meeting begins serves as a means of relaxation and is worthy of consideration.

Motivating interest in meetings. Since success of any in-service program depends on efforts of the individual teacher, emphasis should fall on stimulation, encouragement, inspiration, and motivation. The supervisory bulletin is an effective method of reporting to teachers and creating interest for the next meeting. Results of the last meeting should be summarized and suggestions for study at the next meeting should be included. Reports of outstanding work observed in school may also be included. These should cite the names and classes of teachers who have done the work.²⁶

III. INTERVISITATION

History of intervisitation. Intervisitation or demonstration teaching has a long and honorable history. Henry Barnard, while Commissioner of Education in Connecticut, over a century ago, organized a traveling demonstration class of twelve children and a successful teacher. In an

²⁶Jacobson, Reavis, and Logsdon, op. cit., p. 120.

effort to bring about better teaching and new methods of that time, he sent this traveling exhibit in a covered wagon all over the state.²⁷

It is accepted by most educators that concrete illustrations are more effective than abstract explanations. Visitation to other classrooms will often show teachers how effective this method is.

The demonstration lesson. Demonstrations give teachers a chance to see techniques of instruction or teaching materials in actual use. Their great advantage lies in that they appeal to teachers and, therefore, may be a point of departure for other in-service education projects. A disadvantage is that they may reinforce the idea that teaching is at least partly a bundle of tricks. To be successful, demonstrations should be arranged in advance, and teachers who are to observe should be fully informed of what they are to look for. Haphazard visiting is productive of little good. If possible, visitors and teacher should meet both before and after the lesson to discuss the lesson and to clear up any questions that remain after the lesson is completed. In this way it is possible to discuss reasons for using techniques or materials observed.²⁸

²⁷Ibid., p. 118.

²⁸National Education Association, Research Division, op. cit., p. 10.

Bail collected data that indicated demonstration teaching is much desired by teachers but in practice is almost non-existent.²⁹ Perhaps the major reason for demonstration lessons not being more widely used is the difficult task for a principal to secure the consent of a superior teacher to prepare and present demonstration lessons. Teachers are unwilling to conduct demonstration lessons for fear that the unprofessional will consider them as "showing off." For a few it is positively terrifying. To help reluctant teachers overcome this fear, start with only one or two observers and increase the number at the next demonstration.³⁰

A problem which arises in the use of demonstration lessons in small schools is that there are only few teachers to choose to perform and plan this activity. In these systems intervisitation of teachers within a county or region can be most valuable. A teacher exchange program with other schools can be an effective means of promoting teacher growth with the use of demonstration lessons. A superior teacher of language arts could work with a teacher from another system who teaches social studies. The two schools could exchange teachers for demonstration lessons, and with the permission

²⁹P. M. Bail, "Do Teachers Receive the Kind of Supervision They Desire?" Journal of Educational Research, 40:716, May, 1947.

³⁰Jacobson, Reavis, and Logsdon, op. cit., p. 119.

of the demonstrating teachers allow interested persons to observe the lessons. Administrators and teachers who are concerned with the development of more effective teaching in the classroom should consider the possibilities of demonstration teaching as an important technique.

IV. TEACHER STUDY GROUPS

Local school situation. Problem-solving through teacher study groups is a valuable form of in-service training, just as it is one of the vital approaches to any kind of learning situation. Most real problems center about the school system which is currently employing the teacher, at least insofar as the latter is concerned. It seems logical that a program of in-service education should have as its focal point the local school or schools. No problem seems real to a faculty if it is simply handed down officially from the administration.

Stoops and Rafferty suggest using the following steps for organizing teacher study group programs:

1. Through group action and discussion, arrive at basic agreement upon the educational philosophy and objectives of the school system.
2. Compare collectively current practices of school district with the announced objectives as set forth in step number one.
3. List the conflicts thus uncovered in descending order of priority.
4. Set up a schedule for attacking these problems, and assign those staff members most interested in certain areas to attempt solutions.

5. Facilitate outside study by teacher-workers in related areas, so that needed data may be gathered.
6. Experiment under controlled conditions after adopting tentatively a hypothesis which seems indicated to the majority.
7. Evaluate results of the experiment; if a solution to original problem seems to have been approached, implement findings by putting solution into effect as immediately as possible.³¹

Improving school curriculum. Evaluating and improving the school curriculum is an area which teacher study groups in small schools can profitably study. Most state departments of public instruction issue a curriculum guide handbook which can be of great value in the study of a school's curriculum. Results of achievement tests are helpful in determining the weaknesses in the curriculum. A follow-up study of graduates may also disclose facts of importance to the teacher study group. The number of high school graduates who attend college is significant in planning to meet needs of local students. Industry and resources of the community make a contribution to instructional materials and should not be overlooked.³²

Reviewing professional books and magazines. For teachers who have returned to service after a lapse of years,

³¹ Emery Stoops and M. L. Rafferty, Jr., Practices and Trends in School Administration (Boston: Ginn and Company, 1961), p. 452.

³² Jacobson, Reavis, and Logsdon, op. cit., pp. 164-165.

as well as for teachers who have entered service without adequate training, professional books can help in overcoming lack of background in educational theory. They help every teacher to keep pace with progress made in education. Professional magazines discuss latest methods of presenting subject matter, summarize new laws affecting the teaching profession, and throw light on many of the teacher's everyday problems.

Since there are so many educational books and magazines, no teacher can read them all. A helpful in-service device is for various teachers to read different articles and write reviews of them. There is value in preparing reviews and in hearing or reading reviews written by others. Magazines which specialize in presenting summaries of the best current educational articles can often be used to good advantage, in moderation, in keeping abreast of general trends.

Possible aids to help individual teachers to keep up with professional literature include the following:

1. A professional library in each school with books and magazines readily available.
2. Study groups where each teacher reads and reports to others on his reading.
3. A bulletin circulated to teachers, with notes on books and articles to help teachers select what they want to read and give them an idea of what the educational world is writing about.³³

³³ National Education Association, Research Division, op. cit., p. 10.

Boards of education should make funds available for the purchase of professional books and magazines. They should be ordered according to some agreed plan and on a regular schedule. After being received by the school, these professional publications should be routed to the faculty, provisions being made for their eventual destination in the hands of interested teachers.³⁴

Although the best and easiest source of additional teacher training is a good university, satisfactory results may be secured through independent work by teachers who have the necessary persistence.

Action research. What is discovered by research workers in universities or bureaus of research in city school systems is not productive until it is translated into practice. Corey has defined research within a school system as "action research."³⁵ He describes two such research projects "Action Research to Improve Teacher Planning Meetings"³⁶ and "We Tested Some Beliefs About the Biographical Method."³⁷ In

³⁴Jacobson, Reavis, and Logsdon, op. cit., p. 120.

³⁵Corey, op. cit., pp. 48-49.

³⁶Mary N. Smith, "Action Research to Improve Teacher Planning Meetings," in Corey, op. cit., pp. 47-61.

³⁷Corey and others, "We Tested Some Beliefs About the Biographical Method," in Corey, op. cit., pp. 61-70.

each case the process involved (1) defining the problem, (2) setting up hypotheses to be tested, (3) deciding what sort of evidence would test the hypotheses, (4) collecting evidence, and (5) drawing generalizations for the evidence.

Several conditions are favorable to action research. First of all is freedom and willingness to admit there are problems in the system which need to be solved. It is necessary to have time and freedom for discussion and an opportunity to try out innovations or hypotheses. Here the principal can well offer encouragement. Corey lists improved methods of group work as imperative. By this he means (1) freedom to change established ways of working in groups, (2) continuous evaluation of group processes by group members, (3) willingness to put into effect those changes which the group feels necessary, and (4) training in group work methods under circumstances that stimulate reality.³⁸

Action research does not require elaborate equipment, such as is often needed in basic scientific research. Development of techniques, classroom experimentation, and surveys are particularly necessary in school systems. Although the interpretation of existing research is more important in public school systems than is the production of new research,

³⁸Corey, op. cit., pp. 86-104.

any system which has an adequate supervisory plan is sure to include research at some point.

It is imperative for small schools with limited facilities and materials to take advantage of data and material already collected by universities.

V. COLLEGE CREDIT COURSES

Roland B. Lewis states that in-service education is the responsibility of local systems and colleges.³⁹ Effective cooperative action between colleges and public schools requires mutual confidence and respect. Neither can afford to discount the role of the other or fail to utilize resources the other can contribute to the task of teacher preparation. Colleges and public schools need to work together more closely for better preparation of teachers. College credit work should not be undertaken for the sole purpose of climbing higher on a salary schedule, but should also be taken for the purpose of making the teacher a better teacher. Methods of teaching are constantly changing and new methods being introduced. It is at college that these new methods can be taught. It is in the local school system that these methods can be applied.

³⁹Roland B. Lewis, "In-service Education--The College Responsibility," The National Elementary Principal, 41:24, February, 1962.

Colleges and universities organize courses in several ways to help teachers who are employed during the day and cannot attend regular classes.

1. Summer school where teachers can spend part of their vacation giving full attention to college work.
2. Extension courses which teachers can attend in the late afternoon, at night, or on Saturdays during the school year.
3. Correspondence courses in which the teacher can do the work at home at his own convenience.⁴⁰

VI. WORKSHOPS

A workshop is a kind of educational conference without formal class or course organization and without examination. Workshops bring together a group of mature persons interested in related problems under the guidance of a consultant. Based upon well-known principles of learning such as readiness, a felt need, and democratic procedures, it provides a cooperative approach to solutions of individualized problems. Work consists largely of conferences with consultants, reading, research, group meetings, discussions, preparation of reports, development of special materials, and recreation. A true workshop expects each of its members to contribute to the work of all the others and thus exemplifies the principles of democracy.

⁴⁰National Education Association, Research Division, op. cit., p. 9.

Among the advantages claimed for the workshop are:

1. It is concerned with felt needs and problems of participants.
2. Participants develop individually, socially, and emotionally as well as professionally.
3. It provides an opportunity for participants to make a constructive contribution on the educational frontier.
4. It provides a means of supplying more practical assistance to field workers.
5. It provides easy access to competent assistance.
6. It provides a democratic large group-individual attack upon educational problems.
7. It furnishes a stimulus to continued professional growth in service.
8. Materials and ideas developed in workshops are useful in school situation.⁴¹

VII. USE OF AVAILABLE PERSONNEL

Various companies that sell to schools, regardless whether they deal in janitorial equipment, classroom teaching aids, or textbooks, have trained personnel to demonstrate and explain the best way to use their product. Many companies will send representatives to discuss their products with teachers. Often new trends and methods are demonstrated by these representatives and comparisons can be made between different companies' materials.

Most firms are very willing to discuss use of their materials. There is usually no cost for this service and often free materials are given to teachers by their representatives.

⁴¹ Jacobson, Reavis, and Logsdon, op. cit., p. 111.

VIII. PROFESSIONAL ORGANIZATIONS

Teachers are being challenged today, more than they have ever been, to weld themselves into truly professional groups. This challenge is coming from two sources: the general public and teachers themselves.

Responsibility in professional organizations. Teachers have responsibilities as well as rights: they should take steps to assume those responsibilities by developing teachers' organizations which establish professional standards and by protecting such standards against infringement by members within the group.⁴²

Taking an active part in local professional organizations contributes to a teacher's personal and professional improvement. Activities are so varied that teachers who take part have many valuable experiences that help to make them better teachers and give them a better understanding of administrative problems. Teachers may help each other as they work on ways of providing in-service education for teachers or report on their experiences to members of the organization. Contact with other teachers whose interest in the profession is great enough to cause them voluntarily to spend time on professional problems is valuable.⁴³

⁴²Weber, op. cit., p. 333.

⁴³National Education Association, Research Division, op. cit., p. 13.

IX. EVALUATION OF AN IN-SERVICE PROGRAM

Constant individual and collective appraisal and evaluation are needed for an in-service program to be effective. Objectives should be clearly stated and should serve as an evaluative tool to determine how well the activities meet the needs of each teacher.

Criteria. In order to establish criteria for planning and evaluating a strong in-service program for small school systems, literature on characteristics and objectives was reviewed and studied. From this literature in Chapter II and Chapter III criteria for an in-service program for the public schools for Gray County, Kansas, was formulated.

Criterion 1. A strong program for in-service education is one in which motivation for participation comes from within the individual. Programs imposed by administrative decree are not likely to achieve the purposes for which they were planned.

Criterion 2. An effective program of in-service education is cooperatively planned. Types of activities should be determined by the needs of the participants. It is the administrator's responsibility to guide and correlate the activities into meaningful experiences.

Criterion 3. An in-service program must be based on objectives which are clearly understood and accepted by

administrator and staff. Purposes of in-service projects must be clearly defined in operational rather than theoretical terms. Objectives must be flexible enough to provide opportunities for each teacher to participate.

Criterion 4. It is the responsibility of each individual to seek self-improvement, personally and professionally. It is the responsibility of local school systems and universities to provide ample opportunities for such improvement.

Criterion 5. Continuous evaluation is a mark of a successful in-service program. Present results are constantly checked against original purposes and alterations are made on both as needed. The program should be evaluated to determine how satisfactorily it serves the following areas of concern:

- a. Do the activities improve the quality of instruction?
- b. Do the activities provide opportunities for professional growth of teachers through group activities and group participation?
- c. Are activities flexible enough to meet the needs which are brought about by rapid changes in fields of present knowledge and research?
- d. Do the activities promote pleasant "working relations" between administrator and staff?
- e. Does the in-service program meet the increased demands, which are placed on teachers, to grow on the job?⁴⁴

⁴⁴Diener, op. cit., pp. 54-55.

Evaluation should be a professional and guidance device. It is of little value unless there is an attempt to correct weaknesses discovered.

X. SUMMARY

It was the purpose of this chapter to review literature concerning in-service activities that are applicable to small school systems and with the findings in Chapter II, establish criteria for planning and evaluating an effective in-service program for the schools of Gray County, Kansas.

Faculty meetings should not be overlooked as a means of in-service training. However, if faculty meetings are nothing more than means of explaining routine and policies of the school, they have little value for teacher growth.

Administrators and teachers who are concerned with the development of more effective teaching in classrooms should not neglect intervisitation and demonstration lessons as important activities. In small school systems these activities are best carried on by a cooperative county or regional exchange plan.

Activities of in-service programs should center about the local school system. Problem-solving through teacher study groups is a valuable activity in in-service training. Improving the school's curriculum, reviewing professional

books and magazines, and action research are meaningful and valuable experiences to teachers.

In-service education is the responsibility of local school systems and colleges. Neither can afford to discount the role of the other or fail to utilize resources the other can contribute to the task of teacher preparation and improvement.

Personnel from publishing companies and various school supply firms can be effective resource material for in-service training and are worthy of consideration.

Professional teachers' organizations contribute to a teacher's personal and professional improvement. Planning and working with other teachers who have like professional interests are valuable to teacher growth.

Continuous evaluation is needed for an in-service program to be effective. Criteria should serve as an evaluative tool to determine how well activities meet the needs of each teacher. Present results should be constantly checked against original purposes and alterations should be made on both as needed.

CHAPTER IV

ANALYSIS OF LOCAL PROGRAM PRACTICES

The purpose of this chapter is to display data that were received from the inquiry form and to show how criteria that were established in Chapter III have been used in Ensign Public School, one of the five small schools in Gray County, Kansas.

I. PARTICIPANTS IN SURVEY

The study was limited to the teaching staff of the five school systems in Gray County, Kansas. After the consent of each superintendent was obtained, an inquiry form and envelope were sent to each teacher in Gray County. Four of the superintendents volunteered to collect the sealed envelopes and forward them. When contacting the fifth superintendent to enlist aid in collecting the forms, he was most cooperative. Perhaps the return of inquiry forms would not have been as high had it not been for such excellent cooperation from the superintendents. Returns from all five schools totaled 85 per cent.

Table I, page 41, gives the name of each of the five schools and the number of teachers reporting from each school. Sixty-three, or 68.4 per cent, of the ninety-two teachers in Gray County answered the question on the inquiry

form as to a need for improvement of existing in-service program in their school. Fifty-four, or 83.3 per cent, of these teachers answered, yes. Others felt that in-service programs are needed but did not feel that such programs existed in their systems. Such comments came from four of the five schools in Gray County.

TABLE I

NEED FOR IMPROVEMENT OF IN-SERVICE PROGRAMS OF
GRAY COUNTY SCHOOLS AS VIEWED BY TEACHERS

| Schools | Yes | No | Not marked | Not returned | Total |
|-----------|-----|----|------------|--------------|-------|
| Cimarron | 13 | 3 | 3 | 6 | 25 |
| Montezuma | 12 | 1 | 5 | 2 | 20 |
| Ingalls | 7 | 1 | 4 | 3 | 15 |
| Copeland | 7 | 3 | 3 | 2 | 15 |
| Ensign | 15 | 1 | 0 | 1 | 17 |
| Totals | 54 | 9 | 15 | 14 | 92 |

Note: Questionnaires which were returned unmarked do not appear in later tables.

Table II, page 42, shows how teachers ranked the weaknesses of existing in-service programs in each school. Table III, page 43, gives this same information in percentage form of all teachers who ranked the weaknesses stated on the inquiry form. Although the five schools in Gray County are nearly the same in size, rating of weaknesses varied considerably. Table II points out that seven of the twenty-four teachers in Cimarron Public Schools listed "lack of time" as being the greatest weakness. Montezuma and Copeland Public Schools staffs listed "none" as the greatest weakness.

TABLE II
RANK ORDER OF WEAKNESSES OF IN-SERVICE PROGRAMS IN
GRAY COUNTY SCHOOLS AS VIEWED BY TEACHERS

| Nature of weakness | Schools* | | | | | Total | Rank of weaknesses |
|-----------------------|-----------|-----------|-----------|----------|-----------|-----------|--------------------|
| | A | B | C | D | E | | |
| Lack of time | 7 | 1 | 2 | 3 | 1 | 15 | 1 |
| Poor planning | 8 | 2 | 0 | 0 | 3 | 13 | 2 |
| None | 1 | 5 | 1 | 4 | 0 | 11 | 3 |
| Poor organization | 0 | 1 | 4 | 0 | 5 | 10 | 4 |
| Poor leadership | 0 | 3 | 1 | 0 | 4 | 8 | 5 |
| Program too limited | 2 | 3 | 1 | 0 | 1 | 7 | 6 |
| Load too great | 4 | 1 | 0 | 1 | 1 | 7 | 6 |
| Indefinite aims | 2 | 1 | 0 | 1 | 0 | 4 | 8 |
| Poor participation | 0 | 1 | 0 | 0 | 1 | 2 | 9 |
| Not practical | 0 | 0 | 1 | 0 | 0 | 1 | 10 |
| Total opinions | 24 | 18 | 10 | 9 | 17 | 78 | 78 |

*Schools: A. Cimarron D. Copeland
 B. Montezuma E. Ensign
 C. Ingalls

Note: This table should be read as follows: The greatest weakness as noted by fifteen of the seventy-eight teachers was lack of time. Seven of the fifteen teachers were from school A which is Cimarron. Only those teachers who returned the inquiry form marked appear on this table.

TABLE III
WEAKNESSES OF IN-SERVICE PROGRAMS OF
GRAY COUNTY SCHOOLS AS VIEWED BY TEACHERS

| Nature of weakness | Number of teachers | Per cent of teachers |
|-----------------------|-----------------------|-------------------------|
| Lack of time | 15 | 19.2 |
| Poor planning | 13 | 16.7 |
| None | 11 | 14.1 |
| Poor organization | 10 | 12.8 |
| Poor leadership | 8 | 10.3 |
| Program too limited | 7 | 9.0 |
| Load too great | 7 | 9.0 |
| Poor participation | 4 | 5.0 |
| Indefinite aims | 2 | 2.6 |
| Not practical | 1 | 1.3 |
| Totals | 78 | 100.0 |

Note: This table should be read as follows: Fifteen of the seventy-eight teachers or 19.2 per cent rated "lack of time" as being the greatest weakness of in-service program of Gray County Schools. This table represents only the inquiry forms returned that were marked.

Teachers from Ingalls and Ensign school systems indicated that they felt that "poor organization" was the greatest weakness of their in-service programs.

Fifteen, or 19.2 per cent as shown in Table III, page 43, teachers of the seventy-eight indicated "lack of time" as the greatest weakness. This is followed closely by "poor planning" which was indicated by 16.7 per cent of the teachers and "none" being indicated by 14.4 per cent of the teachers.

Eleven teachers from four different schools listed "none" as being the greatest weakness. Nine of the eleven teachers emphasized this point by commenting in the space provided for comments that an in-service program did not exist in their school system. Yet inquiry forms were received from other teachers in the same school systems rating their existing in-service program. This would indicate that there is misunderstanding in the schools of Gray County, Kansas, concerning what in-service education really is.

"Poor planning" and "poor organization" make up nearly 30 per cent of the total weaknesses. "Poor leadership" makes up another 13 per cent. These three items total nearly 43 per cent of all indicated weaknesses. This finding is significant since planning, organization, and leadership are factors that help determine the effectiveness of in-service programs.

Only seven teachers, or 9.0 per cent, listed "load too great" as a weakness. Most teachers in Gray County have less than twenty pupils in their classrooms. Seven teachers also listed "program too limited" as being the greatest weakness. Four of these teachers were teaching first-grade classes and three were secondary physical education instructors.

Four teachers, or 5.0 per cent, listed "indefinite aims" and two teachers, or 2.6 per cent, ranked "poor participation" as the greatest weakness. Although "lack of time" was ranked the greatest weakness, it is believed that teachers in Gray County would participate in an in-service program that would meet their needs since only two teachers listed "poor participation" as a major weakness.

Responses to the inquiry form point out that nearly all teachers feel that an effective in-service program is needed and is practical. Only one teacher, or 1.3 per cent, of the seventy-eight teachers indicated that an in-service program was "not practical."

Table IV, page 46, shows that more than 50 per cent of all teachers in each school in Gray County, Kansas, feel there is need for improved in-service training programs in their schools. Nearly 94 per cent of the teachers in the Ensign Public Schools indicated a need for improvement of the existing in-service program. Copeland Public Schools staff

ranked lowest with 53.8 per cent of the teachers wanting an improved in-service program. Significant is the fact that one-half of the teachers in the Copeland system did not mark the inquiry form in any way. Over four-fifths of the teachers in Gray County, Kansas, or 83.3 per cent, who returned the inquiry form indicated that existing in-service programs needed improvement.

TABLE IV

NEEDED IMPROVEMENT OF IN-SERVICE PROGRAMS OF
GRAY COUNTY SCHOOLS AS RATED BY TEACHERS

| Schools | Per cent of opinions | | | Total number of teachers who returned inquiry form |
|-----------|----------------------|------|----------|--|
| | Yes | No | Unmarked | |
| Cimarron | 68.4 | 15.8 | 15.8 | 19 |
| Montezuma | 66.7 | 5.6 | 27.7 | 18 |
| Ingalls | 58.3 | 8.3 | 33.4 | 12 |
| Copeland | 53.8 | 23.1 | 23.1 | 13 |
| Ensign | 93.8 | 6.2 | -- | 16 |
| Total | | | | 78 |

Note: This table should be read as follows: 68.4 per cent of the teachers from Cimarron answered yes, 15.8 per cent answered no and 15.8 per cent did not mark the inquiry sheet one way or the other. Nineteen teachers from Cimarron returned the inquiry sheet. The total number of teachers found in this table represents only teachers who returned the inquiry sheet.

II. PROGRAM PRACTICES IN THE ENSIGN SCHOOL SYSTEM

This analysis will cover in-service activities of the Ensign Public School System, Ensign, Kansas, one of the five schools in Gray County, Kansas. The faculty of Ensign Public

Schools consists of sixteen staff members including a teaching superintendent and a teaching elementary principal. There are one hundred eight pupils in the elementary grades and fifty-six pupils in the high school.

During the 1962-63 school term, emphasis was given to in-service training for the first time. During the 1963-64 school term, an organized in-service program was established. There are separate in-service meetings for grade and high school staffs with occasional meetings for the entire faculty. This analysis will be limited chiefly to activities of the elementary school.

Objectives. The Ensign Public Schools established the following objectives for their in-service program:

1. To provide training for staff members that is practical, up-to-date, and of immediate help in making classroom teaching more satisfying.
2. To give teachers a chance to make contributions to the over-all curriculum and school practices.
3. To improve the instructional program for all pupils in the Ensign Public Schools
4. To provide opportunities for professional growth.

Faculty meetings. Faculty meetings are held regularly each month with definite aims and goals. Meetings are planned in advance with teachers and principal working together. The topic covered at each meeting does not always interest the entire group as much as it does individual teachers. However, since the group is small and the entire staff is interested in the improvement of the complete program, attendance

is usually 100 per cent without compulsory attendance.

Perhaps the major reason for this attendance is the fact that meetings are being centered around evaluation of the curriculum and how to improve it.

Of significant concern to the staff was the weakness of the reading program. Since there has been so much professional concern and writing regarding individualized reading programs, interest in its study was high. One teacher had organized and put into effect an individualized program in her grade. It was suggested that this teacher report on how the program was working in her class and she did so, at a later faculty meeting. As evidence that teachers are interested in topics in fields other than those being taught, the social studies teacher in the upper grades appeared to be the most interested in this study.

There has been much emphasis generally in physical education in the past few years. During the 1962-63 school term the staff discussed this topic and agreed that such a program was needed in the lower grades of Ensign Public Schools. The principal wrote the Kansas State Department of Public Instruction for copies of its recommended physical education program. Each teacher was given a copy and requested to study it.

At the beginning of the 1963-64 school term, the grade and high school coaches were requested to lead the faculty in

study of the need for such a program. After a program of physical education was developed and organized, the coaches explained drills and fundamentals that could be appropriately conducted in each grade under the supervision of the classroom teacher. To make the best use of facilities and time, the children were organized into two groups, primary and intermediate. For the first six weeks the grade school coach accepted responsibility for directing physical exercises. As a result of his leadership, a vigorous fifteen-minute physical education program each morning is now a part of the curriculum of the lower grades.

Eight guidelines are used by the principal to assist him in discharging his responsibility for effective faculty meetings.

1. Meetings should be planned by the group rather than the administrator alone.
2. Meetings should be of interest to the majority of the group with definite aims and goals.
3. Consideration of teachers' time and planning should be kept in mind.
4. Plans for a follow through should be made after discussion has been completed. Don't merely stay in the talking stage.
5. All suggestions made by any member of the staff should be considered.
6. Materials for research should be made available by the local board of education.
7. Time off from the classroom, although not always possible, is recommended for faculty meetings.
8. Faculty meetings should not be used for the administrator to hand out simple reports or to discuss matters which could effectively be placed on a mimeographed sheet or placed on a bulletin board.

Intervisitation and demonstration teaching. Thus far only one demonstration lesson has been presented in the in-service program. Since an individualized reading program has been initiated for the first time in the school, teachers requested and had presented a demonstration lesson in the fourth grade, the only classroom where the method is being employed. Interest generated by the demonstration has led most of the teachers to develop plans for utilizing this method in their own classrooms.

Plans are being made with the cooperation of other schools in the county for a teacher exchange. One of the faculty will spend a day or two visiting classrooms in other schools. After the visit he will present at a faculty meeting a summary of what was learned and observed from the visitation.

Plans are also being made to have teachers visit the Ensign Grade School, not only to observe classrooms, but also to present a lesson. Thus far other county schools which have been contacted have indicated willingness to cooperate.

As an example of how this exchange plan will work, a teacher from another school in the county is interested in the science program of the upper grades. Since this teacher has had three years of teaching experience on an Indian Reservation in Arizona, he has been asked to present a lesson

on the Navajo Indians to our fifth-grade history class. While visiting the Ensign School System, he will also observe science classes in the upper grades. This intervisitation will be a valuable means of promoting teacher growth, however, no teacher will be asked to participate if he is not willing.

Teacher study groups. Since the staff of Ensign Public School System is small, the faculty has been divided into two general study groups, elementary and secondary. During the 1963-64 school term, each group began an evaluation of the curriculum in its respective area. Each of the groups hopes to bring about more effective teaching by finding weaknesses and correcting them through action research, college courses, or whatever steps are necessary.

The Curriculum Guide published by Kansas State Department of Public Instruction serves as a guideline in the evaluation of the school's curriculum. Subjects to be taught and amount of time to be allotted to each subject are recommended in this handbook. Since this booklet is set up for an ideal school and cannot completely fit every school, it is used only as a guide. Alterations are made to fit needs of the local school.

A curriculum can become unbalanced and this weakness often goes unnoticed if a constant and critical evaluation is not made periodically. When the curriculum is being

studied and evaluated, all teachers are asked to take part. Each teacher's opinion is taken into account and respected. If a weakness is found in some aspect of the curriculum, this evaluation is not used to condemn a staff member but to improve the total school system.

Action research. After the study group has reached a decision, it is time for action. Individually or collectively, knowledge gained in study groups is utilized in conducting research in the classroom. Results are evaluated in study groups either at the close of the school term or at the conclusion of the research. Perhaps the surest way for an in-service program to fail is to put forth time and effort and then stop after a decision is reached. Teachers are willing to take part if they know that their decisions will be carried out, or at least, tried. Research is of little value if it cannot be applied in one way or another.

At the present time the elementary teachers in the Ensign School System are reviewing modern mathematics textbooks from sixteen publishing companies. The principal requested sample copies and received textbooks for grades one through three. Plans are being made to install a modern mathematics program in grades one and two in the school term of 1964-65; however, unless teachers have had experience in teaching newer mathematics, it will probably be necessary for them to gain additional preparation in this field. If a

program such as that just proposed is set up, each teacher must become informed on the subject, either through returning to college, taking extension work, or utilizing whatever personal means may be available in order to enable him to become qualified to teach the new program. If the program is not carried out completely, it could easily fail.

College credit courses. As noted in Chapter III, taking courses for the sole purpose of improving one's position on a salary schedule is not desirable. This does not imply that taking courses outside one's field will not make him a better teacher, but too often courses are taken for the sole purpose of receiving a higher salary. If a secondary teacher of speech enrolls in a course in the fundamentals of fly casting, it will probably help him catch more trout but will help little to teach speech more effectively.

In the spring of 1963, as a result of a teacher study group, a salary schedule was initiated in Ensign School System. This salary schedule resulted from the work of the local school board and a committee of teachers. On this salary schedule a teacher is paid for each college credit hour acquired above a Bachelor Degree while an employee of Ensign Schools if it is taken as a requirement toward an advanced degree or if the course will help bring about better instruction. Before any payment is made for college credit courses, the courses must be approved by the superintendent.

During the summer of 1964, the language arts teacher in the upper grades is planning to take college courses for the purpose of cataloging the books in the school library. At present, the Ensign Grade School has a combination of a central library with smaller classroom libraries. Materials are not cataloged in any manner. The language arts teacher volunteered to take courses in library methods in order to set up the library according to the Dewey Decimal System. In accordance with the salary schedule of the Ensign Public School System, this teacher will receive payment for college credit earned.

Education, as so many other professions, is constantly changing. Colleges are called on for help with new methods of teaching and new concepts through summer courses. College study does not necessarily have to pertain to new methods of teaching, but can represent refresher courses which lead to more effective teaching in the classroom. In recent years much emphasis has been placed on modern mathematics. Much research has been compiled on this topic. This will require many teachers to return to college for study in the mathematics field.

College work should constantly be encouraged for the benefit of the school as well as the individual teacher. Personnel of small schools must turn to colleges for continuous help and assistance. College credit work toward advanced

study is one of the major means which can keep teachers alert and help them to grow professionally.

Use of outside personnel. It is usually easier to bring one individual to a group than to take a group to one individual. With this philosophy in mind, the Ensign School System have had a number of educators come to the school. The best resources found were those of colleges and various educational publishing companies.

An SRA Reading Laboratory is being used in the reading program in the upper grades. Since the teacher did not feel confident in using these materials, the principal wrote the SRA Company asking for assistance. A reading specialist was sent to the school to aid the teachers in using the reading laboratory. This representative spent time in classrooms with teachers and held a group conference with them. Although only one day was spent with the representative, much was gained by his visit and many questions were answered. Teachers felt more secure and confident in using the reading laboratory than they did prior to this representative's visit.

Much progress has been made in the past decade in audio-visual aids for the classroom. It would be nearly impossible for every teacher to know all the new material that is on the market today. However, this difficulty can be overcome to a great extent by inviting personnel from various companies that produce audio-visual aids to bring their

products and demonstrate them to a group of teachers. This method of becoming acquainted with the latest in audio-visual aids is now being used in the Ensign School System. In the 1963-64 school term two companies have sent representatives for demonstrations. Both companies were very willing to present and explain their products. Machines were left at the school for teachers to try without obligation. This method of finding what is new in audio-visual aids has been very effective and is strongly recommended by the teachers involved.

Another example of how Ensign Schools have taken advantage of outside personnel is in the use of representatives of encyclopedia companies to demonstrate to students and teachers how to use an encyclopedia effectively. Although it is certain that the students gained most from these demonstrations, teachers received many ideas on how to use encyclopedias and how to motivate pupils in reading and research outside the classroom.

A survey was made of the fifty-eight families represented in the one hundred eight pupils of Ensign Grade School. It showed that 70 per cent or forty-one families owned encyclopedias of one kind or another. Seventeen of these sets were not over one-year old. One might question what connection this survey has to do with in-service training of teachers. It is felt that if it were not for the emphasis

given by teachers in the classrooms, many families would not have purchased encyclopedias. Several parents have called the principal to inquire whether the purchase of encyclopedias is a good investment. Although the answer is always yes, no particular set is recommended unless an opinion is requested.

All companies contacted have been very cooperative in sending personnel to the school. A request for help from these companies is usually worth the time and effort expended.

Colleges are very cooperative in sharing their personnel with schools whenever it is possible for them to do so. Plans to use college personnel in Ensign Grade School during the 1964-65 school term are now being organized.

III. SUMMARY

The study of the in-service programs in the schools of Gray County, Kansas, reveals that 83.3 per cent of all teachers feel that the existing in-service programs need improvement. More than 50 per cent of teachers in each school system indicated a need for an improved in-service education program in their school.

Nearly one-fifth, or 19.2 per cent, of the teachers indicated that lack of time was the great weakness in existing in-service programs. Poor planning, organization, and leadership total nearly 43 per cent of indicated

weaknesses. This data is significant since planning, organization, and leadership are factors that help determine the effectiveness of in-service programs.

The Ensign Public School staff established objectives for its in-service program. In-service activities were discussed and selected to provide training for staff members, to evaluate the curriculum, and to improve the instructional program for all pupils in the school system.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Educators are agreed that in-service education plays a vital role in our total educational program. At the present time differences of opinion exist among educators regarding effectiveness of present programs and methods to be used in establishing more effective in-service training programs.

There is no specific pattern to follow to initiate and maintain a program of in-service education, but the program should emerge out of a problem of primary interest to an individual or group concerned. This requires action research at the local level. For an in-service program to be worthwhile it must emerge from within its local school system.

The problem. The purpose of this study was to discover the weaknesses and general characteristics of in-service education in Gray County Schools.

More specifically, the primary aims of this study were (1) to determine how an effective program of in-service education could be organized and administered in the public school systems of Gray County, Kansas; (2) to find the areas of activities that are most essential to teachers' growth; (3) to

make recommendations regarding effective in-service education for the public schools of Gray County, Kansas.

Importance of the study. Today education is faced with an unprecedented challenge of preparing children and youth of our nation to live effectively in a kind of world difficult to predict, and to maintain high moral, spiritual, and intellectual values during rapid cultural changes. Vast social changes underline the demand for effective in-service education.

It is imperative that all in-service agencies work together to provide an in-service program that will meet the needs of individuals. In rural areas where in-service agencies are not available for actual participation in the program, their suggestions can be useful in establishing an in-service program.

Limitations of the study. This study is limited to the five public school systems in Gray County, Kansas.

Data received were based on the opinions of teachers from all five school systems in the county. There was no attempt to discover what the teachers felt was an effective in-service program.

Methods and devices used. In preparation for this study, related literature pertaining to in-service education

and teacher growth was reviewed for their content and to form a background.

Desirable practices of in-service programs were established through studies of current educational periodicals, prior theses and dissertations, surveys, and professional books.

An inquiry form to measure effectively weaknesses of present in-service activities was developed. The purpose of the study was explained by an introductory letter and enclosed with the inquiry form.

Sixty replies were received promptly. A follow-up letter brought ten additional responses. A third follow-up with a post card brought eight more responses bringing the total to seventy-eight, or 84.8 per cent, of all teachers in Gray County, Kansas.

A study of literature on in-service education regarding characteristics and objectives provided the following criteria for the public schools of Gray County, Kansas:

1. A strong program for in-service education is one in which motivation for participation comes from within each individual.
2. An effective program of in-service education is cooperatively planned by teachers and administrator.
3. An in-service program must be based on objectives which are clearly understood and accepted by administrator and staff.
4. It is the responsibility for each individual to seek self-improvement, personally and professionally.
5. Continuous evaluation is a mark of a successful in-service program. The program should be evaluated to determine how satisfactorily it serves the following areas of concern:

- a. Do the activities improve the quality of instruction?
- b. Do the activities provide opportunities for professional growth of teachers and promote pleasant "working relations" between the administrator and staff?
- c. Are the activities flexible enough to meet needs which are brought about by rapid changes in the fields of present knowledge and research?

II. CONCLUSIONS

The conclusions which follow are based on the inquiry form responses and are believed to be representative of the five schools in Gray County, Kansas.

Less than one-sixth or 14.3 per cent of the sixty-three teachers who marked the inquiry form yes or no, felt there was no need for improvement of present in-service training programs in Gray County. This fact would infer there is a great need for improvement of various in-service programs in the school systems of Gray County, Kansas.

Fifteen or 16 per cent of the ninety-two teachers in the county returned the inquiry form unmarked, accompanied with notations that there were no in-service programs in the school systems in which they teach. These comments came from four of the five school systems in the county. It can be concluded from this data that the in-service programs are very weak if so many teachers in four of the school systems did not know that in-service programs existed in the systems in which they were employed. Perhaps this is the reason the

eleven or 14.1 per cent of the teachers ranked "none" as being the greatest weakness of their in-service program.

It should be noted that from comments received on the inquiry form, there seems to be some misunderstanding as to what in-service training actually is. Nine teachers from four of the five schools suggested a county-wide workshop on modern mathematics but at the same time felt there was no need for any in-service training program.

Table II, page 42, shows that fifteen teachers or 19.2 per cent of the seventy-two teachers who returned the inquiry form rating program weaknesses ranked "lack of time" as the greatest weakness. It is assumed that the teachers of Gray County are involved in many activities other than school. This conclusion is drawn from the fact that only seven or 9.0 per cent of the teachers ranked "load too great" as a weakness of the present in-service programs.

Thirteen teachers, or 16.7 per cent ranked "poor planning" as the greatest weakness. Ten teachers or 12.8 per cent ranked "poor organizing" as the greatest weakness. It can be concluded that these two items, poor planning and poor organization, are the major reasons for the present programs' not being as effective as they should be.

Eight teachers or 10.3 per cent listed "poor leadership" as the greatest weakness. "Program too limited" and "load too great" were each listed by seven teachers or 9.0 per cent.

Only four teachers or 5.0 per cent listed "indefinite aims" as the greatest weakness.

It is believed that teachers would welcome participation in in-service programs that would meet their needs as only two teachers or 2.6 per cent ranked "poor participation" as the greatest weakness. Also only one teacher or 1.3 per cent felt that in-service education is "not practical." This teacher also wrote a comment on the inquiry form that she had just graduated and would not need any more preparation for several years.

III. RECOMMENDATIONS

The conclusions resulting from this study suggest the following general recommendations which are applicable to the school systems in Gray County, Kansas.

Each of the five school systems should carefully study its present in-service program and clearly define its objectives. An in-service bulletin which specifically states such objectives should be placed in the possession of each teacher.

Administrators of each school system should coordinate and direct the instructional phases of education. They should select committees of teachers to plan programs of in-service education for the year. These committees should plan programs that will focus study on the weaknesses of the local systems. Each system-wide program should be broad yet specific enough to recognize the "felt needs" of each teacher.

Greater interest should be demonstrated by administrators and teachers. Time should be allotted for them to do so. Teachers should be required to take part in activities which will enhance their preparation and the program of the whole school. This could include the following:

1. Attending workshops.
2. Continuing with advanced study in a particular area.
3. Participating in curriculum planning.
4. Attending institutes and conferences in terms of special interests and needs.

Additional activities which aid in teacher growth are as follows:

1. Doing professional speaking and writing.
2. Being active in educational organizations.
3. Participating in civic activities of the community.
4. Working on special project.
5. Visiting other schools.
6. Conducting research in and applying research findings to local situations.

The in-service program should be continuously evaluated by the planning committees and administrator. Recommendations should be formulated and necessary adjustments made. The following are recommended as guidelines for setting up an in-service program or improving an existing one:

1. The program should be planned by teachers and administration.
2. The program should be of interest to the majority of the group with definite aims and goals in mind.
3. Teachers should be given time for planning.
4. After discussions have taken place, they should be followed by appropriate action.
5. Consideration of all suggestions made by any staff member.
6. Materials should be made available by local board of education for research.

7. Time off from the classroom is strongly recommended for faculty meetings.
8. Faculty meetings should not be used for the administrator to hand out simple reports or discuss matters which could be done just as effectively through a mimeographed sheet or bulletin board.

If an in-service program of education is to be effective, it must emerge from felt concerns of a staff. Only in this way is it likely that significant needs of the group and its members will be met.

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APPENDICES

APPENDIX A

Introductory Letter for Inquiry Form

October 5, 1963
Box 92
Ensign, Kansas

Dear Fellow-Teacher:

For my Master's thesis I am making a study of the in-service training programs of the schools of Gray County.

At the present time I am the grade principal at Ensign Grade School, and I would like to set up an improved in-service program in the Ensign schools and make recommendations for all the schools in Gray County.

Would you please fill out the enclosed form and hand it into your superintendent who has agreed to forward it on to me. Please put the form in the enclosed envelope and seal it. All information received will be held confidential.

Upon your request, I would be pleased to share with you any pertinent information which I will receive from this study.

Your time and cooperation in filling out this form will be appreciated.

Sincerely yours,

Bob Boyd
Ensign Grade School.

APPENDIX B

Inquiry Form

PROGRAM WEAKNESSES

In your opinion what is the weaknesses of the in-service training program in the school which you are employed? Please number from one to ten. Let the number one be the greatest weakness.

| Nature of weaknesses | Rank |
|----------------------|-------|
| Lack of time | _____ |
| Not practical | _____ |
| Poor leadership | _____ |
| Poor participation | _____ |
| Poor organization | _____ |
| Poor planning | _____ |
| Program too limited | _____ |
| Load too great | _____ |
| Indefinite aims | _____ |
| None | _____ |

Your name _____.

Do you feel that there is a need for an improved in-service program in your school? _____

Comments:

APPENDIX C

Second Letter to Respondents

November 7, 1963
Box 92
Ensign, Kansas, 67841

Dear Fellow-Teacher:

On October 5, 1963, you were sent an "inquiry form" dealing with in-service training for teachers in Gray County Public Schools, which is the basis for a study being conducted for my Master of Science degree at the Kansas State Teachers College, Emporia, Kansas.

This research is to suggest means which will improve in-service training programs in the schools of Gray County and to find what the major weaknesses of the present programs are.

I am most interested in making this study one that is based on valid data and a study that will help the profession, it is imperative that you reply. May I expect a reply from you in the next few days? I certainly will appreciate it.

Enclosed is another "inquiry form" with a self-addressed, stamped envelope. Please fill out and return.

Again, thanks for your cooperation.

Sincerely yours,

Bob Boyd
Ensign Grade School