A STUDY OF IN-SERVICE ACTIVITIES OF LOCAL TEACHERS' ASSOCIATIONS IN OHIO

A Thesis Presented for the Degree of Master of Arts

by

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K.M.H.
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CHAPTER I

INTRODUCTION

Every individual, every teacher, interprets events in the light of his own experiences and the community of forces in which he lives. It is evident that there exist in the flux of the present public school pattern certain conditions which make the immediate future a crucial time.

Democracy and democratic procedures are being put to the acid test of performance; the development of atomic energy is both a sign of change and a factor lending dreadful impetus to the urgency of effective function. The school, by common implication, is to be the unifying and guiding agency in a program revitalized to meet the needs of a democratic society. Those needs cannot be catalogued into a permanent file; they must be continuously reconsidered, redeveloped, and reimplemented to serve and to direct the school function. The school finds itself with two tasks. It must serve an educational function of commonizing experiences, understandings, interpretations, and relationships. It must also serve a guidance function of personalizing these experiences, understandings, interpretations and relationships so that the individual will achieve maximal growth in self-direction, and an optimal development of his potentialities. This does not imply a dualism in the philosophical sense, but, rather, the converse: the integration of the individual into a commonized social stream or pattern while at the same time achieving an optimal degree of individuality. It is implicit that these functions be consistent with democratic ideals both as to means and as to end, for, organismically,
there is a continuum of relationship. The end preexists in the means.

The Teaching Profession

There has been a slow development of a new concept of the role of the teacher in the school. Excepting certain "great" teachers, who were permitted individuality, the function of the teacher long continued to be that of presenting, and sometimes interpreting, the established compendium of material. The teacher, by and large, was an agent or an intermediary; one might almost say, a "necessary evil." There has been a continuous effort, following the realization of weaknesses in this view, to "improve instruction" by "improving the teacher." And, at the same time that teachers were saying that their students "wouldn't learn," supervisors and administrators have been known to say that their teachers "wouldn't improve."

With the improvement and growth of research in education, long-continued experimentation, and improved criteria for evaluation, a new concept has developed. This is that learning, for the teacher as well as the student, is a matter of feeling needs, of experiencing, and of maintaining self-direction.

Concomitant with a slow realization of this concept, and with the urgency of unsolved problems, the teaching profession both has lost a great part of its trained members, and has had to utilize a large, but still insufficient, body of undertrained personnel. There are, however, certain other tendencies which, effectively interpreted and utilized, may lead to major accomplishment:

1. Nationwide publicity has developed the most favorable public opin-
ion for the school as a social institution and for teachers which has ever existed. This is a force yet uncrystallized and lacking structure.

2. Teachers' organizations -- national, state, and local -- show greater unification than ever before. This, likewise, is a potential, to be realized and solidified, or to be lost.

3. Salaries and increased public recognition indicate a strong trend toward professional levels.

**Local Teachers' Associations**

The leadership of a local teachers' association, in the light of these current trends, seems to involve certain positive responsibilities. Regardless of constitutional statements of purpose most associations have functioned largely in the promotion of teacher welfare in such areas as salary, sick leave, retirement, and tenure. This service, largely one of external representation of the group, has been a needed professional advancement.

These functions, through the increased effectiveness resulting, do benefit the community and the pupil. But there are other aspects to the function of the teacher. Does the local association have a responsibility for analysis and diagnosis of the needs of its members, as teachers? Should it be responsible for aiding and guiding the professional growth of its members? Does it have a responsibility for fostering and promoting the utilization of community resources?

The local teachers' association is in a peculiarly advantageous position to initiate, coordinate, and encourage among its members and cooperatively with other groups, such group activity and self-guidance as
will increase the effectiveness and the democratic re-direction of the school program. It is the "grass roots" organization, for the teaching services of the public school center largely in the pupil-teacher relationship. Edgar Dale said recently:

... those of us who were in school work after World War I remember the great fervor that followed the issuance of the great Cardinal Principles of Secondary Education in 1918. We, too, were going to improve the over-academic high school by an increased attention to health, worthy home living, recreation, vocation, and civic duty ... Perhaps our diagnosis of what was needed has not been accurate. We did not see clearly enough that the able teacher is the heart of the educational process.¹

But the associations must listen, as B. A. Stevens, formerly of the Ohio Education Association, warns the profession:

We can continue to benefit from increased public support of the schools only for such a period as the public is satisfied that it is getting a return commensurate with its outlay. ... A justification of extended benefits to teachers rests upon the readiness and ability of the profession to lead in the quest (1) of a broader and sounder program of public education, (2) of a more economical and efficient organization of schools and school districts, (3) of a more modern, equitable, adequate, and economical tax structure for Ohio and all of its political subdivision, and (4) of a higher degree of professionalism among teachers.²

Teachers themselves must become responsible for continued growth in their ability to meet both the group and individual needs of the educative relationship. Ways must be found for the continuous adaptation and utilization of techniques, procedures, resources and external aids which will

¹ Edgar Dale, "It's a Nice World - Wasn't It," News Letter, XI (May 1946) p. 3.

make possible more effective teacher achievement.

The Problem

The purpose of this study is to develop a pattern of local teacher association activity which will result in guidance of the membership, as a group and as individuals, so that their experiences will provide professional growth and continuous progress toward the solution of the problems of democratic education.

Scope and Limitations

This study attempts to discover the range of in-service activity in a selected group of school communities, and to determine the source of planning, type of group, and nature of the activity involved. From an analysis of these data and a survey of available literature on in-service activity, the study attempts to formulate a desirable pattern for association activity.

Value of the Study

This study will provide the author with a basis for procedure in developing the actual activity of the association of which he is a member. It is hoped that others will find in it guidance for their own work. Although written in terms of association work, it is believed that the same concepts would apply as guidance in any in-service work, whether supervisor- or teacher-initiated.

Survey Procedure

The survey was conducted by means of a "Questionnaire on In-service
Activity. The questionnaire, a letter of transmittal, and a stamped self-addressed return-envelope were mailed on May 19, 1947 to the president of each of the 147 city or exempted-village teachers' associations listed in the Ohio Directory of Ohio Teachers' Associations for 1946-47. By June 20, 1947, twenty-nine questionnaires had been returned. In order to secure a larger per cent of returns, a follow-up letter was prepared and mailed to the 118 original addressees who had not yet responded. An analysis of the returns is presented in Chapter III.

In preparing the questionnaire the author made certain arbitrary decisions, separating it into an organization section and an activity section. Under organization, provision was made for indicating number of members, year founded, yearly dues, type of membership, and committees. The activity section listed eighteen activity areas or topics, under four generalized groupings: improved school function, effective teaching, broadened horizons, and teacher welfare. This included, but went beyond, suggestive articles and comments to be found in two National Education Association handbooks. Provision was then made, through vertical columns, for indicating participation, responsibility for planning, the type of group taking part, and the technique most frequently used.

3 See Appendix A.

4 See Appendix B.


6 See Appendix C.

7 NEA Handbook, National Education Association, pp. 16-17.

8 NEA Manual for Locals, National Education Association, pp. 85-134.
CHAPTER II

RELATED RESEARCH AND LITERATURE

The search for information and materials related to in-service activities led into three main areas: association activity; in-service education; and supervision. In organizing the results of this survey, it seemed more logical to regroup the material in the following manner: association activities; in-service activities up to the 1940 period; development of the workshop; and current concepts.

Association Activities

The total of literature and studies directly relating to professional teachers' associations is not very large. Since most of that total is at the national and state levels, the residue dealing with the local city association is indeed meager. There are, in the literature, a number of articles reporting some variety of local programs. These isolated reports are not included here.

One of the earliest specific research studies was made by Alexander Carter in 1910. He found most of the groups to be in large cities, and noted a strong tendency for differentiation and specialization along teaching-position lines. He pointed out as a marked exception the steady growth of the all-inclusive National Education Association. The activity of these groups was largely external, toward the securing of improved school legislation and economic betterment.

1 Carter Alexander, Some Present Aspects of the Work of Teachers' Voluntary Associations in the United States.
A more recent study, by David M. Hoffman in 1930, concerned itself with associations in cities of 100,000 or more population. It is interesting that the letter of transmittal referred to the "recent origin" of this type of association, although some of those listed had their origin before 1900. The study found that the committees most frequently used were, in this order: legislative; publicity or press; social; professional; membership; auditing; and entertainment, with a median number of four and five-tenths committees. Among the groups reporting professional activities 68 per cent used lectures, while a range of 26 to 22 per cent reported university extension courses, research projects, reading and discussion group meetings, general assemblies or institutes. For those groups indicating some failure in the use of "lectures" Mr. Hoffman extrapolated a lack of leadership or lack of planning and sales job. On the basis of fifty-four returns the group showed 77 per cent interested in revision of salary schedule, while only 40 to 30 per cent indicated curriculum revision, sabbatical year, school publicity, rating and tenure, grievances, training in service, and tenure.

Further indication of the preoccupation with welfare is found in the thirteen articles collected under Special Activities of Local Organizations and Professional Problems: eight were on welfare topics, two took up sabbatical leave, while there was one each on social, library, and correlation of subject matter.

2 M. David Hoffman, Status of Voluntary Teachers Associations in Cities of 100,000 Population or More.

3 Creative Teaching and Professional Progress, Fourth Yearbook, Department of Classroom Teachers, National Education Association, pp. 113-157.
There are now underway two nation-wide surveys, under the direction of the Research Division of the National Education Association. A preliminary study in May 1947 dealt with the organization structure of local associations. This was followed by a rather detailed questionnaire, sent to all affiliated associations. It covered, in a number of pages, a variety of phases of association work with some provision for evaluation. The tabulation of this general survey will not begin until the fall of 1947, with a summary to be issued as a Research Bulletin about April 1948.

In-service Education

The word "in-service" has been frequently used with "education" or "training" to refer to activity involving the teacher in the school. It has been used to encompass virtually every such activity, but there has been emphasis upon a relatively narrow range of techniques.

In an early study Clements generally and uncritically discussed improvement of teachers in service in terms of salary, teachers' institutes, professional reading, summer normals, extension work, school visiting, and other items.

Linscheid premised his study, at the college level, with the statements: "An institution of learning is no better than its instructional staff" and that improvement "must be largely through in-service improve-

4 Director, Research Division, National Education Association, Washington, D.C.


6 Adolph Linscheid, Improvement of the State Teachers College Faculty, p. 1.
His recommendations centered largely around participation in determining policy, and democratic, professional faculty meetings.

In the same year Risden made suggestions for improving teachers through a follow-up of normal school training.

Wenger, in 1930, made a study of teachers' meetings upon the basis of data secured from administration-rated "best" teachers. The most important weaknesses mentioned were a lack of definite objectives, failure to follow plan, failure to make objectives known, and lack of teacher participation. He reasoned that "many teachers get very little training in service except through teachers' meetings," and that it is "only natural that if teachers help to set the aims and objectives they will make a greater effort to attain them." His conclusions, in brief, were:

1. General teachers' meetings are necessary
2. Meetings should be regular, monthly, immediately after school, with a minimum of administrative routine
3. Teachers should aid in determining objectives
4. Teachers should have a voice in selection of topics
5. Advance distribution of mimeographed material
6. Summary made and distributed to teachers
7. Local talent should be used.
8. Teachers should have a large part in determining policy
9. The principal should preside; make adequate preparation
10. The meetings should be educational

7 Ibid. p. 7.
8 Ibid. p. 25 and p. 75.
11 Ibid. p. 44.
11. No general criticisms of teachers
12. Attendance compulsory
13. Detailed instructions in manual
14. Some special business meetings. 12
13

In this same period, Levering studied faculty participation. Bixler considered the problem of the use of the county institute as well as teachers' meetings, and Wagner examined improvement on the basis of supervision and testing.

A report by Reynolds likewise sought improved function and improved organization, but added little to other studies.

Wright not only advocated improved teachers' meetings, but also included supervision, visitation and self-rating.

The NEA Journal in 1934 summarized 972 returns from a questionnaire on group study and faculty meetings. The tabulation indicated some improvement in planning and greater discussion, but showed limited progress in democratization and professionalization of the procedures.

12 Ibid. p. 120.

13 James S. Levering, "Faculty Participation in Secondary Schools," Unpublished Master's Theses, Ohio State University, 1930.

14 Lorin E. Bixler, "County Teachers' Institutes and Teachers' Meetings in Ohio." Unpublished Master's Thesis, Ohio State University, 1930.


16 H. H. Ramsay and others, Certain Phases of Rural School Supervision, pp. 30-36.


A thesis by Myers, in 1936, centered on a supervisory approach, through the use of a handbook, classroom visitation, and improved teachers' meetings.

Zeno, in analyzing readjustment to new values, quoted a variety of sources, but emphasized only the approach through the college summer and extension courses.

Gore attacked the problem of in-service improvement of the negro teacher in Tennessee. The emphasis was largely upon state action, and primarily through raising qualifying standards and by continued college training.

Shannon made a composite of existing surveys and developed a "scientific" method for the supervisor to improve the teacher. He found that the supervisor should (1) get into the teacher's classroom, (2) observe and diagnose the teacher-class situation, and then (3) employ devices to improve the weaknesses which he has diagnosed. For the last purpose he presents a master-list of ten devices, with sub-divisions.

Stahly reported, in 1938, upon the development and use of a program with his staff. He developed, around the core of the teachers' meetings, certain professionalized study. He followed this by a continuing case


21 George W. Gore, In-service Professional Improvement of Negro Public School Teachers in Tennessee, pp. 94-119.

study of each teacher by class observation, and by teacher conferences. His indicated procedure was positive and developmental. He concluded that improvement can be made, that teachers do respond, but that a basic philosophy and clear concepts of child development are necessary. He found, also, a better response from teachers who had little experience, high intelligence, flexible mind, and a desire to grow.

In brief summary of this period, one finds a consistent pattern with minor variations. All are concerned with obvious needs and desired improvement in teaching. The varied attacks are largely in line with previous methods, especially the use of teachers' meetings and college or extension courses. A growing concern for democratization is evident, but it tends to operate within the pattern. Although some recognition of the need for personalization appears, the result is still a supervisor-to-teacher operation. There is better interpretation of needs but the solutions are given to, rather than emerging from, the teacher. Barr notes this pattern and the recent shift from such supervisory direction. He says:

"The improvement of teachers is not so much a supervisory function in which teachers participate, as it is a teacher function in which supervisors cooperate."

The Workshop Development

The workshop method of procedure apparently grew out of the Thirty

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Schools experiment, or, at least, out of the principles involved. Love and Eikenberry refer to it thus:

The workshop as developed by the Progressive Education Association, ...as conceived and conducted in most situations is an experience isolated from other resident activity and from the preceding and subsequent experience of the student except as the former is the subject of consideration in the workshop.25

Raths refers to the introduction of workshops as a "result of a widely felt need for research in the practical functioning of our schools."26

In a continued analysis he states that the workshop, in the college setting, makes a personalized attack upon special problems of the individual, or provides the means therefor, but does not, normally, involve a large segment of the total staff in a local situation.

Differing from this use is the field laboratory workshop, as described in an Educational Research Bulletin. In the introductory article, Klein says:

Field workshops are not to be confused with "university extension courses." [They are] not courses dealing with a body of subject-matter previously organized. It is the consideration of a problem which is met head-on in the community where it exists ... and studied, moreover, by those who have to deal with it.28

In the same series, Erwine and Fordyce comment on the field workshop as a practical approach and conclude that:


27 Ibid., pp. 115-121.

A regular study group of teachers for the purpose of considering problems of the school system in which they teach, and under competent administrative and college leadership, is one of the answers to the problem of in-service training.

The literature since 1940 carried frequent mention of workshops on various topics: on teacher training; on recruitment; on reading; on professional problems. It has become a descriptive tag for a variety of procedures. In much the same manner, one finds almost every "list of suggestion," resolutions of boards of education, proceedings of councils, and reports of committees and commissions including or advocating "in-service training" or "continuous in-service education," but without extension or clarification. Some of this may be lip-service to current usage, indicative of a state of mind like Humpty Dumpty's:

"When I use a word," Humpty Dumpty said, in rather a scornful tone, "it means just what I choose it to mean -- neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be the master -- that's all." 30

Alice and many teachers have been puzzled over confused and contradictory meanings. In a stage of transition, especially rapid transition, confusion frequently is apparent until basic concepts fuse and emerge.

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Current Concepts

Dewey, Bode, and many others struggled for years to lay new foundations for the schools. Education a generation ago was largely a matter of textbooks, and guidance was the selection of a job. Education is being redefined, and guidance is being reinterpreted. Clarified understandings, new tools and techniques, research and experimentation, are aiding progress. A pathway to the future is being staked out. Allport says we must live

"as men and women who are free to bring upon the pattern of their own collective living the light of their own reason and conscience and to shape this insensate pattern toward a better fulfillment of our human need. We come back to education as our final hope. But it must be an education of a different and far more fundamental character than any we have thus far known. Education which merely trains for jobs, or which inculcates the traditional meaning of our institutions, our culture and our social values will not help us. Indeed, it may lead us, as it has in the past, in the wrong direction. What we need, if we can find it, is the kind of education which will liberate the scientific spirit in men and women and establish it as one of the most cherished values of our living. It must be self-education."

Schoolmen are committed to a program designed to make the school an active force in bringing about the democratic way of life. Does that mean that the school itself must be democratic? Alberty and others say yes, that:

The school itself should illustrate the democratic way of life at its best, consciously expressing those values consistently throughout its complex activities and relationships.

What is needed is clear enough. On the campus and in the field teachers need practice in democratic living from which they may develop insights into and concerns for the qualities of this way

of life. This is necessary if those who are to teach may create appropriate educative conditions for those who would learn.32

This states specifically that one must practice what one preaches, that one cannot share democratic experiences unless one has democratic experiences. To evaluate and plan in-service growth one must consider the means as well as the end. How much change, how much realization of the importance of means has there been since ten years ago? At that time Courtis wrote:

Many superintendents, supervisors, principals and teachers are to this day little czars in their own domains ... Teaching, supervision, and administration are in the main still individualistic and autocratic in form. Progressive administrators and teachers are coming to believe that the only way to prepare the oncoming generation to live successfully in a Democracy is to give them opportunity to practice Democracy in the classroom, and that teachers for their part cannot develop skill in cooperation successfully unless they, too, are members of a school system which operates democratically from top to bottom.33

Cooperative action is the heart of the democratic system. But we cannot ignore the individuals who are components of that action. The guidance function, the personalizing of the need and the direction, must be continuously operative. As Germane states it:

The welfare and the normal growth of the individual student, the discovery and the development of his abilities and interests, and the meeting of his needs represent the most fundamental considerations in planning an educational program.34

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33 S. A. Courtis, Teachers and Cooperation, p. 2.
34 Charles E. Germane and Edith G. Germane, Personnel Work in High School, p. v.
This same relationship must exist not only with the pupil, but also, and in the same terms of development of interests and abilities and meeting of needs, with the entire school personnel. Common understandings can be reached only through personalized approaches. When a staff undergoes changes without commonized interpretation, it may mistake the form for the substance. To illustrate this danger, the Educational Policies Commission recently presented descriptions of six types of schools: the master-mind school; the busy-work school; the freedom-by-formula school; the do-as-you-please school; the get-jobs-done school; and the liberty-within-limits school. Only in the last illustration was there consideration of the importance of basic concepts, implementation, and clearly defined goals. Out of this came three problems for solution before progress on the road to democratic efficiency can occur:

1. What is to be done - problem of purpose
2. How is it to be done - problem of procedure
3. Who is to do it - problem of personnel.

The necessity for careful re-thinking on implementation and techniques is illustrated by Wiebe's review of a part of the Regents inquiry. He restates the nine "basic points" given there as necessary for curriculum revision, then says:

In his proposal for the implementation of the recommendations, Mr. Spaulding suggests bulletins, teachers' meetings, and the establishment of a competent corps of supervisors; but such fundamental changes as these suggested would be possible only if an intensive system of in-service training were adopted. Teachers' meetings, educational bulletins, and supervisors have been part of the system which produced the bewildered group of adolescents.

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which the inquiry so greatly deplores.

Citations may be made to show some consistency, although there exist distinct differences. For instance, Walter Anderson says that there is a significant change from direction of instruction to educational leadership that emphasizes in-service education. He lists, then, many desirable functions and procedures. This is good as far as it goes but it does not indicate that these are only necessary conditions, that they are not sufficient conditions. Wood, hardware, tools, and finishing materials are necessary to the construction of a table, but to these must be added design, patience, forethought, care and the craftsmanship of the individual. The sufficient conditions for in-service growth involve and must satisfy the intangibles of identified need, clarified thinking, unified understanding, realized progress, and co-operative self direction.

In its report the Third Miami Conference saw the responsibility for encouraging, initiating, and guiding the professional growth of teachers in service as shared by many teachers and agencies, including administrators and teachers at the local level, the administration and staff of teacher-education institutions, the State Department of Education and other lay and professional groups. The procedure would be continuous, involve the whole staff and be met locally be democratic administration and cooperative staff planning. It should involve: pre-school planning conference; regular staff meetings of a purposeful, planned nature; com-


mittee meetings; evaluation and criteria; local workshops; and post school planning.

Recognition of the place of the local teachers association as the source of guidance appeared in Paths to Better Schools:

Some of the more alert teacher groups are participating in their own communities in activities evolved by themselves and their associates. The development of in-service training programs lies jointly with the rank and file of the profession and with those in positions of educational leadership. 39

Stevens, in reporting discussion by the Educational Council of the Ohio Education Association, struck squarely at the core of the problem when he said:

A modern in-service training program for teachers must be teacher-initiated, for readiness to launch such a movement is the badge of professionalism. Where teachers are inarticulate and inactive, professionalism is at a low ebb or non-existent. The chief function of supervisory and administrative officers is to raise the problems that will arouse the teacher leadership to the point that activity will result. It can not be done by superimposing a program of study, by assigning required reading, or by holding staff meetings. Teachers who accept the challenges which their work involves with a resolution to move forward in the solution of such problems will blaze the way which can be followed to successful professional achievement. 40

These statements are significant in that they point the division of responsibility very clearly. The responsibility to make feasible, to encourage, and to stimulate lies largely with supervision. The actual initiation of a program must be from and by the participants -- the teach-

38 Meeting the Educational Crisis in Ohio, Miami Workshop Committee, July, 1946, pp. 35-36.

39 Paths to Better Schools, American Association of School Administrators, Twenty-third yearbook, p. 185.

40 B. A. Stevens, "In-Service Training must be Teacher Initiated," Ohio Schools, XXIII (May, 1945), p. 194.
Barr, in an editorial, focuses on some of the underlying principles, and on gains to be striven for, mainly:

The importance of the felt needs of teachers, supervisors and administrators as the focal point of professional education, and the importance of a problem-solving approach; the importance of the social values arising from a cooperative attack upon one's problem; the importance of expert leadership; the importance of bridging the gap between theory and practice; and the importance of performance as opposed to the mastery of subject matter as the goal of professional education. 41

Reid stressed the resultant unification of thinking within a faculty and the need for continuity of the process. She implied that it should be the work of the entire faculty. One might want to qualify this, to the effect that it is desirable that it be the work of the entire group, but recognize that individual interests differ. She further states that:

The particular problems with which members of any given faculty are concerned form an adequate base for the inservice program. 42

Thus the local interests, with proper development, not only are necessary but also are sufficient. It is necessary to solve not the problems of the world, but the problems of local concern. Related to this is her opinion that there should be:

A wide variety of activities in which teachers work and relax together, situations in which they are united in their common efforts toward the accomplishment of a common task. 43

This emphasizes the spirit of procedure, a group spirit of human beings, with a multitude of interests and aptitudes, jointly achieving meaningful progress.

42 Eugene S. Elliott, Planning and Working Together, p. 46.
43 Ibid., p. 46.
Weber has recorded a "wide variety" of activities in an extensive list culled from a survey of teacher opinion and ideas. They center upon increased teacher activity and experiencing, and range from visiting other teachers to helping select fellow staff members. Of more concern to this study, is the set of criteria which he formulated:

1. In-service education of teachers should release teachers from scheduled, routinized, and ritualized situations, for these are the enemies of creative work.
2. It should give teachers an opportunity for the expression of the deep seated feelings, complexes, and life urges, for creative expression involves these feelings.
3. It should encourage teachers to participate in hobbies and should assist them in developing new ones.
4. It should, in so far as possible and in so far as consistent with the local situation, release teachers from conventional, conformist, inhibitive regulations, since creative expression, to exist at all, must be free, unconventional, and non-conformist.
5. It should enable teachers to engage in activities which will encourage and foster greater enjoyment and appreciation of the fine arts.
6. In-service education should seek to remove obstacles to teacher growth.

Weber's research was further analyzed into four types of in-service education. The "do-nothing" type admits it ought to have a program, but, for one reason or another, is doing nothing. The "administrator planned" type is aware of the need, and the administrator plans and carries out the program. Under it, although things are done, teacher growth comes


slower, and with less enthusiasm. In the "opportunistic" type, problems are taken up as they arise, and teachers are left alone. Growth is spasmodic and mostly wishful thinking. In the "cooperative" type there is recognition that all members of the school community should be growing continually, and that teacher growth takes place most effectively when teachers participate productively in a cooperative program.

Among the difficulties of the past has been a continuing problem of interpretation of thought into action, of the translation of concepts into the functional relationships of human beings -- teachers, administrators, and pupils -- upon the actual school scene. One has witnessed semantic blocks and unresolved conflicts when individual interpretations of theory have had to be translated into the realities and the exigencies of the complex inter-relationships of the teacher-pupil locale. A comprehensive field experiment has clearly delineated the factors important in teacher growth programs, and has indicated necessary rearrangement in the value pattern.

The American Council on Education in 1938 set up a Commission on Teacher Education for the purpose of the cooperative study of teacher education. The commission saw the need for realistic conceptions of existing theory and new methods in actual practice, on the basis of what actually goes on in the classroom, including attention to the teacher's function as a group worker as well as a worker with individuals. A variety of schools, systems, and clusters of schools took part in the three-year study. Although there were numerous other individual activities,

the work was mainly of three kinds: study groups during the regular school year, summer workshops under local auspices, and occasional local conferences. The "problems" mostly came from local surveys, or developed in the process. There was a much greater mortality of groups adopting ready-made problems or challenges without seeking local evidence. The pattern of organization was broad, usually involving some planning body or bodies, but with the activity centering around study groups of limited size. These groups, usually less than twenty-five in membership, seemed to get their impetus from interest in the problem and progress toward a goal. The group interaction and personal returns also became an evident factor in continuance. "A favoring, friendly attitude on the part of the central administration is an invariable requisite to group morale," but "group activity can be profitably conducted in school systems where neither the planning body nor the central administration has yet achieved a four-star rating."

The report is a narration of what happened in various situations. It is the personalization, in terms of various groups, of their problem-solutions. In Chapter X some lessons are drawn; they will retain more vitality as a series of excerpts:

The study of our total experience enables us to draw certain general conclusions ... First, the most successful activities of the school systems associated in the cooperative study were in response to relatively specific needs which were felt by the teachers themselves. These grew more out of experience on the job than out of abstract ideas as to what schools or teachers for our rapidly changing times should be like ...

Second, the predominant form used was that of group activity. Not

much special and direct attention was given to the improve-
ment of teaching through methods affecting individual class-
room teachers, supervisors, principals, or other members of
the staff...

In the third place, the focus of attention was ordinarily not
the teacher's job. Members of the study groups usually took
their capacity for granted but sought ways and means of using
the capacity more effectively in doing things that would improve
the schools...

The growth that resulted -- and it was considerable -- may conse-
quently be regarded as incidental to the accomplishment of the
main purpose, performing their tasks more effectively...

We do not believe that the emphasis on group activity -- so
noticeable in this book -- should be interpreted as implying
that independent effort may not have significant consequences
for teacher growth...

We believe that much independent activity did take place; it
was indeed stimulated by, as it contributed to, group activity...

We are satisfied that efforts to align activities of in-service
education with some concept of the ideal school which has not
been accepted by the teachers, or with some comprehensive pat-
tern which goes beyond the teachers' sense of need cannot be
expected to succeed.

In summary, we believe that the experience with the schools in
the cooperative study has demonstrated that, given proper con-
ditions, teachers will readily join together in an effort to
do better what they conceive to be their jobs; that when people
go to work on jobs that to them seem important, personal growth
and program improvement, become closely related; and that given
proper conditions, the teachers' conceptions of their jobs will
broaden and also come to relate more closely to the needs of
contemporary society ...
a common enterprise...

The genius of a working group often resides as much in this arrangement of interpersonal exchange as it does in the nature of the job to be done...

The study has demonstrated the adequacy of grouping by interests or problems when this arrangement is safeguarded by freedom of enlistment and some variety in the projects to be attacked...

A third condition that has seemed to contribute to individual enlistment and continuous work on program improvement is that a high degree of flexibility should be maintained with reference to all group activity and all related individual activity. One of the most obvious lessons of our previous sketches is that considerable freedom to shift emphasis as a result of experience is an essential condition to progress...

A fourth condition that has been many times demonstrated to be of major importance is that people should work as friends and equals in the sense of assurance of mutual acceptance without regard to title or position...

perhaps nothing has contributed more to the success...

A fifth condition basic to keeping the school personnel at work on program improvement is that the means for converting thought into action should be such as to permit a reasonably easy and continuous flow. Over and over one hears the faculty members say, "What reason is there to believe anything would happen if we did decide that something should be done?"...

To these conditions that insure the maintenance of a high degree of group activity we have added two others that contribute to the guidance of activity in socially significant directions. These are, at first, a rich association with young people and adults of the school community and, second, a continuous association with important ideas for social advance and related school development.

The constant threat to continued school progress is that the temporal products that derive from the maintenance of some or all of the foregoing conditions will be made the foci of attention -- that schools will attach maximum value to the forms of education and forget about the processes through which the living ideas which were housed in those forms came into being.48

The preceding excerpts can be generalized only if the generalization is included with them. The process of abstraction otherwise destroys the primary significance of the observations. This might then be the primary conclusion: The study demonstrated the extreme importance of the recognition of and respect for the rights, the abilities, the personality, and the integrity of each individual. The assumption in the study was that teachers wanted to learn, and that they could. The growth, of course, was not uniform, and those who did not participate rarely showed any effects. Growth resulted directly from participation and generalized reporting to non-practicing staff members did not compensate for non-participation.

Many people who work with teachers express a firm belief that there are great numbers who "won't learn," "can't be shown," or who lack a desire for "professional growth." There are some obstacles to growth, such as lack of time, heavy teaching loads, and heavy extracurricular loads. But is the teacher, too, an obstacle? Does one have to "get rid" of them? Some of the previous studies indicated aspects of what looked like morale, the person-person and person-situation relationship. Angyal may not have had the teacher in mind, but what he said seems to be appropriate: "It is not the goal which defines the direction, but, on the contrary, the intrinsic pattern of a direction which defines what object can become a goal."

What is the teacher attitude? Perhaps, if one asks, under what circumstances does the teacher apparently oppose what someone says will "promote her growth," one may find a more intelligent answer. Weber

49 Andras Angyal, Foundations for a Science of Personality, p. 55.
tried to determine the relationship of "unprofessional attitude" and the kind of school. He found a -.26 correlation with the "cooperative" school, and a +.42 correlation with the "traditional-principal dominated" school. Along with this, as it is the older teacher who usually is singled out, he matched pairs of traditional and cooperative schools, then determined the average years of experience. In the cooperative school teachers had an average age of 15.4 years, against only 12.9 for the traditional. It is obvious that age is not necessarily an important factor which prevents growth.

Two or more individuals cannot go together unless they start near each other and move along convergent lines in the same direction. It is not enough to draw one line and expect the other to merge with it. It is, obviously, one of the duties of the local leadership to provide for the convergence of the separate lines of growth. That this is vitally important can be seen in the volume *Helping Teachers Understand Children*. One finds here that the leader must be the servant of all participants, make arrangements, coordinate, interpret to participants and administrators, share in planning, analyze and assist, participate in evaluation, stimulate progress, guide consultants and group leaders, and report to the profession. Preliminary planning with group leaders is necessary but creates the danger that plans will be fully formulated by these two persons alone and accepted without adequate group discussion. When this happens

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both the intellectual and group collaboration are lost."

Raths has expressed concern that the meaning of the word "leadership" be reconstructed in terms appropriate to new perspective. He says further:

What is implied by leadership when the term is used in a democratic frame of reference? What is good leadership -- wholesome leadership? In the first place, the desired leadership is a group activity. It is reflected in the ways individuals interact in a group situation.

... the contrast here is not between accepting the chairman's decision and the mere voting of a group. Emphasis has been placed upon what happens before a vote is taken. Emphasis has been placed upon giving every member of the group or committee the opportunity to express his values and his intelligence in the consideration of the immediate problem. Furthermore, emphasis has been placed upon the point that the individual's contributions shall be made in a group situation -- not restricted to the time when he is a chairman and is in front of a group.

Why is it better to have these policies emerge from group thinking? Because sharing in processes is intimately associated with sharing in responsibility. Those who take part in shaping policy are more likely to take part in the application of those policies to the tasks at hand. The thinking process carries through to action. Furthermore, most people will agree that the welfare of the country cannot rise above the participating intelligence of the masses who make up our country. The chosen few leaders may be good, but it is only when many, many more participate that the impact will be observed in a developing social intelligence. It is only as we increase the participation of large groups in policy -- making that significant changes will occur in the people in our society.53

Summary

In surveying the previously reported literature one finds very little

52 Helping Teachers Understand Children, American Council on Education, p. 448

dispute over a basic philosophy. Upon a level of sufficient abstraction and
generality, a philosophy which includes the organismic concept of the
individual and society and which is committed to democracy as a way of
life can be agreed upon. It is the descent from abstraction to specific
function and practice which discovers divergent patterns. Divergency is
not a "sin" but it does lead to radically different functional practice.
It seems reasonable that practices derived from or implied by the same
philosophy should fall within a consistent pattern.

There seems to be agreement upon these things:

1. The teacher in service must grow as an individual, as a teacher,
and as a part of school-community relationships. This is to be achieved
by what is called "in-service education."

2. The responsibility for in-service education has been, and still
in large part remains, a prerogative of supervisory staff members. This
view is questioned by some, who hold that it is a joint responsibility of
the staff as a whole. A few others believe that the teacher has a profes­
sional responsibility to promote such growth.

3. The general procedure to satisfy this growth need has been con­
ceived, up to the present, largely as an information-tool -- equipment
service. The teacher was given "accessories," some tools and a "book"
of instructions. She then became an entirely new model, achieving rad­
ically improved performance. For good measure some even demonstrated how
the accessory worked, insisted that the book of instructions be read, and
even "took a vote" upon agreement with the "instructions." In some cases
the teachers even wrote their own book of instructions, using, of course,
the "manufacturer's" specifications.
The supervisor and others have found by observation and verified by research that this procedure usually has not worked; that it is not enough to tell, to show, and to give; that the "exposure" method of in-service education does not result in teacher growth.

4. The specific techniques most frequently used appear to be: College courses, teachers' meetings, bulletins, committees, lectures, discussion groups, and teacher observation. To these the recent years have added group conferences, workshops, study groups, and consultation service. Continued research is attempting to discover why these procedures work or don't work, and the basic reasons for success or failure. In many of these studies there has been a confusion of the means with the end, there has been a failure to distinguish the critical difference between representation and participation, and there has been also a misinterpretation of the distance between acquiescence and understanding.

The early studies suggested the need for determining the philosophy of education, increasing teacher participation, explaining the desired objectives, improving efficiency of meetings, making meetings more purposeful, and observing teaching situations. It would seem, also, that there was a marked tendency to limit the participation in the very process of extending it; that there was a marked reluctance to give up "prerogatives."

The later studies make some of these implications explicit. All seek individual needs, try to identify them in relationship to group needs, and try simultaneously to achieve the communizing experiences of group activity.

The campus workshop and the field workshop meet these requirements at different levels and serve distinctly different functions, although the
basic procedure is the same, that of permitting individual work, consultation, group interchange, and social experiences. The essential difference lies in the composition of the group and the area of approach. The field workshop has a greater unity in its setting and the problems may more readily be exposed to test or check against the experiences of fellow-teachers. Neither workshop is better, they simply serve similar purposes with different emphasis.

The group-study procedure is longer in time-range, operates usually as a semi-independent unit, but may experience some coordination. A cluster of study groups might assume much the appearance of an extended workshop, but not necessarily so.

The similarities and differences, however, point basic premises, cautions, and emergent conclusions. It is a learning experience which is being considered, and two basic criteria must be met: first, there must be a personalization of experiences; second, there must be a communization of experiences. It is through the practical meeting of these criteria that the workshop and group-study have been most effective.

From the criteria assumed above one can establish rough functional sub-criteria. In-service growth is most likely to occur:

1. when the problem is a personalized problem
2. when the relationships yield satisfaction
3. when the problem-solving situation clarifies
4. when the individual is aware of progress
5. when there is positive group leadership.

To the degree that these criteria are met, there is likely to be a successful program. The procedure does not matter, but some techniques,
such as the study group, form a more favorable setting. The explicit use of the criteria cannot be a mere verbalism. It is only by participation and personal revaluation that "The differences that make a difference" can be minimized. One cannot dismiss them as irrelevant prejudices; if they still exist, unresolved, the guidance function is not completed and the commonizing function will not be effective.
CHAPTER III

ANALYSIS OF DATA

Introduction

In considering the formulation of an adequate professional local-association program, the writer decided that an investigation would be made of the present in-service experiences of the members of local teachers' associations in Ohio. Accordingly a "Questionnaire on In-service Activities" was formulated. It covered, besides historical data, provision for indicating, under four activity areas and their eighteen subdivisions, the persons who planned the activity, the types of groups participating in the activity, and the group technique used.

The Population Covered by the Study

The questionnaires were sent to all of the 143 local association presidents in Ohio. County Associations, usually representing non-unified county schools, were excluded because of their lack of a unified program. Returns were received from fifty associations or 33 per cent of the group covered. The size of the return, less than was expected, may be accounted for by various factors. It was sent near the close of the school year, a very busy time for teachers; some may have set it aside and forgotten it. Teachers, unless they are in special areas or are supervisors, receive few questionnaires, and the program analysis involved may have caused some misunderstanding. A follow-up inquiry to those who made no return was,
in some cases, sent to the school address; it may not have been forwarded to the summer address. Some others may simply have postponed or ignored the request.

A comparison of this return with that of a study made by the National Education Association in 1934, indicates that this is not necessarily a "low" return. On their study, returns were received from only 972 out of the 5060 schools contacted, or a yield of less than 17 per cent.

Size of the Associations in the Study

The data in Table 1 show the size of the associations participating. Approximately one-third of the associations lie in the middle group; 28 per cent have not more than fifty members, while 36 per cent have more than one hundred members. This last group, consisting of eighteen associations, includes six with a membership in excess of five hundred.

TABLE 1

Distribution of Associations by Number of Members

<table>
<thead>
<tr>
<th>Number of members</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-50</td>
<td>28</td>
</tr>
<tr>
<td>51-100</td>
<td>34</td>
</tr>
<tr>
<td>101 or more</td>
<td>36</td>
</tr>
<tr>
<td>no data</td>
<td>2</td>
</tr>
</tbody>
</table>

1 "Group Study and Faculty Meetings," *NEA Journal*, XXIII (February, 1934) p. 61.
Age of the Association in the Study

The relative age of the associations is shown by Table 2. The median age of the group in the study is seven years, while fourteen, or 28 per cent, have operated three years or fewer. At the other end of the scale, in age, are eight association that have been in existence for nineteen years or more.

TABLE 2

Distribution of Associations by Age

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4-6</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>7-9</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>10-12</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>13-15</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>16-18</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19 or more</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>No data</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

The relative youth of so many of these associations is a potentially favorable factor; with no obligation to an established pattern, they are better able to expand to new responsibilities. Conversely, without unity, productive purposes, and informed and experienced members, they may fail before they begin to make progress. Many, undoubtedly, were formed primarily for improvement of salaries and may be abandoned when this goal is reached.

Committees

Table 3, Present and Planned Committees, shows "salary," "legislative," "social activity," and "public relations" to be the most frequently
listed committees.

TABLE 3
Present and Planned Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Percentage Now (1946-47)</th>
<th>Percentage Increase 1947-48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>Public Relations</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Social Activity</td>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td>Salary</td>
<td>84</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Welfare</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Membership</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Professional Problems</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Others</td>
<td>62</td>
<td>8</td>
</tr>
</tbody>
</table>

Hoffman's study in 1930, previously cited, included all of these in the top group except "salary," which was not even mentioned. It is probable that this is a phenomenon of recent economic conditions, and may tend to level downward if better salary adjustments are reached.

Of special interest is the indication by the associations of committees which they did not have but intended to form during the next year, 1947-48. This is shown, also in Table 3, as "Percentage Increase 1947-48."

"Public Relations" will be increased by 10 per cent, another 12 per cent will add to "teacher welfare," while 22 per cent expect to add a "professional problems" committee. This addition of 22 per cent will change to 46 per cent the number of associations which will have this committee.

One wonders what a critical study would show about the functions of this and the other committees, how their duties, procedures, and activities are related to both the teacher group and the school organization.
Previous studies have shown that the functioning of the local association is largely along the indirect approach to improved school function and more effective teaching, and the same condition appears here. If the increased number of "professional problems" committees means an increase in concern for individualized needs and intensified effort to guide pupil-teacher relationships toward optimal levels of growth, then it will become a significant change. Experience indicates that even in the work of associations the procedures may be, and frequently are, autocratic. It seems a reasonable assumption that through its committees the association should function in the direction of the wider needs of staff, pupils, and community. If its work is stultified by indifference, hamstrung by teacher or administrative reluctance, or negated by failure to use non-directive methods, it might better not have existed.

In-service Activity Data

The data presented here is on the basis of forty-six returns, as four returns were excluded. Of those excluded, two were newly-formed associations who stated that they had not yet had any activity; a third listed activities on the reverse side, but with so little detail that the information could not be fitted to the study; while the fourth, an association of many years standing, did not give any information other than the statement: "I believe teachers should be active in all these areas but many of these are practically forbidden by administration."

A complete column-item tabulation of responses will be found in Appendix D. A preliminary examination of the data indicated that a more useful analysis could be made by a comparison of procedures with the mean
frequency for each area, rather than by a comparison of procedures with the component items of each area. Accordingly, unless otherwise indicated, a reference to an area is a reference to the mean of the frequencies of the component items. There are certain item frequencies of special interest, and these will be presented and discussed at appropriate times.

The four areas are: "improved school function," "effective teaching," "broadened horizons," and "teacher welfare." "Improved school function" includes five items: study of teacher load, buildings and equipment, records and reports, school finance, and school policies. "Effective teaching" includes six items: remedial methods, curriculum revision, discipline, grading and testing, promotion, and student activities. "Broadened horizons" consists of four areas: social functions; hobbies, crafts and skills; UNESCO, OEA, and NEA; and professional literature." "Teacher welfare" includes three items: new teacher orientation; sick leave and retirement; and, other professional problems.

Teacher Experiences

Table 4 shows the experiences of teachers in the various areas both as a mean frequency and as a percentage of the total number of associations.

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean Frequency</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved school function</td>
<td>32.4</td>
<td>70</td>
</tr>
<tr>
<td>Effective teaching</td>
<td>33.0</td>
<td>72</td>
</tr>
<tr>
<td>Broadened horizons</td>
<td>30.0</td>
<td>65</td>
</tr>
<tr>
<td>Teacher welfare</td>
<td>26.0</td>
<td>57</td>
</tr>
<tr>
<td>All areas</td>
<td>30.4</td>
<td>67</td>
</tr>
</tbody>
</table>

* Percentage of the possible frequency of 46.0.
The table indicates a highest frequency of activity in the "effective teaching" area, with all areas in a range of 13 per cent. The five individual items of highest rank, those indicated by the largest number of associations, were: "social functions;" "sick-leave-retirement;" "school finance;" "UNESCO, OEA, NEA;" and "grading and testing." These overall figures do not indicate the nature of their source. This will become evident in subsequent tables.

It was not within the scope of this study to determine the precise nature, scope, and effectiveness of these experiences. There is no doubt that a wide variation of range, intensity, and adequacy is represented. If one were to take these figures, adjust downward in terms of adequacy and effectiveness, and adjust again in terms of the part of the staff included, one could safely infer that fewer than half of these teachers have adequate experiences of this nature. Somewhere personalized activity must be developed at the teacher level so that staffs will have adequate experiences for growth both as individuals and in terms of the pupil-teacher-community relationship.

**Association Sponsorship of Activities**

The questionnaire asked "Does the association sponsor?" for each item. Table 5 indicates by areas, the frequency that the associations indicated their sponsorship of the various listed activities.

The first factor of significance is that association sponsorship as a percentage of teacher experiences is shown by the table as low for all areas. The table shows for "all areas" only 15 per cent, while Table 4 showed a frequency of 67 per cent. This indicates that for the group as a
TABLE 5

Association Sponsorship of Activities in the Various Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean Frequency</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved school function</td>
<td>8.2</td>
<td>18</td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>1.3</td>
<td>3</td>
</tr>
<tr>
<td>Broadened horizons</td>
<td>10.0</td>
<td>22</td>
</tr>
<tr>
<td>Teacher welfare</td>
<td>11.0</td>
<td>24</td>
</tr>
<tr>
<td>All areas</td>
<td>6.8</td>
<td>15</td>
</tr>
</tbody>
</table>

* Percentage of mean frequency shown in Table 4.

whole, the associations actually are primarily responsible for less than one-fifth of the in-service experiences which are provided.

The next significant aspect is that in "effective teaching" only 3 per cent of the experiences are directly sponsored by the association.

If the assumption is valid that the items in this area -- "remedial methods," "curriculum revision," "discipline," "grading and testing," "promotion," and "student activities" -- are important concerns for effective teaching, then one would expect professional associations to show much more activity in the area. There may be some explanation in Table 4, which indicates that "effective teaching" is the highest frequency group; this indicates that other sponsorship covers the area. Lack of teacher interest may be a factor, plus a traditional belief that the area is an "administrative" field. Effective teaching is the heart of the profession and it seems reasonable that, unless the needs in this area are being fully and adequately met, the associations ought to be actively concerned. The lack of concern of teachers about effective teaching, if generally true, may be a factor in the attitude that the standards of the profession are not high.
To see where the interests of the associations specifically lie, in terms of greatest frequency, one might look at the rank order of items, namely: "social functions," "school finance," "sick-leave, retirement;" "UNESCO, OEA, NEA," and "other professional problems." These are desirable interests, but they leave the question of professional responsibility unanswered. All except "finance" are part of a long-time emphasis. The interest in school finances is undoubtedly of recent origin. Personal experiences of the writer indicate that teachers want to know where the money comes from and where it goes, but that teachers do not have ready access to adequate information and explanation. School finances and taxation, though matters of public record, usually are withheld from teaching staffs.

Who Plans the Program

Table 6, presenting data on who plans the program for the various areas of activity, provides background relevant to Tables 4 and 5.

<table>
<thead>
<tr>
<th>Improved School Function Percentage</th>
<th>Effective Teaching Percentage</th>
<th>Broadened Horizons Percentage</th>
<th>Teacher Welfare Percentage</th>
<th>All Areas Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent or Principal or Supervisor</td>
<td>55 35 23 35</td>
<td>39 63 20 24</td>
<td>31 31 14 15</td>
<td>31 7 53 50</td>
</tr>
</tbody>
</table>

* Percentage of mean frequency shown in Table 4.
In answering the questionnaire it was possible to indicate more than one planner on an item. Table 6, therefore, does not mean that the percentages indicate "sole responsibility" for planning. It does indicate the frequency with which a specific planner was involved in the planning for the items of the area.

One notes that the "superintendent" has a frequency of 55 per cent for "improved school function," and that it is highest in the area. "Principal-supervisor" is highest, with 63 per cent, in "effective teaching." The "association teacher" is highest in two areas, "broadened horizons" and "teacher welfare." The "administration-selected teacher" is most frequently a planner in the areas "improved school function" and "effective teaching" but with a lower frequency. These data would suggest that the control of policy relating to school function and improved teaching tends to be in administrative hands, and that, usually, the administration not only determines the nature of procedure but also establishes teacher participation to meet administrative needs rather than to provide effective teacher representation.

By examination of the item frequencies and selection the five highest for each of the four planners, one finds interesting relationships. "Study of teacher load," "buildings and equipment," and "curriculum revision" were in the high frequencies both for the "superintendent" and the "administration-selected teacher," while the "superintendent" and "association-teacher" showed common interest in "school finance." On this basis the principal was alone in rating high for "discipline" and "promotion" but is grouped with the "administration teacher" on "records and reports," "grading and testing," and "student activities."
These relationships might be generalized in this manner: the administrative staff seems to reserve the areas of school function and effective teaching for personal direction, but, where necessary, appoints teachers to serve as liaison personnel. This exclusion by lack of invitation breaks down in the case of school finance. One might also reason that the association, perhaps due to inadequate information, has established its own liaison connection. The frequency of 31 per cent under "school improvement" attributed in Table 6 to "association teacher" planning, is largely the one item "school finance." Here is an illustration of how, when the question is felt to be important, the association can break the pattern and enter a previously-restricted area.

Cooperative Planning

In order to determine further relationships between the planners in the various areas, the original data were re-tabulated upon the basis of three categories of planning: "administrator" planning, "joint" planning, and "teacher" planning. These categories were arbitrarily established upon the following bases: the planning was classed as "administrator" if the planners indicated for the item were either or both of "superintendent" and "principal-supervisor;" the classification was "joint" if at least one of "superintendent" and "principal-supervisor" and also at least one of the "teacher" columns were included; while "teacher" planning indicates one or both of the teacher types only were indicated. This involves an assumption that either class of teacher was "representative" of the faculty. These data are shown, as frequencies of specific types of planning, in Table 7.
TABLE 7
Frequency of Specific Types of Planning
for All Associations

<table>
<thead>
<tr>
<th></th>
<th>Administration Only Frequency</th>
<th>Joint Planning Frequency</th>
<th>Teacher Only Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Improved School Function</td>
<td>14.0</td>
<td>7.8</td>
<td>9.2</td>
</tr>
<tr>
<td>B Effective Teaching</td>
<td>16.0</td>
<td>7.2</td>
<td>5.2</td>
</tr>
<tr>
<td>C Broadened Horizons</td>
<td>3.5</td>
<td>5.2</td>
<td>13.7</td>
</tr>
<tr>
<td>D Teachers Welfare</td>
<td>6.3</td>
<td>5.0</td>
<td>10.3</td>
</tr>
<tr>
<td>All Areas</td>
<td>11.0</td>
<td>6.6</td>
<td>9.0</td>
</tr>
</tbody>
</table>

An examination of the frequencies in Table 7 indicates that "joint planning" appears less often than either "administrator-only," or "teacher-only" planning. Also the table indicates that, in the areas of "improved school function" and "effective teaching," "administrator planning" is highest, "teacher planning" next, and "joint planning" lowest, while in the areas of "broadened horizons" and "teacher welfare" the "teacher planning" is highest, "joint planning" comes next, and "administrator planning" is least often the practice. In general, while there is evidence of some joint planning, it is less frequent than either administrative or teacher planning independently.

Table 8, Table 9, and Table 10, like Table 7, deal with the frequency of specific types of planning, but refer to the practices as they occur in associations grouped according to membership. Table 8 includes associations with not more than fifty members. Although no broad generalizations can be drawn with only twelve associations represented, it is nevertheless
TABLE 8
Specific Types of Planning for Associations
with not more than Fifty Members

<table>
<thead>
<tr>
<th>Area</th>
<th>Administrator Only Frequency</th>
<th>Joint Planning Frequency</th>
<th>Teacher Only Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved School Function</td>
<td>5.5</td>
<td>0.6</td>
<td>1.2</td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>5.8</td>
<td>0.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Broadened Horizons</td>
<td>1.5</td>
<td>1.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Welfare</td>
<td>3.0</td>
<td>1.7</td>
<td>0.7</td>
</tr>
<tr>
<td>All Areas</td>
<td>4.5</td>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* Data represents 12 associations.

obvious that the predominant practice is "administrator only" planning. Even the usual areas of "broadened horizons" and "teacher welfare" show little teacher participation in the planning.

Table 9 presents data on types of planning for associations in the fifty-one to one-hundred-members class. It differs distinctly in pattern from Table 8, in that there is increased joint planning and a considerable increase in teacher-only planning. "Administrator-only" is indicated, on the average, twice as often as "joint" planning, while "teacher-only" is indicated about two and one-half times as frequently as "joint" planning.

Table 10 shows the frequency of the types of group planning in association with more than one hundred members. These data show a large degree of cooperative "joint" planning, exceeding either of the other types. The highest frequency of all is for "joint" planning in the "effective teaching" area.

A survey of the data in these last four tables on types of planning
TABLE 9

Frequency of Specific Types of Planning in Associations with 51-100 Members*

<table>
<thead>
<tr>
<th>Area</th>
<th>Administration Only Frequency</th>
<th>Joint Planning Frequency</th>
<th>Teacher Only Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved School Function</td>
<td>5.2</td>
<td>3.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>6.3</td>
<td>2.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Broadened Horizons</td>
<td>0.7</td>
<td>0.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher Welfare</td>
<td>2.3</td>
<td>2.0</td>
<td>6.3</td>
</tr>
<tr>
<td>All Areas</td>
<td>4.1</td>
<td>2.2</td>
<td>5.2</td>
</tr>
</tbody>
</table>

* Data represents 17 Associations.

TABLE 10

Frequency of Specific Types of Planning in Associations with More than 100 Members*

<table>
<thead>
<tr>
<th>Area</th>
<th>Administration Only Frequency</th>
<th>Joint Planning Frequency</th>
<th>Teacher Only Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved School Function</td>
<td>3.0</td>
<td>3.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Effective Teaching</td>
<td>3.8</td>
<td>4.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Broadened Horizons</td>
<td>0.5</td>
<td>3.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Teacher Welfare</td>
<td>1.0</td>
<td>1.3</td>
<td>3.3</td>
</tr>
<tr>
<td>All Areas</td>
<td>2.4</td>
<td>3.3</td>
<td>2.5</td>
</tr>
</tbody>
</table>

* Data represents 17 Associations.

indicates more cooperative effort, in terms of joint administrator-teacher planning, in the larger associations. This is in opposition to almost complete "administrator-only" planning indicated at the smaller association
level. At best, however, the cooperative-type planning accounts for only a minor fraction of the whole activity.

Since it has usually been the practice for beginning teachers to "get experience" in the smaller schools before applying for positions in larger systems, it seems to be a possibility that the beginning teacher is soon conditioned to non-cooperative activity.

Types of Groups

Table 11 shows the frequency of indication of each type of group as the participant in experiences in the various areas. It is expressed as a percentage of the mean frequency with which participation in the area was indicated in Table 4.

<table>
<thead>
<tr>
<th>Types of Groups</th>
<th>Improved School Function Percentage</th>
<th>Effective Teaching Horizons Percentage</th>
<th>Broadened Horizons Percentage</th>
<th>Teacher Welfare Percentage</th>
<th>All Areas Percentage</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Staff</td>
<td>33</td>
<td>28</td>
<td>48</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Building Staff</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>23</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Selected Grades</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Subject Areas</td>
<td>6</td>
<td>22</td>
<td>8</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Voluntary</td>
<td>10</td>
<td>8</td>
<td>22</td>
<td>22</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

* As a percentage of the frequency of indication of the area, from Table 4.

The "entire staff" is seen to be the most frequent type of group, with an all-area frequency of 40 per cent. The "building staff" is next in frequency, and is actually used more in the "effective teaching" area, with
an all-area average of 32 per cent. "Selected grades" appears to have little use as a group, except that it does rise to 15 per cent in "effective teaching." The items which contribute to this, as shown in the Appendix D, are "remedial methods," "curriculum revision," and "grading and testing." The "subject area" group stands out only in the "effective teaching" area, while the "voluntary" type of group appears only in the areas of "broadened horizons" and "teacher welfare," the areas where the association sponsorship is most prominent.

The individual item-frequencies, other than those referred to, did not seem to show special significance. One might infer from the data as a whole that these appear to be "positional" groups, with common interest arising chiefly from the fact that they work together and know each other as teachers. If attendance is required, if the groups are large, then there can be little attention to personalized approaches, or determination of the extent of common understanding. It is probable that these group experiences are largely formal, "listening" activities, rather than participative and personalized "growth" procedures.

The Techniques Used

The questionnaire provided for the indication of the type of techniques used to provide the various experiences. The techniques listed were: lecture; group conference; panel or discussion; study group; news letter or bulletin; and credit classes. Table 10 shows the frequency with which each technique was indicated in the various areas. The frequency is expressed as a percentage of the frequency of experience for that area.

Table 12 lists the percentage of indication of the techniques used in
### TABLE 12
Techniques Used in the Various Areas of Experience*

<table>
<thead>
<tr>
<th>Types of Technique</th>
<th>Improved School Function Percentage</th>
<th>Effective Teaching Percentage</th>
<th>Broadened Horizons Percentage</th>
<th>Teacher Welfare Percentage</th>
<th>All Areas Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Group Conference</td>
<td>50</td>
<td>45</td>
<td>35</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Panel-Discussion</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Study Group</td>
<td>21</td>
<td>23</td>
<td>23</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Credit Classes</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Frequency used as a percentage of the frequency of indication of the area, from Table 4.

the various areas. The data show considerable uniformity throughout the areas, with the "group conference" being the most frequently used technique. With 44 per cent it is more than double the nearest frequency, 23 per cent, for the "study group." The high frequency for "group conference" indicates that included in it must be such meetings as regular staff meetings. It seems unlikely that these associations had, during the year 1946-47, such a high frequency of actual group conferences. The "study group" with 23 per cent seems definitely to be a part of teacher activity in many programs. Again, some associations may have included, under "study group," committee meetings and similar activities.

The technique "news letter or bulletin," rated at 20 per cent, does
not necessarily mean that much information is being disseminated. This is an excellent device for handling routine announcements and frequently is not used otherwise. The special bulletin, however, might be used to provide news of educational developments and other professional matter.

The low frequency for the "lecture" in all areas indicates a probable realization of its inadequacy for most in-service growth purposes.

"Credit classes" were barely indicated, and in only one area. Some localities undoubtedly have facilities, and in many others arrangements could be made to establish courses of credit study. There are reasons, perhaps, why this is not done. Frequently no one takes responsibility for the arrangements. The difficulty that is hidden in required meetings becomes obvious when a course is offered; there is a great range in interest, and it is sometimes difficult to secure enough like-minded participants to form a specific course. And there is the further feeling on the part of may teachers that regular courses provide little application to actual teaching.

There is not sufficiently specific information on these techniques to apply fully the criteria developed in the previous chapter. Applying them to the "group conference" would require that technique to consist of small groups, fully participative and clarifying discussion, voluntary participation, and non-directive leadership. The data from previous parts of the study indicate that these general requirements are not met in the experiences of this group of teachers. It is evident that more descriptive data would be needed to secure evaluation of these procedures.

**Summary**

The study represents a survey and analysis of certain aspects of in-
service activities in forty-six Ohio schools and associations. The associations participating range in membership from fewer than fifty to more than five hundred. Many of the associations are newly-formed, while some have operated for many years. Their median age is seven years.

The associations show variety in their use of committees, but they are largely concerned with aspects of teacher welfare rather than with professional development in the wider sense.

The data indicates that the most frequent activities and experiences for the teachers concerned are in the areas of improving school function and more effective teaching. The association sponsorship of activity, in contrast, is largely in the area of improved teacher welfare and broadened horizons.

This same division exists in planning with the superintendent, the principal, and the supervisor being most frequently responsible in the areas relating to function and effectiveness of the school, while association planning predominates in the teacher welfare and broadened horizons areas.

A further analysis of planning indicates that in the smaller organizations the administrative staff provides almost all of the planning, while as the size increases there is more joint and teacher planning.

It appears that, in the associations covered, the entire staff most frequently is the group participating in experiences, with the building staff a close second in frequency. Selected grades, subject area groups, and voluntary groups seldom are used.

The technique used most frequently is found to be the "group conference" with the "study group" next, but with a much lower percentage of use.
"Credit classes" appear to have no use, while only infrequently are "lectures" used in these areas of activity. The "panel or discussion," like the "lecture," is not often used. The "news letter or bulletin" is indicated to a moderate degree in all areas.

The data as a whole suggest that matters concerning the school itself tend to be directed by the supervisory staff, while the association and the teachers exercise more direction of the non-teaching experiences. This suggests the need for considerable re-thinking of the inter-acting relationships of the teaching personnel, the school program, and the community.
CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The statements constituting this chapter are the outgrowth of the various phases of the study and are designed to be of aid to teachers, supervisors and local association officers in understanding and developing inservice growth procedures.

These statements must remain in their context and be understood in relation to an adequate definition and functional understanding of inservice education.

Findings

1. Related research indicates a considerable agreement among professional educators that teachers need to become more effective through continuing growth as persons, as teachers, and as part of the social environment. The processes and techniques which promote this growth are all included under the term "in-service education."

2. The participating local associations tend to have a similar group of committees. More than 50 per cent use salary, social activity, legislation, and public relations committees, while 24 per cent or more have teacher welfare, membership, and professional problems committees. As evidenced by their committees, teachers' associations are concerned chiefly with teacher welfare problems. For instance, only 24 per cent of the associations now have a professional problems committee, and, even with the contemplated increase, only 46 per cent will use this committee in 1947-48. This suggests a growing concern, since this committee theoretically should promote pro-
fessional activity. No provision was made in the questionnaire for direct evaluation of committee function, so the only indication of activity is through the evidence on association sponsorship of activity.

3. Members of the participating associations are indicated to have a great variety of experiences in such areas as improving school function, more effective teaching, broadened horizons, and teacher welfare. Association sponsorship of activity, however, is mostly limited to the indirect aspects, through such things as social affairs, hobbies, professional organizations, retirement provisions and sick leave privileges. The associations indicated almost no activity directly concerned with teaching effectiveness.

4. The data indicate that the administrative staff -- superintendent, principal, or supervisor -- most frequently plans the program and determines the procedure when the experience involves improved school function or effective teaching. Sometimes teachers help with this function; usually such teachers are appointed by the staff, rather than by the association.

5. The association most frequently plans activities in the areas of broadened horizons and teacher welfare. The one important exception outside of these areas is school finance, in which about half of the associations show activity.

6. The study shows that in terms of three categories of planning -- administrative-only, joint administrator-teacher, and teacher-only -- the nature of the planning varies with the size of the association reporting. The smaller associations show the majority of the planning to be administrator-only, while the medium groups report about equal amounts of admin-
istrator-only and teacher-only planning with both in excess of joint planning. The larger associations, those with more than one hundred members, show joint planning to be slightly more frequent than the other types.

7. The associations indicate that the entire staff most frequently is the type of group taking part in various experiences, but also show much use of building staffs. Both of these are organizational units, rather than groups having a common, personalized interest. Selected grades and subject area groups are used less than half as often as the building staffs; their most frequent use being indicated in the effective teaching area. Voluntary membership as the basis for the group is seldom indicated except in the broadened horizons and teacher welfare areas, the areas in which the association planning predominates.

8. Of the six types of techniques included, the associations indicate almost no use of credit classes and only limited use of the lecture or group discussion. Almost one-fourth indicate use of the news letter or bulletin and of the study group technique. The group conference is indicated as most frequently used in all areas and is more than double the frequency for study groups. The group conference frequency probably includes such meetings as staff, departmental, and general teachers meetings.

Conclusions

1. In-service education consists of the purposeful arrangement of conditions favorable to in-service growth of staff members. These conditions must be such that there occur desirable changes in the thought and behavior pattern of the individual members of the group. These conditions vary from time to time and from group to group.
2. The conditions for effective in-service growth must meet two conditions: there must be a personalization of experiences, and there must be a commonizing of experiences. Subsidiary to these are the following criteria:

   a. The problem is a personalized problem
   b. The relationships yield satisfaction
   c. There is clarification of problems
   d. The individual is aware of progress
   e. There is positive group leadership.

These conditions apply both to the individual and to the group.

From these criteria one can describe relatively but concretely some of the conditions which must exist. The groups must be small, preferably not over fifteen members. Attendance must be voluntary. The leadership must be from the group. There must be the development of common understanding, rather than agreement upon an "approved" program. There must be a nominal leader, at least at the beginning, but his leadership must be non-directive. It is the responsibility of this person to assist in uncovering misunderstandings, half-understandings, and disagreements. Parliamentary procedure is the negation of this process. The group must so operate that the personal integrity, intelligence, beliefs, and opinions of all individuals are respected. Also, if this is to be a continuing growth, there must be opportunity progressively to use the growth.

3. The group techniques which meet the conditions delivered above, or can be adjusted to meet them, will work. The lecture meets the conditions poorly, although a lecture with a small group and free discussion can serve growth ends. Large groups represent diversified interests.
Such meetings, especially with attendance required, can make only limited contribution to in-service growth despite good planning. They fail because they can neither personalize nor clarify problems. The reactions involved in these processes are two-way and non-automatic. The procedures most conducive to in-service growth, in terms of their structure, are the study group and the field workshop. Even with them effectiveness is equated to the satisfaction of the criteria, that is, growth occurs not just because these techniques are used, but only when, in their use, their potentials for individualizing problems, for clarifying concepts, and for developing understandings, are realized.

4. The nature of the findings about the surveyed school activities suggests that they do not meet the criteria for in-service growth. The use of large meetings, required attendance, failure to provide for personalizing and clarifying problems, and non-cooperative planning all violate the criteria. Large groups set up on organizational lines are almost certain to violate individual interest. Even study groups, with both personnel and problem assigned, will not be productive of valid change. Both administrative staffs and teachers need to study their responsibilities and duties in terms of cooperative productivity.

5. The associations, whether by choice, through lack of interest, or lack of encouragement, seem rather consistently to confine their activities to fields other than effective teaching and school function. This indicates a need for re-thinking their program in terms of professional responsibility.

6. The development of an in-service education program seems to be dependent more upon changes in attitudes, changes in relations of person
to person, and attention to the need for common understanding than it does upon immediate fully-developed programs of activity. Growth occurs best where change is continuous and where conditions are stimulating. Growth cannot be "voted" or established by fiat.

7. The promotion of in-service education by an administrative staff should be by encouragement, by provision of appropriate conditions and by stimulation of needs and understandings. The initiation of the actual in-service education must be by the teachers themselves, with a cooperative study of local needs.

8. There is a tendency for thought and planning relative to in-service education to remain a "top-management" function through failure to clarify the critical points relative to in-service growth and through failure to grasp that it is the way the procedure is used, rather than the structure of the procedure, that determines growth.

Recommendations

1. It is recommended that a program of positive action to achieve understanding of the need for in-service education be developed by the Ohio Education Association and the National Education Association. This program should be directed both at teachers, and at administrative staffs, and should be designed to achieve clarified understandings of the relative responsibilities of both groups.

2. It is recommended that colleges of education, professional organizations of teachers, and the Ohio State Department of Education jointly initiate direct contact with teachers, administrators, and community leaders as part of a program of developing understanding of and activity in
in-service education. Such contact should be through participating techniques such as the group conference, with a substantial portion of such contact in groups of fewer than fifteen people.

3. It is recommended that there be established and publicized a resources service-center for Ohio. Such a center should provide consultation on specialists and consultants, as well as on material resources and aids.

4. It is recommended that each local association should study its needs and its resources, so that the association can assist and encourage its members in developing an adequate program of in-service growth. Such a program should emerge from the common interest, involve teaching and administrative staff members upon a common level of participation, and provide for non-directive leadership.

5. It is further recommended that any organized in-service education program be developed only with adequate assurance of common understanding of needs and be implemented only by techniques and procedures which the group tentatively accepts as desirable, and as productive methods of meeting those needs.

6. It is recommended that future research examine the structure and function of association committees in such a manner as to determine their effectiveness in being representative in achieving results, and in providing for their members adequate understanding of procedures. Research on teacher activity should determine the degree to which adequate in-service education criteria are met; this should be determined on a basis of teacher growth, rather than upon the physical nature of the program.
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## QUESTIONNAIRE ON IN-SERVICE ACTIVITY

**INSTRUCTIONS:** Will you check, with BLACK or BLUE pencil or ink, for each of the 18 areas, the column or columns which describe your present practice. Will you then mark in RED the columns which indicate what you plan or think should be planned for future activity.

**RETURN TO:** KENNETH M. HAZEN
525 East Columbia Street
Alliance, Ohio

### I. What type of group most frequently takes part?

<table>
<thead>
<tr>
<th>AREAS</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1. Study of teacher load</td>
<td>IMPROVED SCHOOL FUNCTION</td>
</tr>
<tr>
<td>2. Buildings &amp; equipment</td>
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</tr>
<tr>
<td>3. Records and reports</td>
<td>IMPROVED SCHOOL FUNCTION</td>
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<tr>
<td>4. School finance</td>
<td>IMPROVED SCHOOL FUNCTION</td>
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<tr>
<td>5. School policies</td>
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</table>

### II. What type of group most frequently takes part?

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<tr>
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<tbody>
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<td>1. Remedial methods</td>
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<tr>
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<tr>
<td>4. Grading &amp; testing</td>
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<tr>
<td>5. Promotion</td>
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<tr>
<td>6. Student activities</td>
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### III. What technique is used most frequently?

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</tr>
<tr>
<td>2. Hobbies, crafts, skills</td>
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</tr>
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<td>3. UNESCO, OEA, NEA</td>
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<tr>
<td>4. Prof. literature</td>
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525 East Columbia Street
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**APPENDIX A**

**QUESTIONNAIRE ON IN-SERVICE ACTIVITY**

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APPENDIX B

TRANSMITTAL LETTER

525 East Columbia Street
Alliance, Ohio
May 19, 1947

Dear Association President:

The enclosed questionnaire is designed to survey certain aspects of planned professional-growth activities within selected Ohio school systems. The results will be used in a Masters’ thesis this summer at Ohio State University.

It is hoped that the study will serve as a point of departure or reference both for the many newly formed groups and for the development of a widened program in older associations.

As you answer the questionnaire you will find that you are asked to check it a second time to indicate desired changes or future procedure. In no section should it be understood that only one column can be checked; in planning a study of teacher load, for instance, the superintendent, principals, and association may jointly have desired and worked on the problem, and all three could be checked.

If you have suggestions or comments feel free to include them.

The return of this questionnaire by June 15 will be appreciated. In the fall those who have returned completed questionnaires will receive a summary of the results.

Sincerely yours,

Kenneth M. Hazen

enc.
Dear Association President:

On May 19, 1947 a "Questionnaire on In-service Activity" was mailed to you. I realize that it reached you at a busy time, and may have been mislaid before you had an opportunity to complete it.

A copy of the questionnaire is enclosed. Results of this study will be tabulated shortly. I hope that you will find it possible to complete and return this questionnaire at an early date.

All associations returning the questionnaire will receive a tabulation of the results this fall.

Sincerely yours,

Kenneth M. Hazen

enc.
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<tr>
<th>Areas and Individual Items</th>
<th>IMPROVED SCHOOL FUNCTION</th>
<th>DEPARTMENTAL FUNCTION</th>
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FREQUENCY FOR EACH PROCEDURE BY INDIVIDUAL ITEMS