

AN ABSTRACT OF THE THESIS OF

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Authorities agree that in-service training for teachers is desirable and that the administrative head of the school system and the teaching staff have a cooperative responsibility in securing and contributing to such a program.

The basic purpose of the study of in-service training of high school teachers in Oregon is to find out what principals are doing to provide this training.

To determine what the practices of the high school principals were a questionnaire with an accompanying letter which explained the study was sent to 138 principals of schools employing four or more full-time teachers. Seventy per cent of the questionnaires were returned and used as the basis for the study.

Some of the most significant results were:

1. Only 50% of the principals visit their teachers regularly for the purpose of supervision and the frequency of these visits ranged from twice each week to less than once a month.
2. Very few schools have a special supervisor.
3. More principals in the smaller schools confer with their teachers after visitation than the principals in the larger schools.
4. Demonstrations are usually given by the principal or a superior teacher, but the practice is not widespread.
5. About two-thirds of the schools hold regular faculty meetings for the discussion of means for the improvement of instruction.
6. Discipline, marking systems, principles and problems of extra-curricular organization, and provisions for individual differences were discussed more than any other topics in faculty meetings during 1939-40.

7. Ninety per cent of the principals urge the attendance of their teachers at sectional meetings of the O.S.T.A., but few ask for reports on them.
8. More large schools have engaged in a cooperative effort of curriculum study or revision during 1939-40 than small schools.
9. Periodical attendance at summer schools is required in more of the larger schools and salary increases are also granted for additional preparation in more of the larger schools. On the other hand, more teachers in the smaller schools attended summer schools in 1939-40.
10. About 60% of the schools provide professional literature for the use of teachers and about 25% have a system whereby professional literature is reviewed for the faculty at more or less regular intervals.
11. More principals in the smaller schools urge their teachers to engage in experimental studies in their classrooms than in the larger schools, but very few of them urge their teachers to write their results for publication.
12. Most of the teachers belong to the O.S.T.A., but very few belong to any of its departments. About one-third of the teachers belong to the N.E.A.
13. Rating scales to determine the efficiency of teachers are seldom used.
14. The six devices which the principals thought most worthwhile in promoting the growth of teachers in service were:
 - a. Well-planned faculty meetings
 - b. Personal conferences with teachers
 - c. Class visitation
 - d. Committee work or group study
 - e. Summer school attendance
 - f. Review and discussions of educational literature

IN-SERVICE TRAINING OF HIGH SCHOOL TEACHERS IN OREGON

by

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TABLE OF CONTENTS

		page
Chapter I.	INTRODUCTION-----	1
	Problem of the Study-----	1
	Purposes of the Study-----	2
	Values of the Study-----	3
	The Schools Involved-----	5
	Location of the Schools-----	5
	The Questionnaire-----	5
	Limitations of the Study-----	9
Chapter II.	HISTORICAL BACKGROUND AND OPINION-----	11
	Supervision and Demonstration Teaching-----	12
	Faculty Meetings-----	17
	Additional College Preparation-----	19
	Professional Reading-----	21
	Experimentation and Publication-----	22
	Professional Organizations-----	23
	Rating Scales-----	24
Chapter III.	THE STUDY-----	26
	Supervision and Demonstration Teaching-----	26
	Faculty Meetings-----	30
	Additional College Preparation-----	35
	Professional Reading-----	37
	Experimentation and Publication-----	39
	Membership in Professional Organizations--	40
	Rating Scales-----	42
	Comments of Principals-----	43

	page
Chapter IV. SUMMARY AND CONCLUSION-----	46
Supervision and Demonstration Teaching----	47
Faculty Meetings-----	49
Additional College Preparation-----	50
Professional Reading-----	51
Experimentation and Publication-----	52
Membership in Professional Organizations--	52
Rating Scales-----	53
Comments of Principals-----	54
Conclusions-----	54
BIBLIOGRAPHY-----	57
APPENDICES-----	60

List of Tables

Table	Page
I. Who Does the Supervision?-----	27
II. Frequency of Visits Made by Principals-----	28
III. Who Gives the Demonstration?-----	29
IV. Practices in Submitting New Policies to Teachers for Discussion and Vote-----	32
V. Frequency of Prepared Topics Discussed in Planned Faculty Meetings-----	33
VI. Number of Teachers Who Attended Extension Courses or Summer Schools in 1939 and 1940-----	36
VII. Publication of Professional Articles by Teachers-----	39
VIII. The Number of Teachers Belonging to Professional Organizations During the School Year, 1939-1940-----	40
IX. Number of Professional and Non-professional Appearances-----	42

CHAPTER I
INTRODUCTION

Problem of the Study

It is quite generally agreed among educational leaders that the in-service training of teachers is desirable. For example, Barr and Burton say:

Teaching procedures, because of the rapid development of education, are rapidly changing. Even though the teacher may have had fairly adequate training a few years ago, she needs to renew constantly this training in the light of the more recent developments in educational science. (1)

In light of the above statement, it would be safe to say that there is no teacher who cannot profit by some type of in-service training. Throughout the country some type of improvement is required. In the past few years these requirements have been increasing. Some of these requirements are standards set by state certification laws, others by county-unit standards, and still others are standards adopted by local school boards.

At the present time some 34 institutions and school systems under the direction of the commission on Teacher Education are conducting studies and experiments in teacher education. Fourteen school systems which are

(1) Barr, A. S. and H. W. Burton, The Supervision of Instruction, p. 404.

concerned chiefly with the growth of teachers in service will study the ways and means of promoting that growth.

If Barr and Burton's statement, and the interest shown by the Commission on Teacher Education are typical of the views of the educational profession in general, then an important question presents itself, namely, what are some of the approved devices used in the in-service training of high school teachers in Oregon?

Purposes of the Study

It is the general opinion of leading educators that successful teachers are those who seek improvement in service and that the efforts of administrators and supervisors should be directed toward the improvement of the teaching efficiency of the staff.

One could propose an ideal, systematic, and organized program of in-service training that would be effective in the larger schools of the state where it is possible to employ an adequate administrative, supervisory, and instructional staff, but the smaller schools which are handicapped by inadequate funds could only avail themselves of the opportunities afforded by their limited budgets.

Briefly stated, the purposes of this study are to determine:

1. The practices of high school principals in supervision and demonstration teaching.
2. The practices of high school principals in regard to faculty meetings and the topics discussed therein.
3. The practices of high school principals in aiding teachers to secure additional college preparation.
4. The practices of high school principals in making professional literature available.
5. The practices of high school principals in regard to supervision of experimentation, and publication by teachers.
6. The affiliation of teachers with professional organizations.
7. The practices of high school principals in rating teachers.
8. The evaluation of the practices of high school principals in supervising the in-service growth of teachers.

Values of the Study

The means of improving teachers in service have been listed in many publications, but little has been done in Oregon to determine how effective these means are, what

the present practices are, or what devices principals consider, from their training and experiences, promote the most growth in their teachers. Some studies have been made on supervision by high school principals, but they have been mainly on supervision for administrative purposes and not to determine what is being done in the schools to promote the growth of the teachers.

A study of the methods used by high school principals to improve the quality of work of their teachers, where these methods are used most effectively, and which of the methods are most helpful, should have the following values:

1. To aid school boards, superintendents, principals, supervisors and professional groups in evaluating their practices in providing in-service training for their teachers.
2. To aid the above groups in making plans for improvement which best suit their teachers' needs and interests after an evaluative study.

If such an evaluative study is made and plans are laid out and executed for an improved program of in-service training, there will result an improvement of instruction which is the main purpose of all supervision.

The Schools Involved

A questionnaire* of forty questions was sent to all principals of schools employing four or more full-time teachers according to the 1939-40 Directory of Oregon Secondary Schools as prepared by the State Superintendent of Public Instruction. Portland schools were not included. One hundred and thirty-eight schools were listed. A letter** explaining this questionnaire was enclosed. Returns were made by 97, which is 70.2 per cent of the total. Two of these were returned unanswered because the principals did not think that their answers would be of value to the study.

Location of the Schools

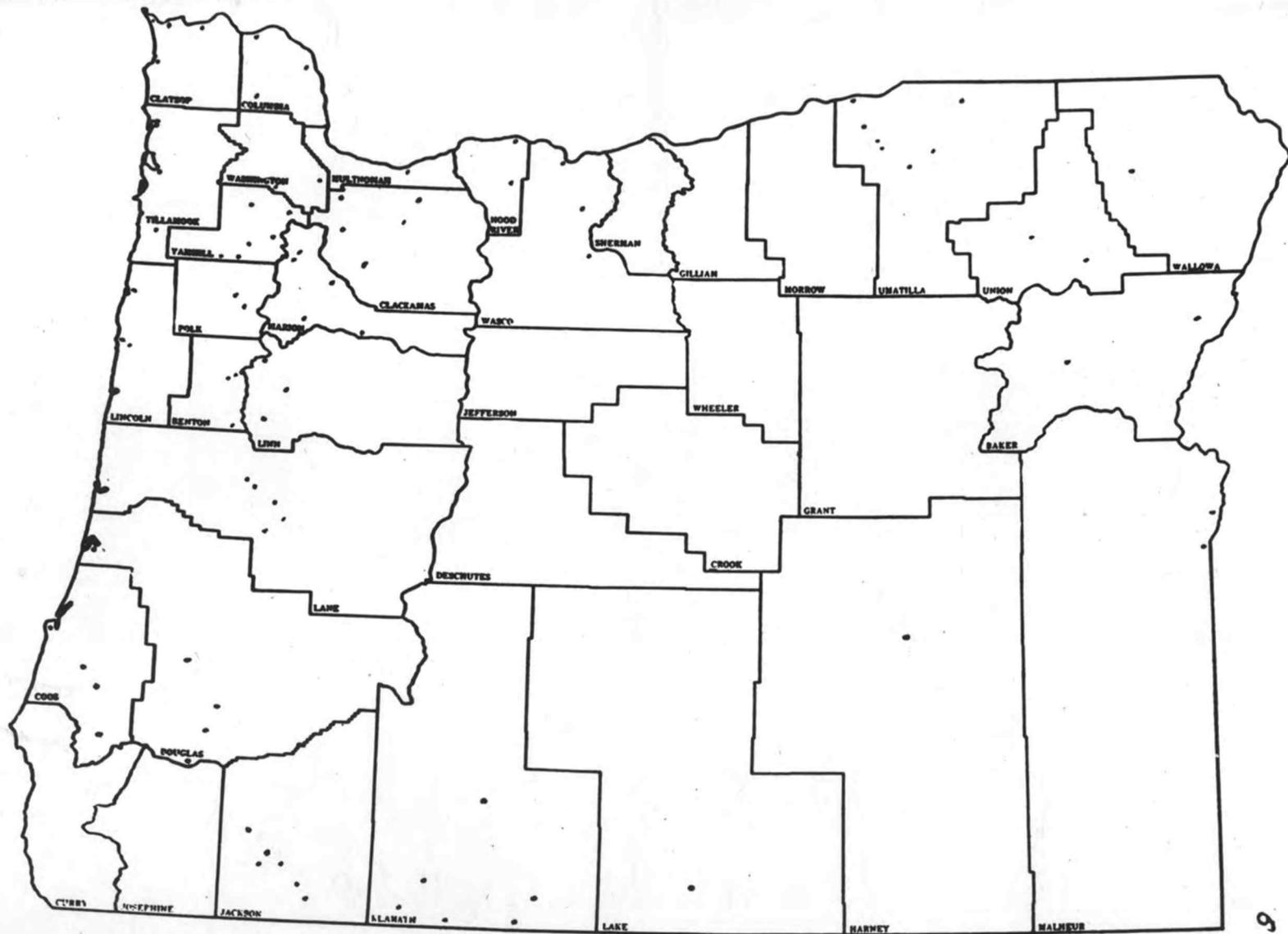
The study involved schools throughout the entire state. Twenty-nine per cent of the answers, or 28 schools, came from the region east of the Cascades. Seventy-one per cent of the answers, or 67 schools, came from west of the Cascades. For the location of these schools see the spot map on page 6.

The Questionnaire

In order to simplify the data to be collected, the

* Copy in Appendix A.

** Copy in Appensix B.



questionnaire was worked out after careful analyses of similar studies carried on in other states. The questionnaire contained a list of items bearing on the problem and a method of checking the reactions of high school principals on each item. Most of the items could be answered with a "yes" or "no." A few items called for an indication of numbers.

The first phase of the problem was that dealing with the practices of high school principals in supervision and demonstration teaching. The purpose of this was to find how much time the high school principals spent in classroom visitation, if there were other supervisors, if conferences were held after visitation, and if records were kept of visitations and conferences. It was further desired to know if special demonstrations of methods and techniques were arranged for and who gave them. Two questions on inter-visitation and intra-visitation were included to determine what the practice was in the use of these devices.

The second phase of the problem deals with the practices of high school principals in regard to faculty meetings and the topics discussed therein. The chief concern here was to find out if meetings were held regularly and if there were definitely planned programs devoted to supervisory problems and means for the improvement of in-

struction. A check list was included to determine the frequency of various topics which were included in prepared programs of faculty meetings.

The third phase of the problem deals with the practices of high school principals in aiding teachers to secure additional college preparation. It was desired to know what requirements teachers had to fulfill and if salary increases were granted in recognition of additional preparation. It was further desired to know if principals arranged extension courses for the benefit of teachers or granted leaves of absence to teachers for study.

The fourth phase of the problem deals with the practices of high school principals in making available professional literature to the teachers. The chief concern here was to find out if schools were budgeting amounts for professional books and magazines, and if not, to find out if there was any alternative arrangement to make them available to the teachers.

The fifth phase of the problem deals with the practices of high school principals in regard to supervision of experimentation and publication by teachers. It was desired to know if principals encouraged experimentation and publication. It was also desired to know how many teachers published professional articles during the past year.

The sixth phase of the problem deals with the affiliation of teachers with professional organizations. It was desired to know how many teachers belonged to the National Education Association, Oregon State Teachers' Association and its departments, county units and city units. A question was inserted here to find out if principals favored professional and non-professional appearances of teachers and the number of appearances that were made.

The seventh phase of the problem deals with the practices of high school principals in rating teachers. The chief concern here was to find out if teachers were rated and if a regular point system was used.

The eighth phase of the problem was to determine what devices high school principals considered to be of the most worth to in-service growth.

Limitations of the Study

A few principals said that they found it hard to answer some of the questions with a "yes" or "no." Although they did not regularly use some of the devices, they did employ them occasionally.

A number of principals stated that their teachers had not made definite plans for summer school in 1940, so they could not give an exact number at that time.

In question number 36, do you encourage your teachers to make appearances of a professional or non-professional nature, it would probably be hard to go back over the whole year and give an exact number of non-professional appearances. An estimate of the number is all that one could expect.

CHAPTER II

HISTORICAL BACKGROUND AND OPINION

Training for certification is provided by special institutions set up for this purpose. The length of training and variety of courses offered varies from state to state, but it is never more than the merest beginning in the professional education of teachers. Burton ⁽²⁾ states, "Most students of the professional education of teachers are now pretty generally agreed that a lifetime is none to long a period in which to master the very difficult art of instructing others." Therefore, every teacher should be given every opportunity to continue the study of teaching while in service.

Generally when one mentions training of teachers in service one thinks of teachers' meetings, summer schools, supervision, and educational conferences. These are just a means to an end and there should be a definite program on in service training with definite objectives for each teacher. Burton ⁽³⁾ says, "To think of the training of teachers in service as having objectives, content, meth-

(2) Barr, A. S., H. W. Burton and Leo Brueckner, Supervision, p. 639.

(3) Ibid., p. 640.

ods, materials, and definite standards of attainment should help those responsible for this work to think of it in a much more specific way than is possible with the conventional terminology in this field."

One would also infer from the above statement that the training of teachers in service would necessitate a definite supervisory program in every school leading to the continued growth of all teachers. Most authorities agree that in-service training is now a responsibility of the administration. The central role is played by the principal through leadership and coordination. In larger school systems, he will have the aid of special supervisors to carry out this program. Even though the principal must take the responsibility as the leader, in the final analysis, the best results will be obtained where the principal and his staff take a cooperative responsibility toward the program of in-service training.

Supervision and Demonstration Teaching

Supervision and demonstration teaching was begun by Henry Barnard in Connecticut about 1840. At that time he converted one district school in each town or county into a model school which young inexperienced teachers could visit for demonstration of good teaching. He also sent some of his best teachers from school to school to

advise with the teachers and give demonstration lessons.

Since the time of Henry Barnard, the need for supervision has increased. This is due to the rapid growth of the secondary schools since 1910, and the broadening of the scope of the curriculum has brought on many additional problems in instruction and guidance. In addition, the turnover of teachers in almost all systems is large and thus there arises the problem of orienting the new teacher to her job which cannot help from being different from the one she had before. Education is continually progressing in method and technique. New teachers lack experience and older teachers do not always have actual contact with these methods and techniques. In regard to this Douglass and Boardman say:

Upon supervision rests the responsibility for aiding young teachers in perfecting their use of such procedures, and stimulating all teachers to keep abreast of new educational movements, to study and learn new methods, and to apply new techniques. (4)

Who is responsible for supervision? This is well answered by Douglass and Boardman:

The superintendent is the source of authority, subject to the Board of Education, and is responsible for supervision and for adequate and efficient organization of the school system for supervision. (5)

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- (4) Douglass, H. R. and C. W. Boardman, Supervision in Secondary Schools. p. 10.
(5) Ibid., p. 46.

In many of the schools, the principal is also the superintendent. In the larger systems, there may also be departmental heads or special subject supervisors who do the direct supervision. These supervisors are responsible, however, to the head of the administrative system.

Much supervision is done by visitation and conference. Barr and Burton (6) believe that direct contact with classroom work is important. Douglass and Boardman (7) say: "Visitation has very great possibilities and purposes, and in certain respects makes contributions which no other supervisory device may replace."

Some authorities in the field believe that visits should be more or less regular. Others believe that visitation upon invitation of the teacher when she needs help is best.

It is the opinion of most authorities in the field that the length of visitation periods should be longer than they usually are. Barr and Burton (8) make the following recommendation: "Preferably, the supervisor should see a whole recitation at a time, ..."

As a general rule the new, inexperienced and poor teachers need more supervision than the experienced and

(6) Barr, A. S. and H. W. Burton, The Supervision of Instruction, p. 142.

(7) Douglass, H. R. and C. W. Boardman, op. cit., p. 121.

(8) Barr, A. S. and H. W. Burton, op. cit., p. 148.

good teachers. Alberty and Thayer have this to say:

Obviously, poorly trained teachers with little experience will require closer supervision and, consequently, more frequent visitation than the experienced teacher with adequate preparation. (9)

Visitation is only a starting point by the supervisor. Visitation must be followed by an individual conference or the procedure is looked upon by the teacher as a mere inspection of her teaching. Investigators of visitation and conference methods have found that the conference is seldom used. Alberty and Thayer make these references:

The findings of other investigators tend to confirm Melby's conclusion. For example, Trabue points out the significant fact that only 13 principals out of a total of 130 'do anything at all about a lesson that has been observed,'² and Hughes,³ investigating high school supervision, reports that 68 per cent of the teachers reporting received no suggestion whatever from supervisors, principals, or other officers concerning their work. (10)

In spite of the general practice as to holding conferences after visitation, authorities agree that it is an indispensable part of supervision. Clement and Clement (11) say: "It has long been granted that visitation

(9) Alberty, H. V. and V. T. Thayer, Supervision in the Secondary School, p. 195.

(10) Ibid., p. 195.

(11) Clement, J. A. and T. H. Clement, Cooperative Supervision in Grades Seven to Twelve, p. 174.

of classroom instructors should be supplemented by well-planned conferences, both individual and group."

Bennett believes:

By far the most important supervisory work of the supervising principal has to do with classroom visitation. Most of his time devoted to supervision should be given to this phase of his work...(12)

The chief purpose of a demonstration is to show others how a particular method, or technique is done. This device was fostered by Henry Barnard. He employed William G. Baker, a successful teacher, to travel from meeting to meeting in a covered wagon with a class of 12 children and give demonstration lessons on approved procedures.

This device, although not widely used, is regarded by many supervisors as a "superior supervisory device." (13)

Bennett (14) says, "The value of demonstration lessons should not be overlooked."

Douglass and Boardman conclude:

Not only has it seemed desirable to provide such opportunities for the inexperienced teacher, but supervisors have come to employ such means with teachers in service, many cities providing special schools to demonstrate superior teaching or special methods of instruction. (15)

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- (12) Bennett, J. M., "The Supervising Principal and Constructive Supervision." Educational Administration and Supervision. v. 22, Feb. 1936, p. 104.
 (13) Douglass, H. R. and C. W. Boardman, op. cit., p. 287.
 (14) Bennett, J. M., op. cit., p. 103.
 (15) Douglass, H. R. and C. W. Boardman, op. cit., p. 285.

Inter-visitation and intra-visitation are not widely used. Barr and Burton (16) observe, "Some teachers object strenuously and criticize the plan severely, but, if properly administered, it is a proper and very beneficial procedure."

Faculty Meetings

The faculty meeting is a type of group conference. Its main purpose is to promote the growth of teachers in service. Faculty meetings are sometimes scheduled and sometimes held irregularly but usually not for the purpose of supervision. Teachers complain that most of the meetings are taken up with administrative announcements or supervisory reports in which they play the part of listeners. For the most part, in the past, teachers' meetings have been irregular, unorganized, and inadequately prepared. In more recent years the principals and supervisors have found that regular faculty meetings which are well-planned and organized contribute much to the development of the teachers. Douglass and Boardman (17) believe, "The practice of holding teachers' meetings at regular intervals and on regular dates is to be recommended."

(16) Barr, A. S. and W. H. Burton, op. cit., p. 433.

(17) Douglass, H. R. and C. W. Boardman, op. cit., p. 198.

Authorities differ as to the frequency of faculty meetings but in general they believe that two faculty meetings a month of one hour's length are most desirable. There has been a recent trend in some systems to hold faculty meetings once a week.

Authorities do agree that the topics for discussion should be on those problems which actually confront the teachers. Alberty and Thayer say:

With the new attitude toward supervision as educational leadership, the teachers' meeting will be transferred into a laboratory work period in which teachers with common interests plan, attack, and solve their problems. Books, periodicals, and other materials which throw light upon their problems will be utilized in precisely the same manner as the student makes use of the library. (18)

Marguerite Seldon says:

Group conferences should be used for meeting group interests and needs. They should not be used as a means of throwing out veiled hints to teachers who problems should be considered in individual conferences. (19)

The material suitable for faculty meetings can be divided into the following:

1. Topics from the field of method
2. Topics related to subject matter

(18) Alberty, H. B. and V. T. Thayer, op. cit., p. 459.
 (19) Seldon, Marguerite B. "The Technique of the Individual Conference in Supervision." Baltimore Bulletin of Education. v. 14, Dec. 1935, p. 11.

3. Testing programs
4. Teacher rating
5. Topics based upon the general theory of education
6. Reports on conventions, associations, or other professional meetings
7. Curriculum study
8. Educational policies

Additional College Preparation

In 1839 the Reverend Cyrus W. Pierce opened the first state normal school in Lexington, Massachusetts. By 1860 there were 12 state normal schools and six private ones. By 1889, one hundred normal schools throughout the country were established. Today there are over 200 recognized institutions of good standing. The normal schools are primarily concerned with the education of elementary teachers but they have influenced the universities and colleges which have established departments of education to train teachers for the secondary field.

Summer schools in the universities began the latter part of the nineteenth century but they did not receive much impetus until the early part of the twentieth century. As the secondary schools grew and developed, and standards for certification were raised, the popularity

of summer schools increased until today almost all colleges and universities have summer courses six to twelve weeks in length.

Extension courses were very popular about 1890. Since then it has been most feasible to hold extension classes only in centers of large population. In Oregon this is especially true because in March, 1941, a ruling was put into effect limiting extension classes to those containing 24 or more members.

Teachers have been continuing their studies for the following reasons:

1. To meet a school board requirement
2. To advance professionally
3. To receive additional salary for higher degrees
4. To satisfy a need for development in a certain field.

Authorities agree that summer schools do provide growth for teachers. Gertrude Edmond makes this comment:

I know many teachers who are and have been pursuing professional and collegiate courses of study in connection with their regular school work, and in every case which has come under my observation these men and women have been and are today, better teachers for having continued their studies. (20)

(20) Quoted from Gertrude Edmond by Charles D. Lowry in "The Relation of Superintendent and Principal to the Training and Professional Improvement of Their Teachers." Nat. Soc. for the Scientific Study of Ed. 7th Yearbook, U. of Chicago Press, p. 28.

Douglass and Boardman have this to say:

In general, teachers should be encouraged to continue study in summer session or on leave of absence, rather than in extension, correspondence, or late afternoon or Saturday classes. (21)

Professional Reading

Henry Barnard was most instrumental in increasing professional literature for the teachers in America. Besides writing about 100 treatises on education, he began the American Journal of Education and carried it through some of its most trying periods.

Reading circles were organized in London about 1870 to promote home study. In 1876 Massachusetts adopted this device to promote the growth of their teachers and other states soon followed. Reading circles have been dropping in popularity in the last decade. Oregon terminated this requirement in 1935.

Many school supervisors are encouraging professional reading by individuals and groups to promote growth of teachers. Coupled with this encouragement, there is a growing trend among school systems to buy professional magazines and books for teacher use. Carter Alexander says:

...he (a school executive) can use every possible means to have the periodicals accessible when teachers can read them. He will certainly try to have

(21) Douglass, H. R. and C. W. Boardman, op. cit., p. 307.

copies taken and paid for by the board of education or by the parent-teachers' association. Above all, he will try to have teachers subscribe for a few of the better magazines and trade around. (22)

Mildred Walton has this to say:

In our experience this method of individual research which directs professional reading and the results of which are shared with the group is the most profitable. This kind of project serves to integrate the group and inspire all its members. It is a sure means of growth both for the individual and for the group. (23)

Experimentation and Publication

The purpose of an experiment is to collect facts pertaining to some problem. In many cases the teacher does not have the time nor the training to carry out a careful, scientific investigation. Also there has been opposition upon the part of the public, and, in some cases, the administration, toward the teacher doing any research work. It is true that there are few teachers who have adequate training to do scientific research and that there is much so-called "experimental" work going on which is only a "try-out" of one method or another. Nevertheless authorities agree that experimentation has its

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- (22) Alexander, Carter, "Selecting Magazines for Teachers Starved for Professional Vitamins." Sch. Executives Mag. v. 52, No. 8, p. 270, 1933.
- (23) Walton, Mildred, "Professional Reading and Its Values." Recreation, v. 32, No. 8, p. 484, 1938.

place as a device to promote the growth of teachers in service. Freeland (24) says: "The teacher who advances in the profession uses his classroom as a laboratory."

Houston comments:

Teachers who have had the experience of changing from old, outmoded methods to new ones in a school where there is the kind of leadership that encourages intelligent experimentation and gives the teacher a feeling of security, report that they enjoyed the experience and that they would never go back to the old ways. (25)

Teachers should be encouraged to write the results of their work for publication. Pickens (26) recommends that teachers write up their successes in magazines. This will create an interest on the part of the teacher because she takes pride in seeing her name in print. The published article not only will convey ideas to other teachers, but it may also command respect for the writer from the rest of the teachers in the system.

Professional Organizations

One of the important devices for providing professional interest is the professional organization. The

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- (24) Freeland, Geo. E. The Supervision of Teachers. 1924, p. 7.
- (25) Houston, Clifford, "Old Dogs Can Learn New Tricks." School Executive, v. 59, No. 9, 1940, p. 60.
- (26) Pickens, Verne Lyle, "Improvement of Teachers by Supervision," Industrial Education Magazine, v. 41, 1939, p. 35.

national, state, and local organizations with their departments provide an excellent opportunity for the teacher to find a group, or groups, that will meet her needs and interests. Douglass and Boardman say,

One of the important types of stimuli to professional interest and growth on the part of the teacher is the professional organization, with its meetings and publications. (27)

Rating Scales

For a long time, rating was used by administration for the purposes of promotion, transfer, and dismissal of teachers. Today there is a trend toward encouragement of teachers to rate themselves as a device for improving themselves in service.

Authorities generally agree that rating scales as used in the past were not very successful because teachers became suspicious, and jealous of each other as well as of the supervisors. The relations between the supervisor and the teacher were disturbed.

Authorities do agree that the rating scale, when used as a means for improving the quality of teaching, is a valuable device and that it should not be used as a basis for comparison of one teacher with another. Clement

(27) Douglass, H. R. and C. W. Boardman, op. cit., p. 308.

and Clement say:

The paramount supervisory purpose of the use of scales or check lists intended for measuring teaching efficiency should be the improvement of instructors....(28)

(28) Clement, H. A. and J. H. Clement, op. cit., p. 183.

CHAPTER III

THE STUDY

In presenting the data, schools of eight or more teachers were placed in Group I and schools of four to eight teachers were placed in Group II. Forty-eight schools were placed in Group I and forty-four schools were placed in Group II. The principals made the reports. In some places percentages have been worked out in order to give a truer picture for comparison of the two groups of schools.

Supervision and Demonstration Teaching

In answer to the first question, are the classes of each of your teachers visited regularly for the purpose of supervision, 24 of Group I or 51% reported "yes," and 18 of Group II or 40% reported "yes." Considering the lack of time for supervision by the principals in Group II, the answers would indicate that about 50% of the principals consider class visitation a good practice.

In answering the second question in regard to the average length of visits, 18 of Group I or 37% and 21 of Group II or 47% visited one-half period or less. Twenty-one of Group I or 43% and 17 of Group II or 38% visited from one-half to a full period. This shows that the

supervisor in the larger schools either has, or takes, more time than the one in the smaller school for classroom visitation.

Table I shows who does the supervisory work in schools of Group I and Group II.

Table I
Who Does the Supervision?

Position	No. in Group I	No. in Group II
A Special Supervisor	3	1
The Principal	43	37
Heads of Departments	2	1
Others		
County Superintendent	1	
City Superintendent	2	2
Others	2	2

Only a few principals keep a record of their visitations. In answer to the question, is a record kept of all visits, 13 of Group I or 27% and 7 of Group II or 15% answered "yes." Thirty-four of Group I and 32 of Group II answered "no." One principal from Group I and five principals from Group II did not answer the question.

All of those who answered the above question also

stated that the records of their visits were filed in the principals' offices.

The majority of the principals in both groups visit only twice a month or less. Table II shows the frequency of visits made by principals.

Table II
Frequency of Visits Made by Principals

	Group I	Group II
Twice Each Week or Oftener	1	1
Once Each Week Only	4	5
Twice Each Month Only	13	14
Once Each Month Only	7	9
Less Frequently	21	15

In answer to the question, do you visit the classes of your better teachers as frequently as you do those of your poorer teachers, 21 in Group I or 43% and 22 in Group II or 50% answered "yes." Twenty-seven in Group I or 57% and 21 in Group II answered "no." One principal in Group II did not answer the question.

This would indicate that one-half of the principals in the smaller schools visit the classes of their better teachers as often as they visit the classes of their poorer teachers. Principals in Group I visit their poor-

er teachers a little more often than they do their better teachers.

Principals in Group II confer with their teachers after visitation more frequently than the principals in Group I do. Thirty or 62% of the principals of Group I and 36 or 81% of Group II confer with the teacher after each visitation for the purpose of suggesting improvements. Seven principals in Group I indicated that they sometimes conferred with the teachers. Seven others said that they did not confer. Eight principals in Group II also indicated that they did not confer with the teachers after visitation.

Very few principals in either group arrange for special demonstrations of methods and techniques. Nine in Group I or 18% and 6 in Group II or 13% arrange for special demonstrations of methods and techniques. Table III shows by whom the demonstrations are given.

Table III

Who Gives the Demonstration?

Position	No. Group I	No. Group II
Supervisor	2	1
Principal	3	8
Superior Teachers	3	3
Outside Expert	5	1

The schools of Group I employ the services of supervisors, principals, superior teachers and outside experts to conduct demonstrations more frequently than those in Group II do. The principals in Group II conduct most of the demonstrations.

In answer to the question, do you provide for visitation of specific classes in other schools in your district, 15 of Group I or 31% and 12 of Group II or 27% answered "yes." All of the principals in Group II answered this question, but three in Group I did not answer it.

Faculty Meetings

In answer to the question, do you have regular faculty meetings devoted to supervisory problems, 32 in Group I or 67% and 29 in Group II or 61% replied "yes." Fifteen in Group I or 31% and 15 in Group II or 34% answered "no." One principal in Group I and two principals in Group II did not answer the question. This would indicate that about two-thirds of the principals have regular faculty meetings and that slightly more schools in Group I hold regular faculty meetings than do those in Group II.

A little over 60% of the principals have definite programs for faculty discussions of means for improve-

ment of instruction. Thirty-one of Group I or 64% and 28 of Group II or 63% answered "yes." Fifteen of Group I or 31% and 14 of Group II or 31% answered "no." Two principals in each group did not answer the question.

There are more organized departmental conferences in Group I than in Group II as evidenced by the replies to the question, do you have departmental conferences on supervisory problems at more or less regular intervals. Thirty in Group I or 62% and 15 in Group II or 34% answered "yes," to the question. Fourteen in Group I or 29% and 24 in Group II or 54% answered "no."

Most of the principals believe that sectional meetings of the Oregon State Teachers' Association are of definite value to the in-service training of teachers. This was clearly shown by the answers to the question, does your school urge and make possible the attendance of teachers at the sectional meetings of the O. S. T. A. Forty-three of Group I or 89% and 40 of Group II or 90% answered "yes" to the question. Four of Group I or 8% and four of Group II or 9% answered "no." Only one principal in Group I failed to answer the question.

Although most of the principals believe that attendance at the sectional meetings is a good practice, not many of them expect their teachers to make reports at fac-

ulty meetings of the problems and work discussed at the meetings. Twenty-nine of Group I or 60% and 20 of Group II or 45% indicated that they expected their teachers to make such reports. Seventeen of Group I or 35% and 22 of Group II or 50% indicated that they did not expect their teachers to make a report. Two principals in each group did not answer.

In answer to the question, has your faculty engaged in a cooperative effort on curriculum study or revision this year, 21 of Group I or 43% and 11 of Group II or 25% answered "yes." Twenty-four of Group I or 50% and 32 in Group II or 72% answered "no."

About three-fourths of the principals sometimes submit new policies to their teachers in faculty meetings for discussion and vote. One-fourth of the principals in Group I and about one-sixth of the principals in Group II always submit new policies to their teachers. Table IV shows what the principals do in this regard.

Table IV

Practices in Submitting New Policies
to Teachers for Discussion and Vote

Group	Sometimes	%	Always	%	No Answer	%
I	35	73%	12	25%	1	2%
II	35	80%	7	16%	2	4%

A little over one-third of the principals in both groups expect their teachers to defend the aims and explain the reasons for the content and method of their courses in faculty group meetings. Nineteen of Group I or 37% and 16 of Group II or 36% answered "yes." Twenty-six of Group I or 54% and 25 of Group II or 56% answered "no." Three principals in each group did not reply.

Problems of discipline, marking systems, principles and problems of extra-curricular organization, and provisions for individual differences were discussed more than any other topics in faculty meetings in 1939-40.

The following table will indicate the frequency of various topics which were included in the planned faculty meetings during 1939-40.

Table V
Frequency of Prepared Topics
Discussed in Planned Faculty Meetings

Topic	No. Group I	No. Group II
Problems of discipline	36	37
General aims of education	32	22
Aims of subject matter fields	22	20
Marking systems	39	35
Curriculum revision	24	21

Table V (continued)

Topic	No. Group I	No. Group II
Objective examinations	16	12
Principles and problems of extra-curriculum organization	33	29
Types of recitations	9	14
Provisions for individual differences	30	28
Review of current professional literature	11	4
Vocational guidance	25	18
Character education	24	17
Citizenship programs	19	18
Thrift and health	6	9
Home conditions of pupils	22	27
Supervised study	19	24
General administrative purposes	24	21
Techniques of handling large classes	7	3
Questions and questioning	4	5
Educational guidance	17	6
The assignment	7	13
Others	7	6

Additional College Preparation

Nine principals of Group I or 18% and one principal of Group II answered "yes" to the question, has your school arranged extension courses for the benefit of your teachers this year. Thirty-four principals of Group I or 70% and 41 principals of Group II or 93% answered "no" to the same question. Five principals of Group I or 10% and two principals of Group II or four per cent did not answer.

Thirty-one in Group I or 64% and 19 in Group II or 43% require periodical attendance of their teachers at summer schools. One principal in Group I said that he did not require periodical attendance but he urged it. Fourteen in Group I or 29% and 24 in Group II or 54% did not require periodical attendance at summer schools. Three of Group I or 6% and one in Group II did not answer the question.

More schools in Group I grant salary increases for additional college preparation than in Group II. In answer to the question, do you grant salary increases in recognition of additional preparation, 28 in Group I or 59% and 18 in Group II or 40% answered "yes." Fifteen in Group I or 31% and 24 in Group II or 54% answered "no." Five principals in Group I or 10% and two in

Group II or 6% did not answer.

The teachers in the larger schools have a better chance of getting a leave of absence than those in the smaller schools. In answer to the question, do you grant leaves of absence to teachers for study, 24 principals or 18% answered "yes." Eighteen principals or 37% of Group I and 33 principals or 75% of Group II answered "no" to the question. Six principals or 12% of Group I and three principals or 6% of Group II did not answer.

There seemed to have been a good percentage of teachers in summer school and extension courses in 1939, but not as many had made definite plans for the year, 1940. The following table will show the number who attended in 1939 and the number who planned to attend in 1940.

Table VI
Number of Teachers Who Attended Extension
Courses or Summer Schools in 1939 and 1940

Group	1939		1940	
	Number	per cent	Number	per cent
I	261	35%	192	26%
II	108	43%	70	28%

The above table would indicate that the teachers in smaller schools, in the two year period, felt that there was more value in summer schools and extension courses even though there was less chance to receive an increase in salary than those in the larger schools, as shown in answer to the question on page 35.

Professional Reading

A few more schools in Group I provide professional books for the teachers than do those in Group II. In answer to the question, does your school have a definite policy of providing, through your library, professional books for the use of teachers, 28 of Group I or 58% and 24 of Group II or 54% answered "yes." Sixteen of Group I or 33%, and 18 of Group II or 40% answered "no." Four of Group I or 8%, and two of Group II or 4% did not answer the question.

Group I schools average 4.56 professional books per teacher in their libraries and Group II schools average 4 professional books per teacher. Only 30 principals or 62% of Group I and 29 principals or 61% of Group II answered this question, what is the average number of professional books per teacher in your library?

More schools in both groups provide professional magazines for teachers than provide professional books.

Thirty-two in Group I or 64%, and 26 in Group II or 59% answered "yes" to the question, does your high school library subscribe to professional magazines for the use of teachers. Thirteen in Group I or 27%, and 16 in Group II or 36% answered "no" to the question.

Six principals out of the 16 in Group I who answered "no" to the preceding question answered "yes" to the question, if your school does not provide such magazines, is there a definite arrangement to make magazines subscribed to by individuals available to the entire faculty. Five out of the 16 principals in Group II who answered "no" to the same question answered "yes" to this one.

In answer to the question, do you have any system whereby professional literature is reviewed for the faculty at more or less regular intervals, 12 in Group I or 25%, and four in Group II or 8% answered "yes." Twenty-eight in Group I or 58%, and 34 in Group II or 72% answered "no." Eight in Group I or 16%, and six in Group II or 13% did not answer the question.

This would indicate that the majority of the principals in both groups do not believe that reviewing professional literature has a place for presentation or discussion in faculty meetings.

Experimentation and Publication

Most of the principals in both groups believe that there is a definite place for experimentation in the classroom. Thirty-seven in Group I or 77%, and 36 in Group II or 81% answered "yes" to the question, do you encourage teachers to engage in experimental studies in their classrooms. Eight in Group I or 16%, and four in Group II or 9% answered "no" to the question. Three in Group I or 6%, and four in Group II or 8% did not answer the question.

The following table shows that more teachers in Group I write for publication than in Group II.

Table VII
Publication of Professional Articles
by Teachers

	Group I	Group II
Total Number of Teachers Who Published	35	9
Total Number of Articles Published	29	9

Very few principals encourage their teachers to write short articles for them and later suggest expansion for publication. In answer to the question, do you encourage professional writing by making an occasional request for a short article for your own use and later

suggesting its expansion when it has merit, 10 in Group I or 20%, and only two in Group II or 4% answered "yes." Seven principals in each group did not answer the question.

Membership in Professional Organizations

The following table gives the number and percentages of teachers who belonged to professional organizations during the school year 1939-40.

Table VIII

The Number of Teachers Belonging to Professional Organizations During the School Year, 1939-1940

Organization	Group I per cent	Group II per cent
N.E.A.	243 33%	61 24%
O.S.T.A.	688 94%	212 86%
Dep'ts. of O.S.T.A.	117 16%	34 13%
County Units O.S.T.A.	595 81%	184 74%
City Units O.S.T.A.	120 16%	29 11%

The percentage of teachers who belong to the N.E.A. corresponds very closely to the 33% membership that the N.E.A. claimed for Oregon during that year. The higher

percentage of teachers who belong to O.S.T.A. in Group I probably shows that the program for membership is better organized in the larger schools than in the smaller schools.

The low percentage shown in regard to the departments of the O.S.T.A. is probably due to the lack of organization for membership and the lack of pressure by the administration to join.

Most counties have their dues collected with the state dues, which probably accounts for the high percentage of membership in both groups.

Since there are not many city units of O.S.T.A., the percentage of memberships would not be high. The majority of larger schools are located in larger cities and thus there is a greater impetus to organize a city unit where the larger schools are located.

The principals in Group I encourage their teachers to appear in a professional capacity more than those in Group II. Forty-four in Group I or 85%, and 31 in Group II or 70%, answered "yes" to the question, do you encourage your teachers to make appearances of a professional or non-professional nature. Three in Group I or 6% and nine in Group II or 20% answered "no." Four principals in each group failed to answer the question. The following table shows the number of professional and non-professional

appearances made.

Table IX

Number of Professional and Non-professional Appearances

	Group I	Group II
Professional Appearances	142	49
Non-professional Appearances	322	69

Just a fair percentage of teachers in either group has done any extensive traveling. A higher percentage of teachers in Group II has traveled extensively than in Group I. Sixty-seven teachers or 27% in Group II and 141 teachers or 19% in Group I have traveled extensively.

Rating Scales

More principals in Group I rate their teachers on a rating scale than in Group II. The percentages in both groups would indicate that this is not a general practice. Fourteen in Group I or 29%, and four in Group II or 8% answered "yes" to the question, do you rate your teachers on a rating scale to determine merit. Thirty-one in Group I or 64%, and 38 in Group II or 84% answered "no." Three in Group I or 6%, and two in Group II or 4% did not answer the question.

Only four in Group I or 8%, and two in Group II or

4% have a regular point system on which teacher efficiency is determined. Two principals in Group I and three principals in Group II did not answer this question.

Comments of Principals

Twenty-eight in Group I or 58% and 24 in Group II or 54% made comments in answer to the question, from your experience and observation, what kinds of in-service training provide the most growth. These comments were from a phrase to a page and a half in length.

Some twenty-three devices were listed by the principals as good practices in in-service training. The six leading devices are here listed in the order of their popularity:

1. Well-planned faculty meetings
2. Personal conferences with the teacher
3. Class visitations
4. Committee work or group study
5. Summer school
6. Reviews and discussions of educational literature

A number of principals stated that their in-service training programs were very meager and inadequate due mainly to a heavy teaching and activity load. A few others

said that although they did not have much time for supervision they thought that they could spend more time on cooperative work. Several others said that they were just now organized well enough to plan a program of in-service training.

There were several who thought that there was no place for in-service training. In other words they did not think that it was the responsibility of the principals to provide such programs. They preferred to hire experienced teachers and if the teachers did not make good on their own they would let them go.

One principal said that because he had only a small school (six teachers) the work of each teacher was so different that their problems did not overlap and there was no need for group meetings. Individual conferences were all that they needed.

Two principals said that they had not tried a program of in-service training but they would be glad to start one under the guidance of the State Department of Education or some other qualified agency.

One principal thought that to place the teacher in a place of responsibility was the best training. He suggested that the teacher take over the principal's place briefly, coach a play, or take a class on a field trip to give her training in responsibility.

Several principals thought that any in-service training program should be appealing to the teacher and not a hard and fast textbook sort of thing.

Two principals thought that the best training would be to encourage individual initiative and give praise to such work.

Two other principals said that if a teacher had a real professional interest in her job she would provide or take care of her own in-service training.

One principal gave a very detailed account of his thoughts on in-service training. He believed that class visitation and observation by principals and supervisors is not as valuable as other devices. He felt that well-trained teachers need personal conferences, committee work, and discussions on pertinent problems. That "visitation on call" will ensue from such a program which would be more cooperative in character. He believed that teachers will respond to new ideas and adjustment if there is a sound basis for them. He felt that in-service training is a matter of morale, enthusiasm, and satisfaction coming from a job well-done. If a few teachers in the system show such enthusiasm, it will create interest on the part of the rest of the faculty to improve their techniques.

CHAPTER IV

SUMMARY AND CONCLUSION

Experts in the field of education, and national professional groups believe that in-service training is desirable for all teachers. They also believe that the administrative head of the school system and the entire teaching staff have a cooperative responsibility in aiding each individual teacher in securing that training which will provide the most growth or development.

The basic purpose of this study is to find out what high school principals in Oregon are doing to provide in-service training for their teachers.

In order to determine the above, a questionnaire was sent to principals of schools throughout the state employing four teachers or more. Portland schools were not included. This questionnaire covered the basic devices that authorities have considered would contribute most to the growth of teachers in service.

With a return of 70 per cent of the questionnaires a good representation of the practices of high school principals in the state was secured.

School boards, superintendents, principals, supervisors, and professional groups will be able to take the

findings of this study and evaluate their practices in providing in-service training for their teachers. From this evaluation they can make definite and practical suggestions for improvement which best suits their teachers' needs and interests.

Supervision and Demonstration Teaching

About 50 per cent of the principals visit the classes of their teachers regularly for the purpose of supervision. The frequency of visits ranges from twice each week or oftener to less than once a month. Only five principals in the larger schools and six principals in the smaller schools visit oftener than twice each month. The principals of the smaller schools visit a little more frequently than those in the larger schools, but the principals in the larger schools tend to spend more time at a visitation. This is undoubtedly due to the fact that principals in larger schools have more time for supervision, as the principals of the smaller schools indicated that they carried almost a full teaching load in addition to their administrative and supervisory duties.

Very few schools have a special supervisor. Only three of the larger schools and one of the smaller schools indicated that they had one. Almost all of the supervision is done by the principal and in a few instances by the

superintendent or county superintendent.

More principals in the larger schools keep records of their visits than those in the smaller schools. The percentage is not large though since only 27 per cent of the principals in the larger schools and 15 per cent of the principals in the smaller schools indicated that they follow this practice.

About half of the principals visit the classes of their better teachers as often as they do those of their poorer teachers. More principals in the smaller schools confer with their teachers after visitation than the principals in the larger schools. In fact, the principals in the smaller schools led the principals in the larger schools by 19 per cent. The actual percentages were 81 to 62.

Only a small percentage of the principals arrange for special demonstrations of methods and techniques. The larger schools employ supervisors, superior teachers, and outside experts more often than the smaller schools for demonstrations. In the smaller schools the principals usually conduct the demonstrations.

About one-third of the principals in the larger schools provide for inter-visitation and intra-visitation. In the smaller schools only about one-fourth of the principals provide this opportunity.

Faculty Meetings

Larger schools schedule faculty meetings more regularly than the smaller schools. Almost the same number of principals in both groups of schools indicated that they had definite programs for faculty discussions of means for the improvement of instruction.

Two-thirds of the principals in the larger schools hold departmental conferences on supervisory problems at more or less regular intervals while only one-third of the principals in the smaller schools do so.

Ninety per cent of the principals in all schools urge and make possible the attendance of teachers at sectional meetings of the Oregon State Teachers' Association. Sixty per cent of the principals in the larger schools and forty-five per cent of the principals in the smaller schools expect the teachers to make reports at faculty meetings of the problems and work discussed at these sectional meetings.

More large schools have engaged in a cooperative effort of curriculum study or revision during 1939-40. Forty-three per cent of the larger schools and twenty-five per cent of the smaller schools indicated that such a study had been made.

About three-fourths of the principals of all the schools sometimes submit new policies to teachers in faculty meetings for discussion and vote before their adop-

tion. Twenty-five per cent of the principals in the larger schools and fifteen per cent of the principals in the smaller schools indicated that they always submit policies before adoption.

A little over one-third of all the principals expect their teachers to defend the aims and explain the reasons for the content and method of their courses in faculty group meetings.

During the school year 1939-40 many topics were discussed in planned programs for faculty meetings. The four topics that were discussed more frequently than others were problems of discipline, marking systems, principles and problems of extra-curricular organization, and provisions for individual differences.

Additional College Preparation

Very few principals have arranged extension courses for the benefit of their teachers during 1939-40. There were ten principals who made such an arrangement and of these ten, nine were principals in the larger schools.

Sixty-four per cent of the principals in the larger schools require periodical attendance of teachers at summer schools in comparison to 45% in the smaller schools. In addition, about the same percentage of schools in each

group grant salary increases in recognition of additional preparation.

More principals in the larger schools grant leaves of absence to teachers so that they may continue their professional studies than in the smaller schools. The percentages who granted such leaves were very small in both groups of schools.

There was a higher percentage of teachers in the smaller schools who attended summer schools and extension courses in 1939 than in the larger schools. The actual percentages were 43 to 35. A higher percentage of teachers in the smaller schools also planned to attend summer school in 1940 than in the larger schools.

Professional Reading

Over one-half of the schools provide professional books in their libraries for teacher use. The larger schools have a few more copies per teacher than the smaller schools. The average per teacher in the larger schools was 4.56 books and in the smaller schools it was 4.0 books.

About 60% of the schools buy professional magazines for teacher use. A little less than one-half of the principals who said that they did not buy magazines for the teachers replied that they had a definite arrangement to

make magazines subscribed to by individuals available to the entire faculty.

About one-fourth of the larger schools have a system whereby professional literature is reviewed for the faculty at more or less regular intervals. Only a few of the smaller schools had any such system.

Experimentation and Publication

Most of the principals urge their teachers to engage in experimental studies in their classrooms. Eighty-one per cent of the principals in the smaller schools and 77% of the principals in the larger schools indicated that they favored this practice.

Very few principals encourage their teachers to write for publication. About one-fifth of the principals in the larger schools and only four principals in the smaller schools answered "yes" to this question. Thirty-five teachers in the larger schools and nine in the smaller had articles published during the school year 1939-40.

Membership in Professional Organizations

A slightly higher percentage of teachers in the larger schools belong to professional organizations than in the smaller schools. The average percentage of teachers belong to various professional organizations was as follows:

O.S.T.A.	90%
County Units of O.S.T.A.	78%
N.E.A.	29%
Dep'ts. of O.S.T.A.	15%
City Units of O.S.T.A.	14%

Eighty-five per cent of the principals in the larger schools and 70% in the smaller schools urge their teachers to make appearances of a professional or non-professional nature. More non-professional appearances were made than professional during the school year 1939-40.

Teachers in smaller schools travel more extensively than those in larger schools. The percentage in either group is quite small.

Rating Scales

The use of rating scales by principals is not general. They are used more by principals in the larger schools than in the smaller schools. Fourteen principals in the larger schools and four in the smaller schools indicated that they used a rating scale to determine merit.

Only eight per cent of the principals in the larger schools and four per cent in the smaller schools have a regular point system on which teacher efficiency is determined.

Comments of Principals

Twenty-three devices for the in-service training of teachers were listed by the principals as proving of the most worth from their observation and experience. The six most popular devices were:

1. Well-planned faculty meetings
2. Personal conference with the teacher
3. Class visitation
4. Committee work or group study
5. Summer school attendance
6. Reviews and discussions of educational literature.

Conclusions

The study of the practices of high school principals in providing in-service training for their teachers indicates that there is a lack of uniformity. Even though there is a lack of uniformity, there is a trend toward the improvement of these practices as evidenced by the answers of many principals who indicated that they realized that more should be done to develop the program of in-service training of teachers. The principals also stated that as their budgets increased they would be able to secure more assistance which would free them from classes and permit

them to spend more time for supervision. Some principals also stated that they would be able to purchase more supplies and professional literature for use by the teachers.

In general, principals realize the problem and they are willing to do something about it when techniques, facilities, and adequate budgets are available.

The summary shows that much is being done in the way of improvement of teachers by principals, intervisitation and intra-visitation, faculty meetings, additional college preparation, experimentation, and professional membership. On the other hand much more could be done by extending the programs in the following ways:

1. By providing more special supervisors
2. By providing more demonstrations for those teachers who feel a need for them
3. By employing cooperative study of the curriculum as a faculty group study
4. By securing the assistance of the extension division in providing classes which will meet the needs and interests of the group
5. By granting salary increases in recognition of additional college preparation
6. By making more professional literature available to the teacher and holding discussions of the same in planned group meetings

7. By encouraging teachers to write for publication the results of their studies and experimentations
8. By encouraging teachers to participate in the National Education Association and departments of the Oregon State Teachers' Association
9. By encouraging teachers to travel more extensively

Any plan which provides for the growth of teachers must have expert leadership. In the majority of the school systems, the city superintendent or the principal must provide this leadership. Each system must also give consideration to the needs and interests of its own staff in planning a program of in-service training. It is probably impossible to suggest a plan which would be adequate in all systems. Modifications to meet the needs and interests of each group must be made.

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STATE OF OHIO
SHERIFF

APPENDIX A

IN-SERVICE TRAINING OF OREGON HIGH SCHOOL TEACHERS

Principal _____ Class of District or Type of
Number of teachers _____ High School _____

Directions: Write either "yes" or "no" in the parentheses following the specific questions in the questionnaire.

1. Are the classes of each of your teachers visited regularly for the purpose of supervision?.....()
2. The average length of visits is:
One-half period or less?.....()
One-half to a full period?.....()
3. Is this supervisory work done by:
A special supervisor?.....()
The principal?.....()
Heads of departments?.....()
Others?.....()
4. Is a record kept of all visits?.....()
5. Are they filed in the principal's office?.....()
6. On the average, how frequently do you visit the classes of each of your teachers for the purpose of supervision? (Mark only one)
Twice each week or oftener?.....()
Once each week only?.....()
Twice each month only?.....()
Once each month only?.....()
Less frequently?.....()
7. Do you visit the classes of your better teachers as frequently as you do those of your poorer teachers?.....()
8. Do you confer with the teacher after each visitation for the purpose of suggesting improvements?.....()
9. Do you arrange for special demonstrations of methods, techniques, etc.?.....()

10. Who gives the demonstration?
Supervisor?.....()
Principal?.....()
Superior teachers?.....()
Outside expert?.....()
11. Do you provide for visitation of specific classes in other schools in your district?.....()
12. Do you provide for inter-visitation of classes among your teachers?.....()
13. Do you have regular faculty meetings devoted to supervisory problems?.....()
14. Do you have definite programs for faculty discussions of means for the improvement of instruction?.....()
15. Do you have departmental conferences on supervisory problems at more or less regular intervals?.....()
16. Does your school urge and make possible the attendance of teachers at the sectional meetings of the O. S. T. A.?.....()
17. Do your teachers report in faculty meetings on the problems and work of these section meetings?.....()
18. Has your faculty engaged in a cooperative effort of curriculum study or revision this year?.....()
19. Do you submit new policies to teachers in faculty meetings for discussion and vote before their adoption?
Sometimes?.....()
Always?.....()
20. Is it expected of your teachers that they defend the aims and explain the reasons for the content and method of their courses in faculty group meetings?.....()
21. Check the various topics which are included in prepared programs of faculty meetings this school year:
Problems of discipline ()
General aims of education ()

In-Service Training

Page 4

30. If your school does not provide such magazines, is there in existence a definite arrangement to make available to the entire faculty magazines subscribed to by individuals?.....()
31. Do you have any system whereby professional literature is reviewed for the faculty at more or less regular intervals?.....()
32. Do you encourage teachers to engage in experimental studies in their classrooms?.....()
33. Have any of your teachers published professional articles during the past year?.....()
Total number of teachers who published.....()
Total number of articles published.....()
34. Do you encourage professional writing by making an occasional request for a short article for your own use and later suggesting its expansion when it has merit?.....()
35. List the number of teachers belonging to the following organizations during the school year 1939-40.
1. N.E.A. ()
2. O.S.T.A. ()
3. Dep'ts. of the O.S.T.A. ()
4. County units of O.S.T.A. ()
5. City units of O.S.T.A. ()
36. Do you encourage your teachers to make appearances of a professional or non-professional nature?....()
Total number of professional appearances....()
Total of non-professional appearances.....()
37. Indicate the number of teachers who have done any extensive traveling that would contribute to professional growth.....()
38. Do you rate your teachers on a rating scale to determine merit?.....()
39. Do you have a regular point system on which teacher efficiency is determined?.....()
40. General Remarks:
From your experience and observation, what kinds of in-service training provide the most growth?

APPENDIX B

Corvallis, Oregon

April 24, 1940

During the present school term, I am making a study to determine the trends of in-service training of high school teachers in Oregon. This study is being made under the direction and supervision of Dr. R. J. Clinton, Professor of Education at Oregon State College.

It is our hope that this study may be of material value to the high school principals of the state, and, therefore, may we ask your early cooperation in filling out and returning the questionnaire as quickly as possible. The questions in the questionnaire are in such form that they can be answered with a minimum expenditure of time. The results will be made available through professional publications when the study is completed.

Please return the questionnaire in the self-addressed, stamped envelope as soon as it is convenient for you to do so.

Sincerely yours,

Robert L. Houck

Approved:

R. J. Clinton
Professor of Education