

1955

An Investigation Into the In-Service Training of the Teachers in Providence, Rhode Island

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AN INVESTIGATION
INTO
THE IN-SERVICE TRAINING
OF
THE TEACHERS IN PROVIDENCE, RHODE ISLAND
BY
DOROTHY MARY ALEXANDER

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
IN
EDUCATION

UNIVERSITY OF RHODE ISLAND

1955

MASTER OF ARTS THESIS
OF
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1955

ABSTRACT

In the past few years it has become the responsibility of most public school teachers in Rhode Island to find ways of accumulating six credit points in order to satisfy a state certification renewal requirement. A number of teachers participate in appropriate work conferences, serve on committees for their school department, assume leadership in professional organizations, or are active in community affairs. Although these activities may enhance their professional prestige, they carry little or no certification credit value.

An attempt has been made to ascertain the percentage of teachers who are taking courses solely to satisfy certification requirements. Furthermore, it has been pointed out that a local community has certain responsibilities to provide an effective program of in-service education whereby the teachers can earn credit points and more readily solve their own specific problems.

To arrive at conclusions, questionnaires were sent to a number of school superintendents throughout the United States. A report has been made of some of the practices in in-service training that these educators have used successfully in their school systems.

The teachers of Providence were asked to evaluate the program available to them. This was done by means of questionnaires and personal interviews. The results of these have been tabulated and recommendations made for improving the in-service training of teachers of Providence, Rhode Island.

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CHAPTER I

INTRODUCTION

Statement of Problem

It has been the trend of state boards of education during the past twenty-five years to require credits for certification renewal. Teachers throughout the country are faced with the problem of taking courses in order to meet these requirements. Many school superintendents realize that the responsibility to provide opportunities for their staffs to fulfill these requirements is largely administrative. The obligation of meeting state requirements is generally recognized to be a local one.

There is also evidence of a need for the opening of channels of communication that make it possible for all teaching and administrative personnel to participate in the planning of effective programs. The study of what is being done in various localities throughout the country has led to a consideration of the problem in Providence, Rhode Island. It was found desirable to evaluate the existing program with the view of recommending possible procedures which might prove helpful to the teaching personnel as well as to the supervisory staff.

Three phases of the study are:

1. An evaluation of the courses taken by teachers for the following reasons:
 - a. Degree credit.
 - b. Certification credit.
 - c. Degree credit and certification credit.
 - d. Solely to improve teaching techniques.
 - e. Cultural reasons only.
2. The criteria that should govern in-service education, especially teacher initiated courses and cooperatively planned programs.
3. Recommendations for an in-service training program.

Purpose of the Study

A Rhode Island state law makes it mandatory for all teachers who have not obtained a master's degree to continue taking courses, in order to renew their teaching certificates. Therefore, the problem of taking effective in-service courses confronts the majority of teachers in the state. Teachers in Providence and the surrounding cities are crowding into the colleges and universities after school hours and during the summer vacations to earn their six credits. The fact that certain courses are filled to overflowing indicates the pressure felt by the teachers.

Many beginner-teachers are graduates of liberal arts colleges where they had little opportunity for practice teaching in an experimental school. Even those teachers who had their pre-service education in teacher training institutions are barely prepared to enter the field. It is commendable that the state of Rhode Island requires student teacher training under the supervision of an experienced critic teacher before an applicant may be appointed to a teaching position. Subsequent to this training, the close guidance of a supervisor is the best source of in-service training for the newly appointed teacher during the three year probationary period.

After this probationary period, inertia with respect to professional growth often occurs. The certification renewal requirement is designed in part to offset this lessening of interest in teacher improvement. Good supervision can help some teachers develop a personal responsibility for growing professionally throughout their careers. Under the leadership of supervisors, a group of teachers can form a nucleus for stimulating professional growth. The effectiveness of this group will depend upon the following:

1. Recognizing their needs and problems affecting their own teaching.
2. Desiring to develop effective devices for solving their problems.

- 3. **Feeling some responsibility for participating in the identification of these needs and in the developing of plans for fulfilling these needs.**

It is, therefore, the purpose of this study to ascertain how the teachers of Providence are to find effective courses that will enable them to improve professionally, as well as to satisfy the state requirements for certification renewal.

[The following text is extremely faint and largely illegible. It appears to be a continuation of the study's purpose or a list of objectives, but the specific words are difficult to discern.]

CHAPTER II

SURVEY OF LITERATURE

The professional materials written on in-service training list two major purposes for the maintenance of such programs. These are the improvement of teaching techniques and the continuance of the professional growth of teachers. This chapter, therefore, represents the points of view included in the recommendations of literature.

1. The improvement of teaching techniques.--

The acute teacher shortage during the war years has continued to the present time. Many states and communities have been forced to hire inadequately educated teachers necessitating large scale emergency programs of in-service teacher education.

The State of Washington organized its total educational resources to meet teacher shortage. One approach was described as a twelve hour basic course in teaching fundamentals patterned after instructional procedures used in the Army Training Program. This course was first given to administrators and supervisors who in turn taught it to the emergency teachers.¹ Maurice

1

Leonard A. Andrews, "Improving Basic Teaching Procedures," New Forms of Teacher In-Service Education. Twenty-third Year Book, Part II, National Association of Supervisors of Student Teaching, 1943, pp. 3-15.

Seay wrote a manual for "capable high school graduates pressed immediately into teaching," so desperate was the lack of teachers in some parts of Kentucky.¹

Among many of the emergency personnel hired in recent years were married teachers who had been wooed back into the field. Most of these had been away from teaching for some time and refresher courses were needed to help them make adjustments. This procedure, however, helped only temporarily to lessen the shortage.

A report of an annual survey made in 1954 by the education department of the New York Times shows that the teacher shortage is still acute. Replies were received from each of the Commissioners of Education of the forty-eight states.

More substandard or emergency teachers are employed this year than last, thus reversing a trend to eliminate the inferior instructors which began soon after World War II. There are 72,000 teachers on substandard certificates [in 1954] compared with 70,000 last year. Forty-six of the forty-eight states report that they cannot get enough competent elementary teachers. . . . Only Oklahoma and Nevada report that they can get enough adequately trained elementary teachers.²

¹ Maurice F. Seay, "Off-Campus Workshop in Wartime Education." The Educational Record, XXIV, (April, 1943) pp. 136-47.

²

New York Times, February 28, 1954.

At the eightieth annual convention of the American Association of School Administrators held in Atlantic City, New Jersey, during the week of February 15, 1954, the teacher shortage was listed as the number one problem. It was reported that 150,000 to 200,000 new teachers will be needed each year in the nation from now until 1964-65. At the present rate of training only about half this number will be prepared. Looking forward to 1960 the country will lack a half million qualified teachers.¹ With the continuous rise in enrollment of elementary pupils a far worse condition may exist. In view of this fact it does not seem probable that there will be any lessening of the need for in-service courses for the improvement of teaching techniques.

2. The continuance of the professional growth of teachers.--According to Briggs and Justman "a teacher either grows or becomes a laggard in the procession of progress."² Professionally minded teachers are convinced that education is crucial in the lives of people and are willing to accept the

¹ Maurine Walker, "Recruiting Teachers." Lecture given before the Eightieth Annual Convention of the American Association of School Administrators, National Education Association: Feb. 13-18, 1954. p. 1. (Mimeographed)

² Thomas H. Briggs and Joseph Justman, Improving Instruction Through Supervision, p. 329. New York: Macmillan Co., 1942.

responsibilities of the job that is theirs. One significant characteristic of professional education is, that it is a continuous process and never can be completed. A teacher can improve either by the guidance of a supervisor or by his own efforts. Many communities have specific requirements for teacher study in order for each teacher to maintain tenure, to gain promotion or to receive salary increments. The stimulus for professional improvement should come from within, and not from an outside force. The supervisor aids the teacher to fulfill these requirements since every teacher has a right to a realistic program of in-service instruction. A competent department of research is maintained by many administrative staffs for the purpose of keeping methods and materials up to date.

The types of in-service offerings are well known to all teachers. The most common are the following:

1. Teachers' Institutes which are of short duration--usually one or two day affairs. The meetings are usually formal lecture periods although the trend now is to supplant some of the lectures with demonstration lessons, forums, or group discussions.

2. Committee work under the leadership of supervisors or administrators, on curriculum planning, course of study revision, economy and efficiency in running the school plant, or any other vital school problem.

3. Forums on radio and television to provide educators with opportunity to inform the public about what is being done in the schools. These programs serve a twofold purpose in that the teachers become more aware of their own problems and the community is made conscious of school activities.

4. Conferences with administrators and supervisors to discuss problems of the profession.

5. Demonstration teaching in laboratory schools where new techniques are developed under expert direction.

6. Observation of the teaching of superior teachers in regular classrooms.

7. Visual aid techniques where teachers can observe on film examples of good teaching or poor teaching. These pictures are usually followed by a discussion period where the techniques employed may be evaluated.

8. Summer school courses at colleges and universities. Teachers working for degrees usually find these full time courses very beneficial.

9. Extension courses also offered by colleges and universities. These courses make it possible for teachers to gain college credits throughout the school year as they are often given by professors who come to the school district for the convenience of the students.

10. Professional reading. This is either voluntary or done under the direction of the supervisor. It consists of reading and discussing professional books, magazines, reviews, and any other pertinent material.

11. Travel, as an educational experience broadening the background of the teacher. The educationally progressive cities provide a sabbatical leave for members of their staffs. The remuneration varies but most localities still allow the difference between the substitute's pay and the pay of the teacher on leave. The teacher submits a report of her travels to the supervisor.

12. The workshop organized in connection with special studies. A large number of these have been developed by universities, colleges, or school systems. Many types of activities now called workshops are merely variations of the original. The usual duration of the workshop is from three to six weeks, although many so-called workshops may be of a very short duration, even one day.

The workshop has been used as a practical form of in-service education since 1936.¹ By 1942 there were one hundred twenty-one throughout the country.

¹ Karl W. Bigelow, "Workshops in Teacher Education," Teachers College Record, XLVI (May, 1945) p. 508.

Workshops are organized by the universities, colleges, and school systems of states or smaller localities. Originally the workshop participants were required to live on campus or in the buildings provided by the agency sponsoring it. The first day began at 9:00 A.M. with a general meeting where common interests were discussed and small groups were formed. At about 10:30 the groups separated to work on their own specific problems. They usually met again at lunch time, and later in the day shared their recreation. Time in between was spent in doing research and in discussing problems with the directors. General good fellowship prevailed at all meetings.

The continuation of the workshop consisted of a series of general meetings, several meetings of the smaller groups, time for research and preparing reports, and a daily evaluation. At the end of the course there was an evaluation of the whole proceeding.

Many of the workshops of today are based upon this original pattern but it is not always possible for the participants to live within the group as many of the courses are conducted after school hours throughout the school year. However, a friendly informal atmosphere prevails wherein group dynamics and the democratic process are utilized.

Among the twelve kinds of instruction provided for teachers in service there are two that are favored

more than any of the others. These are the college courses and the workshops. It is probable that the credit value of these courses is the cause for this preference. As previously stated, many states now require a specified number of points within limited periods for certification renewal. Again it is the current trend for local school boards to demand a certain number of points each year to insure salary increments or promotions. These are the most likely reasons that there has been such a demand for the credit courses in the last decade.

Present Status of Certification
in the United States

The requirements of certification vary with the states and are somewhat dependent upon economic conditions. During the depression years of the thirties, twenty states revised upwards their certification requirements. This was partly due to an over supply of teachers at that time. Then came the war years when the teaching force felt the effect of the draft. There was no lessening of requirements for experienced teachers but there was a sharp rise in the number of emergency certificates granted. Although their period of duration is short, they can be renewed with little difficulty as long as the condition exists.

Requirements for regular certification usually depend upon college credentials. Twenty states now require examinations as well.¹ Many large cities require examinations for obtaining positions even though the applicant can qualify for a state certificate. This requirement along with a personal interview by most of the members of the school board existed in Providence until 1954. The fact was that nearby cities and towns offered the same or higher initial salaries and accepted the applicants on a basis of college credentials and critics' recommendations without requiring tests and formal interviews. In the face of this competition the teacher shortage in Providence became very acute and it seemed feasible to abandon the examinations temporarily at least.

The period for which the certificate is valid varies throughout the United States. Formerly most certificates were issued for one year² only, but now the usual range is from three to five years. In 1938 thirty-five states were issuing life certificates after

¹ W. Earl Armstrong and Others, A Manual on Certification Requirements for School Personnel in the United States. 1953. National Education Association of the United States. p. 32

² "Certification," Encyclopedia of Educational Research, 1952. p. 1415.

a period of three, five, or ten years of continued satisfactory service. Life certification is falling into disfavor, however, and many states are now issuing conditional life certificates.¹ The "condition" is that the teachers are required to participate in continued in-service training in order to maintain their professional standing. New York and six other states have had this requirement since 1938.² There are in effect since July 1, 1953, clauses in the certification requirements of twenty-four states that demand for renewal at least six hours of approved credit.³ In most instances, however, these credits are for those teachers holding bachelor's degrees. However, the credits may be acceptable towards an advance degree.

Status of Certification

in Rhode Island

The standards for the certification of teachers in Rhode Island have been subject to repeated adjustment since the 1930's. In 1947 a Board of Review of the Rhode Island State Department of Education set up

1
W. Earl Armstrong, and Others. A Manual on Certification Requirements for School Personnel in the United States. 1953. National Education Association of United States, p. 5.

2
"Certification," Encyclopedia of Educational Research, 1952. p. 1416.

3
Armstrong, and Others. op. cit., pp. 21-101.

standards for certification, specifying renewal requirements for professional certificates and degree requirements for life certificates. Eligibility for the professional certificate is dependent upon the successful completion of three years' teaching under the provisional certificate. The requirements for the provisional certificate are a bachelor's degree, which must include twenty-four to thirty semester hours in education. Within a three year period a course in Rhode Island Education must be taken. Six hours of practice teaching are also required. (Credit up to twelve hours of practice teaching may be counted.) The period of validity of the provisional certificate is three years and it is not renewable.

The professional certificate is valid for five years and is renewable "upon presentation of evidence of six semester hours of courses, two of which may be obtained by approved travel, work, or other educational experience."¹

It is possible to obtain a life certificate in Rhode Island upon receiving a master's degree or its equivalent after ten years of successful teaching. Equivalency has been defined by the Department of Education as thirty semester hours of graduate work.

¹
Standards for Certification of Teachers,
Rhode Island State Department of Education, 1952. p. 1.

CHAPTER III

INVESTIGATION

A. Survey of Localities Other Than Providence, Rhode Island.

Definition of terms.--"In-service training" is a term which has a wide range of meaning. It usually refers to any work done toward professional growth while "on the job." This may include institutes, lectures, committee work, teachers' meetings, consultations with supervisors, visits to other classrooms, and extended travel. However, this thesis is concerned with courses or workshops for which credit points are offered.

In-service training is a direct responsibility of supervision. Motives resulting from realized needs must be established in order to make it effective.

"Effective" implies cooperation, that is the cooperative planning of the teachers and their supervisor. The teachers must feel that the course is theirs not the supervisor's.

The following are some of the basic assumptions of in-service training:

1. Effective in-service training meets the specific needs of the personnel concerned.
2. The personnel must realize the need for improvement.

3. The personnel must make plans to achieve the desired results.

4. Properly inspired leadership as well as active participation in planning are imperative.

5. Effective in-service education should expand the area of interest rather than be confined to one specific field.

6. Continuous evaluation of the program is necessary.

Method and Procedure

To attain the objectives desired of this thesis two methods of approach were used. The first was a questionnaire survey of what is being done in other cities, secured from superintendents, to help teachers meet the requirements of certification renewal, salary increments, and promotion. Pertinent information was obtained from thirty cities in all parts of the United States in answer to a questionnaire on in-service training. The second approach was also in the form of a questionnaire submitted to the teachers of Providence. The purpose of this survey was to determine the views of the teachers on the in-service training that is available to them, and to ask them to list titles of courses that they felt might be helpful.

To ascertain how other localities are meeting their responsibilities in respect to in-service training, questionnaires were sent out to the school departments of fifty cities. The questionnaire covered types of courses offered and the preference of the teachers for particular types such as the workshop, seminar, or lecture courses. Another purpose of the questionnaire was to find out whether the locality itself sponsored the courses and workshops, whether the colleges and universities shouldered the entire responsibility, or whether there was cooperative planning of the school board and college directors. Questions on sabbatical leave, certification, and salary increment requirements were also asked.¹

New York City has a very complete and complex system of in-service education, offering as many as four hundred eight different courses during the 1953-54 school year. These courses are conducted by members of the teaching staff as well as by the supervisory staff. An In-Service Committee of the Board of Examiners plans the program. Supervisors are urged to consult their staffs in order to plan the type courses that are needed to help them in their professional improvement.² The

¹ See Appendix. p. 73.

² In-Service Program for Teachers for the School Year, 1953-54. Board of Superintendents of the Public Schools, City of New York. p. 3.

public schools in all sections of the city are used as meeting places for these courses. This has been planned as a convenience for teachers living or teaching in various localities. Although these courses are not acceptable as graduate courses, they may be accepted in partial fulfillment of non-graduate courses required for the baccalaureate. It would seem difficult to add any course to the variety listed in the catalogue. They include cultural, technical, and scientific fields. Courses listed satisfy the state requirements for certification in stipulated areas as well as the city requirements for salary increment or salary differential.

The State Board of Regents requires all teaching personnel in New York to take continuous in-service training courses.

The holder of a permanent certificate shall during each successive ten-year period from date of issuance complete six semester hours in approved courses or the equivalent in approved professional activity other than classroom teaching, such as membership in study groups for professional and cultural improvement, travel, educational research, authorship, cooperating critic and demonstration teaching, occupational experience, leadership in extra-school activities, leadership in professional associations and leadership in appropriate community activities.¹

1

Certificates for Teaching Service, 1953. p. 2.
The State Education Department, Albany, N. Y.

A regulation of the Board of Superintendents in New York City states that each teacher is to continue studying in her own field. English teachers are expected to take courses in different phases of English, science teachers must pursue scientific study, and so on. Ethel H. Gerstin believes that teachers should be encouraged to take courses in other subjects from time to time. She contends that an experienced teacher does not meet a real challenge when she studies year after year in the same area, and that an attack on an entirely different type of study would tend to make the teacher more sympathetic with her own pupils when they meet difficulties in trying to solve new problems.¹

The State of California² requires six hours of graduate work or five months teaching experience within the five years directly preceding the application for certificate renewal. However, the City of Los Angeles has a system of credit points for salary advancement.³ The increments proceed in nine steps

1 Ethel H. Gerstin, "Refresher Course." High Points in the Work of the High Schools of New York City. Teachers College Record, XLVI, May, 1945. p. 702.

2 Armstrong, and Others. op. cit., p. 32.

3 Marion Whedon, "Catalogue of Projects," p. 2. Los Angeles City Board of Education, 1953-54. (Mimeographed).

with a fourteen point requirement between the second and ninth steps. The maximum number of points allowed in any one year is fourteen. To attain the maximum salary the total requirements are thirteen years of satisfactory teaching, ninety-eight points, and a doctorate. Since no minimum requirement per year is mentioned in the memorandum, it is safe to assume that the rapidity of advancement is entirely dependent upon the industry and perseverance of the individual teacher.

Two hundred fifty-six different courses are offered for the school year 1953-54.¹ They are local school projects and are sponsored by principals or supervisors, coordinated by the In-Service Training Staff, in response to the expressed needs of local groups of teachers. Each project is planned with specific objectives for specific groups.

Point credit is granted only to those for whom the course or workshop is planned. One point is allowed for each sixteen hours of class participation in a project requiring a preparation of two hours per class. The courses are related to curriculum, methods, instructional materials, and provision of specific help in improvement of classroom instruction. There are six ways of earning points² listed as follows:

1
Ibid., p. 4.

2
"Ways of Earning Points," pp. 1-4. In-Service Training Section, Personnel Division, Los Angeles City School Districts. August, 1952. (Mimeographed).

1. In-service training workshops.--These include primary arithmetic, community resources in science, government in action, guidance, safety, and others.
2. Educational travel.--This is classified according to type: Europe for modern language teachers, national shrines for social studies teachers, United States National Parks for elementary teachers, and major city public health departments for school nurses.
3. Educational work experiences.--This type is designed for teachers in vocational guidance work, business, or industry. It also serves to give the teacher professional work experience.
4. Study in accredited colleges and universities.--These courses give the teachers opportunities for research and increase their general and specific knowledge.
5. Study in advanced schools and with private instructors.--The purpose of this type study is to give the teacher specialized professional training in art, music, modern languages, photography, and other fields.
6. Summer military training.--The service is determined by the needs of the United States Armed Forces.

From the above brief summary it is to be noted that Los Angeles is attempting to provide in a very precise manner for the in-service training of its teachers. There is a fee of two dollars and fifty-cents (\$2.50) per point which helps the city to finance this project.

The State of Tennessee has a State Curriculum Improvement Program in which all teachers are required to participate. Each of the one hundred fifty-four systems in the state works out its own pattern for organization as well as its implementation. This is a recent program and very little information is forthcoming at this time.

Pennsylvania is another state requiring courses for certification renewal. However, the state requires courses of college rank to be taken at approved institutions. The various colleges and universities throughout the state work in conjunction with the local school boards in planning suitable courses.

The City of Pittsburgh offers "jamborees" and a series of workshops each year to satisfy the needs of the teachers in the elementary, junior high, and secondary departments. In spite of the fact that no certification credits are involved and no credits as such are gained towards salary increments by attending these, it is reported that all classes are well attended.

One particularly interesting workshop was the Citizenship Education Project Workshop given in Pittsburgh under the auspices of the Tri-State Area School Study Council. This was held during the week of October 15, 1953. More than three hundred teachers, principals, and administrative personnel signed up for the five day conference. The superintendents and the principals attended the first day but the teachers attended the whole five days. Each local school system excused its personnel to attend and paid all expenses. Seventy-five teachers from Pittsburgh enrolled, and the rest came from other school systems in Pennsylvania, New York, and New Jersey.

The State of Maryland does not have a certification renewal system. However, the salary schedule of Baltimore has, at three year intervals, three credit steps, each of which requires six points of credit. The individual cannot attain one of these three credit steps on the salary schedule or go ahead on the remainder of the schedule until the credit requirement is satisfied.

These points for salary credit may be earned through in-service courses organized by the Baltimore School Board, by university study, or by achieving other accredited educational experiences. The framework for such in-service activities was recently adopted after surveys by the Divisional Professional Development Committee.

Approval of the local school board was sought to insure balance and yet retain flexibility in the professional study program of the individual teacher. The results of these surveys form the basis for planning by the committees; one for the elementary, one for the secondary, and one for the teachers of special subjects such as art, music, and vocational subjects.

The committees are comprised mainly of teachers. Baltimore has been extending its in-service offerings for the past seven years. The committees feel that it is important to relate the planning of the activities as closely to the interests of the teachers as possible and to involve a large number of field members in planning and staffing the activities. The fact that the courses are crowded, and that more than fifty percent of the teachers taking them have already reached their maximum salary, shows there is a need for such a program. Since a large number of teachers are not taking the work for salary increments, and none are taking it for certification credits, and no credit towards a degree is given, there seems to be no motivation other than cultural growth or the improvement of techniques for attending these courses.¹ This speaks well for the type of courses offered and for the professional spirit and morale of the teaching staff.

1

Information received in a letter in answer to a questionnaire sent to the Superintendent of Public Instruction of Baltimore, Maryland.

In many instances, where in-service programs are organized, it is because the local school departments have assumed the responsibility of helping teachers fulfill the certification requirements. Likewise, when a locality demands a specified number of credits in order to gain salary increments, it has provided in-service workshops or courses for its staff. These courses are held in convenient locations. The planning in most instances is done by a committee of teachers and supervisors. New York City has a standing In-Service Course Committee as have Denver, Pittsburgh, and Baltimore. Los Angeles has an In-Service Training Section as part of its administrative staff. The Personnel Department of many other cities has charge of this function and the forming of committees thereof.

B. The In-Service Program Available to the Teachers of Providence, Rhode Island.

The School Department of the City of Providence has no continuous in-service program excepting a series of "Orientation Lectures" offered annually for the students who are training to be teachers and their critic teachers. For the teacher advanced in service, courses are offered intermittently. In 1949 the art department conducted an after school workshop. It was very well attended and the

participants enjoyed the feeling of good fellowship that prevailed. There were two main disadvantages to this program:

1. The art teachers were released in part from their classroom duties thus depriving the pupils of their expert teaching.

2. The meetings were held in the School Administration Building which is situated in a congested area of the city where parking facilities are lacking.

Although the art workshop was very successful, it was not made a continuing part of an in-service program. The following year, however, the supervisor of music gave a course on the teaching of two-part music. This course, too, was filled to capacity.

At the present time a committee is working on another program of in-service education. Recently the teachers of Providence received a questionnaire advising them of the possibility of a fifteen hour course carrying one credit toward the renewal of a professional teaching certificate. If a sufficient number expressed an interest in the field of pupil difficulties the course would be offered. Three major fields, designed to meet some of the problems which confront the regular classroom teachers as well as the teachers of the handicapped children, were suggested in the questionnaire. These three fields are broken

down into seventeen different areas which include a study of the physically handicapped, mental deviates, and personality problems. It was encouraging to the members of the committee to receive replies from three hundred thirty-nine teachers who gave information about their preferences. The quantity of responses indicates the interests or needs of many teachers in this particular field.

Every course offered by the Providence School Department in the past has been well attended, and it is safe to assume that the course to be offered in the 1954-55 school year will be popular. These facts should be sufficient evidence to point out to the school administrators that there is a need for a continuous program of in-service education for the teachers of the Providence School Department.

It is this need expressed by so many of the Providence teachers that has prompted the second part of this investigation. Six hundred questionnaires¹ were distributed among the teachers of Providence. It was gratifying to receive a return of three hundred eighty-six which were carefully filled out. In answer to Question I, the number of courses taken in the past five years varies from one to twenty-nine. It is interesting to note that the ratings of "excellent" and "very good" predominate. These usually refer to content

¹
See Appendix. p. 73.

courses. Most of the courses in techniques are marked "good" or "very good." The ratings of "fair" and "poor" are used in only a few instances.

Reasons for taking the courses are given in Figure 1, Page 31.

The answers to Question II were the most significant result of the questionnaire. The question asked the teachers to list some titles of courses that might prove helpful to them. The suggestions, offered by 281 teachers, seemed to fall into the following categories: (They are listed in order according to the number of times mentioned by the teachers. See Figure 2, Page 32.)

1. Classroom techniques.
2. Crafts and art.
3. Content courses.
4. Cultural background.
5. Professional courses.
6. Psychology.
7. Philosophy.

Classroom techniques.--Many of the teachers answering Question II feel that there are not enough courses of this type offered. They express the need for "methods" courses, or, as one said, "a course that tells me how and does not give me just the theory."

FIGURE 1

REASONS GIVEN BY 386 TEACHERS FOR TAKING COURSES
 PROVIDENCE, RHODE ISLAND, 1953-54

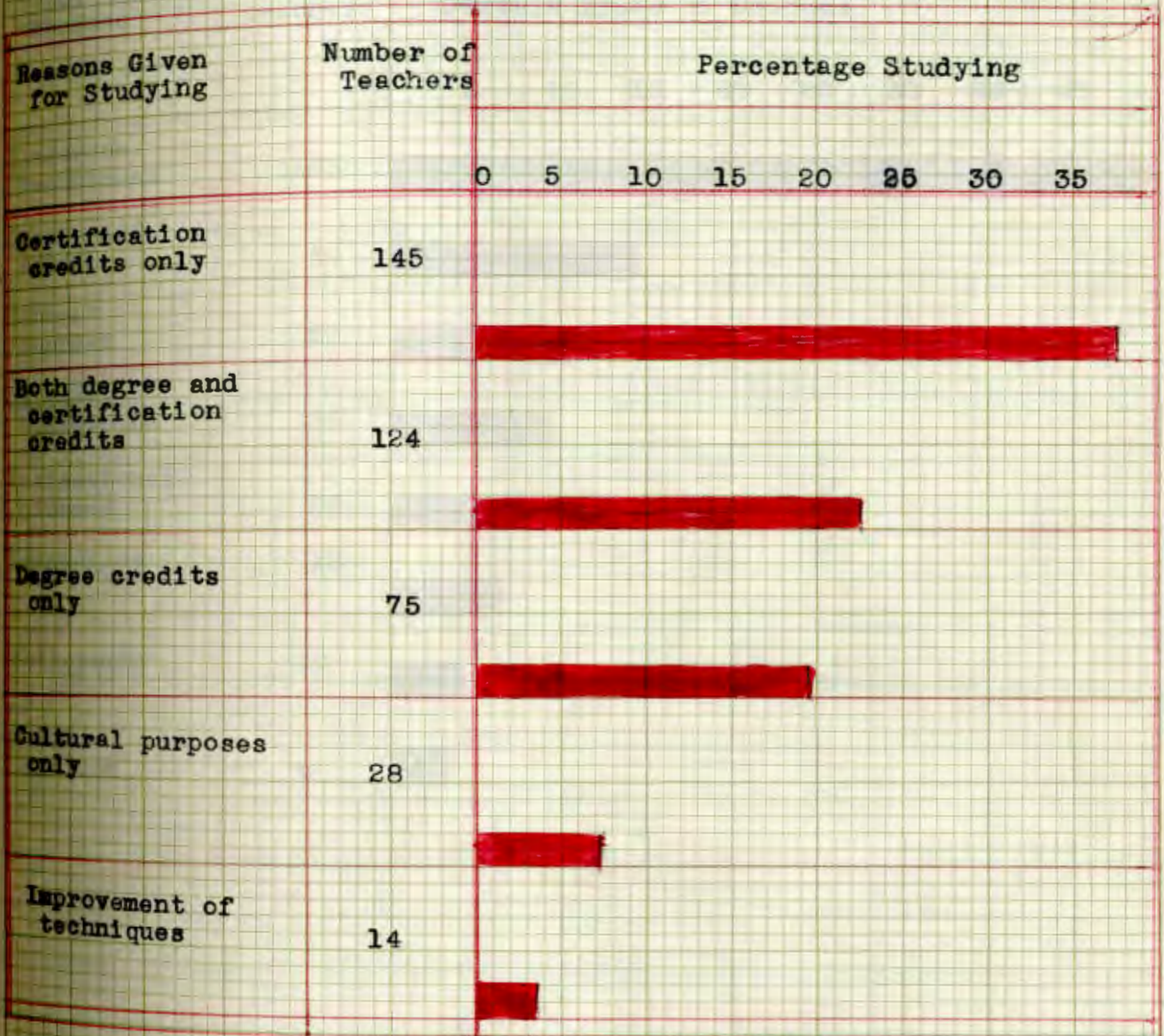
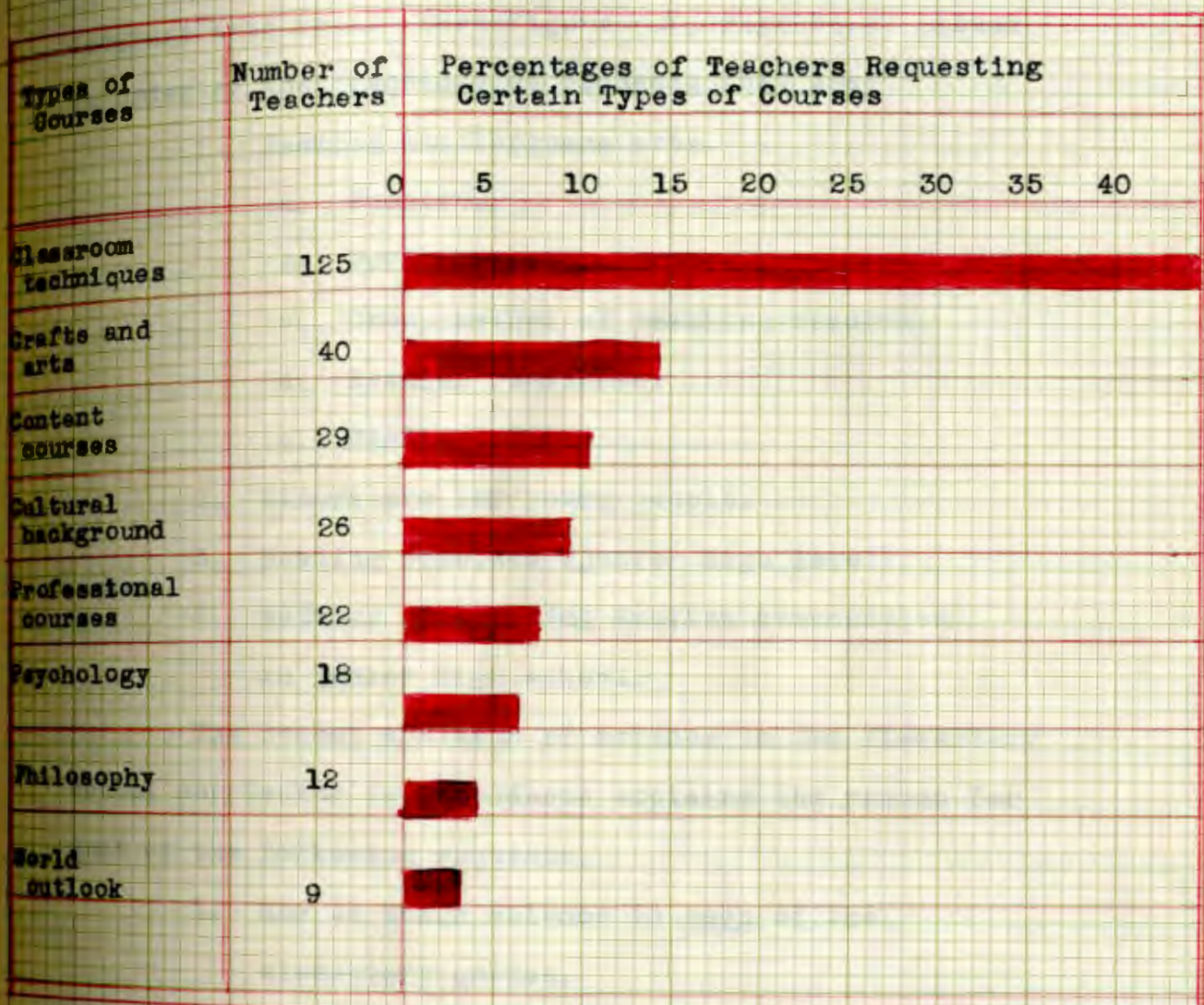


FIGURE 2
 COURSES DESIRED BY 281 TEACHERS
 PROVIDENCE, RHODE ISLAND, 1953-54



Thirty-nine, or 31.2 per cent of the one hundred twenty-five teachers asking for courses in techniques, requested that most of them be in the language arts area. (See Figure 3, Page 34.) Listed in order of the frequency of requests they are:

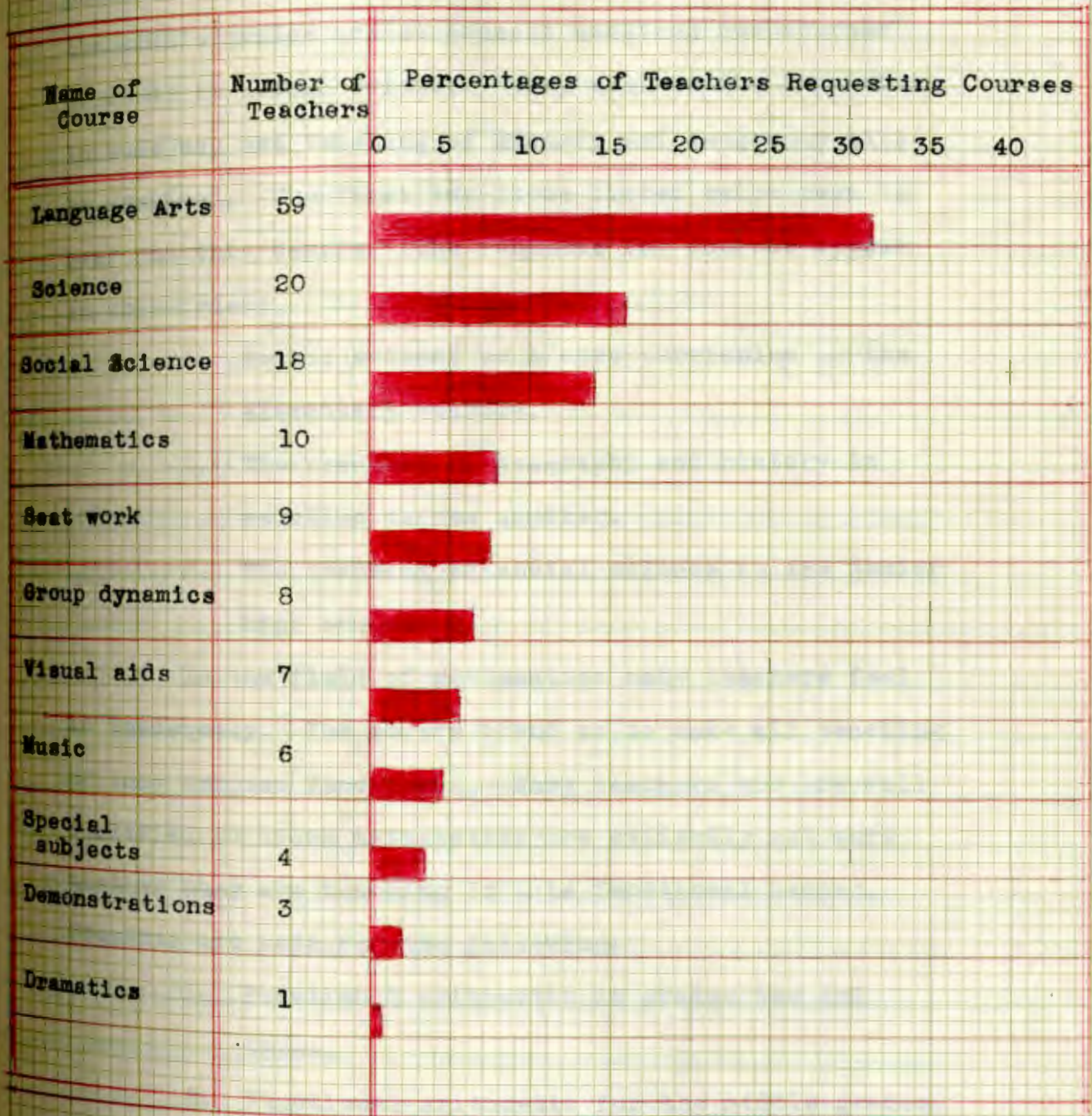
1. Reading and language arts.
 - a. Phonics.
 - b. Word analysis.
 - c. Group method of teaching reading.
 - d. Reading readiness.
 - e. Reading clinic.
2. Literature for young people.
3. Reading problems (junior high level).
4. Methods of teaching English composition in junior high school.

The recent addition of science to the elementary school curriculum in Providence explains the reason for most of the following requests.

1. How to teach science in each of the elementary grades.
2. Refresher course in science for teachers.
3. Science of the Atomic Age (junior high level).
4. Biology for secondary schools.

The teachers in the elementary grades are always conscious of time. This element is not to be regarded

FIGURE 3
COURSES REQUESTED IN CLASSROOM TECHNIQUES
BY 125 TEACHERS
PROVIDENCE, RHODE ISLAND, 1953-54



lightly especially in the teaching of social science. The amount of material to be covered in geography and history, especially in grades five and six, is so great that even the most resourceful teachers find it impossible to do a satisfactory job. The teachers of the middle grades are at present awaiting new courses of study in social science. They express the hope that in some way the teaching of history and geography will be combined. The first two items listed below seem to bear out this desire. The requests for courses appear in this order:

1. Social science as a core curriculum in the elementary schools.
2. The teaching of geography and history in relation to one another.
3. The teaching of social science in the junior high school.

In the field of mathematics many teachers feel an inadequacy. The modern trend is to make all teaching of this subject functional. Many teachers who are well qualified to teach mathematics are evidently not sure whether they are teaching in this functional manner.

Requests are made for the following:

1. Functional arithmetic in grades two and three.
2. Functional arithmetic for the middle grades.

3. Methods of teaching functional algebra and geometry in the secondary school.

One of the endless chores of the first grade teacher is to provide effective seat work for her pupils. A need for help in this area was also expressed by some teachers of ungraded and special classes. The following requests for seat work were made:

1. For the first grade.
2. For the slow learner.
3. For the backward child.
4. For the physically handicapped.
5. For the gifted child (especially in grades one and two).

Kindergarten teachers, too, have their problems. This fact was indicated by several requests for a kindergarten workshop. The teachers say they need help in the following:

1. Rhythms.
2. Music.
3. Help for the exceptional child.

Although the group method of teaching has been practiced in the elementary schools of Providence for at least two decades, it has not been used so extensively in the junior and senior high schools. Some teachers in these sections are now asking for assistance in planning and executing this type of teaching. Courses in the following are sought:

1. Group dynamics for the junior high school.
2. Teaching English and history in the senior high school by the group dynamics method.

Seven teachers feel the need of a course in visual aids. They wish to learn how to use the mechanical aids available to them as well as to make their own. Their requests may be summed up as follows:

1. Knowledge of visual aid techniques.
2. How to use machines.
3. How to improvise some visual aids for our own use.

Six teachers, especially those more recently appointed, ask for courses in music, such as:

1. How to teach the beginner.
2. Creative music for the little child.
3. Music as a help for the exceptional child.
4. Teaching of choral singing.

One of the most interesting requests was for a dramatics workshop. It is difficult to believe that so few feel the need of help in this area in view of the fact that nearly every elementary teacher is expected to have dramatizations ranging from simple classroom plays to very elaborate productions that may be culminations of school projects. In this workshop the teachers expect to learn how to do the following:

1. Produce and direct plays for children.
(Original and adapted plays.)
2. Costume designing.
3. Scenery designing.
4. Lighting effects.

There were few suggestions for a workshop on the teaching of the handicapped child. This request was not mentioned by many teachers as they had already filled out another questionnaire in regard to this very subject. The three hundred thirty-nine teachers answering that question gave sufficient evidence that such a course is needed.

Four teachers expressed the desire to see teaching done by an "expert". They believe that there is a need for practical demonstration lessons where current techniques can be observed.

Crafts and arts.--A number of teachers are always seeking new ideas in the field of art. This is especially understandable in the elementary schools where the teachers are expected to teach all subjects. Many feel that a course of this type could be given from time to time. They have asked for the following:

1. An art workshop.
 - a. For kindergarten through grade two.
 - b. For grades three through six.
 - c. Paper sculpture for all grades.
 - d. Construction problems (junior high level).

2. Art.

- a. New ways of expression.
- b. Learning skills in various techniques.
- c. Interior decorating (junior high and senior high level).
- d. Mechanical drawing.
- e. Vocational training (junior high and senior high level).

Another course, typing, requested by a few teachers, has been classified as a technical course. It was designated on one of the questionnaires in this manner:

A good course in typing for practical purposes which should include instructions in the use of duplicating machines.

Content courses.--Twenty-nine teachers wish to enrich their background or take refresher courses in the following:

1. History.
 - a. Local.
 - b. European.
 - c. Ancient history.
 - d. American history.
2. English.
 - a. A "good course" in English grammar.
 - b. English composition.
3. Foreign language.
 - a. French.
 - b. Spanish.
 - c. German.
 - d. Latin.

4. Science.

- a. Chemistry.
- b. Biology.
- c. Home Economics.
- d. Nutrition.

Cultural background.--Only twenty-eight teachers of the three hundred eighty-six answering the questionnaires are studying for "cultural purposes only". However, their interest and enthusiasm in this kind of study is evinced by the excellent suggestions they have offered. Many of the courses suggested have practical values as well as cultural values. The outline below gives these cultural courses classified as to types:

1. Music workshops.

- a. The opera (stories and music).
- b. How to appreciate the opera.
- c. The symphony -- an appreciation.
 - (1) Instrument identification and uses.
 - (2) Symphonic arrangements.
 - (3) Modern composers.
- d. The dance.
 - (1) Folk and square dancing.
 - (2) An appreciation of the ballet (stories and music).

2. Literature.

- a. American literature.
- b. English literature.

- c. The Classics (Greek, Roman, French, Spanish).
- d. Poetry (Modern, American, English).
- e. Creative poetry.
 - (1) Poetic forms.
 - (2) Choral reading.
- f. The drama.
 - (1) Classical drama.
 - (2) Modern drama.
- g. Drama workshop.
 - (1) Radio scripts.
 - (2) Television plays.
 - (3) Producing and directing.

One teacher, who has her master's degree, and has the happy privilege of taking courses for cultural purposes only, expresses her views thus:

Many teachers have great interest in fields which have no expression in their classrooms, such as music, foreign languages, or art. Morale and cultural background would both be enriched if opportunity for further growth in these directions were provided. Creative writing and poetry would benefit by the association with other teachers similarly interested.

It is difficult to understand why there was only one request for "a good course in parliamentary law taught by an authority on the subject." Many teachers need to know the simple practices of parliamentary law when directing pupils' clubs. Many more need to know the complexities of the subject when attending meetings of their own professional organizations.

Professional courses.--Although the local colleges and universities have offered many professional courses, the teachers either have not had the opportunity of attending them or have not had their needs satisfied by the courses provided. In addition to classroom techniques they are asking for courses in the following:

1. Current trends in education. (Seminar or workshop.)
2. Administration workshop.
3. Democratic supervision.
4. Program planning (junior high and senior high level).
5. Program planning (elementary school).
6. Modern methodology.
 - a. Evaluation of modern theories.
 - b. Practical application of modern theories.
7. The school and community relations.

Psychology.--The requests for courses in psychology were few and they seem to be for courses that are often listed in the college bulletins. Some of the requests for "testing" and "how to handle disciplinary problems" come from teachers of little experience. They may be listed as follows:

1. Modern trends in psychology.
2. Mental hygiene "...like the lectures sponsored by the Mental Hygiene Society."
3. Emotional problems in the classroom (disciplinary problems).

4. Diagnostic testing.
5. Child development and pupil adjustment.
6. Solving problems of juvenile delinquency.
7. Guidance.
8. Psychiatry (to help the insecure child).

Philosophy.--Although philosophy may be listed as a cultural subject, some courses may be considered as professional. However, the study of philosophy covers such an extensive and erudite field it would seem proper to give it a special classification. Some of the courses in this area that are requested are:

1. Philosophy.
2. The philosophy of education.
3. The history of philosophy.
4. Professional ethics (teacher, principal, supervisor relationship).

World outlook.--Many teachers who are studying for degree credits have stated that more emphasis should be placed upon the study of contemporary society. They have suggested the following courses be given for degree credit:

1. The effect of modern scientific discoveries and modern inventions upon contemporary society.
2. Political science.
3. Current events.

In Question III, one hundred eighty-nine checked the lecture type courses as their preference. The

workshop ran second in popularity, and only fifty-seven preferred the seminars. Many teachers explained that they had never attended anything but lecture courses and therefore could pass no judgement on the other two kinds.

Only two teachers out of the total number answering the questionnaires thought that teachers should always study in their own fields. (Question IV.)

The choice in Question V was overwhelmingly for teacher initiated courses but planned by a committee of teachers under a supervisor's leadership. Three hundred six made this selection. Of the remaining eighty teachers, thirty-two thought the supervisor should have no voice in the planning of courses, and twenty-eight felt that they should be supervisor planned. Twenty teachers wrote in other suggestions. In summary form they are:

1. Courses offered by local colleges.
2. College courses that have been suggested by teachers.
3. Teacher initiated but supervisor planned.
(Teachers spend too much time on committee work.)
4. College planned but given by competent teachers in service.
5. Procedure determined by the objectives desired.

The choice in Question VI was almost one hundred per cent in favor of courses given by the school department in conjunction with the colleges and universities.

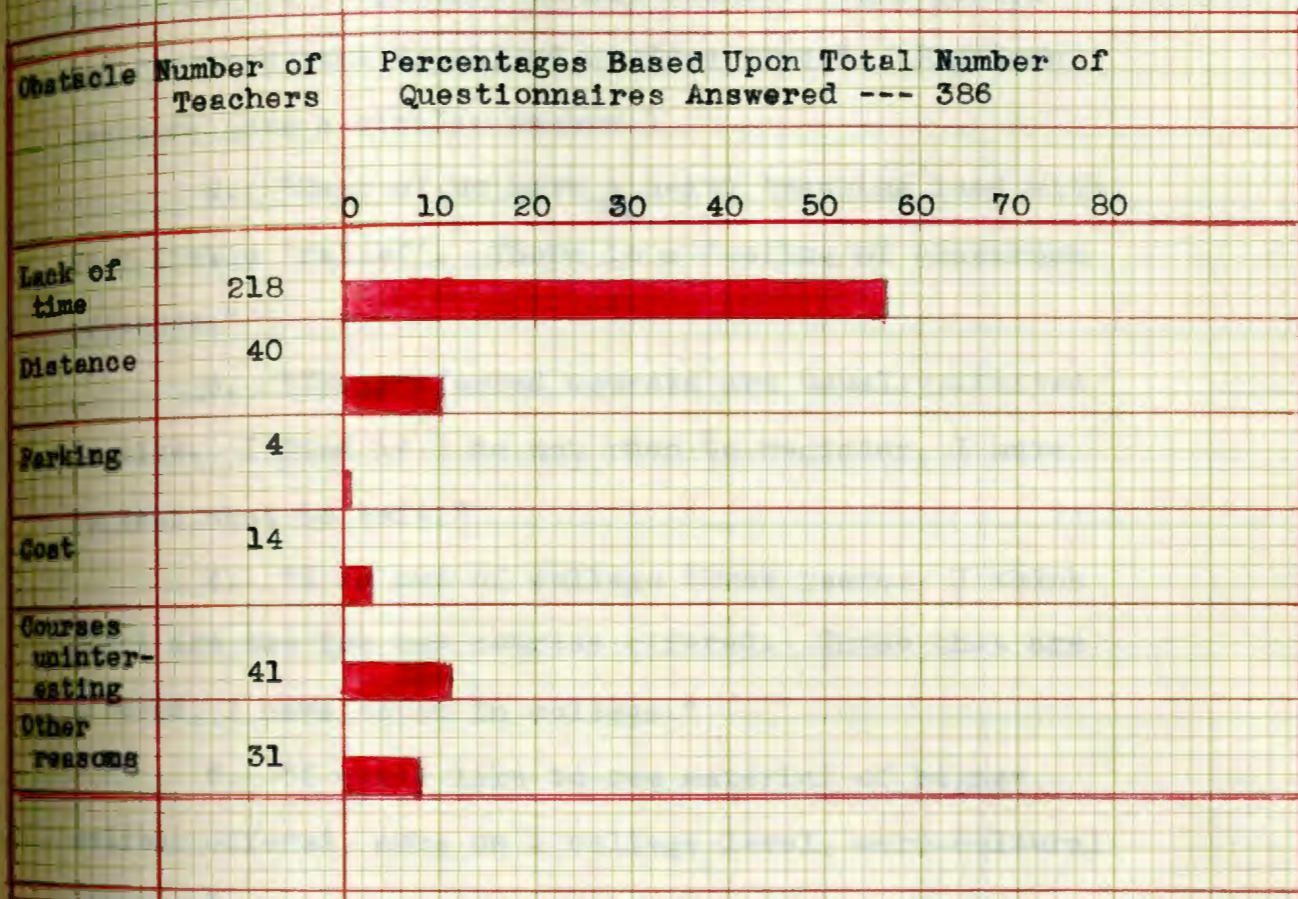
However, a few of the teachers who thought that colleges and universities alone should offer in-service programs qualified their decision. One teacher's statement seems to express their collective opinion:

I think colleges and universities should sponsor the in-service program, as their presentation seems to be broader and more varied in scope. School department sponsored programs are likely to become too local in color.

Major obstacles to taking courses.--As can be seen by Figure 4, page 46, lack of time presents the greatest obstacle to studying. Distance was given as a reason by forty teachers. Those who are studying in Boston and New York did not check this item. In spite of the fact that only a small number of courses was labeled "poor" or "fair" in Question I, forty-nine teachers have said that they do not find courses to be interesting. Many of the thirty-eight teachers who did not check any of the items or wrote in "no obstacle," were those who have been taking more than the average number of courses. One of these teachers expressed her opinion in this way, "There are no obstacles if one wishes to improve teaching techniques and enrich one's cultural background. One gets back what he puts into a course." Another wrote, "I take courses for pleasure only. I have never taken a course that was a chore."

A contrast of opinion is noted in the statements listed below by the people who felt there were other

FIGURE 4
OBSTACLES TO TAKING COURSES
GIVEN BY 348 TEACHERS
PROVIDENCE, RHODE ISLAND, 1953-54



obstacles than the ones mentioned in the questionnaire. The different reasons given by the thirty-one answering are as follows:

1. "Teachers are too tired at the end of a school day to do justice to any course. Term papers and research take up all of my free time." (Eighteen teachers gave a similar reason.)
2. "Many of us have a heavy teaching load with very little 'relief'. There is a feeling of classroom pressure."
3. "The preferred courses are usually limited in size. I find if I do not rush to register, I have to take what is left."
4. "I am out of college three years. I think there are too few new courses offered. Those that are offered, I have taken in college."
5. "I would like to see material of higher caliber offered, more on a college level, more cultural courses."
6. "Some class requirements are so high that they leave one little leisure time."
7. "Courses often overlap one another in scope. There is even repetition."
8. "Mine is an economic problem. In order to support a family, it is necessary for me to work in addition to teaching." (Two teachers gave this for an obstacle.)

9. "The courses that I want are not available when I need them."

10. "I may not take the courses that I would like to take as I am studying for a degree. I find my field is quite limited."

11. "Many courses are not presented in an interesting way. The professors do not consider that their students have worked all day."

12. "As a librarian in one of the large school libraries, I should like to have some courses that would be of some benefit to me professionally."

13. "Too many courses are given by people who have never taught in an elementary or secondary school."

14. "I engage in extra-curricular activities, especially coaching, so that time is very precious to me."

15. "Teachers should feel free to get away from books, paper work, and all school subjects during the evenings. They should relax."

16. "I believe 'experts' from other parts of the country should be brought here more often. They would give a pleasant 'lift' to a teacher who has to take courses."

17. "Most courses are given at a time of day when people are normally fatigued. I would like to suggest that the college cafeteria remain open so that we may have a relaxing coffee break. Even the library closes at 4:30." (This refers to a local college.)

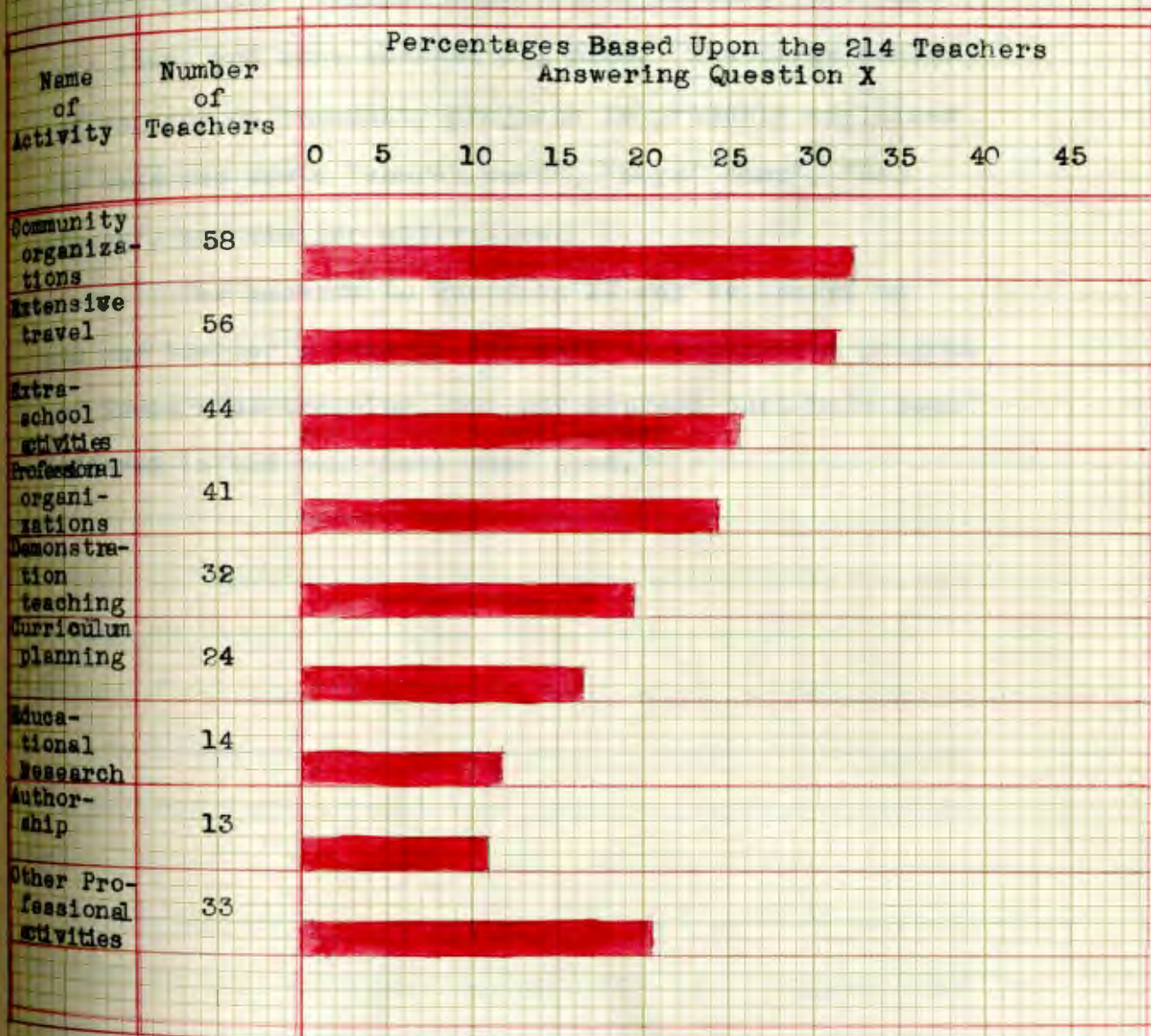
18. "I resent the pressure of taking courses solely for certification."

In answering Question VIII, two hundred seventy teachers expressed the opinion that taking courses does infringe upon the personal liberties and social life of the average teacher. However, many of the teachers who have taken a large number of courses are among the one hundred ten who believe that their personal liberties and social life are not infringed upon. Six people ignored this question. One teacher explained her answer "yes" in this manner:

I feel that I must make a very definite distinction at this point. Attending a course of lectures is a personal liberty I enjoy and consider part of my social life. Preparing papers for courses presents a different and unfortunate problem. A teacher's day does not end with the dismissal bell. There are lessons to prepare and papers to correct. Also, a teacher who has worked during the day needs plenty of rest and relaxation. However, when reports are required, the taking of notes is necessary. Not only does it annoy me to have to miss part of what is being said while I'm taking notes, but I resent having to do this after a hard day's work. All these extra burdens cut into much needed rest requirements, let alone a teacher's social life. A tired teacher cannot be as pleasant as her work requires her to be. Courses for "in-service" teachers should be tailored to fit their needs and should never, under any circumstances, work hardships on them as they do under the present set-up. In the final analysis it is the pupils who suffer.

In answer to Question IX, the median number of professionally produced plays attended was three to four; and the number of people attending more than ten plays in the past year was fifteen. The median of those attending

FIGURE 5
PROFESSIONAL ACTIVITIES OF 214 TEACHERS
PROVIDENCE, RHODE ISLAND, 1953-54



professionally sponsored lectures was four. Only eight teachers heard more than ten.

Professional activities.--In interpreting Figure 5, page 50, it would seem that teachers are professionally active people. Several individuals checked more than one item, and some checked all nine. The large number of workers on community projects is probably explained by some who wrote "church work", "boys' camp", "Red Cross", and similar activities.

The answers to Question XI may be summed up in one teacher's remark, "We have no continuous program of in-service training, but any courses that have been offered in the past have been good."

CHAPTER IV

DISCUSSION

The number of teachers studying for certification credits only, and for degree credits as well as certification credits, is understandably high because of a certain amount of pressure felt. Two hundred sixty-nine of the three hundred eighty-six answering the questionnaires were fulfilling these requirements. Of this number, one hundred twenty-four were working for degree credits. Many of these indicated that they were studying for their master's degree. The attainment of the master's degree may be considered a positive effect of this pressure, and a means of raising the standards of the teaching profession. However, the taking of courses merely for the sake of building up a number of credits, as one hundred forty-five indicated on the questionnaires, is neither a professional attitude nor does it contribute to good morale.

There is an unfavorable effect of this pressure noted by the resentment expressed by some teachers who have given many satisfactory years of service to their chosen work. An effective in-service program would help to eliminate this resentment.

It would seem that the great demand for technical courses and "methods" courses, as shown in Question II, is mainly a supervisory problem rather than a problem for the colleges and universities. Several questions come to mind when considering this problem.

1. What was wrong with the teacher's pre-service training? Was it too theoretical and completely lacking in practical application?
2. What is wrong with the supervisory set-up?
 - a. Is supervision lacking?
 - b. Is it the wrong type of supervision?
3. Why are not the teachers themselves resourceful?
 - a. Why do they feel so insecure?
 - b. Why are teachers afraid to experiment and try out techniques of their own invention?

Although something may be said about the need to improve the pre-service education, many of the teachers expressing the need for technical courses, have had many years of teaching experience. The responsibility for developing these techniques falls upon the supervisors and the teachers themselves. The supervisors either take it for granted that most teachers have no problems or they do not make it clear to the teachers that they are free to experiment and use their own creative powers.

Since the Providence school system has established a policy as to methods and procedures as indicated in the courses of study, the teachers and supervisors should have a thorough understanding of all of these. Supervisors could assist the teachers in carrying out these plans and allow them freedom to develop their own techniques to fit varying situations. The fact that so many trained teachers feel insecure may indicate a lack of supervisor-teacher understanding.

Changes in instructional procedures and curriculum revisions that are suddenly advocated may confuse teachers. Although the supervisors, or even a committee of teachers working with a supervisor, may be convinced that a change is advisable, the regular teaching staff needs to be "conditioned" carefully before being asked to try out new procedures. As the teachers endeavor to put new theories into practice, the weaknesses and difficulties manifest themselves. It is then, too, that the supervisor is put to the test of coming to the teacher's aid or letting her sink or swim.

Teachers are now saying, "I haven't had a science course since my high school days. How am I going to teach it properly? Who will tell me when I can find the time to fit it into my daily routine?" These questions are all too common at the present time in Providence. Teachers in general agree that science plays a vital part in our daily lives. However, their questions are a challenge to

the supervisors and to the committee who have introduced this subject into the elementary grades. If the teachers could feel free to regard their supervisors as consultants, leaders, or assistants, instead of critics, a more healthy situation would exist.

Probably the most important challenge to any supervisor is the new teacher or the teacher new to the school system. The following statements are the results of personal interviews with fellow teachers.

1. I spent my teacher training term in the sixth grade of a school that was experimenting with the platoon system. [No longer used in the elementary grades of Providence.] Consequently, I did not have the opportunity to teach geography or history. When I was appointed to this school, the group method of teaching was being carried on. I asked my supervisor repeatedly for help but she seemed to think I was doing 'all right!'. I have never had any constructive help in this matter. I suppose I have finally devised a satisfactory method of teaching social science.

2. I was trained in the first grade by a very competent state-critic teacher. The following year I was appointed to teach in the second grade. To begin with, the group was of a low mental level, but because I was a new teacher, I was anxious to produce good results. I telephoned my supervisor advising her of the situation and she promised to help me as soon as she could. The supervising principal of the building had just retired and one of the regular teachers was made acting principal. While waiting for the supervisor, I struggled along asking my fellow teachers and former critic teacher for help. Fortunately, they were kind enough to come to my rescue. My supervisor did not arrive until three weeks before promotion time. Her kindly expressed criticisms caused me to burst out with, 'Why are you complaining now? I needed your help seventeen weeks ago!'

3. I have been teaching eighteen years and don't know exactly how to teach by the unitary method.

4. I am new to the Providence School System, having taught in a neighboring state for several years. At first I expected to be observed by the supervisor and my supervising principal but now, after three years of satisfactory work, I think I should be trusted to do my job without weekly visits of the principal. She makes me feel like a training student. I am sorely tempted to go back to my former location.

5. Last week my supervisor visited me and asked me to teach an arithmetic lesson. 'But,' said she, 'I want it functional.' I did my best to make my lesson a 'functional' one but the supervisor did not comment on my efforts. [This from a teacher of more than twenty years of experience.]

The above remarks demonstrate conclusively why so many teachers seek courses in techniques on how to teach certain subjects. This field, too, is the one where true in-service courses can be put to best advantage.

The requests for courses in crafts and arts only serve to emphasize the success of the Art Workshop formerly held in Providence. This course could be repeated every two or three years, introducing new trends, and assisting the grade teachers in these fields. The regular classroom teacher, although expected to teach art, often feels inadequate because she thinks she has no natural talent or manual skill.

The teachers who did not have the advantage of a typing course in high school feel the need for a course in this skill. It is true that a knowledge of typing would be an asset to all teachers especially in the preparation of lessons that have to be done upon the duplicating machines.

Most of the in-service courses in arts and crafts could be directed by competent members of the art department and some of the gifted teachers in Providence.

Although the content courses receive the highest ratings by the teachers, there are not so many requests for courses of this type. This is probably because the courses that have been available at the local colleges and universities have been satisfactory. However, the requests for courses in home economics and nutrition were a source of interest. Many teachers attend courses in cooking and sewing sponsored by the Young Women's Christian Association, Federal Hill House, and Nickerson House. Although such pursuits may be considered hobbies, they certainly do enrich a teacher's background and the knowledge gained in these studies could be put into good use in a classroom, especially by a teacher of home economics. Possibly our colleges could offer more effective courses in similar areas in their laboratories for teachers in service.

It is regrettable that all teachers do not seek some courses of a cultural nature. Teachers, of all people, should strive to broaden their interests. Such pursuits in music, art, and literature should prove relaxing and entertaining after a day's work.

Morale would be improved, too. Some of the workshops in this area, especially the art, drama, and music workshops, could be conducted by the various departments of the Providence School System.

Very few of the teachers have a substantial knowledge of parliamentary law. Teachers need to be able to assist their pupils in formulating councils and conducting their meetings efficiently. Some of the misunderstandings and unnecessary delays in the meetings of their own professional groups might be avoided if they had more skill in the use of these rules.

Many professional courses of high caliber have been given in the past in our local colleges. However, teachers are still requesting courses in this area, even using identical titles of courses that have been given. Again, the personal interview was employed to find the answer to this riddle. In enumerating a few of the replies it seems safe to conclude that these teachers want to have "experts" brought in from other progressive school systems to conduct these courses. Some of the remarks are as follows:

1. "I have taken courses in administration and supervision given by local administrators, now I would like to hear some other points of view."

2. "I know pretty well how my school system is run, I would like to hear how other school systems accomplish things."

3. "I have served on curriculum revision committees. Is there a quicker way of solving such problems than the way we have devised?"

4. "Can the school make the disinterested members of a community cooperate? I would like to hear from some who have solved this problem in a difficult community."

In all cases teachers are seeking help from others who have had similar experiences. The help the teachers ask for in the field of psychology seems to be closely related to the requests for courses in techniques. In this field, too, "expert" direction is sought.

It is surprising to hear the number of teachers who admit that they have never had a course in philosophy. One of the required courses in pre-service education is the philosophy of education. Teachers evidently have forgotten the time they gave to this study. Some general knowledge of philosophy would seem to be essential in the life of every educated person.

In order to keep abreast of modern culture all teachers should be well informed in the social, political, and scientific fields. One of the finest seminar courses in this subject was given during the fall semester of 1953.

This course, entitled "Modern Education in Contemporary Society," was given at the University of Rhode Island.

Almost the identical course is now being requested in the questionnaire when the teachers write, "A course on the effect of modern inventions and modern scientific discoveries upon contemporary society."

It is safe to assume that in spite of the resentment of having to take enforced courses, most of the teachers answering the questionnaire are willing to take courses if they are helpful. That is, teacher initiated, teacher and supervisor planned, interestingly presented, not too costly, and conveniently located.

CHAPTER V

CONCLUSIONS

The survey of literature and the study of teacher education in-service in the thirty cities of the United States revealed that most of these localities generally recognize the problem to be a local one. It was observed that in localities where extensive in-service education is offered, the courses are well attended, even when there is no coercion felt for satisfying degree or salary increment requirements. Dynamic and democratic leadership is said to be the basic factor of this success.

The impression gathered from research literature was a general opinion that teachers as individuals, or as groups, have been reluctant to take positive action for self improvement. They hesitate to assume a genuine responsibility for realizing among their fellow teachers the professional proficiency for which they aspire. Too often the in-service program is left entirely to the judgment of administrators and the colleges. It was evident, however, that the teachers of Providence who answered the Questionnaires on In-Service Training, expressed the need for more professional courses, especially those dealing with classroom techniques. There

is a desire on the part of these teachers to improve their own status thereby raising the standards of the profession. They show some signs of asserting initiative in this direction.

Throughout the country the workshop principle was the preferred approach to in-service education. Many of the Providence teachers stated that they had never attended a workshop. Those who had had the experience of a course of this type expressed a preference for it. They agreed that the democratic participation of the members was enjoyable and productive.

There is evidence, also, of a desire on the part of many teachers to take courses in order that they may acquire more knowledge. They maintained that there can be value in any course, whether lecture, seminar, or workshop, if the subject is presented in an interesting way, and the work is meaningful.

The answers to the questionnaires show that most teachers are taking courses for certification credit only. Many of these felt that the courses they took did not give them the help they sought, but admitted that they gained something from each course.

It was felt that some solution ought to be found to help solve the greatest obstacle to taking courses --- lack of time. Suggestions for an earlier dismissal for the teachers on the days courses are held were noted.

Teachers have indicated that they prefer to have an in-service program that is teacher initiated and planned by a committee of teachers under a supervisor's leadership. This plan necessarily refers to a school department sponsored program.

Others state that college courses should be given by competent educators who have had classroom experience and who have a thorough understanding of the local problem.

It is evident that the Providence School Department has no continuous in-service program for the teacher advanced in service. The few courses that have been offered in the past have been well received.

Recommendations

On the basis of the findings in the preceding pages of this thesis the following recommendations are set forth:

1. That the City of Providence School Department establish and maintain a continuous program of in-service training.

Explanation.--The needs of the Providence school teachers vary. However, a majority express a need for help in classroom techniques.

2. That supervisors, principals, and department heads be cognizant of this fact.

Explanation.--Such widespread uncertainty on the part of the teachers is largely a supervisory problem. Supervisors can usually allay such fears by having grade meetings or small group conferences when difficulties manifest themselves. Institutional course work lacks the immediate practical value of training given by the local supervisor.

3. That it is definitely the responsibility of the supervisor to have in-service workshops or seminars prior to the introduction into the system of new techniques or curriculum changes.

Explanation.--Changes thrust upon teachers suddenly cause a feeling of psychological insecurity, conducive to the lowering of morale. When supervisors or committees of teachers are convinced that changes are advisable, all of the teachers must be conditioned thoroughly before they are asked to seek out new procedures. When teachers have tried these new practices and difficulties appear, the supervisor should be on call to explain the feasibility of the program.

4. Workshops should be of such duration that credit can be given for attending them.

Explanation.--Since a large number of teachers are working for certification credits, a series of five of these meetings should have a credit value of one point. (A course of fifteen meetings is rarely necessary to establish new techniques for the experienced teacher.) State accreditation should be sought for a systematic series of meetings. Group meetings are suggested in the subjects of language arts, science, and social science.

5. That supervisors realize that in all in-service programs, teacher morale is of the greatest importance.

Explanation.--The method that works is the method that is valued. When teachers are convinced of the worth of a new procedure, morale is improved.

6. That the workshop principle should be accepted as a desirable form of in-service training.

Explanation.--The workshop, an essentially democratic institution, is usually planned by a teachers' committee. All members may share equally in determining their aims according to their abilities and experiences. Teachers carry the spirit and method of the workshop back to their classrooms.

7. That many teachers do not improve their competence satisfactorily while teaching indicates the need for an effective in-service program.

Explanation.--Teachers individually often fail to take initiative for improving themselves. Supervisors often do not give teachers adequate encouragement and opportunities for growth. Many teachers have not expressed creativity because of the failure of a supervisor to give credit where credit was due.

8. That the school system should work in closer unity with the local colleges and universities.

Explanation.--No perfunctory attendance at lectures will train teachers effectively. Speakers should be dynamic. College instructors in classroom techniques should be well informed on local problems. They should also have had classroom experience.

9. That the "group dynamics" method be employed in college courses where possible.

Explanation.--Teachers are prone to teach as they are taught. It is necessary that they have experience in this democratic way of teaching if they are to use it themselves with any degree of success.

10. That the obstacle of "Time" be considered when planning the in-service program for the city.

Explanation.--Courses should be given in several different sections of the city to enable teachers to choose the locations convenient to them.

11. That the Providence School Department organize and maintain a permanent planning and evaluating committee on teacher education in service.

Explanation.--It is necessary for every school system to help its teachers develop a personal responsibility for growing professionally throughout their careers. It is necessary to achieve closer cooperation of all the members of the profession---administrative, supervisory, and teaching staff. The planning committees should investigate the needs of the teachers and ask them to give suggestions for courses they want. The real immediate needs of the classroom teacher is a paramount issue.

CHAPTER VI

ACKNOWLEDGEMENTS

It would be impossible for me to cite all of the people to whom I am indebted for information contained in this thesis. I am very grateful to Dr. Frank Pelton and Dr. M. C. S. Noble, Jr. professors of Education at the University of Rhode Island. Their guidance throughout this study is sincerely appreciated.

The cooperation of the principals and teachers of Providence, Rhode Island, as well as the superintendents of several other cities, facilitated the investigations.

- 1. Is the Workshop type course offered?
Yes ___ No ___ Occasionally ___
- 2. Is this type supported by the board?
Yes ___ No ___
- 3. Is there a limit to the number of students in a class of this type?
Yes ___ No ___
- 4. Does the Workshop type course still attract students?
Yes ___ No ___
- 5. Is the class of a teacher class limited?
Yes ___ No ___
- 6. Is the seminar type class used very much throughout?
Yes ___ No ___

APPENDIX A

7. Do you attach importance to cooperation with local agencies in direct relationship with local school systems?

1. Questionnaire Sent to Cities

2. Cities Responding to Questionnaire

- 8. Is certification renewal dependent upon a specified number of students or credits?
- 9. What is the duration of certification in your state?
- 10. Is the annual salary increment dependent upon a specified number of students or credits?
- 11. Are the courses given by teachers of the teaching staff or by "experts" brought in from other localities?
- 12. Do teachers receive verification credit for attending:
 - a. Credit value planning committee?
 - b. Policy making committee?
 - c. Extension travel?
 - d. Fieldwork courses?
 - e. Two daying courses?
 - f. Interest courses (open, closed, seminars, institutes, institutes, and courses of a non-educative nature)?

QUESTIONNAIRE ON IN-SERVICE TRAINING

1. Is the Workshop type course offered?
Yes___ No___ Occasionally___
2. Is this type preferred by the teachers?
Yes___ No___
3. Is there a limit to the number of students in a class of this type?
Yes___ No___
4. Does the lecture type course still attract teachers?
Yes___ No___
5. Is the size of a lecture class limited?
Yes___ No___
6. Is the seminar type class used more than formerly?
Yes___ No___
7. Do any of your universities or colleges work out programs in direct conjunction with local school systems?
8. Is certification renewal dependent upon a specified number of courses or credits?
9. What is the duration of certification in your state?
10. Is the annual salary increment dependent upon a specified number of courses or credits?
11. Are the courses given by members of the teaching staff or by "experts" brought in from other localities?
12. Do teachers receive certification credit for attending:
 - a. Curriculum planning committees?
 - b. Policy making committees?
 - c. Extensive travel?
 - d. First-aid courses?
 - e. Home nursing courses?
 - f. Interest courses (opera, ceramics, art-crafts, knitting, and courses of a non-academic nature)?

13. Are teachers released from teaching duties to attend in-service courses?
14. Are the courses supervisor planned or teacher initiated?
15. What provisions are made for the granting of leaves of absence for study?
 - Full salary?
 - Partial salary?
 - No salary?
16. What are the reasons given by most teachers for attending courses? (Check one or more.)
 - Cultural?
 - For credit toward degree?
 - For improved teaching techniques?
 - For certification credit?
 - For salary increment?
17. Are there any other critical comments on this subject of in-service training that you can add?

Cities Responding to Questionnaire

Albany, New York	New York, New York
Austin, Texas	Olympia, Washington
Baltimore, Maryland	Phoenix, Arizona
Boston, Massachusetts	Pittsburgh, Pennsylvania
Chattanooga, Tennessee	Portland, Maine
Charlestown, West Virginia	Portland, Oregon
Chicago, Illinois	Richmond, Virginia
Denver, Colorado	St. Paul, Minnesota
Great Neck, New York	Salem, Oregon
Harrisburg, Pennsylvania	Santa Fe, New Mexico
Lansing, Michigan	Seattle, Washington
Los Angeles, California	Springfield, Illinois
Louisville, Kentucky	Springfield, Massachusetts
Madison, Wisconsin	Tallahassee, Florida
New Orleans, Louisiana	Tulsa, Oklahoma

APPENDIX B

1. Questionnaire on In-Service Training for Teachers.
2. Courses Suggested by Teachers in Answer to Question II on Questionnaire

QUESTIONNAIRE ON IN-SERVICE TRAINING

Return to:

Miss Dorothy M. Alexander
68 Laura Street
Providence, R.I.

This questionnaire is the result of an investigation which has been made of the in-service training programs of a number of cities in the United States. All answers will be regarded as confidential.

List the courses you have taken during the past five years. Opposite each course, please supply the information called for in the column headings.

NAME OF COURSE	Opposite each course place a check (✓) in the column which best describes why the course was taken.					Opposite each course write in one of the following ratings to indicate your estimate of the course's value to you: <i>Excellent, Very Good, Good, Fair, or Poor.</i>
	Degree Credits only	Certification Credits only	Both Degree and Certification Credits	Solely to Improve Teaching Techniques	For Cultural Purposes Only	

Please list titles of some additional courses which you believe might prove helpful to you.

Which type of course do you prefer? (Check one.)

- Workshop
- Seminar
- Lecture

Which of the following procedures do you recommend? (Check one.)

- Teachers should *always* study in their own fields.
- All fields of study should be open to them in order that they may broaden their areas of interest.

Which of the following procedures do you recommend? (Check one.)

- Supervisor planned courses
- Teacher initiated and teacher planned courses
- Teacher initiated courses but planned by a committee of teachers under a supervisor's leadership
- Other (Write in suggestion) _____

In your opinion which of the following agencies should offer the in-service training program? (Check one.)

- Local School Department.
- Colleges and Universities.
- The school department in conjunction with the colleges.

What is the major obstacle to your taking courses? (Check one.)

- Lack of time
- Distance
- Parking problem
- Cost
- Courses not interesting
- Other reasons (Write in) _____

COURSES SUGGESTED BY TEACHERS IN ANSWER
TO QUESTION II ON QUESTIONNAIRE

1. Techniques in Classroom
 - A. Language arts workshops
 1. Reading
 - a. Phonics
 - b. Word analysis
 - c. Group methods
 2. Reading readiness
 3. Reading clinic
 4. Literature for children
 5. Methods of teaching composition in junior high
 6. Junior high English
 7. Junior high reading
 - B. Science
 1. Refresher course for all teachers
 2. How to teach science in the elementary grades
(New science course in Providence)
 3. Science of the Atomic Age (junior high level)
 4. Biology for secondary schools
 - C. Social Science
 1. Social science as a core curriculum
 2. Geography and history in relation to one
another (Grades 4, 5, and 6)
 3. Social science (Grades 7, 8, and 9)

D. Mathematics

1. Functional arithmetic in each grade
2. Methods of teaching arithmetic
3. Algebra and geometry for secondary schools

E. New ideas in seat work

1. For the first grade
2. For the slow learner
3. For the exceptional or handicapped child
4. For the gifted child
5. Kindergarten workshop

a. Rhythms**b. Music****c. Help for the exceptional child****F. The group dynamics method of teaching**

1. In junior high school
2. In senior high school

G. Visual aids

1. The various kinds
2. How to use them
3. How to improvise some

H. Music

1. How to teach the beginner
2. Creative music for the young child
3. Music as a help for the exceptional child
4. Teaching of choral singing

I. Dramatics workshop

1. Producing and directing plays for children
2. Costuming
3. Scenery
4. Lighting

J. Special techniques workshop

1. Teaching the handicapped child

K. Health

- L. Demonstration teaching where the use of current techniques may be observed

II. Crafts and Arts

A. Art workshop

1. For kindergarten through grade 2
2. For grades 3 through 6
3. Handicrafts for the handicapped child
4. Handicrafts for the slow learners
5. Paper sculpture for all grades
6. Construction problems (junior high level)

B. Art

1. New ways of expression
2. Learning skills in various media
3. Interior decorating (junior high and senior high)
4. Mechanical drawing
5. Vocational training (junior high and senior high)

C. Typing

1. A course for practical purposes
2. Use of duplicating machines

III. Content Courses

A. History

1. Local history
2. European history
3. Pre-Columbian American history
4. Ancient history
5. American history

B. English

1. English grammar
2. English composition

C. Languages

1. French
2. Spanish
3. German
4. Latin
5. Portuguese
6. Swedish

D. Sciences

1. Chemistry
2. Biology
3. Home Economics
4. Nutrition

IV. Cultural Background

A. Music workshops

1. The stories of the operas
 - a. Appreciation of the opera
 - b. Familiar operatic aires

2. The symphony
 - a. Instrument identification
 - b. Orchestral arrangements
 - c. Appreciation and study
3. Dancing
 - a. Folk
 - b. Square
 - c. Appreciation of ballet
 - d. Social (for recreation)
- B. Art
 1. History of art
 2. Appreciation of art (emphasis on modern)
- C. Literature
 1. American literature
 2. American literature (current)
 3. English literature
 4. The classics (Greek, Roman, French, and Spanish)
 5. Poetry
 - a. Modern
 - b. American
 - c. English
 6. Creative poetry
 7. Choral speaking
 8. The Drama
 - a. Classics
 - b. Modern

9. Drama workshop

- a. Producing and directing plays for recreation
- b. Radio and television scripts

D. Parliamentary Law

(Taught by an authority)

V. Professional Courses Other Than Classroom Techniques

A. Education

1. Current trends (seminar or workshop)
2. Administration workshop
3. Democratic supervision
4. Curriculum revision
5. Program planning
6. Pupil-teacher planning in senior high school
7. Modern methodology
 - a. Practice
 - b. Evaluation of modern theories
8. The school and community relations

VI. Psychology

A. Modern trends in psychology

B. Mental hygiene

1. Emotional problems in the classroom
2. Diagnostic testing
3. Child development and pupil adjustment
4. The problem of juvenile delinquency
5. Problems in discipline

C. Guidance

D. Psychiatry (to help the insecure child)

VII. Philosophy

- A. Professional ethics (teacher-principal-supervisor relationship)
- B. Philosophy of education (comparative studies of popular theories)
- C. The history of philosophy

VIII. World Outlook

- A. The effect of modern inventions and modern scientific discoveries upon contemporary society
- B. Political science
- C. Current events

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