

IN-SERVICE TRAINING PROGRAM
FOR BUSINESS TEACHERS
IN OREGON SECONDARY SCHOOLS

by

WENDELL JOSEPH HEINTZMAN

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APPROVED:

[REDACTED]

Professor of Education
In Charge of Major

[REDACTED]

Head of Department of Education

[REDACTED]

Chairman of School Graduate Committee

[REDACTED]

Dean of Graduate School

Elaine Yunker, Typist

ADVANCE BOND

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IN-SERVICE TRAINING PROGRAM FOR BUSINESS
TEACHERS IN OREGON SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

In order to get a clear and comprehensive understanding of the problems that confront the members of the teaching profession relative to in-service training, it is necessary to state what is meant by in-service training. By in-service training is meant that training which takes place after the prospective teacher leaves the tutelage of the institutional school and begins life in the school of experience. It is that training which is conducive to intellectual growth and keeping the individual professionally alive and growing. It includes activities on the part of the employed teachers that contribute to their professional growth and qualifications.

Necessity for Preparation in Service. The whole environment of the members of the teaching profession is conducive to intellectual growth. Always they are dealing with minds, the most stimulating things in the world. These minds are always different; moreover, they never grow old, but come to teachers in an ever-changing procession. Consequently, it is quite apparent there

emerges a necessity for preparation in service. The necessity for continuous preparation is of great importance for various reasons.

In the first place, many teachers enter the profession with only a small amount of college preparation. Preparation in service is especially necessary for inadequately trained teachers. Preparation in service, however, is not urged for the inadequately prepared teachers alone. It is of vital importance to those who have spent a much longer period of time in the teacher training institution. Complete preparation before the teacher enters the service cannot be secured in a teacher-training institution. It cannot be secured, because the novice lacks the empirical background. Before the novice can gain full competence and confidence, he must try out his theories and techniques in an actual teaching situation. He must secure the feel of his work. Experience continues to be the greatest teacher.

In the second place, preparation in service is necessary because teaching efficiency cannot remain quiescent. Knowledge of teaching, like that of other professions, is progressing rapidly. Educational theories are under constant criticism and revision. Experimentation and investigation are constantly bringing forward new methods and new techniques, and these are

making us more familiar with that most baffling thing in the world--the working of the human mind. The teacher must be familiar with such discoveries if he expects to keep abreast of the profession. (12, p. 160-1)

A teacher once prepared is not always prepared. The best education is likely to become obsolete the same as the best automobile. A teacher who may have been graduated from a first-rate teacher-training institution only a few years ago could not be called a prepared teacher today unless he has read the pedagogical literature appearing in the meantime and has taken other steps to keep informed on progress which has been made in the teaching profession. Individuals who have been out of the teaching profession for only a few years, find themselves out of date once they reenter it again. It is necessary for them to spend quite some time in examining what has happened during their absence.

Keeping Professionally Alive. Teachers should keep professionally alive and growing. It is unfortunate that the greatest professional sin which teachers can commit is to become guilty of mental stagnation, and it is also unfortunate that many teachers commit that unforgivable sin. Teaching should be an impelling and intellectualizing profession, but many teachers allow themselves to get into a routine method of action or

procedure from which they are not easily stirred. Some teachers do their work in a halfhearted and mechanical way. They use the same methods of instruction and materials year after year. Rarely do they read professional literature; they fail to attend educational meetings, and they also fail to take other steps to keep themselves professionally alive and growing. They fail to see all changes. In other words, they allow themselves to become like the Irishman's turtle--"dead and doesn't know it." Instead of reconstructing their experience, which is the essence of continuing education, they blindly and uncritically repeat old experiences. Although such teachers frequently boast of their many years of experience, they have really had only one experience which they have repeated many times. The pupils and the teaching profession would be fortunate to be rid of such teachers. (12, p. 163)

Leadership and Supervision in In-service Training.

Educating secondary school teachers in service is rapidly becoming one of the major problems of secondary school administration. Those in charge of the secondary schools must not only know how to supervise instruction, but they must also know how to organize the program of the school so that all members of the staff will grow. How to encourage growth in service to cope with emerging problems, to set new goals for education, and to provide for more

significant educational experience for the youth of America is a task which requires serious inquiry.

Paul W. Harnly (8, p. 93), chairman of the subcommittee on in-service training of teachers, said, "One must think of teacher growth in terms of pupil welfare. In-service education of teachers should never be an end in itself, but should be one way of providing better and richer learning experience for our pupils." You sometimes hear a principal or superintendent tell with much pride of his in-service training program. He gives an elaborate description of the plan of organization, enumerates the different committees which have been appointed, and produces voluminous reports to prove that progress is being made. All of these no doubt have a place in the program, but the final test of its efficacy is whether desirable changes are being made in the individual classrooms. There is not likely to be in-service development unless the administration gives positive direction and guidance. Teacher growth is greatly fostered by cooperative teacher effort when they sit down to work with other teachers from several departments who are facing a common problem. Teachers should do much thinking and planning together and must know that the decisions which the teachers make will be respected and followed. Leadership by the principal is of major

Chas. L. Brown Paper

importance. Leadership by the principal must not mean domination by him. (12, p. 91-93) If teachers are to grow in service, they must make every effort to participate in group thinking, to take an active part in discussions, and to contribute energetically to leadership by such participation and discussions. Group thinking has many advantages over individual thinking. Some of the advantages are as follows: (1) it utilizes the contribution of all; (2) it stimulates individual thinking; (3) it modifies and refines individual thinking; (4) it makes available different points of view and more resources; (5) it appeals to collective wisdom and cooperative action; (6) it is superior to individual thinking when the members of a group are of equal or similar ability.

The continuous improvement of all education will depend on an effective in-service training program for teachers. School supervision is undergoing some rather significant changes from what was commonly known as direction of instruction to that of educational leadership which emphasizes in-service education. This appears to be one of the most important trends in modern education. It promises to develop a genuine teaching profession as educational workers continuously study their jobs and become highly competent and responsible leaders of children,

youth, and adults. It is apparent that the teaching-learning process is almost indispensable and becomes more effective as teachers and administrators gain more knowledge, develop more artistic ability, achieve more skill, and have more freedom to exercise creative leadership. In-service education holds great promise for a new day in supervision providing that it is broadly conceived and developed through democratic processes.

The real test of the effectiveness of supervision is whether it exercises leadership and whether there develops from such leadership a better type of education for the pupils. Supervision has a functional value in organization, but if unnecessary emphasis is put upon it, it tends to neglect the real element in improvement which is more capable and better-trained teachers.

The supervisor should make the teacher feel that he is his friend and is there to help him and his pupils, if possible. When the supervisor approaches his job with the attitude that the problems of his teachers are also his, the school day will be full of activity and cooperation. The supervisor should become familiar with the individual abilities, needs, and interests of every teacher and also with the problems they face each day. A supervisor can win the confidence of his teachers by his understanding of human weaknesses, by a democratic

association with the teachers, by an ability to overlook occasional faults, and by his practical interpretation of their problems. As a result of working with such a supervisor, the teachers will feel that they have an important share and responsibility in making the school function smoothly and effectively as a happy home for the students and teachers alike. When the teachers feel that the supervisor is ready at any time during or after school hours to assist in a professional way, and that he is really giving definite help, they are inclined to be receptive and open-minded to suggested changes. It is also imperative to remember that a supervisor must keep himself professionally competent and growing. By setting an example himself, his responsibility of encouraging and motivating the teachers will become a less rigorous undertaking. Such an example should prove to be stimulating to the teachers.

Philosophy of In-service Education. To be without a philosophy of in-service education is equivalent to action of an impellent or accidental nature which is based neither upon ends which seem to be valuable nor upon procedures which have a promise. The school is gradually being recognized as an agent of the community which serves the needs of the community. Teachers must develop in all respects of living if they are to be

better associates of youth.

C. A. Weber, research assistant for the subcommittee on in-service education of the North Central Association of Colleges and Secondary Schools, states his philosophy of in-service education as follows:

Employ qualified teachers who have good personalities, who are interested in teaching as a profession, interested in success, and interested in graduate training. Give them good physical equipment and enough supervision, but do not tie them to techniques and theoretical planning to the point where they become so worried and involved with in-service growth that they do not have time to teach. In other words, be practical. (13, p. 697)

A Brief Statement of the Problem. The problem of this study is one which has for its purpose the determination of the status of in-service training programs for business teachers in the secondary schools of Oregon. A questionnaire with thirteen questions was mailed to the principals of two hundred twenty-five high schools in Oregon. From the data contained in the returned questionnaires, a program of in-service training for business teachers in Oregon secondary schools will be recommended.

CHAPTER II

HISTORICAL BACKGROUND

Origin of In-service Education. J. L. Lins (11, p. 697-707), in his article entitled "Origin of Teacher Improvement Service in U.S.", gives a rather comprehensive historical account of the various agencies of in-service training. The agencies enumerated are teacher institutes, reading circles, correspondence instruction and extension, summer schools, supervision, sabbatical terms, and workshops.

In the autumn of 1839, the first class of teachers' meetings, now known more commonly as teachers' institutes, was held at Hartford, Connecticut. This particular meeting was composed of twenty-six young men, some with teaching experience. The reason it was established was to show the practicability of providing some means for the better qualification of common school teachers by giving them an opportunity to revise and extend their knowledge of the studies usually pursued in District Schools, and of the school arrangements, instruction, and government under the recitations and lectures of experienced and well-known teachers and educators. There are two basic purposes to be accomplished by the institute. The first consists of

communicating to the teacher a knowledge of a philosophy of his profession. The second is the creation of a common sympathy between the teacher and the people.

Summer normal schools, summer sessions, teachers' meetings, and teachers' associations are closely allied with teacher institutes and are influenced by them. In summer normal schools, the attendance period is extended and teachers do not collect pay while they are attending. Recognition often comes through an advance in salary or increase in grade of certificate. Teachers' meetings in city school systems reflect the institute concept, because they use the meeting for professional improvement and growth in addition to the consideration of routine school matters.

Teachers' associations resemble the institute in their programs, but they are a voluntary grouping of teachers most generally free from official control of the school system. They become a legislative body dealing with current school problems.

The lyceum and the chautauqua movement advocated reading circles and summer classes as well as being a fore-runner of extension work. The lyceums were begun in 1826 in Milbury, Massachusetts. The chautauqua was begun about 1871 by Louis Miller. There were thirty-seven states with organized reading circles in 1920,

with nearly half of them organized after 1900. Work in many circles contributed toward the teacher's certificate. Courses of reading over a period of two or three years were laid out, culminating in a diploma for the completion of the work. Reading circles have aided in stimulating professional reading and have helped to provide better books in the subjects of special interest to the teacher.

The extension movement and instruction by correspondence apparently originated in England in 1867 in connection with the improvement and growth of teachers. Soon after, an English society was formed for the encouragement of home study. This idea was brought to America in 1873. The English society set up work to be done at home, but it did not carry on regular correspondence with its members. The latter was an innovation established in America. A correspondence university was established at Ithaca, New York, in 1883.

Summer schools adopted by universities and colleges received their greatest impetus from the chautauqua and extension. However, the beginning of the movement dates to 1840 when Ralph Waldo Emerson wrote a letter to his friend, Margaret Fuller, relative to the projecting of a "university out of straw." The plan went into operation with the establishment of the Concord

School of Philosophy and Literature. Emerson, Alcott, F. B. Sanborn, W. T. Harris, and others organized the school in order to bring together a few of those individuals who, in America, had a desire to pursue the paths of speculative philosophy and to encourage those students and professors to communicate with each other. Harvard held the first university summer session in 1869.

Professional supervision of teachers has evolved from the lay function of the inspection of schools. As early as 1709, in Boston, there was the appointment of committees of citizens to visit and inspect the school plant and equipment and to examine pupil achievement. In 1837, Buffalo and Louisville both established the office of superintendent of schools with certain administrative and managerial duties. Emphasis gradually shifted from administration to inspection of the work of teachers as a basis for evaluation and later for rendering service to the teacher by assistance in the improvement of methods of instruction. After the establishment of the superintendency, the principal evolved as the supervisory officer.

Granting leave of absence to teachers has been very slow in the development in our secondary school. In 1908, individual teachers in some systems received leaves for study, travel, or rest. However, organized

systems of leave were not set up. By 1913, Cambridge allowed a leave for study or travel of a year at one-third pay after ten years of service.

One of the more recent methods of teacher improvement has been the workshop, commonly dated to 1936. At this time thirty-five teachers came together for intensive work. By 1942 there were 114 programs listed in their directory, and these were all planned for a minimum of four weeks. Prior to 1936, Denver and Tulsa had sponsored workshops for their educational personnel.

Agencies of In-service Education. There are an almost unlimited number of agencies through which one may grow and improve himself professionally. Some of these agencies are curriculum planning, workshops, experimentation with promising procedures and materials, visitation within and without the school system, development of a platform of educational objectives, travel, summer school sessions, committees, reading, supervision, conferences, institutes and meetings, leaves of absence, correspondence and extension study, outside consultants, daily lesson preparation, class-room demonstrations, machine demonstrations, preparation of prospective teachers, and many others.

Techniques and Devices. There are no best devices for in-service education for teachers. The local

situation largely determines the best devices to be utilized. It is a very frequent mistake to think in terms of a few devices and fail to see the great possibilities which are available which, if used, will stimulate teacher growth. An alert supervisor will have in mind the interests of all his teachers and will become skilled in helping every teacher to take part in an activity that stimulates and builds him as an individual and as a teacher.

Techniques which are supervisory and inspectoral and which originate with administrators and supervisors and which are individualistic rather than cooperative in character are considered of dubious value, but they are almost most frequently used. Techniques which involve teacher participation in planning and policy making, which involve teacher participation in all phases of the program of in-service education, which encourage teacher initiation of action as well as planning are considered most valuable, but it is sad to relate that these techniques are the least used. (13, p. 705)

An in-service education program should be related to the actual work of the individual teacher on the job so that he will be able to use it immediately in improving his own contribution to the development of the curriculum. A program of in-service teacher education

for the development of a new curriculum should include a survey of the problems faced by the pupils, parents, and faculty members.

The school system which does not provide workshop experience for in-service training is neglecting a great force for improving education. The teachers should help plan the workshop and attendance should be voluntary, especially if the workshops are held on other than school time. Some of the features of the educational workshop are informality and friendliness, opportunity to work on problems and to cultivate interests of one's choice, learning democratic procedures by living them, freedom to be creative, and the spirit of helpfulness which moves through the undertaking.

The workshop session can be combined with monthly faculty meetings so the entire teaching staff might benefit from the stimulating discussions that are characteristic of the workshop meetings.

Types of Workshops. According to Hugh B. Wood (15, p. 436-437), professor of Education at the University of Oregon, there are three types of workshops: school system workshops, subject workshops, and problem workshops. The workshop is designed primarily to provide various opportunities for creative and productive work.

Under the school system workshops, a number of systems have established workshops under the Extension Division in Oregon for one or more terms. They differ from regular extension courses in that they provide special guidance to teachers working on their own problems and those of their own school systems. Some of the types of problems frequently studied in these workshops include improvement of basic skills, guidance, pupil evaluation, and audio-visual aids. Any school system may arrange for its entire staff to work as a unit on its own education problems and to receive regular college credit.

The subject type workshop is planned around the problems of a particular subject area. They are offered at the institutions of higher learning or by the extension division in larger areas. Teachers from various school systems have the opportunity to work on curriculum problems, new methods of teaching, or new materials. Several years ago the State Department of Education organized a series of subject workshops in a number of different centers, and these workshops were rated as being definitely profitable, although they carried no college credit. Administrators objected to these workshops because it was difficult for them to obtain qualified substitutes for teachers.

The problem workshop is organized around the problems of the members of the group. Teachers list their various problems and are organized into committees to work on specific ones of major interest. Toward the termination of the workshop, the committees report their findings in order that all the teachers are able to familiarize themselves with the wide range of ideas. This type of workshop may be held on a college or university campus or any other center where there are enough members to justify or warrant its organization. Mr. Wood states,

The primary value of the workshop lies in the opportunity which it provides for work on immediate, practical, local problems. Inasmuch as it involves more than discussion of problems, it has a greater permanent value than other types of in-service training. The workshop also appeals to many teachers because of the opportunity to earn college credit.
(15, p. 438)

Every school and every teacher should be engaged in some kind of experimental work. This provides the substance that makes teaching dynamic and interesting to the professional workers. It is a key to effective in-service education. Good educational leadership encourages and supports experimentation. The development of superior methods of teaching is undoubtedly one of the major goals of in-service education. Participation in such developments is also one of the major ways in which

teachers can achieve professional growth and improvement. One of the most effective devices is the development of improved teaching methods. Every ambitious teacher is seeking to improve his skill and efficiency as an instructor. The selection of instructional material will also help achieve growth and improvement of the teacher.

It cannot be denied that teachers secure their methods and practices from observing other teachers. Observation at first hand is more effective than by reading about it or hearing about it. It is best to visit and observe the best systems available, because it is more fruitful to observe and to imitate ideal situations than average or below average systems. Only the most competent teachers should be selected by the supervisors and principals to teach the observation lesson. Those teachers teaching the observation lesson should deem it an opportunity to share their experiences with others of their profession. Usually after the observation period there will follow a discussion and question and answer period. By this method of follow-up, difficulties can be solved and suggestions exchanged that can be mutually helpful. Because conditions and circumstances may be different in each school or classroom, teachers observing are cautioned that they need not necessarily use the same methods and techniques observed. However,

teachers are expected to give careful thought to the purpose of the lesson, the teacher's methods and techniques, and the response of pupils. There can remain no doubt that if this is followed, improvement of instruction is likely to manifest itself.

The entire teaching and administrative staff should participate in the study and formulation of objectives of education. If these objectives are at least tentatively accepted by all, it provides some direction to improvement of the curriculum and teaching procedures. Clarifying and clearly stating the objectives by means of a cooperative project is good in-service education.

Another means by which teachers can improve and enlarge their intellectual experience is by means of travel. The development of the various means of transportation, the improvement of roads, and various other facilities, have made travel one of the main educational factors. Some of the schools encourage travel during the summer months by basing salary increases on this the same as attendance during summer school.

Summer school sessions are another means of teacher growth and improvement. A large number of teachers are engaged in such study and find that the courses pursued are extremely worth while, especially those courses that are closely related to teaching. Some school

systems now encourage attendance at summer school by giving salary increases. Numerous excellent courses are offered by many colleges and universities during their summer sessions. Many teachers find that by attending summer sessions, they can earn advanced degrees. This device of in-service training has unlimited values.

A means should be provided so that every teacher has the opportunity of becoming thoroughly acquainted professionally with his co-workers and with their work. To do this, a very effective in-service device is the committee. In well organized school systems, much work is done by committees in administration. Some of the committees on which teachers may do effective work are teachers' meetings, public relations, curriculum, library, social meetings, educational materials, etc.

The people of the United States are perhaps the most eager readers of the world. One of the greatest and finest opportunities which the teacher possesses for professional growth is through reading. There are innumerable books, newspapers, magazines, pamphlets, and bulletins published daily, weekly, monthly, and yearly that are available to those teachers who have a desire to grow and keep abreast of times. It is not necessary to adhere to reading pedagogical literature, but literature of other fields as well can be read. By

reading extensively, one should become more adept at discussing intelligently many things outside the field of teaching. Some school officials organize reading clubs to encourage teachers to read. A room should be made available for those teachers who desire to read, and this room should contain some of the finest and best professional literature as well as educational literature.

Supervision contributes to improvement and growth of teachers. Supervision should be directed toward the learning situation. Proper supervision can be constructive and encouraging. Meetings with the supervisor, where common problems are discussed and methods explained, would be mutually helpful. If more frequent conferences between teachers and supervisors were held, greater opportunity for exchange of ideas would be offered. A supervisor should be friendly toward his teachers, and make them feel that he is one of them and is trying to help them. The wrong kind of supervision merely leads to antagonism and noncooperation.

Types of Conferences. Again Wood (15, p. 435-437) gives us a very interesting account of the types of conferences that have been available in the state of Oregon. He outlines the various conferences as follows: work conferences, instruction conference, institutional conference, and orientation conference.

In an attempt to combine some of the characteristics of the workshop and the conventional educational conference, the work conference was established. The usual length of this type of conference is from two to four days, and it includes teachers from one or more counties. Several phases of a common problem or various problems can be presented by a speaker or several speakers. This is followed by dividing the teachers into small groups and having a discussion period. This type of conference was first introduced into the state in 1939. In the last three years this program has developed rapidly. The State Department of Education and the county superintendent, with the cooperation of the State System of Higher Education, provided work conferences for every secondary teacher in the state. These work conferences are organized geographically. In order to plan such a conference, teachers are asked by mail to submit problems for discussion. The traditional institute is gradually being replaced by the work conference. Mr. Wood states that there are some major values to be derived from these work conferences. They develop local leadership, they are practical, they provide for opportunities for staff members of the schools of higher learning to keep in touch with problems of the public schools.

The instructional conference places the emphasis on instruction, but it allows time for conference and

discussion. When the main purpose of the conference is to present new ideas, courses, methods, and programs, this type of conference is used. The duration of this conference is from one to three days. Some of the programs to be presented can include health programs, free lunch programs, and pupil evaluation. Teachers are grouped and rotate through a schedule of work periods. From the State Department or institutions of higher learning come specialists and present the programs to the various groups. The conference should include presentation of the problem by the specialist and discussion of the problem. When there are definite programs to be presented in a limited time, this type of conference proves to be expedient. It is instructional, more formal, and does not provide for help on problems other than those related to the program which is presented.

The institutional conference is sponsored by an institution or an association. These are held several times throughout the year in various areas of the state. They can last from one to five days. Some of the features of the other conferences already discussed may be combined in this type.

The orientation conference has been used prior to the opening of school. Usually the teachers are on a pay status while attending such a conference. It may last

from two days to two weeks. It is organized for a single school system, and it may include all the teachers or only new members of the teaching staff. Specialists from the colleges and State Department are frequently used. The organization of the conference provides for both general sessions and discussion groups. Some of the time is utilized to acquaint new teachers with the community, its resources, and school organization. Some time may also be devoted to the presentation and discussion of general educational problems. Perhaps most of the time is devoted to planning the year's educational program which includes a discussion of goals and how better to attain them. Some of the teachers who have attended summer school may object to the longer orientation conference which includes more than strictly orientation activities. The success of these conferences has contributed to their increasing popularity. Wood states,

At present more Oregon teachers are probably being served by conferences of one type or another than by any other type of in-service education. Teachers believe conferences to be highly effective; however, in many situations effectiveness could be increased by furnishing conferees "study materials" in advance. Such a practice would save time in the presentation of materials at the conferences and allow more for discussion and interpretation. (15, p. 437)

Teachers' institutes and meetings have undoubtedly been helpful in professionalizing teaching. Every

teacher should be encouraged to become a member of the state and national education associations. The teachers will be helped through the reading of the magazines and other literature of the associations and through attending the meetings of the associations. Meetings for all teachers in the school or school system, for the teachers of a certain subject, or for other special groups may be held. The purposes of teachers' meetings are to assist in the routine administration of the school or school system and to increase the competence of those who attend them. The problems in education which are of the greatest interest and value to the largest number of teachers should be discussed at these meetings. Some of the subjects that may be discussed are the marking system and how to improve it, how to reduce failure and retardation, supervised study, how to measure teacher efficiency, the use of the school library, how to meet individual differences among pupils, the revision of the curriculum, educational and vocational guidance, how to secure greater cooperation between the home and the school, school discipline, improving the ethics of the profession, lesson planning, home study of pupils, character education, and reviews of outstanding books on educational subjects. It is helpful to have demonstration lessons from time to time at these meetings. The teachers can discuss these lessons

afterwards. The meetings should be carefully planned and have a definite purpose. (12, p. 170-173)

In the more progressive educational systems teachers are allowed to take leaves of absence for study, travel, or anything else which may lead to teacher growth or improvement. There are a few systems that give some salary during the teachers' absence.

The State System of Higher Education in Oregon offers an extensive program for in-service training through courses offered by the Extension Division. These courses are organized to fit a pattern of professional needs rather than specific needs of any single group of teachers. These courses are also offered by private institutions. They are available to any system in which there are a sufficient number of interested teachers. The interest and desire of the teachers determine the specific courses to be offered. The Extension Division of the State System of Higher Education also offers a full program of correspondence courses. These courses are commonly offered on an individual basis. There is a limit to the value of these courses in that there is a lack of supervision by the instructor and also a lack of discussion. There are many educational institutions that offer correspondence courses.

The university and college faculty members and

representatives from other school systems, providing their services are properly planned, can make a major contribution to in-service education as consultants. There are mutual benefits to the school system, the consultant, and the educational institution that he represents. It is important that consultants come to work with committees, schools, and individuals on problems important to them rather than to speak and run. The use of consultants is one of the most effective but least used types of in-service training.

Another means by which teachers can improve themselves is through the daily preparation for their classes. It is not necessary to spend the whole evening in preparing to meet their classes the next day. It has been proven that there are some teachers that spend no time in daily preparation. Thomas Arnold, eminent savant of Rugby, was once asked why he worked so diligently in preparing each of his lectures. His reply was, "I prefer that my students should drink from a running stream rather than from a stagnant pool." (12, p. 167)

Various demonstrations in the classroom can be of invaluable use to teachers to improve themselves professionally. Machine demonstration is effective in developing an acquaintanceship with numerous machines. There are many mechanical devices which can be taught

effectively through demonstration.

In-service workers must interest promising young people in the teaching profession and contribute to their pre-service education. There are many in-service educational values while preparing and initiating new teachers for the profession. Fresh educational view points and newer procedures are brought to any faculty by student teachers and new teachers who are adequately prepared. It is almost a foregone conclusion that the task of in-service education will be alleviated as pre-service programs are improved.

The establishment of a series of forum or town meetings in small communities provides a very favorable public relations technique, but it also produces strenuous in-service training for faculty members who deliver such talks or lectures. There are no hard and fast rules to govern the selection of devices. For what applies in one case may be entirely ineffective in another. The local needs are the determining factor in the type of program being established.

C. A. Weber (14, p. 32), research assistant for the sub-committee on in-service education of the North Central Association of Colleges and Secondary Schools, made a report of a sub-committee appointed in 1941 by the North Central Association of Colleges and Secondary Schools to

study the problem of educating teachers in service.

A total of three hundred twenty-five schools on the secondary level were selected as a sample for the purpose of securing a list of techniques for educating teachers in service which had been tried in actual school situations and which were found to be valuable. Out of this number, two hundred forty-seven complied. This number included schools of all sizes, from small schools with enrollments of less than one hundred to schools enrolling more than four thousand.

Table I is a summary of the techniques considered most promising by twenty or more schools. The first column includes a general description of the techniques; the second column shows the number of schools which reported that a technique had been used and was considered promising, and the third column shows the per cent of schools which reported that the techniques as stated had been used and found to be full of promise.

TABLE I

Number and Percentage of Schools
Reporting on Use of Techniques

TECHNIQUES	NO.	PER CENT
1. Organizing teachers into committees to study specific problems arising in the school.	58	23.6
2. Well-planned study of special topics selected by the staff in general meetings of faculty.	57	23.2
3. Providing a teachers' lounge in which the professional books and magazines of the school are made available to teachers.	36	14.6
4. Having the teachers select members of the staff to review current educational magazine articles orally for the staff.	33	13.4
5. Giving special financial rewards to teachers for participation in programs of in-service education.	30	12.2
6. Cooperatively engaging in a systematic evaluation of the school using the "Criteria of the Cooperative Study of Secondary School Standards."	30	12.2
7. Engaging in an organized faculty attack upon problems of curricular development.	27	10.9
8. Holding forums which include parents, teachers, and pupils.	27	10.9
9. Attending summer workshops.	27	10.9
10. Visiting other teachers at work	24	9.7
11. Holding small group meetings to study course of study revision.	24	9.7

At least ten schools indicated that the following techniques were very much worth while and very effective for encouraging growth of teachers in service: panel discussions by teachers, experimentation with new classroom procedures, making surveys of pupil problems, attending professional meetings, holding informal meetings of the staff, visiting the homes of pupils, making surveys of graduates to discover weaknesses and strengths in the curricular offering, engaging in interschool studies of curriculum development, and attending guidance conferences.

The following eight techniques were listed by less than five schools as most promising: talks by principal, visitation of classes, reading papers at faculty meetings, using teacher-rating scales, requiring special readings of teachers, demonstration teaching, issuance of bulletins by the principal, and requiring summer school attendance.

C. A. Weber says,

From these data it seems rather clear that cooperative techniques are considered more valuable for educating teachers in service than are the older supervisory techniques of visitation and conference. It also seems clear that teacher participation in planning and policy making is the surest means of promoting teacher growth. (14, p. 32)

Evaluation of In-service Training. The nature of the in-service activities, the extent to which they are

utilized, and the value of these activities in a program determine the success or failure of the program. The amount of time allowed for the various activities and the new methods of teaching which developed as a result of them provide measures which are useful in evaluating the in-service program.

The following criteria were proposed by the North Central Association of Colleges and Secondary Schools for evaluating the techniques employed in the in-service education of teachers in relation to the purposes of in-service education:

1. In-service education should be concerned with rethinking and reconstructing the educational program.
2. It should be concerned with curriculum development.
3. It should shed light upon the most recent developments in theories of learning and their implication for educational practices.
4. It should be concerned with new developments and new discoveries regarding child growth and development.
5. It should be concerned with providing more adequate learning materials, more promising procedures for making learning effective, and more adequate evaluation of these materials and procedures.
6. The program should engender development of objectives consistent with pupil needs in the light of the requirements of a democratic society.

7. It should promote release from traditional courses of study, systems of grades, promotions, marks, authoritative administration, and unsympathetic attitudes on the part of the school community.
8. It should encourage and foster selection of subject-matter on the basis of needs, interests, and abilities of pupils.
9. It should engender continuous study of pupils and focus attention upon pupil growth rather than upon subject-matter.
(2, p. 612)

The following criteria have been established by Clifford Froehlich (7, p. 259-62), specialist for training guidance personnel, U.S. Office of Education, for evaluation:

1. In-service training ought to meet the needs of individuals.
2. In-service training may be centered on techniques, but it should not overlook the opportunity to secure more generalized understanding.
3. In-service training may be carried on for individual persons--it is not necessarily a group procedure.
4. In-service training which is problem-centered will get results.
5. In-service training should make full use of community resources.
6. To have a successful training program, provision must be made for putting new knowledge into practice.
7. In-service training does not always need to be conducted by someone--if you give an individual the means for independent self-study, you may have effective

in-service training.

8. Other means than formal classes provide in-service training.
9. All trainees have an opportunity to participate in the evaluation of the in-service training. In addition to revealing what they feel they are learning, evaluation should reveal the extent to which their interests and needs are being met.

The following fifteen criteria stated from the point of view of environmental factors in teacher growth are proposed by the North Central Association of Colleges and Secondary Schools for evaluating the in-service education of teachers:

1. In-service education should encourage democratic cooperation of members of the teaching staff in the solution of problems.
2. In-service education should provide ever increasing opportunities for teachers to develop the ability to assume responsibility for leadership in staff activities.
3. Administration and organization should exist primarily for the purpose of coordination and record.
4. Leadership should be a function, not a person, and should pass from person to person as such individuals have a creative contribution to make.
5. Participation in an understanding of school management should be guaranteed to all in proportion to their willingness to accept the responsibility.
6. The administrator should be encouraged to conceive of his function as a co-worker and guide in the educative process.

7. Cooperative planning should be encouraged; cooperative action should be the result, and cooperative evaluation and study should ensue.
8. Sharing the responsibilities of planning the work of the school should result from a philosophy of cooperative participation.
9. It should encourage teachers to share with each other and with pupils and parents the work of the school, evaluating progress, and introducing changes in procedure.
10. It should encourage teachers, pupils, and parents to participate actively in curriculum planning.
11. It should guarantee that major decisions as to basic principles, objectives, scope, and organization should be made cooperatively.
12. It should encourage each member of the staff to will for every other member of the staff that member's highest good and to give freely of his own services to help secure that highest good.
13. It should guarantee that each member's wishes shall be given relative value by the group and that such wishes shall not be put aside.
14. It should develop group morale where everyone knows that his ideas are respected, where each member knows that his ideas must stand the test of group consideration.
15. It should encourage every member of the staff to be group conscious and to think of himself as an agent of the group.
(2, p. 611-612)

The following are evaluation statements submitted by teachers who attended the 1947-48 series of secondary school area work-conferences in Oregon as compiled by

Hugh B. Wood, Department of Education, University of Oregon:

I would like those interested to know that our group leader, Dr. C. Theo. Yerian, definitely led us into discussing our particular problems in the field of Business Education. Teachers in other fields have led me to believe that such was not the case in other study groups. They have said some of the kingly ideas suggested would not fit the high school situation as it exists today. Such was not the case in our group and I believe a lot of credit should go to Dr. C. Theo. Yerian. Another idea we carried through on was a discussion of each Business Education course taught in Oregon and those which might be taught. Dr. Yerian made each of us responsible for a report on a particular field of Business Education, and at the close of each teacher's report, a group discussion followed in which all of us were able to take part. (16, p. 7)

I felt that our workshop would be more valuable to the beginning teacher than to an experienced teacher. Demonstrations by teachers would improve the workshop. Also, if certain topics were discussed more fully rather than dealing with the entire field of commercial education in high school. The assembly speakers should not read speeches and attempt to put more effort forth in getting them across. Two days should be enough. (16, p. 8)

In my own field--that of business education--we had one of the finest set of meetings the first two days that I have ever attended. There was something provided for that particular group, which isn't usually the case. (16, p. 23)

The commercial teachers were unanimous in their decision that the sectional meetings were much better this year than the previous ones. Courses of study prepared last summer by a committee of commercial teachers were

reported on. Individual problems were brought up and discussed by the group. There were several suggestions made. One was that the teachers be informed in advance what topics they were to report on. The other was that if at all possible demonstrations in beginning shorthand and beginning typing be given. (16, p. 27)

Try to arrange the different sectional meetings (the meetings within the section) so that a person could attend more of them. Have a fifteen-minute recess both morning and afternoon. Have regular classes (high school) in session not exemplary classes. More demonstrations--one for each subject. Talks by experts in the commercial field. A talk by a successful business man. I thought the demonstrations were very good. I should like to hear more lectures by experts in the commercial field, and have these experts available for questions and discussion. (16, p. 49)

Mr. Yerian had this very well planned and outlined and the section worked very smoothly. However, everyone seemed to feel that they were short of time and the consensus of opinion was that the demonstration was very helpful. (16, p. 43)

Conditions Conducive to Teacher Growth. Teachers do not participate in in-service training programs very readily. Froehlich states,

In fact, visits throughout the country during the last few years have convinced me that not one out of fifty schools has an organized in-service training program. Why not more? Repeatedly, the schools have placed the blame on the lack of interest or willingness of teachers to participate in any training program. (6, p. 14)

How can we secure their participation? Froehlich thinks that the lack of attention to the psychological

principles involved in motivation has caused the difficulty in getting participation. These principles are frequently overlooked in the organization of in-service programs. He cites as an example that in-service training programs are announced and teachers are expected to attend because it is good for them. Little regard is given to the feelings of the teacher. Too much attention has been centered solely on emotional appeal, and this is not wise. One of the most important needs of a teacher is a feeling of security, and if in-service training is to succeed, this factor must be considered. Teachers are not different from other human beings. This fact should not be forgotten when a training program is organized. Like others, they need a feeling of security, and they resist with everything that is in them any activity which threatens to destroy that security. (6, p. 14-15)

According to Froehlich, the need of security can be met by considering the following:

1. Teachers must feel secure enough in their employment to risk admitting their shortcomings.
2. Teachers must feel secure with their fellow teachers.
3. In-service training participants must feel secure enough to try out the new skills or to operate on the basis of new understandings derived from the in-service program. (6, p. 15)

If teachers see a purpose in in-service training, the administration must guarantee the freedom to put the teacher's learnings into practice. The problem of increasing teacher participation in in-service training goes beyond the planning of interesting programs. Schools fostering practices which contribute to the teacher's feelings of security, are in a very good position to secure participation of the teachers in in-service training programs.

The teachers of the Colquitt County and Moultrie schools in Georgia summarized these conditions in answer to the question, "What are some of the conditions conducive to teacher growth?"

1. Teachers grow when they have a feeling of achievement and when they have the respect of others.
2. Teachers grow when they set up clear and worthwhile purposes within their reach.
3. The clarity of the teachers' purpose increases as they see definite results in the lives of students...On the other hand, as teachers try many types of things and see results, they come to have an increasing clarity of purpose that will act as a guide for future action.
4. Teachers grow when they have many varied, free, and open avenues of communication with others.
5. A feeling of belonging to the group is necessary for teacher growth.
6. Teachers must have freedom to experiment

with their own hypotheses and plans, and must not be limited too much by established procedures.

7. Teachers grow when school activities are centered around environmental problems.
8. Cooperative efforts among teachers in which they feel themselves a part of the group, find common purposes, and work together to break down barriers make for teacher growth.
9. Teachers grow as they participate in experiences leading to an understanding of the total school program.
10. Teachers grow as they have responsibilities they are capable of fulfilling.
11. When personal matters are satisfactorily adjusted, teachers tend to grow.
12. Teachers grow when they are working in jobs they are trained to handle and for which they are emotionally and physically adapted.
13. Teachers grow as they are able to develop gradually and when they do not have to take on duties and responsibilities they are not ready to assume.
14. Free and easy relationships with children promote teacher growth.
15. Teachers grow when they find economic security and have sufficient money to live the "good life," to buy the small things necessary to mental ease, and when they do not have to make teaching a continual battle against penury. (2, p. 614)

What Others Are Doing in In-service Education. A program of continuous year-round in-service education for teachers is paying good dividends in Orange, Texas. Through a system of workshops, bulletins, conferences,

meetings, and the activities of a Central Advisory Council, school problems in Orange are approached from the broad point of view of teachers from all fields and levels.

Teachers who take part in local workshops, which run for about six weeks, are paid on the same basis as those who teach in summer schools. Teachers who attend workshops away from Orange have their transportation, room and board, and tuition paid by the school board. The workshops have been a means of providing professional leadership in developing and revising curricular, instructional and administrative materials and procedures, in developing and improving special materials, in preparing new materials and administrative procedures, and in preparing teaching materials for use by substitute, inexperienced, and out-of-practice teachers. The workshops also have provided a medium through which individual teachers can enroll in professional training courses for advanced standing or refreshment. The workshop produced bulletins covering the work, making their benefits available to others, especially new teachers.

Teachers are granted leave to attend meetings and conferences. Teachers attending conferences and meetings report on them and discuss various issues before faculty groups. Frequent meetings during the year aid the teachers in planning work, in interpreting test results,

and in devising changes and improvements for resource units. The meetings provide for professional growth and the sharing of ideas. Supervision is provided principally through the evaluation of experimental units developed during the years and through suggestions by which major objectives can be attained.

The first week of school is an orientation period for all teachers. No classes are held. Teachers are introduced to the special services of the school such as guidance, lunchroom, pupil personnel, and instructional materials. Area meetings acquaint the teachers with the work carried on in the summer workshop. Building meetings acquaint them with the school policies and procedures. Discussion is held on the recommendation arrived at by the summer groups.

Each Monday during the school year is shortened one period by omitting the homeroom or activity period. The first Monday is devoted to a faculty meeting which supplements the announcements made over the public address system and the daily teachers' bulletin of instructions and general information. The second Monday is utilized to strengthen public relations. It is used for P-T.A. meetings. Since these are held on school time, one hundred per cent attendance by the teachers is assured, and participation by both teachers and parents is

increased. The third Monday is used by the areas for the improvement of instruction. In high schools, language arts, social studies, math-science, health and physical education, fine arts, and vocational areas meet separately. Each is in charge of a director, supervisor, coordinator or head, and discussions are held on curricular problems pertinent to the particular area group. The vocational area often separates industrial arts, homemaking, commerce, and distributive education teachers. The fourth Monday is open for homeroom teachers. It is used for meetings of special services personnel--lunchroom, guidance, activity, attendance, student life, pupil personnel, or audio vision. If the time is not desired by a special group, the principal or the coordinators may use it for a faculty meeting or an area meeting. By providing four hours a month for professional meetings, the administration has emphasized the importance of group planning and of group action.

The central advisory council of personnel is a representative group of faculty members selected from all divisions of instruction and all sections of business and property management of the public school system. The council includes representatives from the fields of language arts, social studies, mathematics-science, fine arts, the vocational area, health and physical education,

and library services. It also includes the superintendent, principals, directors, supervisors, exchange teachers, coordinators, and building representative. Of the forty-seven members on the council, all but seventeen are elected by the teachers at the beginning of each year. With the representatives of the council as the nucleus of a steering committee, the needs of the school are studied and work groups are formed for studying problems such as health, music, community relations, etc. Each year the program is evaluated. (5, p. 40-41)

V. Kersey, superintendent of city schools, Los Angeles, says,

One of the most important aspects of improving the educational service to the children in the Los Angeles schools is the in-service training provided for the members of the teaching staff. This training which extends throughout the school year includes workshops, demonstrations, and conferences. Teachers at all grade levels, and from various subject fields, meet together in small groups for cooperative and intensive work upon their teaching problems. (9, p. 26)

Under the Los Angeles program, five major objectives have been established for the training of teachers on the job:

1. To keep the teachers well informed concerning educational objectives and emphasis of the school district.
2. To give them specific help in solving educational problems common to those teaching a particular grade or subject.

3. To stimulate a sharing of good classroom practices.
4. To encourage a study of the special teaching problems which are found in various parts of the city.
5. To articulate the instruction at all grades and levels of the school system.

Every training project is planned with the view of meeting the needs of the teacher. In order to make an effective start at the teaching job, all new teachers meet in city-wide induction conferences at the time of the opening of school. In these conferences the new teachers will become acquainted with educational objectives, organization, staff relations, and instructional materials.

R. S. Cartwright (4, p. 85-86) has given a plan of the in-service program in Elgin High School, Elgin, Illinois. The week-end prior to the opening of school, a plan is first discussed by heads of departments, deans, two representatives of the class-room teachers, principal, and then the entire faculty. The plan is given a trial on the following basis:

1. Attendance and participation in the program on the part of faculty is to be entirely voluntary.
2. Those who participated were to come back to school on Friday and Saturday of the week preceding the opening of school and assess themselves three dollars to defray the expenses of such a program.

3. A general steering committee is appointed, charged with the responsibility of securing two outstanding discussion leaders, to be responsible for appointing any other committees that might be needed, and to plan and organize the program for our institute.

The steering committee decided that discussions should be limited to the fields of high school activities and guidance. One of the discussion leaders led a student panel of ten, although there were about fifty students present who entered into the discussion as a forum group. Faculty members sat in the background and took absolutely no part in the discussion during this session. Every effort was made to encourage the students to express themselves freely. The students made many helpful and constructive suggestions. Next, a panel of seven parents discussed school problems as they saw them. Every parent who had a youngster enrolled in school was invited to the meeting. This meeting helped to clarify many points in the minds of the parents that had not been clearly understood before, and they were very eager to get this information. Finally, a panel of teachers discussed some of the major problems raised by the parents in the previous session, and the entire faculty entered the discussion. The last hour of the period was spent in crystallizing their views, and an attempt was made to get down to fundamentals. The Elgin High School in-service

program came out with the following results:

1. A splendid spirit and high morale had been established in the faculty.
2. Changes were put into effect that were felt to have improved the efficiency and service of the school.
3. Students and parents were pleased over the fact that they had an opportunity to counsel with the faculty and make suggestions.

Early in 1943, Washington launched a two-year state-wide in-service program embracing thirty-nine counties and including one thousand school systems and twelve thousand teachers.

Under the State Board of Education, the agencies conducting the in-service program were the State Office of Public Instruction and the five publicly supported teacher training institutions, Eastern Washington College, Central Washington College, Western Washington College, Washington State, and the University of Washington. Washington State and the University of Washington provided instructors for the teachers of secondary schools and the other colleges furnished teachers for the elementary schools. The instructional staff was furnished as a service to the public schools. Arrangements of schedules was made with the schools to allow staff members to be released for a few days to a quarter at a time. The State Office administered the program and

determined the areas in which service is given at a particular time. The funds for the maintenance and traveling expenses of the instructors while they are working in the schools are administered by a central agency. A committee from the office and the institution develops the general policies.

A regional zoning plan which allocates certain territories to be served by each institution reduces the amount of travel demanded of the instructors. Assignment of the program is ordinarily made to one or more counties at a time. Applications for the program, which must be made to the State Superintendent of Public Instruction, usually go through the office of the county superintendent.

After a number of schools in an area have indicated an interest in obtaining service, the state superintendent calls a meeting of the school administrators and representative teachers in the area. The possibilities of the program are discussed, how it may best function to serve the schools in the area and whether an elementary or secondary program is desired. Methods are discussed whereby each superintendent may present the program to his teachers and gather information from them regarding the type of assistance desired. The definite assignment of the area is then made to a certain institution for a

six weeks' period, taking into consideration the number of areas applying for the program, the number of staff members available from the institution. It was a general practice to have only one institution serving a particular area at any time. Generally four areas were served by each institution during the school year.

After the assignment had been made, the director of the program from the institution called a meeting of the interested school administrators in the area to organize it. The information gathered by the superintendents as to the fields and problems of the teachers was used to develop the schedule and assign instructors. Class visitation, individual conferences, group meetings, demonstrations, and clinics were combined in different ways to give each area the type of service it desired. A certain amount of follow-up work was done during the year in the schools which requested it. It was felt that the close personal contact between instructors from the training centers and class-room teachers in actual teaching situations was a valuable common factor in the whole state program. (1, p. 29-34)

CHAPTER III

STUDY MADE

The Problem of This Study. The problem of this study is to determine the status of in-service training programs for business teachers in the secondary schools of Oregon and to recommend devices for strengthening the programs. In the first chapter, it was shown that there is a definite need for preparation in service if the individual desires to grow and improve professionally, and if the individual desires to become a teacher who shuns the often committed sin of mental stagnation. Common reasoning will prove that a teacher once prepared is not always prepared. In order to keep abreast of times, teachers must accept the idea of growing and improving professionally for the sake of pupils, themselves, and the profession.

Significance of This Study. One way to find out the status of an in-service program is to find out what types of programs the various schools are using in Oregon. A questionnaire of thirteen questions was sent to principals of two hundred twenty-five secondary schools in Oregon. The information contained on the returned questionnaires proved significant and instrumental in formulating an in-service program which can be used by schools

desiring to become pupil-building institutions. The study showed that while many agencies of in-service training were available to teachers in the secondary schools of Oregon, there were still some schools which failed to utilize the existing agencies for teacher growth and improvement.

Limitations of This Study. There are various limitations in the use of a questionnaire as a means of making a survey. First, the questionnaire was sent out at an unfavorable time of the year. It was at a time when administrators were busy closing out the year's work. Therefore, not as much time was devoted to answering the questions as might have been had the questionnaire been sent out earlier. Secondly, sample questionnaires could have been sent out to a few administrators in order to determine their reactions to the types of questions asked. Following this sampling and subsequent revision, the questionnaire could have been sent to the remaining administrators. Lastly, the questionnaire did not provide definitions of terms, and this fact may have resulted in different interpretations. It is recommended that in future questionnaires of this type, important terms be defined in order to aid in their interpretation.

Definition of Various Terms. Before considering the results of the questionnaires, it would be significant

perhaps at this point to define such terms as business education, vocational education, non-vocational education, distributive education, consumer education, cooperative education, and secretarial science.

Business education is the adjustment of the individual to his business environment providing training for those phases of business that concern every member of organized society and specialized instruction for those who wish to become wage earners and entrepreneurs in office and distributive occupations.

Vocational education is a program of education organized to prepare the learner for entrance into a chosen vocation or to upgrade employed workers. This includes such divisions as trade and industrial education, agricultural, distributive, and home economics education.

Non-vocational education is a term used to describe practical arts activities valued for their contributions to general education rather than designed to train persons for wage-earning occupations.

Distributive education is a branch of education concerned with preparing persons to enter the fields of selling and merchandising goods and services and with increasing the efficiency of those already so occupied. Some of the common subjects in this field are salesmanship, retailing, advertising, marketing, etc.

Consumer education is an area of study concerned with the functioning of a socio-economic system as it affects the consumer, the choice of goods and services, budgeting and other money-management practices, and the use and care of goods. It includes the elements of economics, finance, and business relationships as they affect the individual as a consumer. Consumer education is sometimes used synonymously with socio-business education. Some common courses in this field are junior business training, economic geography, business law, economics, business organization, home economics, general science, applied biology, applied chemistry, community civics, and business arithmetic.

Cooperative education is the alternation of study on the campus of the school with off-campus jobs, the two being so planned that each contributes to the student's education.

Secretarial science is the instruction and practice in the duties performed by secretaries. It would include such well-known and popular subjects as typing, shorthand, bookkeeping, office machines, office training, and business English. These subjects are considered the most useful and common in the field of secretarial science as taught on the secondary level.

The Results of This Study. Out of two hundred

twenty-five questionnaires sent out to high schools in Oregon, one hundred forty-three were returned. The data contained in the returned questionnaires indicate that some of them were only partially filled out. There may be varying reasons for this and for the failure of other questionnaires to be returned. Some of the questions were undoubtedly misunderstood or not understood at all. Too, some of the schools may have felt that the questionnaires were not significant enough to warrant their cooperation in returning them filled out as was requested in the letter of submittal. However, enough questionnaires were returned to warrant serious consideration of the responses in formulating an in-service program.

The results of the questionnaires that were returned are as follows:

1. What is the function of business education in your school?

Vocational	Non-vocational	Both	Others	No Answer
37	49	36	7	14

In discussing this particular question with some of the members of the State Department of Education, the author came upon the opinion that more schools should have answered this question "both." The State Department of Education has encouraged a consumer type of education,

because it is considered of value to everybody. It is difficult to draw any definite conclusions, because of terminology. Not everybody has the same definition of vocational and non-vocational. Other functions listed were pre-vocational and personal.

2. Do you have a definite business curriculum?

Yes	No	No Answer
58	66	19

Here again, it is difficult to ascertain what the different schools considered a definite business curriculum. This term should have been defined in the questionnaire itself. Because there are so many small high schools in the state of Oregon, sixty-six high schools do not have a definite business curriculum.

3. What business subjects are taught or offered in your school?

In the table following, column one refers to the subjects taught or offered in Oregon secondary schools, and column two refers to the number of schools in Oregon that teach or offer the subjects.

TABLE II

Business Subjects Taught or Offered
in Oregon Secondary Schools

<u>Subject</u>	<u>Number of Schools</u>
Typing	143
Bookkeeping	121
Shorthand	105
Business Law	34
Office Practice	25
General Business	9
Transcription	4
Business Arithmetic	3
Business English	2
Business Machines	2
Salesmanship	1
Advanced Business Training	1
Retail Selling	1

According to table two, the principal subjects taught in Oregon secondary schools at the present are typewriting, bookkeeping, and shorthand. Elementary business training commonly ranks fourth in the popularity of subjects, but according to the above table it ranks sixth. It is considered doubtful that twenty-five schools offer office practice as a separate subject. Some schools combine office practice with stenography and typing. Also, some schools allow students to work in offices for the purpose of receiving practice, but these same schools do not consider this a separate subject. However, there are some of the larger school systems that do offer office practice as a separate subject. One thing that was noticed in answer to this question and somewhat throughout the

questionnaire was the inconsistency of terminology. By this is meant that some schools call a subject office practice, some call it office methods, and some call it office training, when actually they refer to the same thing. It is the desire of members of the State Department of Education to standardize the terminology to avoid confusion which has commonly resulted.

4. How many teachers are teaching business subjects?

Full Time

Part Time

142

98

Although some schools do not have full-time business education teachers, it is an encouraging fact that there are one hundred forty-two such teachers. It must be remembered that only fifty-eight schools reported as having a definite business curriculum. Teachers of the vocational business subjects should be required to have business experience, and business experience is considered to be desirable for teachers of the basic business subjects. The business experience acquired should be related to the specialized type of instruction offered. Teachers of the vocational business subjects should possess a degree of competency comparable to that required of the business man.

5. What is the enrollment in each class taught in business education?

Since some of the questionnaires that were returned contained indefinite information relative to this question, it is impossible to determine the accurate enrollment of each class. However, Table III will give the enrollment of the various subjects as was indicated by the one hundred twenty-nine schools reporting.

TABLE III
Subjects and Enrollment

<u>Subject</u>	<u>Enrollment</u>
Typing	5726
Bookkeeping	2360
Shorthand	1815
Business Law	649
Office Practice	278
General Business	245
Transcription	88
Business Arithmetic	42
Business English	20
Business Machines	24
Salesmanship	32
Advanced Business Training	30
Retail Selling	30

In comparing the registration of the three most popular subjects of Table III for the years 1946-47 and 1946-48 with the year 1940-41 in Oregon secondary schools, it was observed that the 1946-47 enrollment was lower than the enrollment of 1940-41. However, the year 1947-48 showed a rise over the year 1946-47 in enrollment. In the year 1947-48, only typing one enrollment exceeded the

enrollment of the year 1940-41.

6. How many years of experience has each teacher had in the particular business subject he or she is teaching?

The years of teaching experience in particular business subjects ranged from no years to thirty-one. The median years of experience for the reporting schools was approximately five. There were sixty-four teachers with ten or more years of experience and one hundred sixty-nine teachers with less than ten years of experience according to the schools which reported.

7. What opportunities are afforded business teachers in your school to further their training in service?

There were sixty-four schools that reported in which no opportunities were afforded. This number is questionable in light of the comments made by members of the State Department of Education who assist with the state-wide in-service program. If this number is correct, it is certainly indicative of laxity and careless planning on the part of those responsible for such opportunities. Perhaps the answer no was the quickest and easiest method of answering the question. Some of the other schools reported that the following were available: county institute, extension courses, visits to other schools,

professional literature, workshops, night classes, inter-class visitation, summer schools, curriculum committees, and demonstrations.

8. How much time is devoted to in-service training in business education?

There were seventy schools that reported who spent no time for in-service training in business education. Again, this number is highly questionable, because the State Department of Education and the county superintendents, with the cooperation of the State System of Higher Education, have provided work conferences for every secondary school teacher in the state. Obviously, the question was misinterpreted. Some schools reported from two days to eight weeks was devoted to in-service training in business education. The eight weeks obviously refers to a summer session.

9. Is credit given for in-service training?

Those schools answering the question were rather indefinite. Presumably they were not certain whether college credit was meant or credit which would bring the teachers an increase in salary. There were forty-one schools that did not respond to this particular question.

10. Should our in-service training be about specific subjects or just a general review of business education?

Specific	General	Both	No Answer
66	23	11	43

Most of the reporting schools favored specific subjects of business education about which our in-service training should concern itself. Apparently teachers prefer specific instructions rather than in the form of vague generalizations. Hardly any plausible answer can be given for failure of the forty-three schools to answer this question. This number may be indicative of uncertainty on the part of these schools.

11. Do you prefer a particular period of the school year for in-service training?

The majority of the schools reporting favored fall as the most favorable time for in-service training. The fact that workshops, as they now exist, are held in the fall would account for this choice. No preference, summer, and spring ranked next. Again, fifty-one schools failed to answer this question, possibly because they had no particular preference.

12. What type of in-service training do you prefer?

TABLE IV

Types of In-service Training
and School Preference

<u>Type</u>	<u>No.</u>
Classroom demonstration	71
Outside consultants	33
Machine demonstration	42
Summer school sessions	68
Teacher institutes	29
Observing class work in other schools	58
Extension courses	52
Reading and discussing educational and other professional literature	26

The first column gives the type of in-service training and the second column gives the number of schools preferring the particular type of in-service training. More schools preferred classroom demonstrations than any of the other methods according to Table IV. Summer school sessions, observing class work in other schools, extension courses, machine demonstration, outside consultants, teacher institutes, and reading and discussing educational and other professional literature ranked in that order. The high rank of classroom demonstration can be attributed to the fact that observing something at first hand is better than seeing a picture of it or reading about it.

One of the most effective types of in-service training available to Oregon teachers is the outside consultant service. It is most generally free to the teachers or school system desiring it and never costs more

than the actual expenses of the consultant. The low rank of "reading and discussing educational and other professional literature" would indicate a lack of reading desire.

13. In what ways do you feel that the in-service training program in your school could be improved?

This question was perhaps the most revealing from the entire questionnaire. It is apparent from the statements that are to follow in Table V that people like to give opinions. Several schools gave the same opinion, "By having a program," in response to the above question.

TABLE V

Suggested Improvements of In-service Program
As Given by Oregon Secondary School Administrators

1. By releasing teachers to visit other schools for observation
2. Very little time available
3. School is too small
4. New and improved ideas improve teachers and their methods
5. By stretching the calendar to make time
6. It is non-existent and anything here is an improvement
7. To provide a definite program
8. By adding a T & I program
9. Specific as to nature and organized as to time
10. By having classroom demonstrations and summer school sessions
11. To have more time budgeted for a program
12. By obtaining teachers specifically trained in business courses
13. More typewriters are needed and the typing one class should be divided
14. Better quality extension instructors and a better variety of courses and not just the ones to meet certification requirements

15. Give courses that would pertain to teaching of commercial subjects or methods now used in the business world
16. Anything would be an improvement
17. Extension courses would be welcomed
18. Organize more discussion groups
19. More available time to discuss work with other business instructors
20. Would recommend you use good high school teachers for your in-service program
21. Have school district provide funds for extension courses and have intra-school visitation
22. By combining a number of the smaller schools' business teachers and meeting together and using machine demonstrations.
23. Classroom demonstrations, and reading, and discussing educational and other professional literature
24. A better developed program at our workshop and time to observe highly developed departments
25. More time to outside consultants
26. Not practicable in a school with only thirty pupils
27. Continuity in work done from year to year in workshops
28. By having less questionnaires to fill out
29. Greater participation on part of teachers
30. More use of periodicals
31. By having commercial teachers devoting full time to business subjects
32. Having demonstrations given before teachers and pupils
33. Should be made more practical and concrete rather than theoretical such as teacher institutes offer
34. Be more definite, practical, and realistic
35. Does not seem practical for us
36. Teachers should take summer jobs in offices occasionally to keep up-to-date

The fact that so many of the schools failed to express their opinions on this question and failed to answer some of the other questions seems to indicate that these schools have not given serious attention to the

role of the secondary school as an agency for educating teachers.

The in-service training of teachers should seek to provide an environment in which all those concerned with the child will find a new meaning and a new understanding of the forces of the environment with which they come in contact. Teacher growth is a continuous process and takes place only in an environment which is conducive to it. It is believed that the above statements should be given serious consideration by all schools and especially those school systems that show a laxity in in-service training for their teachers. It is time to put the institution in order so the teachers are better able to aid the student in life adjustment.

From the information contained in the responses to question thirteen, "In what ways do you feel that the in-service program in your school could be improved?", it becomes apparent that the biggest complaint lies in the lack of an in-service program. Presumably, leadership by the principal has not been considered important enough to establish a program. Apparently, these schools follow an opportunistic route which may result in some worth-while procedures, but this will happen only through chance and accident, which in itself is unsatisfactory. If the secondary schools are to meet the needs of the youth in

this atomic age and also overcome the current shortage of qualified teachers confronting education, all means available must be utilized to improve the teachers through in-service education. Broadly conceived, this means that definite programs must be established and evaluated to obtain satisfactory results.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The study had as its purpose the determination of the status of in-service training programs for business teachers in the Oregon secondary schools and the development of suggestions that may be used to create a dynamic program.

There is a necessity for preparation in service because some teachers lack adequate training and because teaching efficiency cannot remain static. New methods and techniques are constantly being brought forward. In-service training is necessary to keep professionally alive and growing. It is one of the major problems of secondary school administration to organize a program of in-service training to cope with emerging problems. Leadership is of major importance and should give positive direction and guidance. Effective leadership is imperative, because from it a better education for American youth will develop. The real test of the effectiveness of supervision is whether it exercises leadership. The supervisor can encourage active participation of teachers in an in-service program, providing that he sets an example of keeping himself growing professionally. That in-service program which encourages

the participation of the greatest number of teachers and other staff members will reap the greatest results.

The origin of teacher improvement services in the United States envelops teachers' institutes, teachers' meetings, teachers' associations, reading circles, supervision, extension, summer sessions, sabbatical term, school visitation, and workshops. These devices as well as others are effective for in-service training. It is important to remember that there are no best devices; however, those of a cooperative character are of the greatest value. The local situation, the available resources, and the need are instrumental in determining that device to be used. There are many criteria from the point of view of environmental factors in teacher growth for evaluating the in-service education of teachers. No program can be effective without an evaluation. Teachers grow when they have a feeling of achievement and when they have the respect of others. One of the most important factors conducive to teacher growth is the feeling of security, and if in-service training is to succeed this factor must be considered. If teachers see a purpose in in-service training, the administration must guarantee the freedom to put their learnings into practice. Some states have instituted state-wide programs with satisfying results. By proper planning and

organization, such cities as Orange, Texas, and Los Angeles, California, have gained remarkable success through their in-service programs.

In making this study, two hundred twenty-five questionnaires were mailed to the principals of Oregon secondary schools. Out of this number, one hundred forty-three were returned.

In conclusion, after analyzing the responses which appeared on the questionnaires, it was found that some schools lacked a definitely planned or organized program or had no program at all. The administrators indicated that a carefully planned program is desirable for their schools. There seemed to be a lack of feeling that the secondary school can contribute to teacher growth and improvement. It was also noticed throughout the questionnaires that there was a lack of understanding of educational terms or a misinterpretation of educational terms. It would be desirable to standardize educational terms to alleviate this confusion.

The program which is recommended will provide for a continuous process, and to be effective, schools must provide the environment conducive to in-service training for business teachers. If schools do not have a philosophy of in-service training, procedures of an accidental nature will evolve or be non-existent.

CHAPTER V

RECOMMENDED PROGRAM

The program which is to follow provides for a continuous cycle of in-service training for business teachers. It will contribute to better education and to better living. The program as set up encompasses the school year and is recommended for state-wide use. It starts with an orientation conference before school begins. Throughout the school year such devices as conferences, teachers' meetings, visitation and observation, membership in associations, workshops, and reading and discussing professional literature can be utilized. The program includes summer school or summer employment as a device after the conclusion of the regular school year. The program, if properly applied, can and will pay dividends.

Orientation Conference. This type of conference is used prior to the opening of school in early September and usually lasts from two days to one week. Every Oregon secondary school, small and large, should have an orientation conference. Teachers should be introduced to services of the school, methods and procedures for the work of the year, and instructional materials. It consists of more than just showing the teacher where her

room is and placing in her hands a schedule of the work to be done. This type of conference should have both general sessions and discussion groups. The services of a specialist in the business field should be secured for this conference, one who can present the group with a challenging problem. The problem should stimulate the thinking of the group, and it should contain some phase which will provide a basis for evaluating classroom results. Evaluations can be made through the entire school year.

Associations and Periodicals. Oregon business teachers should be encouraged at the beginning of the school year to become members of at least their own Oregon Business Education Association and the United Business Education Association as well as members of the Oregon Education Association and the National Education Association. By belonging to the associations, members automatically receive the magazines and yearbooks that may be published by the associations. The following are five reasons why business teachers should have membership in their professional organizations: (1) as a service to others; (2) as a service to themselves; (3) for its social benefits; (4) to get things done, and (5) it's the natural thing to do, because others expect it of them.

Business teachers should be encouraged to

subscribe to business magazines, as well as other pedagogical literature. Some outstanding business magazines are: (1) The Business Education World published by the Gregg Publishing Company, 34 North Crystal Street, East Stroudsburg, Pennsylvania; (2) The Journal of Business Education published by the Trethaway Publishing Company, Inc., 34 North Crystal Street, East Stroudsburg, Pennsylvania; (3) The National Business Education Quarterly published by the United Business Education Association, and (4) The UBEA Forum published by the United Business Education Association. The Balance Sheet is published by South-Western Publishing Company, 634 Broadway, Cincinnati, Ohio, and is distributed free of charge to all business teachers. The South-Western Publishing Company also puts out some very valuable monographs featuring different phases of business education.

The Workshop. A workshop may be planned around the problems of a particular subject area or organized around the problems of the members of the groups. The problems do not necessarily have to be known ahead of time, but teachers list their problems at the workshop and are organized into committees to work on specific problems of major interest. These committees should work under the guidance of a consultant assigned to the workshop who is an expert in the field. At the close of the

workshop, the committees report their findings in order that all teachers may familiarize themselves with a rather wide range of ideas. However, a more desirable procedure seems to be that of having a chairman and one or more members from each county represented on a committee. Again, this committee should work under the guidance of a consultant who is an expert in the field. A questionnaire is sent to each business teacher in the area in order to determine the problems in which the greatest interest is shown. This gives the teachers a feeling of belonging and participating. The committee gathers the data and should ask the cooperation of the various teachers in helping with some of the work, such as putting on demonstrations. The more responsibility that is delegated to teachers the greater will be the response. It is also desirable to have a coordinator or a workshop secretary to record all the things going on in the sectional meetings. From this a summary of the discussions can be drawn. Because there are several different phases of business education, it would be considered desirable to plan, for example, a five-year program to take up a different phase each year. Teachers want something specific to take away with them and not generalities. Businessmen should be given an invitation to the workshop to express specific views and tell what they

would like to see the schools accomplish. Enthusiasm in the area where the workshop is to be held should be promoted by publishing articles in local newspapers and by sending invitations and pamphlets explaining the workshop idea to all the business teachers in the area.

It is recommended that the State Department of Education in conjunction with the county superintendents and the institutions of higher learning organize the particular workshops which are needed in various centers.

The workshops can last from two or three days to one week. The first two months of school is a suggested time to hold the workshops. However, some schools prefer to hold them toward the end of the year, because the teachers are then able to summarize the year's work and have ready access to problems experienced during the year.

The workshop provides for work on immediate, practical, local problems. There is a need to make available to other teachers unable to attend workshops the benefits of a workshop. Special bulletins can be prepared by a committee in the workshop covering the work. These bulletins may be discussed with the rest of the teachers at a faculty meeting. It is recommended that teachers be paid their expenses by the local school board while they are attending a workshop away from

their own school.

School Meetings. Teachers are encouraged to attend conferences. Certain responsibilities can be delegated to various business teachers of the staff to report on the conference and discuss the various issues before their faculty groups.

Frequent meetings during the year aid teachers in planning work, interpreting test results, and devising changes and improvements in procedure. An area meeting can be held by business teachers. Problems of individual teachers and those pertinent to the group can be discussed. These meetings demand expert leadership and should be led by the department head or supervisor. The meetings throughout the year should be evaluated in light of the results achieved. If the business teacher feels a need for an individual conference with the supervisor or department head, arrangements should be made. Many individual problems can be solved by this means.

Reading and Discussing Professional Literature.

Professional literature lends itself to group discussion. A number of teachers can meet about once a month at the home of one of the teachers to discuss a book relative to business education or other educational literature. One of the teachers would be held responsible to give a summary of the book selected. Before giving a summary,

a short outline of the material to be presented should be made and distributed to the participating members. After the summarization, a discussion can follow and criticisms and comments can be made about the contents. Thus, about nine different books can be studied and reviewed during the school year. The book to be discussed should be selected with the aid of the supervisor or principal.

Visitation and Observation. During the school year, certain hours of the day can be set aside for visitation and observation. This takes very careful planning and selection. Only the teacher who is quite proficient in presenting the techniques in which the visiting teacher is weak should give the demonstration. If it is necessary, the principal can substitute for the visiting teacher while he is observing a demonstration lesson within the school. Suitable substitutes should be obtained if the visiting teacher goes outside of the school to observe. After the observation period, there should be a conference between the demonstration teacher and the visiting teacher. Consequently, suggestions can be made and ideas exchanged. Again, expenses of those teachers visiting another school system should be paid for by the school board.

Summer School Sessions. After the end of the regular school year, teachers should be encouraged to attend summer school or find employment in some phase of business in which they are interested. Many credits can

be earned during the summer session which are applicable toward an advanced degree, as well as contributing to receiving an upgrade in the salary schedule. Excellent workshops are usually conducted on college or university campuses during the summer. This presents an opportunity to exchange ideas and views with others in the same field.

If teachers take employment during the summer, an analysis of the particular job can be made. The information acquired from such an analysis is instrumental in planning and constructing a course of study in the business curriculum.

The foregoing program can be utilized by every secondary school in the state of Oregon. By carefully budgeting the time, every phase of this program can be utilized and pleasing results obtained. These various phases of an in-service program can always be supplemented with other activities arising within the school situation.

It is suggested that if there is but one business teacher in the school, an in-service time table be constructed for the school to insure that all phases of in-service training are given careful consideration.

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APPENDIX A

817 Fulton Route 1
Albany, Oregon
April , 1949

Dear

Your assistance in providing information as requested on the enclosed questionnaire concerning in-service training of business teachers in the secondary schools of Oregon will be very much appreciated.

The information obtained from the questionnaire will be used to form the basis of my thesis, IN-SERVICE TRAINING PROGRAM FOR BUSINESS TEACHERS IN OREGON SECONDARY SCHOOLS. I sincerely request that the enclosed questionnaire be filled out and returned as soon as possible.

Dr. Theodore Yerian, Head of the Secretarial Science Department, Oregon State College, urges the cooperation of all schools in returning the questionnaires. The information obtained from the questionnaires may be instrumental in determining future in-service programs for Business Education in the secondary schools of Oregon.

Yours very truly,

Wendell J. Heintzman

C. T. Yerian
Head of Secretarial Science

APPENDIX B

CONFIDENTIAL
ADVANCE BOMB



QUESTIONNAIRE

1. What is the function of business education in your school?

Vocational? Non-vocational? Others?

2. Do you have a definite business education curriculum?

Yes No

3. What business subjects are taught or offered in your school?

<u>Subject</u>	<u>Eligible Students</u>			<u>Semester Taught</u>	<u>Credits</u>
	<u>Sr.</u>	<u>Jr.</u>	<u>Soph.</u>	<u>1st or 2nd</u>	<u>Allowed</u>

4. How many teachers are teaching business subjects?

Full time? Part time?

5. What is the enrollment in each class taught in business education?

<u>Class</u>	<u>Number of students</u>
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6. How many years of experience has each teacher had in the particular business subject he or she is teaching?

<u>Teacher</u>	<u>Subject</u>	<u>Years</u>
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7. What opportunities are afforded business teachers in your school to further their training in service?

8. How much time is devoted to in-service training in business education?

9. Is credit given for in-service training? Yes No
How much?

10. Should our in-service training be about specific subjects or just a general review of business education?

11. Do you prefer a particular period of the school year for in-service training? Suggested time _____
12. What type of in-service training do you prefer? Circle choices.
- a. Class-room demonstration
 - b. Machine demonstration
 - c. Outside consultants
 - d. Summer school sessions
 - e. Observing class work in other schools
 - f. Teacher institutes
 - g. Extension courses
 - h. Reading and discussing educational and other professional literature
13. In what ways do you feel that the in-service training program in your school could be improved?

NOTE--use back of this sheet if additional space is needed to answer any of the questions.

COMMENTS:

ADVANCE BOND

OR BROWN PAPER