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# A Study of the In-Service Education Program for Elementary Teachers of Rural Douglas County, Nebraska

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A STUDY OF THE IN-SERVICE EDUCATION PROGRAM  
FOR ELEMENTARY TEACHERS OF RURAL  
DOUGLAS COUNTY, NEBRASKA

by

Lucille Fern Sollenberger

A THESIS

Presented to the  
Graduate Division of the University of Omaha  
in Partial Fulfillment of Requirements  
For the Degree of Master of Arts in Education

Under the Supervision of Dr. Frank Gorman

Omaha, Nebraska  
September, 1953

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L. F. S.

DEDICATED TO

William J. Hauser, Superintendent of  
Public Instruction of Douglas County for  
his devotion to the cause of rural education  
and his persistent fighting for those who  
are not in a position to speak for themselves,  
the boys and girls of mid-western rural areas.

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## CHAPTER I

### INTRODUCTION

Leaders in the professional and industrial fields recognize that the individuals they employ must continue to study and grow in their special fields. A doctor continues to study that he may keep up on recent developments in medicine. An expert mechanic must continually study new developments in modern machinery and the new models which are developed yearly. Bankers hold regular in-service courses to be able to meet new requests and follow new laws.

How much more important and necessary is it that teachers, who have the highly technical task of molding the lives of all the children of all the people, should have the benefit of an in-service education program which keeps them up-to-date on all the recent changes resulting from research and studies continuously conducted by educators. Whether a teacher is new to the school system or is a veteran educator, whether she is a beginner or one with many years of experience, she needs the benefit of an effective in-service education program. The teacher who lacks opportunities for some type of in-service education quite likely becomes antiquated.

We all recognize the fact that in our teaching experience we meet many situations which had not been anticipated in our preparation. No pre-service program can possibly prepare a student completely for an entire teaching career.

As Evendon says:

In-service education is based on the assumption that the pre-service training cannot effect initial perfection, but is rather intended to assure a safety minimum competency, leaving to the in-service period the improvement of teaching skills and continual cultural growth.<sup>1</sup>

Any teacher whose knowledge of the growth and development of children is not greater than when she entered the profession, is apt to be using obsolete methods. Even if experience has broadened her knowledge of children and their needs, unless she had made resultant modifications in her teaching procedure, she cannot be meeting the needs of the children adequately. Every teacher should be a continuously growing teacher.

#### NEED FOR STUDY

In the words of Thomas Van Sant: "There is consensus about the need. There are differences in provisions to meet this need."<sup>2</sup>

The sentiment embodied in this quotation constitutes the reason for this study. Much has been written on in-service education the past few years. However, most of the programs have been developed in city public school systems or in densely populated rural areas on either coast where the county organizations of school administration predominate.

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<sup>1</sup>E.S. Evendon, The Education of Teachers in the United States - Principles and Problems, Washington, D.C., United States Office of Education, National Survey of the Education of Teachers Bulletin 1933, No. 10

<sup>2</sup>Thomas Van Sant, "In-Service Training--A Must for Adult Education", Adult Education, Danville, Illinois, Vol. II, No. 5, June, 1952 p. 153

In rural systems where teachers are in many buildings over a large county area, programs of in-service education for teachers have depended upon the impressions, experiences, and concepts of need held by those administratively in charge.

As a result, many in-service training programs push the burden of teacher growth on initial interviews in selecting teachers, on written materials given to teachers, or faculty meetings and some supervisory visits.<sup>3</sup>

This condition has come about because of an absence of a substantial body of literature to which to refer. Most of the literature on in-service education has been directed to city systems.

The administrator who attempts to set up an in-service education program must understand the procedures necessary to change the adult groups which he works with because the teaching of adults is considerably different than the teaching of children. Adults are more difficult to impress with a new truth than children. An adult has many habits and attitudes which must be "unlearned" before new learnings can take their places. In many cases these previous learnings may be used as stepping stones to help the adult learner to reach a higher level of understanding. The teacher of adults should also recognize the power of the human drive of co-operative group action.<sup>4</sup>

The problem of developing an adequate and effective in-service education program for rural teachers has been faced and a workable program has been set up in Douglas County.

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<sup>3</sup>Ibid. p. 154

<sup>4</sup>W.C. Allee, Co-operation Among Animals, Henry Schuman, New York, 1952

The program has been developing for the past five years. The beginning was rather modest and each step has been constantly evaluated by the teachers and administrators involved.

The recognized need in this study was a program of in-service education for elementary teachers which could be used as a pattern for administrators of the midwest rural areas. The latest available statistics from the United States Office of Education states that there were in this country 108,344 schools of one, two or three teachers. Of this number, 86,563 were one-teacher schools. Most of these schools are found in so called rural states.<sup>5</sup> A study which sets forth an effective in-service education program for these rural areas could be of service to the educational leaders of forty-six percent of the children and youth of the United States.

There is reason to believe in-service education of rural teachers and teachers of small schools pays off dividends quickly and results in better instruction and improved learning situations in a very short time when compared with results obtained in large school systems.

The curriculum of any school is greatly influenced by the teacher himself, but especially is this true in the small school where the classroom teacher is the only one who has the immediate responsibility of what takes place in the classroom. Since there are fewer individuals involved, the small school is more subject to change and to the development of so-called modern curriculum methods and materials than is its large urban sister.

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<sup>5</sup>"Statistics of State School Systems, 1945-46," Biennial Survey of Education in the United States, Washington, D.C., United States Office of Education, Government Printing Office, 1949, p. 52

Schools Count in Country Life,<sup>6</sup> a bulletin issued by the United States Office of Education, makes this point clear. An effective program to help the one-room teacher will not only satisfy a definite need, but will be warmly received and will bring results in a relatively short period.

Many educational leaders believe that the best place to begin the application of what is known about helping people to help themselves is in the rural areas of America. Here is where democracy in action has its easiest and best chance to develop. In the small towns, villages, and the open country, people live close to their problems. Each individual knows personally most other individuals living in the rural community. Unhampered by the complexities of large urban areas, rural people can deal personally in the solution of their problem.

#### STATEMENT OF THE PROBLEM

The problem was to evaluate the in-service education in effect in Douglas County, Nebraska, in the light of teacher needs and the local conditions which affect the effectiveness of a program -- and from that, make suggestions for improvement of the existing program. In doing this the endeavor was to set forth a program which other counties in Nebraska or other rural states could use as an effective pattern of in-service education for elementary teachers.

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<sup>6</sup>Effie Bathurst, Schools Count in Country Life, Washington, D.C., Federal Security Agency, Office of Education, Bulletin 1947, No. 8 1947

DELIMITATION

This study was limited to the elementary classroom teachers of the schools of Douglas County which lie outside of the city of Omaha. It evaluated the in-service education program carried on in Douglas County for the five year period from January 1948 to January 1953.

It should be noted that all elementary teachers in Douglas County are supervised by the County Superintendent and his staff. This includes village, suburban and rural teachers as shown in Table I. Only thirty-three of the schools in Douglas County are one-room schools. Seven are village schools with two to nine teachers. Seven are suburban schools with three to eighteen teachers. Table I also shows that one hundred eight teachers from the fifty-one schools of Douglas County contributed the data used in this study.

TABLE I  
NUMBER OF QUESTIONNAIRES SENT OUT AND RETURNED  
BY SIZE OF SCHOOL, 1952

No. of Schools	Type of School	No. of Teachers	No. of Returns	Percent
33	One Room Rural	33	28	84.9
5	Two Room Rural & Village	10	10	100.0
4	Three Room Village & Suburban	12	10	83.3
4	Five Room Village & Suburban	20	17	85.0
1	Seven Room Suburban	7	7	100.0
4	Nine to Eighteen Room Village & Suburban	52	36	69.3
51	TOTALS	134	108	80.6

PROCEDURE

Facts employed in this study were obtained from two sources: a questionnaire filled out by the teachers of Douglas County and records in the office of the County Superintendent. The first part of the questionnaire asked for pertinent information about each teacher including personal data, educational preparation, teaching experience record, and other activities in which the teacher participated. The second part was an evaluation of the present in-service education program in terms of teaching practices. It also permitted the teacher to list those areas in which she felt she had improved during the past five years, since the in-service program has been in effect, or during the time she taught in Douglas County, if less than five years. The teachers further had an opportunity to rate the different types of in-service education practiced in Douglas County in terms of their helpfulness. They also checked items in which they desired more help from their supervisors.

The teachers co-operated very nicely in giving the information requested, even to the point of many including a college transcript of their credits with their training record. Others took advantage of a suggestion given in the directions and gave extra information on the back of the questionnaire.

Of the 143 elementary teachers in Douglas County in 1952, 134 were classroom teachers concerned with the total educational program of children. This number did not include the non-teaching principals or music teachers. Out of the 134 questionnaires set, 108 were returned. This represents 80.6 percent. It is interesting to note that seven of the schools with more than one teacher had a 100 percent return of the questionnaire.



REFERENCE TO OTHER STUDIES

Studies directly related to the one herein were found to be relatively few. As a matter of fact,

Students of education are seriously handicapped by the scarcity of printed material dealing with the small school. With the exception of the publications of perhaps a dozen researchers and writers in this field, writings on the small school constitute a neglected area in American educational literature.<sup>7</sup>

An interesting study recently completed by Whitehead, was made of supervisory practices in North Carolina Negro High Schools.<sup>8</sup> One hundred fifteen high school teachers filled out a questionnaire giving their opinions of techniques used by supervisors, namely, classroom visitation, demonstration teaching, faculty meetings, orientation of new teachers, lesson plans and in-service training. The chief outcome of the study was that administrators should pay more attention to the chief aim of education-- effective teaching.

Thomas W. Howie of Wilmington, Delaware tells of an in-service program which was planned by his teachers which stresses the importance of creative participation in improving morale. The report of this experiment reflects the following points:

1. A good place to begin a program is with a representative group who have a clear understanding of a problem
2. The committee needs to explore and discuss problems, but decisions should always be referred to the group which appointed it.

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<sup>7</sup>Instructional Leadership in Small Schools, Association for Supervision and Curriculum Development, N.E.A., Washington, D.C., 1951 p. 14

<sup>8</sup>Matthew J. Whitehead, "Teachers Look at Supervision", Educational Leadership, November, 1952, p. 101

3. When a group is small, problems are more easily identified.
4. When the group as a whole participates, many new ideas emerge.
5. Morale improves as each person is brought into the work. Leadership on the part of teachers is "contagious" with other teachers. There is nothing more "gatching" than enthusiasm that has a solid foundation in success.<sup>9</sup>

Charles and Dent report that some of the recommendations growing out of a study conducted by the Citizen Fact-Finding Commission in Connecticut for the development of in-service education for Connecticut teachers were:

1. All personnel of the State Department of Education, all administrative and supervisory personnel in the state, and all teacher-education institution personnel should understand one another's respective aims, philosophy and programs if in-service education programs are to be of maximum effectiveness.
2. Regional activities, utilization of human resources in local situations and collaborations of different institutions augur well for programs of in-service education.
3. In-service education should become increasingly concerned with the general and specific problems faced by teachers as individuals and as members of professional organizations.
4. In-service education should be planned to encourage the individual to achieve maximum self-development as well as to acquire a professional degree.
5. More ways should be found to meet the needs of teachers who are further advanced in age and feel that they do not have many more years in service.
6. The problem of finding time and energy to participate in in-service education activities after regular school hours confronts many teachers. Ways of providing time during the school day for such programs need to be explored.<sup>10</sup>

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<sup>9</sup>Instructional Leadership in Small Schools, Association for Supervision and Curriculum Development, Washington, D.C., 1951, pp. 42-46

<sup>10</sup>Charles and Dent, "If the Colleges Asked the Teachers", Educational Leadership, October, 1951, pp. 22-26

An experiment reported by Crosby tells of a teachers college which attempted to meet its responsibilities to beginning teachers and their school communities.

It began with a conception that education possesses real hazards for graduates in their orientation to first jobs in the profession. It focused attention upon the rejection of patterns and the conviction that teacher education should be concerned with the broad development of the student as a person and a potential professional worker and not with the preparation of beginning teachers armed with a bag of tricks and prescribed patterns to meet any and all situations. The experiment was founded on a belief that the pre-service education of teachers should be geared to the conviction that an individual makes himself a teacher on the job.

The most tangible pre-service aspect of the experiment to bridge the gap between pre-service and in-service experience was a senior seminar held the semester before graduation. Much of the work of the seminar centered in weekly, all day sessions observing selected centers representing a cross-section of philosophies and agencies, religious schools, modern, progressive and traditional schools, public and private schools, day care centers and settlement houses were included. This seminar experience was designed to act as a buffer between idealism and reality. It gave the graduates a realization that "Education 1951" were many different faces.<sup>11</sup>

A study carried on by Antell in the New York City schools attempted to discover which methods used by supervisors were most helpful to the teachers. A five point questionnaire was used in which teachers were asked to check the degree of helpfulness of pertinent items. The results of this study showed that teachers believed the following methods belonged in the "very helpful" column.

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<sup>11</sup> Muriel Crosby, "Lighting Candles", Educational Leadership, October, 1951, pp. 4-9

According to rank of the greatest percent reporting, a portion of the items were:

1. Availability of professional library
2. Supervisor acts as a consultant or technical advisor
3. Demonstration lessons
4. Grade conference to discuss common problems
5. Visiting an outstanding school
6. Participation in formulation of school policy
7. Individual conference with the supervisor
8. Intervisitiation
9. In-service courses or workshops
10. An after school conference with open discussion of topic of interest

The following items were ranked as "least helpful":

1. Rigid adherence of each teacher to a fixed daily schedule
2. Formal observation by supervisor whenever he sees fit
3. A daily two-second visit by supervisor
4. Formal observation by the supervisor on call
5. A daily morning bulletin to teachers<sup>12</sup>

A class at Butler University carried on a research relative to the kind of supervision teachers desire as compared with the kind they were receiving. The class interviewed 460 public school faculty members.

The response concerning their desires from supervision as tabulated in order of the greatest frequency of mention for the highest ten items were:

1. Constructive criticism
2. Recommend new techniques and methods
3. Demonstration teaching
4. Recommend materials and books
5. Recommend professional books and articles
6. Assistance with special problems
7. Assistance with classroom control
8. Inspirational supervision

---

<sup>12</sup>Henry Antell, "Teachers Appraise Supervision", Journal of Educational Research, 38 April, 1945

9. Interview following visitation
10. Co-operative supervision<sup>13</sup>

Keeping in mind the statements in the opening part of this chapter, it is significant to note that all of these studies were conducted in urbanized areas in the East where the pre-service training of teachers is at least four years of college.

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<sup>13</sup>p.M. Bail, "Do Teachers Receive the Kind of Supervision They Desire?", Journal of Education Research, 40 May, 1947, pp. 713-716

## CHAPTER II

### STATUS OF TEACHERS IN ELEMENTARY SCHOOLS IN DOUGLAS COUNTY

The status of the teachers in elementary schools of Douglas County was determined from information obtained from a questionnaire<sup>1</sup> sent to one hundred thirty-four of the elementary teachers.<sup>2</sup> The questionnaire was composed after much reading in the field of evaluation of teaching.

Dwight E. Beecher, Research Associate of the New York State Education Department in his book, Evaluation of Teaching,<sup>3</sup> gave the results of many studies that had been conducted in this field. One study by A. S. Barr on "Characteristic Differences of Good and Poor Teachers"<sup>4</sup> received notable recognition. The questionnaire, used in the evaluation of the Douglas County program, was constructed from the criteria set up in Barr's study<sup>5</sup> and from the areas which had been covered in the Douglas County in-service education program for the preceding five years. The following general areas were covered in the questionnaire.

1. Pupil-Teacher Relations
2. Classroom Organization and Management
3. Teaching Methods and Techniques
4. Public Relations

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<sup>1</sup>A copy of the questionnaire appears in Appendix A

<sup>2</sup>See Table I, p. 6

<sup>3</sup>Dwight E. Beecher, The Evaluation of Teaching - Backgrounds and Concept, Syracuse University Press, Syracuse, N. Y., 1949

<sup>4</sup>A.S. Barr, Characteristic Differences of Good and Poor Teachers, Public School Publishing Company, Bloomington, Illinois, 1929

<sup>5</sup>Ibid, p. 10

Of the 134 questionnaires mailed, 108 replies, or 80.6 percent were returned. The questionnaires were then sorted into groups according to the number of years of teaching experience of each teacher. This grouping was made to observe the effect of teaching experiences on in-service education needs of teachers. Later the questionnaires were regrouped according to hours of college training, and again according to the teacher's age. These two groupings were made to observe how these factors might influence the teacher's attitude and readiness for educational growth.

The National Education Association have recently published a research bulletin which is a study of rural teachers of United States.<sup>6</sup> The personal factors which were studied included age, sex, marital status and dependents. The professional status factors included in this study were size of school, scope of job, professional training, teaching experience and membership in National Education Association. Since the material for the Douglas County study was gathered the same year as the national study and included many of the same factors, it is possible to draw comparisons between the rural teachers of the United States and the teachers of Douglas County.

#### EDUCATIONAL PREPARATION

The preparation of the elementary teachers of Douglas County exceeds that of the average preparation of teachers in other counties of the state of Nebraska. It is very close to the average for the nation in spite of the fact that the certification laws of Nebraska do not require as much college preparation as do other states.

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<sup>6</sup> Rural Teachers in 1951-52, Research Bulletin Vol. XXXI, No. 1, National Education Association, Washington, D.C., 1953

TABLE II

EDUCATIONAL PREPARATION OF DOUGLAS COUNTY TEACHERS, 1952

	No College Preparation	12-29 Hours	30-59 Hours	60-89 Hours	90-119 Hours	120-149 Hours	Over 150 Hours
No. of Teachers in Rural 1 and 2 Room Schools	0	5	13	13	13	4	1
No. of Teachers in Suburban and Village Schools	0	1	3	42	12	31	5
	-	-	-	-	-	-	-
Total Teachers in County	0	6	16	55	25	35	6
Percent		4.2%	11.2%	38.4%	17.5%	24.5%	4.2%

Table II gives the training of Douglas County Teachers in rural one or two room schools and in the suburban and village schools and shows that one hundred percent of the Douglas County teachers had from twelve to one hundred fifty semester hours of college preparation. A breakdown of teacher preparation by counties was not obtainable. However, Table III shows the preparation of all rural elementary teachers in Nebraska.

TABLE III<sup>7</sup>

EDUCATIONAL PREPARATION OF ALL RURAL ELEMENTARY TEACHERS IN NEBRASKA, 1952

(including Douglas County)

	No College Preparation	Under 30 Hours	30-59 Hours	60-89 Hours	90-119 Hours	120-149 Hours	Over 150 Hours
No. of Teachers	278	1,734	1,447	629	184	145	38
Percent of Teachers	6.3%	39%	32.3%	14.1%	4.1%	3.2%	.8%

<sup>7</sup>A.R. Lichtenberger, and W.A. Rosene, The 1952 National Teacher Supply and Demand Study, State Department of Education, Lincoln, Nebraska p. 2



Twenty-two percent of the teachers of Nebraska have two years or more of college preparation, whereas 85 percent of the Douglas County teachers have two years or more. Table III further indicates that the majority of teachers in the state have less than one year of college preparation. The average college preparation of the Douglas County rural elementary teachers is ninety hours.

Table IV shows the comparison of the training of elementary teachers in Douglas County with the State of Nebraska and the nation in 1952.

TABLE IV  
COMPARISON OF EDUCATIONAL PREPARATION OF RURAL ELEMENTARY TEACHERS  
OF DOUGLAS COUNTY, STATE OF NEBRASKA AND UNITED STATES, 1952

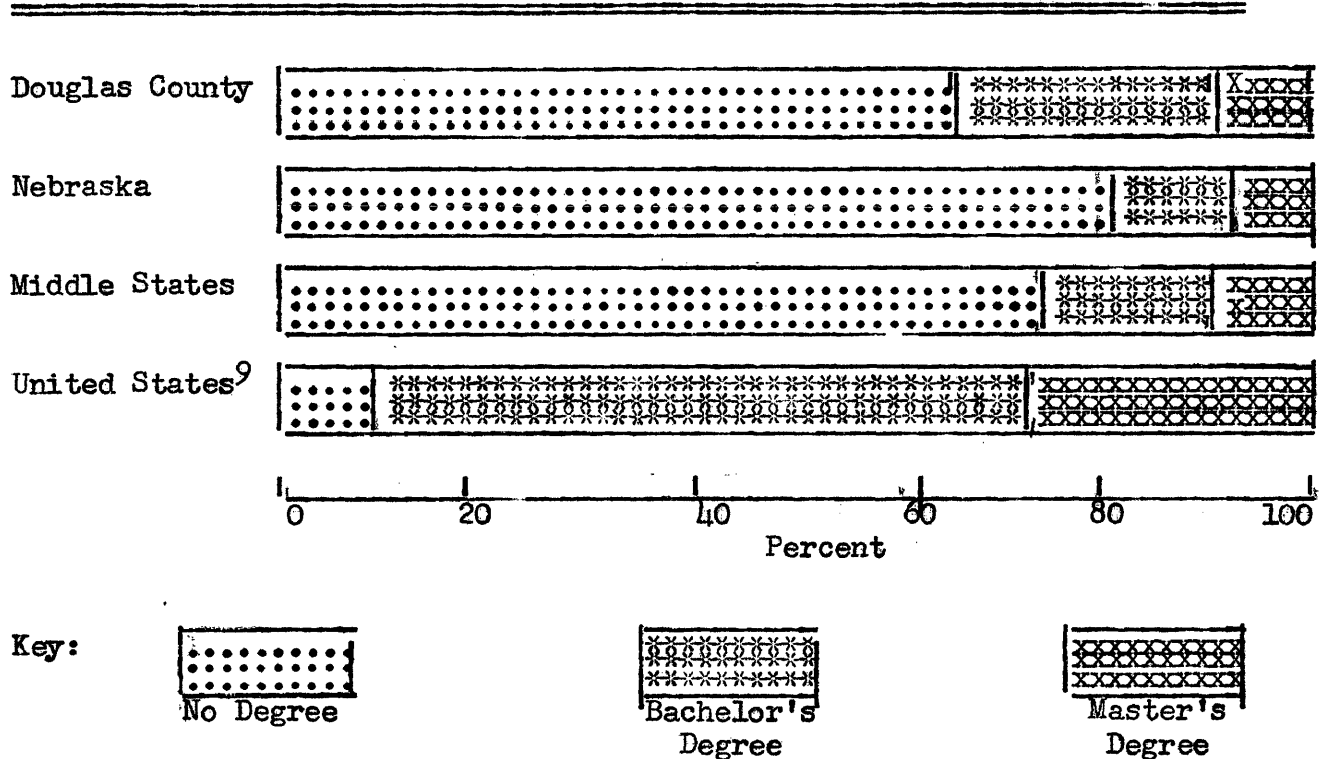
	No Degree	Bachelor's Degree	Master's Degree
Douglas County	71.3%	24.5%	4.2%
Nebraska	95.8%	3.2%	.8%
United States <sup>8</sup>	64.7%	31.3%	4.0%

In spite of Nebraska's low certification standards, nearly 25 percent of the Douglas County teachers have Bachelor's Degrees, whereas 31 percent of the nation's rural teachers have Bachelor's Degrees. Nebraska as a whole has only 3 percent of the rural elementary teachers holding Bachelor's Degrees.

Seventy-six and five tenths percent of the rural teachers of the nation have at least two years of college preparation. Fifty-five and nine tenths percent of the Douglas County teachers have at least two years of college preparation. The percent of rural elementary teachers having Master's Degrees is the same in the nation and in Douglas County.

<sup>8</sup>Rural Teachers in 1951-52, National Education Association, Washington, D.C., Volume XXXI, No. 1, February, 1953, p. 13

The following graph shows a comparison of the distribution of elementary teachers by training and regions.



GRAPH I

COMPARISON OF EDUCATIONAL PREPARATION OF ELEMENTARY TEACHERS BY REGIONS

The recency of the college preparation is an important factor in determining the type of in-service education that is needed. Ninety-one percent of the Douglas County teachers received from 9 to 125 semester hours, or an average of 90 semester hours of their college work within the last five years. Ninety-one percent of the teachers earned from 3 to 36 semester hours in elementary methods in the last five years. This is an average of 15 semester hours of elementary methods during the last five years.

<sup>9</sup>Rural Teachers in 1951-52, National Education Association, Washington, D.C., Vol. 31, February, 1953, p. 15

TEACHING EXPERIENCE

Only seventeen of the one hundred eight teachers mentioned above had no previous teaching experience. The average teaching experience of Douglas County teachers was eleven years. The national average was 14.2 years of experience.<sup>10</sup>

In addition to the thirty-six teachers now teaching in rural schools, fifty-two others indicated that they had taught in one-room rural schools in their previous teaching experience. Table V shows that eighty-eight of the one hundred eight teachers, or eighty-one percent taught an average of seven years in a one-room rural school, indicating that most of the teachers had started their teaching experience in a rural school.

TABLE V

ONE-ROOM RURAL SCHOOL TEACHING EXPERIENCE OF DOUGLAS COUNTY TEACHERS, 1952

Total No. of Years Taught	No. of Teachers	No. of Teachers with Rural Experience	Average Years in Rural Schools
1-5	36	25	2.6
6-10	28	26	4.6
11-15	15	13	6.2
16-20	11	11	8.7
21-25	9	5	10.4
26-30	4	4	12.7
31-35	3	3	10.5
36-40	2	1	36.0
TOTAL	108	88	Average 6.2 Years Rural Experience

<sup>10</sup>Ibid, p. 13

Seventy-one of the one hundred eight teachers had taught or were now teaching in village or suburban schools and had an average of six and seven tenths years experience in that capacity.

Thirty-one teachers, or twenty-eight and seven tenths percent of the one hundred eight had taught in a large city system an average of five and eight tenths years.

Table V reveals a trend away from teachers beginning their careers in one room rural schools. This trend is influenced by the fact that more teachers are receiving more educational preparation before securing their first position, which enables them to begin their teaching experience in a larger school. Another factor influencing this trend in Douglas County is the belief of the County Superintendent that it requires a mature, experienced, and well prepared teacher to guide the learning experience of children in a rural school where the teacher must plan for and teach many grades, make local administrative decisions, and be her own custodian.

In the questionnaire the teachers were asked to report other teaching experiences with children they had outside the classroom. The assumption is that many teachers have out-of-school experiences which contribute to their effectiveness in the classroom. The results of the reports are given below.

- 40 percent have children of their own
- 3 percent of the above have children one to five years of age
- 20 percent reported that they taught Sunday School Classes
- 20 percent reported teaching Daily Vacation Bible School, sponsoring Girl Scout Troops, 4-H Clubs and Church Clubs

The teachers included in this study all agreed that the above mentioned activities had contributed to their understanding of children and their problems. Especially was this true of teachers who had children of their own.

PERSONAL DATA

Personal data regarding the teachers reporting are recorded on Table VI which indicates that the majority of the teachers with less than twenty years experience were married while those with over twenty years experience were single.

This shows that most of the teachers, 63 percent, have family responsibilities. Of the 28.7 percent which were single, 1.4 percent of these had dependents or were caring for their parents. This makes a total of 65.1 percent of the teachers who had home responsibilities and aged parents or children who were more or less dependent upon them. This is more than the 59.4 percent which represents the number of rural elementary school teachers of the nation who have one or more dependents.<sup>11</sup>

TABLE VI  
MARITAL STATUS OF DOUGLAS COUNTY TEACHERS, 1952

Years of Teaching Experience	Married	Single	Divorced	Widow
Teachers with 1-10 yrs.	41	20	2	1
Teachers with 11-20 yrs.	22	1	0	3
Teachers with 21-30 yrs.	5	7	0	1
Teachers with 31-40 yrs.	0	3	0	2
	—	—	—	—
TOTAL	68	31	2	7
PERCENT	63%	28.7%	1.8%	6.5%

<sup>11</sup>Ibid, p. 9

In Douglas County 71.3 percent of the teachers are married or have been married. This is very close to the national proportions revealed in a recent study which showed that 74.3 percent of the elementary teachers are married and 25.7 percent are single.<sup>12</sup>

TABLE VII  
COMPARISON OF MARITAL STATUS OF TEACHERS IN DOUGLAS COUNTY AND THE UNITED STATES

	Married (including divorced and widowed)	Single
Douglas County	71.3%	28.7%
United States <sup>13</sup>	74.3%	25.7%

In 1952 the average age of the Douglas County teachers was 40 years which is two years younger than the average elementary teacher of the United States.<sup>14</sup> The range of age is from 18 to 70 years. Table VIII shows the relationship of age and training.

TABLE III  
RELATIONSHIP OF AGE AND EDUCATIONAL PREPARATION

Age	18-20	21-30	31-40	41-50	51-60	61-70
No. of Teachers	4	34	15	29	20	5
Percent	3.7%	31.8%	14%	27.1%	18.7%	4.7%
Average College Preparation	38 hrs.	70 hrs.	72 hrs.	80 hrs.	93 hrs.	110 hrs.

<sup>12</sup>Ibid, p. 10

<sup>13</sup>Ibid, p. 10

<sup>14</sup>Ibid, p. 8

It is worth noticing that those in the most advanced age bracket, who had made teaching their profession, had more educational preparation than those in the youngest age bracket. However, it is also worthy of note that there was little difference in the education preparation of the other age groups. This was true because young teachers who have entered the profession the past few years have had more college preparation before starting teaching.

#### PROFESSIONAL ACTIVITIES

Although all the Douglas County teachers belonged to the Local Education Association, their participation was not outstanding. This was evidenced by the fact that only around 35 percent attended the meetings. All of the teachers belonged to the Nebraska State Education Association. However, only 85 percent attended the annual state meeting even though this meeting was held in Omaha. In May 1952, 43 percent of the Douglas County teachers were members of the National Education Association. On this same date, 46.8 percent of the nation's elementary teachers were members of the National Education Association.<sup>15</sup>

#### IN-SERVICE EDUCATION PARTICIPATION

Some of the in-service education activities are carried on by teachers who volunteer for the work. Fifty-three teachers, or 40 percent, were active in study groups during the two years which this in-service education technique was used in Douglas County. Thirty-eight of the teachers, or 29 percent, served on special committees in the three years committees were organized as a part of the in-service program. These committees evaluated textbooks, revised school exhibit lists and similar activities. Twenty-seven teachers, or 20 percent, attended the workshop taught by the Superintendent and Supervisor at the University of Omaha. Enrollement in this class was voluntary.

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<sup>15</sup>Ibid, p. 15

For the most part each of the above mentioned in-service education activities included different teachers. There was a little overlapping of personnel in the committee work and study groups. However, in the five year period covered by this study, over one hundred different teachers were actively engaged in some type of in-service education which took time and preparation in addition to their regular school work.

The teachers were required to attend all other in-service education meetings not mentioned above.

#### SUMMARY

The Douglas County elementary teachers average three years of college preparation. They average eleven years teaching experience. Eighty-one percent had taught in one-room schools.

They have been enrolled in elementary methods classes within the last five years. One naturally would assume that they were familiar with up to date methods of teaching. Three-fourths of the teachers were married women. Over half of these had children of their own. This is an indication that they have responsibilities that would necessarily limit the time available for teacher's meetings.

The average age of the teachers is forty years. The largest number of teachers fall in the twenty-one to thirty age group with the next largest group being forty-one to fifty years of age. With these age groups we expect to find a mature person with a rich background of experience. Their professional activities and professional reading indicate an active interest in their profession.



## CHAPTER III

### THE PROGRAM OF IN-SERVICE EDUCATION IN EFFECT

An attempt will be made in this chapter to discuss the factors which have a major influence on the in-service education program and to summarize the characteristics of the program which was conducted in Douglas County the past five years.

#### FACTORS INFLUENCING THE IN-SERVICE PROGRAM

Six factors have been recognized in Douglas County as having a marked influence on the kind of in-service education program which was initiated.

1. Tenure of teachers
2. Age of teachers
3. Pre-service preparation of teachers
4. Number of beginning teachers
5. Transportation and communication problems
6. Professional status of teachers

#### Tenure of Teachers

Although Douglas County does not have tenure as such, it is the practice of the school boards to re-employ a teacher as long as she continues giving satisfactory service. The teachers felt secure in their positions. They knew that as long as their work was satisfactory they could be re-employed in the same school district. If for any reason they found it desirable to move to another school, they felt assured they would have the co-operation of the County Superintendent in securing another position in which they would be happy and successful.

The above mentioned practices naturally limit the turnover of staff in Douglas County. In the five years covered in this study, the turnover has been from one tenth to one fifth of the staff each year.

### Age of Teachers

As stated in Chapter II, the age of the teachers ranged from 18 to 70 years, the average age being 40 years. Since 41.1 percent fall in the 31-50 age bracket, we would expect most of the teachers of Douglas County to be mature individuals who should be at the peak of their profession.

### Pre-Service Preparation of Teachers

As stated in the previous chapter, Douglas County teachers for the most part have received their professional training recently. They average three years of college preparation.

### Number of Beginning Teachers

Since there have been a small number of beginning teachers each year, the in-service education has been a continuing program. One year the program emphasized the teaching of reading and all of the meetings and teaching demonstrations of the year were related to the teaching of that subject.

The next year another subject area was studied. This results in improved teaching in all areas with little meeting time wasted in repeating information for the new teachers. The needs of the beginning teachers were met at special meetings for them at the beginning of the school year.

### Transportation and Communication Problems

Most of the roads in Douglas County are hard surfaced or graveled. This fact contributes to ease of transportation. However, many of the village teachers did not have cars and depended on buses, the kindness of the people with whom they boarded, or their local superintendent and the generosity of teachers with cars helped to solve some of the transportation problems.

Communication was difficult between the schools. Although most of the schools had telephones, two-fifths of the schools could be reached only by long distance. When the mail service was used, two days were required for the correspondence to reach the rural schools. These facts limited the amount of communication possible between the schools and their supervisors.

#### Professional Status of Teachers

Generally, in rural areas the teacher is looked upon as a leader in the community. She is respected and offered positions of leadership in the Church, 4-H Club, Scouts, and other community activities. The professional status of the teacher as a leader of youth is recognized by the community.

In addition the teachers of one-room rural schools of Douglas County gain professional status because of the working relationships they have with village and suburban teachers. They attend meetings and work in committees with teachers from the large schools. This gives them a professional status which many rural teachers do not have an opportunity to enjoy.

It is the philosophy of the County Superintendent that rural children deserve the same high quality of instruction which their city cousins have. With the co-operation of most of the local school boards of Douglas County, the requirements for teachers of one-room schools are the same as village or city schools. This tends to give the rural teacher professional status which keeps her happy in continuing to serve her rural community.

The above mentioned practices and attitudes of the patrons, teachers and supervisors help to give the rural elementary teacher professional status which is satisfying, challenging, and stimulating.

#### SUMMARY OF IN-SERVICE PROGRAM<sup>1</sup>

In-service education techniques which were used are listed and discussed in the sequence in which they were added to the Douglas County In-service Program.

##### Pre-Opening Institute

A two day teachers institute was held for all teachers before school started. Usually the program was built around several subject matter areas. Visiting authorities in these selected fields served as speakers and consultants in this meeting. Usually the program consisted of general speakers followed by group meetings with visiting consultants. Teachers served as discussion leaders and recorders for the small groups into which they were divided after the general session. This type of institute encouraged much teacher participation and discussion.

##### Teachers Meetings

Meetings emphasizing some special area or problem were held at different times throughout the year. These meetings were held on Saturday mornings or on Friday afternoon. Usually the Saturday meetings were general in nature with a visiting speaker and question period following the talk. The Friday afternoon meetings were regional meetings usually conducted by the Superintendent and Helping Teacher. Outstanding teachers of the county contribute to these programs. There was much free discussion at these meetings since the groups were small, including 25 to 30 teachers.

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<sup>1</sup>W. J. Hauser, Douglas County Schools Annual Report, 1948, 1949, 1950, 1951, 1952 (Unpublished)

### University and Teachers College Classes

All teachers were encouraged to take additional college work and receive the highest possible certificate. Especially were they encouraged to take refresher courses if they had been out of the teaching profession for a while or if they had taught for a number of years and had received all their college preparation early in their experience.

### Visits in Schools by Superintendent and Helping Teacher

The number of visits to the schools in a school year has increased steadily since the beginning of the program. All rural schools were visited regularly. All schools were visited four times. Some were visited as many as fifteen times. The frequency of visits was determined by the needs of the school and teacher requests. At the beginning of the in-service program, village and suburban schools were visited only on call. After five years the calls have increased to the extent that one supervisor cannot answer all requests. The teachers have expressed a desire to have a visit of the supervisor at least every month. Village and suburban principals and superintendents requested supervisor visits once a month and frequently requested a building meeting after school.

### Individual Conferences Following Visits

After the supervisor visited the teacher's classroom she had a private conference with the teacher. If possible this was done in the school room the day of the visit after the children were dismissed. However, many of these conferences were held at the County Superintendent's office on the following Saturday. The number of these conferences increased except in the larger schools where the number of teachers to be visited and the staggered recesses and dismissal times created problems which made conferences difficult to schedule.

### Demonstration Teaching

Each teacher was given the opportunity to observe a skilled teacher at work in a situation similar to her own. Demonstrations were set up in rural classrooms for rural teachers. Other demonstrations were held in rooms with two or three grades in the room for teachers with multiple grades, and others were held in rooms containing only one grade for teachers in the larger schools. The teaching demonstrations were always followed by a discussion period.

### Pre-School Conferences

Individual conferences during the month of August were initiated as "buying" conferences. The teachers who were new to the county, or who were moving to a new school visited the school and made an inventory of teaching materials and supplies. The County Superintendent or Helping Teacher then assisted the teacher in establishing what books and supplies needed to be ordered.

In the case of new teachers, this conference grew into an individual conference which offered help in organization, grouping, teaching methods and any area which the teacher felt a desire to discuss.

In the case of teachers who were returning to the same positions, the "buying" conference was also a time when standardized achievement test results were discussed, individual pupil needs were determined and special programs to meet these needs were set up.

The past year these conferences were scheduled throughout the summer. This gave the teacher and supervisor plenty of time to discuss school problems and desired improvements. Both the teachers and supervisors felt that this conference contributed not only to efficiency in keeping textbooks and materials up to date but also contributed to the success of the school year.

### Professional Reading

A professional lending library was established to enrich the work of the committees and the study groups. This was used in the summer by teachers who had time to do extra professional reading and throughout the year by teachers needing help in special areas. Teachers who were hired for positions in which they would be working with an age level for which they originally were not prepared, found the library especially helpful. Interest in the professional library has multiplied many times since it was first established.

### Bulletins and Letters

Throughout the five years covered in this study, letters from the County Superintendent's office were sent to all teachers periodically. The letters reminded the teachers of various teaching techniques and desirable practices which they had been asked to carry out. Occasionally teaching suggestions were given, but for the most part the letters were used as a follow-up, or announcement of some part of the in-service education program.

The last two years curriculum bulletins and teachers' handbooks were prepared for the teachers' use. Each bulletin stressed one particular phase of teaching.

When a need for more help for the teacher in writing readiness materials was observed by the supervisor, a bulletin was prepared and distributed to all teachers. Bulletins on "Teaching of Reading", "Literature for Upper Grades" and "Teaching the Beginner Grade" were prepared for the teachers' use.

Each year a handbook of the philosophy and policies of the schools was printed. This handbook also gave the school calendar and other pertinent information.

Study Groups and Committees

A number of teachers showed interest in studying specific problems or certain subject matter areas. Teachers interested in the same problem met to study their problems and brought the results of their work together in a forum by which other teachers benefited.

The kindergarten teachers recognized that parents need a better understanding of the kindergarten program. Their supervisor suggested writing a handbook for parents of kindergarten children to be distributed at the spring meetings of the parents of children who start to school in the fall. The teachers wrote for sample parent handbooks from schools all over the United States. They evaluated these books and set up standards for their own publication. They studied recent publications on teaching of kindergarten and child growth and development. Each teacher read between four and seven books in this field. This professional reading was done on their own and was shared with the others or recommended for their careful reading.

After much writing, evaluation and rewriting, the results were considered acceptable to the teachers and supervisors. Further meetings with the artist and printer brought forth especially satisfying results. The booklet, Your Child Enters School is a beautiful, well prepared, handbook which has been used with pride in the county for the past three years.

Another group felt the need for help in supervision of the playground. These teachers identified the most common playground problems and began reading, sharing experiences and listing suitable games for different age groups. They learned so much about the problem they decided to organize their findings into a booklet which they titled Recess Time.



One of the teachers in the group designed a very clever cover page and illustrated the booklet which was mimeographed and presented to all the teachers at a general teachers' meeting.

Other groups studied the teaching of social studies, arithmetic, and the language arts. Each group had the opportunity of presenting the results of its study to the entire faculty as a culminating activity.

Every year different committees have served the group by evaluating textbooks and reporting their findings and recommendations to their administrators.

#### "Discussion Group" Meetings

One of the last in-service education techniques to be initiated in Douglas County was the discussion group, the subject of which was announced well in advance of the meeting. Regional meetings were held which included around twenty teachers in each group. This small number permitted freedom of discussion. An exhibit of materials, teaching devices or charts visualizing the problem and its solution were on display to stimulate and guide the informal discussion. Teachers asked questions, shared ideas, and got better acquainted with fellow teachers. Many believe this type of meeting was the most helpful they had ever attended. The supervisor was especially pleased with the improved instruction in the subject areas discussed, since there was much evidence in the classroom of the profit gained from these meetings.

#### Workshops

The last technique added to the in-service program was a workshop which met once a week for a semester to study pertinent school problems. Wonderful co-operation was extended by the University of Omaha who gave college credit for the semester's work and was generous in making its teaching staff available.

The workshop included teachers from every grade and one from high school, teachers with less than one year of college and others with Master's Degrees, teachers from one-room rural schools and teachers from twenty room suburban schools. The varied background of the personnel of the group broadened the vision of every teacher and stimulated rich discussions.

The class listed its problems and organized groups to study them. However, the exchange of thinking experienced in meetings of the class as a whole was found to be so stimulating and broadening that the group work was limited.

Visiting Instructors added much to the value of the course. The class participants were so highly motivated that they took pleasure in displaying what they had learned by teaching better than they ever had before. This wholesome lively interest made the workshop very stimulating and satisfying.

## CHAPTER IV

### ANALYSIS OF THE PROGRAM IN RELATION TO TEACHER'S NEEDS

This chapter presents the results of the second part of the questionnaire which gives an evaluation of the in-service education program in terms of teaching practices. The questionnaire gave the teacher an opportunity to list those areas in which she had improved since the in-service education had been in effect. Teachers whose service in the county had been less than five years, were given an opportunity to list areas in which they had improved since teaching in Douglas County.

Throughout the development of this in-service education program, the Douglas County Superintendent attempted to develop the activities around the recognized needs of the teaching staff. The teachers co-operated with the County Superintendent in evaluating the program throughout the five years covered in this study. At the end of each school year they were given an opportunity to list the experiences they had found most helpful, suggest improvements for the total in-service program, and help to identify the problems for the next year's study. However, the only real evaluation of the in-service education program was what happened in the schools in which the teachers worked.

Much improvement of instruction was observed in the schools as the in-service program progressed. Note was made of changes in the teachers' methods as the supervisor observed the teachers at work in their classrooms. They observed that the teachers' responses on the questionnaire coincided with their evaluation of the change which had resulted over the period of the study.

The reliability of mutual ratings of supervisors and teachers was recognized and established by earlier research in this field. F. B. Knight in his research study Qualities Related to Success in Teaching<sup>1</sup> attempted to isolate the significant and measurable qualities of effective teaching and the methods of measuring these qualities. He obtained mutual ratings of the teachers themselves, superintendent's ratings, and pupil estimates. Using the chance-halves method of correlation, he found the reliability of the mutual ratings to be .89. The correlation of the teachers' and supervisors' ratings was .96.<sup>2</sup> In light of the results of Knight's study, the teachers' appraisal of her work has been accepted as reliable.

#### EVIDENCE OF TEACHER GROWTH

The teacher's self-evaluation gave much evidence of growth and improvement of instruction in the classroom. Most of the teachers reported they had improved in over three-fourths of the items listed on the questionnaire.

Before tabulating the results of the questionnaire the items listed were regrouped under nine main topics. These topics represented the major fields in which the supervisor had tried to bring improvement. They were:

- Better Organization and Scheduling
- More Democratic Classrooms
- More Planning and Preparation
- More Meaningful Teaching
- Better Meeting Needs of Children
- Better Pupil Control
- Better Reporting to Parents
- Best Use of Physical Plant
- More Use of Resource Material

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<sup>1</sup>Dwight E. Beecher, The Evaluation of Teaching-Backgrounds and Concept, Syracuse University Press, Syracuse, N. Y., 1949, p. 22

<sup>2</sup>Ibid, p. 23

Following are tables which show the percent of teachers who had improved in specific items in each major field above indicated and the percent who had previously used that specific teaching technique. In each table the first column shows the percent who had improved since the in-service program was in force. The second column shows the percent who had previously practiced each technique or method. The third column gives the percent of teachers who needed help in using each technique or method.

Over three-fourths of the teachers said they had improved in scheduling their classes and organizing their work. Table IX shows the percent of teachers who had improved in the various organization and scheduling techniques.

A flexible daily schedule, block timing, correlation of subjects and use of teacher guides were required by the administration. Teachers were given much help with these areas and were reminded frequently of the type of organization and program they were expected to implement. There was great improvement in the other items listed in Table IX.

While there was variation in the teachers' understanding of what is meant by supervision of playground and teaching by the unit method, it can be said that much improvement was made in this area and the teachers' understanding of the terms was greatly extended.

TABLE IX

TEACHERS WHO IMPROVED IN ORGANIZATION AND SCHEDULING

	P E R C E N T		
	Have improved in past five years	Previously used this technique <sup>a</sup> .	Would like more help in this area <sup>b</sup> .
Have a flexible daily schedule	77	19	4
Use block timing	77	19	4
Correlate Language Arts	64	30	6
Correlate Social Studies	62	31	6
Use Teacher Guides & Manuals	53	46	1
Supervise Playground	50	48	2
Plan Recess Time	46	45	8
Teach Units of Study	45	36	19

<sup>a</sup>•This indicates that the teacher had previously practiced this technique but there had been no apparent improvement from her point of view.

<sup>b</sup>•Teachers who checked this item may have used this technique and may or may not have improved during the past five years. However, they felt dissatisfied with their work in this specific area. It is evident that as long as there is a recognized need there is opportunity for growth in the individual. Therefore, if a teacher checked this column, she was not counted in the other columns.

Table X gives the percent of teachers who felt they had improved in teacher-pupil planning and other democratic teaching practices. More teachers benefited from in-service education than the table reveals because these items were stressed at the Beginning Teacher Meetings and were initiated immediately at the beginning of the young teacher's experience. In these cases no improvement could be shown since these items had always been a part of the teacher's classroom technique.

TABLE X  
TEACHERS WHO CONDUCT A MORE DEMOCRATIC CLASSROOM

	P E R C E N T		
	Have improved in last five years	Previously used this technique <sup>a</sup> .	Would like more help <sup>b</sup> .
Use flexible grouping of children	57	36	7
Provide for pupil-teacher planning	56	38	6
Teach evaluation of own work	51	38	11
Plan playtime with children	46	45	9
Teach democratic process	46	53	1
Teach good citizenship	46	53	1
Teach by unit method	45	36	19
Provide for socialization of class discussion	44	56	0
Allow freedom to move about when activities necessitate it	43	56	1

<sup>a</sup>•See Table IX

<sup>b</sup>•See Table X

Column one of Table X shows that over half of the teachers have improved in flexible grouping of children as well as pupil-teacher planning. The least improvement was shown in allowing children to move about in the classroom when activities necessitate more freedom. This is explained by the fact that the teachers were encouraged to allow more freedom in the classroom at the beginning of their teaching and there was no necessity to change the teachers' methods of pupil control in the classroom.

It is notable that a good number of teachers asked for more help in teaching units of study and in evaluation of the children's work.

Table XI indicates the percent of teachers who did better work in planning and preparing for the day's classes as a result of the in-service education. The whole area of Lesson Planning and Preparation for Classes showed a decided improvement. Over half of the teachers had improved in each item listed in this area.

Table XI points out that three-fourths of the teachers improved in lesson planning which was an improvement which was sorely needed as shown in the fact that only teachers made adequate plans before the in-service program was initiated. Teachers were helped by bulletins written by the Helping Teacher, examining plans of the demonstration teachers and other teachers who had outstanding ability in planning and organizing their work.

Table XI shows that the teachers desire more help in individualizing their instruction to meet individual needs and in enriching their curriculum with audio-visual aids and resource materials.



The large percent of teachers who show improvement in this table can be interpreted as meaning that these teachers know why they are teaching. They are not just "keeping school." They have a purpose for being in the profession and recognize their responsibility in teaching boys and girls.

TABLE XI  
TEACHERS WHO IMPROVED IN PLANNING AND PREPARATION

	P E R C E N T		
	Have improved in last five years	Previously used this technique <sup>a</sup> .	Would like more help in area <sup>b</sup> .
Have clearly established aim in teaching each lesson	74	24	1
Have reference materials ready	64	33	3
Try new ideas and materials	64	40	6
Make adequate preparation for each class	62	36	2
Have materials organized and at hand	61	36	2
Make adequate daily lesson plans	55	38	7
Make long range plans	55	38	7
Individualize instruction to meet individual needs	51	32	17
Use audio visual aid and materials to enrich teaching	50	37	13
Make school room reflect class activities	50	47	3
Preview films and filmstrips	49	39	12

<sup>a</sup>•See Table IX

<sup>b</sup>•See Table X

More meaningful teaching resulted from the in-service education program as pointed out in Table XII.

TABLE XII

TEACHERS WHOSE TEACHING IS MORE MEANINGFUL AND FUNCTIONAL

	P E R C E N T		
	Have improved in past five years	Previously used this technique <sup>a</sup> .	Would like help in this area <sup>b</sup> .
Stress meaning and relationship in arithmetic	69	27	4
Encourage creative art	62	23	15
Provide for pupil-teacher planning	56	38	6
Promote health and safety program	55	44	1
Provide variety of art experiences	53	38	19
Use experiments & experiences in science	52	32	16
Use films & filmstrips properly (adequate preparation & follow up)	49	39	12
Teach democratic processes	46	53	1
Use references & resource material	45	48	6
Teach units of work	45	36	19
Provide interest centers in room	43	54	3
Use real life problems as starting point for learning	43	53	2

<sup>a</sup>.See Table IX

<sup>b</sup>.See Table X

Table XII is especially revealing because it shows the effectiveness of in-service education taught individually and in small groups. The item in Table XII which showed the most improvement was the change in teaching arithmetic. The teaching of arithmetic was stressed in one year's program. The Helping Teacher took the time to explain to individual teachers at their buying conferences how their methods of teaching arithmetic would have to change in using the new arithmetic books which were being purchased. Later the teachers viewed an excellent film showing a series of arithmetic classes in which arithmetic was taught as had been suggested at the individual teacher conferences. This was followed by small discussion-group meetings at which problems of teaching arithmetic were discussed, emphasizing needed changes in teaching this subject.

The teaching of art was greatly improved because of group meetings explaining a teacher's role in encouraging creative art. This was taught in small groups and evaluation of the school exhibits. The art supervisor who evaluated the work of each school discussed the value of art experience and gave the teachers much constructive criticism.

Recognized needs of children were cared for more adequately. Table XIII shows percent of teachers who improved in this area as a result of in-service education. This table is significant since it emphasizes the effectiveness of individual conferences with teachers. The changes listed on Table XIII were initiated at the suggestion of the supervisor with specific help for each individual teacher. This was followed by teaching demonstrations which showed the teachers how to put these ideas into practice.

The large number of teachers who make use of standardized achievement tests and diagnostic tests is a highly significant point as is the large number who adjust the assignments for slow learning children.

TABLE XIII  
TEACHERS WHO BETTER MEET NEEDS OF CHILDREN

	P E R C E N T		
	Have improved in last five years	Previously used this technique	Would like help in this area
Make use of standardized and diagnostic test results	59	37	4
Adjust program for slow learning child	57	36	7
Individualize instruction and assignments	51	32	17
Group children in terms of needs and interests	50	36	13
Enrich curriculum of gifted	46	46	13
Allow freedom in classroom	43	56	1
Help children face and solve problems	43	55	2

Table XIV reveals an interesting point in that while half of the teachers revealed they had improved in trying to discover reasons for a child's behavior and remove the cause for unfavorable behavior, still nearly half of the teachers had previously used these techniques. Better pupil control resulted as indicated in the following table.

TABLE XIV

TEACHERS WHO HAVE BETTER PUPIL CONTROL

	P E R C E N T		
	Have improved in last five years	Previously used this technique	Would like help in this area
Try to discover reasons for child's behavior	50	44	6
Try to remove cause for unfavor- able behavior	50	44	6
Try to teach self-discipline	46	53	1

The least improvement was shown in "Reporting to Parents," "Use of Physical Plant," and "Use of Resource Materials," as described in Tables XV, XVI, and XVII.

TABLE XV

TEACHERS WHO USE BETTER MEANS OF REPORTING TO PARENTS

	P E R C E N T		
	Have improved in last five years	Previously used this technique	Would like help in this area
Try to be objective in grading	82	16	2
Use various means of evaluation	48	44	8
Encourage parents to visit school	41	55	4
Visit homes of pupils	26	70 a.	4

a. This would not mean that 70 percent visited in their homes, but that 70 percent of the teachers did not visit more than they had before the in-service program.

The only item in Table XV which shows significant change is the improvement in grading. This change came about because of committee work in rewriting the report cards, initiating the new system of marking and the natural growth that comes in this area when a teacher realizes that the quality of experience the child has had in the classroom is more important than the immediate result which he has achieved on his paper or the accuracy of his first response.

TABLE XVI

TEACHERS WHO MAKE BETTER USE OF RESOURCE MATERIALS

	P E R C E N T		
	Have improved in last five years	Previously used this technique	Would like help in this area
Use teacher's manuals and guides	53	46	1
Encourage parents to participate in school experiences	41	55	4
Use library books	39	56	5
Take advantage of community resources	32	66	4
Use reference books	30	68	2
Use charts and classroom pictures	27	70	3
Use filmstrips and reels	25	66	9
Use phonograph records and recordings	25	70	5
Use maps and globes	25	72	3
Plan field trips	25	71	4
Use sound films <sup>a</sup> .	22	69	9

<sup>a</sup>.This item has significance only when it is realized that fifty-two percent of the teachers did not have a sound projector in their building. Many of their buildings could not be darkened sufficiently for showing of films even if the teacher had borrowed the projector the County Superintendent provided

Table XVI indicated that the reason a larger percent did not make improvements in using resource materials is due to the fact that most of the teachers had already been making good use of the resource materials provided by their schools and the County Superintendent's office.

TABLE XVII

TEACHERS WHO IMPROVED IN MAKING BEST USE OF PHYSICAL PLANT

	P E R C E N T		
	Have improved in last five years	Previously used this technique	Would like help in this area
Strive for attractive room arrangement	52	43	5
Room reflects what is being taught	50	47	3
Good use of bulletin boards and tackboards	45	53	2
Provide a library corner	43	55	2
Establish a beginner's corner	35	64	1
Establish an arithmetic corner	22	72	6
Establish a science corner or museum	20	74	6
Provide a beauty corner	18	11	74

It should be noted that the specific items of making the best use of the physical plant showed less improvement than the areas described in previous tables. This is undoubtedly due to the fact that the Helping Teacher did not emphasize this in the same proportion as the other areas.

### STRENGTHS OF THE PROGRAM

The highest percent of teachers had improved in their organization and scheduling of time, and in planning and preparing for classes. Over half of the teachers improved in establishing a more democratic classroom, were doing more meaningful teaching, were better meeting the needs of the children in their rooms and had better pupil control.

Less improvement was shown in the areas of their use of resource materials, use of physical plant, and in reporting to parents.

It was interesting to observe that those areas in which teachers showed the most improvement were cared for in the total In-Service Education Program by (1) the Helping Teacher's visits to the classroom, (2) demonstrations, and (3) small group meetings. Those areas which were mentioned only in bulletins and letters showed less improvement.

The teachers' responses to the question as to the type of in-service education they found most effective followed a very definite pattern. The teachers were given the opportunity to list the types of in-service education used during the past five years in the order they had found them most helpful. The methods of in-service education most helpful were:

- Helping Teacher visits to the classroom
- Teaching Demonstrations
- Teachers' College Classes
- Professional Reading



The responses were regrouped according to years of teaching experience, years of college preparation and age to discover how these factors determined the teachers' reaction to different methods of in-service education. Consistently throughout each of the above groupings the same pattern was followed. According to order of the greatest frequency of mention the top three methods were:

Helping Teacher Classroom Visits  
Teaching Demonstrations  
Teachers' College Classes

Usually the fourth choice was considerably lower than the first three choices. This fourth choice did not follow a definite pattern, the pre-school individual conference, teachers' meetings, educational exhibits all receiving mention.

Table XVIII points out the type of in-service education chosen as most effective by teachers of different age groups.

It is surprising that the oldest group of teachers rated Helping Teacher Visits most helpful as did most of the other age groups. However, they listed teachers meetings which was generally rated lower than fourth choice as the second most helpful activity and Local Association Meetings which was rated as ninth or tenth by all other groups as their third choice. Teachers College classes were rated as third most helpful to each age group.

Another surprising fact revealed on this table was the importance the 51 to 60 age group gave to Professional Reading.

The 21 to 30 and 31 to 40 age groups rated Demonstration Teaching and Helping Teacher Visits as practically equal in importance, giving a slight advantage to Demonstration Teaching.

TABLE XVIII

TYPE OF IN-SERVICE EDUCATION CHOSEN AS MOST EFFECTIVE  
BY TEACHERS OF DIFFERENT AGE GROUPS

Age Groups	Choice	Method of In-Service Education	Weighted Choice
18-20 Years of Age - (4 teachers)			
	1st	Helping Teachers Visits and Conferences	19
	2nd	Demonstration Teaching	7
	3rd	Teachers College Classes	5
	4th	Pre-School Individual Conferences	3
21-30 Years of Age - (34 teachers)			
	1st	Demonstration Teaching	77
	2nd	Helping Teachers Visits and Conferences	76
	3rd	Teachers College Classes	52
	4th	Educational Exhibits	33
31-40 Years of Age - (15 teachers)			
	1st	Demonstration Teaching	30
	2nd	Helping Teacher's Visits	28
	3rd	Teachers College Classes	20
	3rd	Pre-School Buying Conferences	20
41-50 Years of Age - (29 teachers)			
	1st	Helping Teachers Visits and Conferences	64
	2nd	Demonstration Teaching	52
	3rd	Teachers College Classes	51
	4th	Teacher's Meetings	22
51-60 Years of Age - (20 teachers)			
	1st	Helping Teachers Visits and Conferences	45
	2nd	Demonstration Teaching	41
	3rd	Teachers College Classes	36
	4th	Professional Reading	33
61-70 Years of Age - (5 teachers)			
	1st	Helping Teacher Visits and Conferences	11
	1st	Teachers Meetings	11
	2nd	Local & State Education Association Meetings	6
	3rd	Demonstration Teaching	5
	3rd	Teachers College Classes	5

<sup>a</sup>.The choices were weighted. Each first choice was given five points, the second choice three points, and the third choice one point.

TABLE XIX  
 TYPE OF IN-SERVICE EDUCATION CHOSEN AS MOST EFFECTIVE  
 BY TEACHERS WITH DIFFERENT PREPARATION

Years of Training	Choice	Method of In-Service Education	Weighted Choice <sup>a</sup>
Less than One Year College (6 teachers)			
	1st	Helping Teachers Visits and Conferences	22
	2nd	Demonstration Teaching	8
	3rd	Teachers' College Classes	7
	4th	Pre-School Individual Conferences	5
One Year College (12 teachers)			
	1st	Helping Teachers Visits and Conferences	42
	2nd	Demonstration Teaching	24
	3rd	Teachers' College Classes	16
	4th	Pre-School Individual Conferences	8
Two Years College (37 teachers)			
	1st	Helping Teachers Visits and Conferences	79
	2nd	Demonstration Teaching	67
	3rd	Teachers' College Classes	48
	4th	General Teachers' Meetings	28
Three Years College (25 teachers)			
	1st	Helping Teachers Visits and Conferences	65
	2nd	Demonstration Teaching	51
	3rd	Educational Exhibits	38
	4th	Teachers' College Classes	34
Four Years or More (26 teachers)			
	1st	Demonstration Teaching	61
	2nd	Teachers' College Classes	59
	3rd	Helping Teachers Visits and Conferences	27
	4th	Professional Reading	24

<sup>a</sup>.See footnote on Table XVIII

It is significant to note that Table XIX points out that the visits of the Helping Teacher to the Classroom were rated as most helpful in each group except by those teachers with four or more years college preparation.

These teachers rated Classroom Demonstration as most helpful. It should be noted, however, that all teachers felt the visits by the Helping Teacher were significant because each group ranked it in the top three most helpful practices. Those with the most education rated Teachers' College Classes as second most helpful instead of third as did most of the other groups and rated professional reading as fourth most helpful.

TABLE XX

TYPE OF IN-SERVICE EDUCATION CHOSEN AS MOST EFFECTIVE  
BY TEACHERS OF DIFFERENT TEACHING EXPERIENCE GROUPS

Years of Experience	Choice	Method of In-Service Education	Weighted Score
1 - 10 Years Experience (64 teachers)			
	1st	Helping Teacher Visits & Conferences	157
	2nd	Demonstration Teaching	109
	2nd	Teachers College Classes	109
	3rd	Pre-School Individual Conferences	42
	3rd	Professional Reading	42
	4th	Educational Exhibits	33
11 - 20 Years Experience (26 teachers)			
	1st	Demonstration Teaching	54
	2nd	Helping Teacher Visits & Conferences	42
	3rd	Educational Exhibits	34
	4th	Teachers College Classes	26
	4th	Professional Reading	26
21 - 30 Years Experience (13 teachers)			
	1st	Demonstration Teaching	29
	2nd	Teachers' Meetings	24
	3rd	Teachers' College Classes	18
	4th	Helping Teacher Visits and Conferences	17
31 - 40 Years Experience (5 teachers)			
	1st	Demonstration Centers	15
	2nd	Professional Reading	6
	3rd	Helping Teacher Visits & Conferences	5
	3rd	Teacher College Classes	5
	4th	Pre-School Individual Conferences	3

In Table XX when teachers were grouped according to years of teaching experience we do not see the same pattern we found in the other groupings. The majority of the teachers were in the one to ten years of experience grouping. Their choices followed the regular pattern set in the previous tables, i.e. Teacher College Classes, Helping Teacher Visits, Demonstration Teaching. However, the one to twenty years of experience added Educational Exhibits and Professional Reading to the top most helpful activities, while the thirty-one to forty years experience deviated from the pattern by rating Professional Reading second and Pre-School Individual Conferences as fourth most helpful.

#### LESS EFFECTIVE PHASES OF THE PROGRAM

The methods of in-service education which were least helpful were Committee Work and Professional Organization meetings. This was true because so few people participated in these activities.

Other weaknesses which were revealed by the teachers' responses were: (1) Too few classroom visits by the Helping Teacher, (2) Insufficient time spent in each teacher's room in the large schools, (3) the difficulty of using teachers in outlying districts in the study-groups and committee work, and (4) the difficulty of transporting resource materials and teaching aids to outlying districts.

## CHAPTER V

### SUMMARY

#### THE PROBLEM AND ITS IMPORTANCE

The purpose of this study was to evaluate the in-service education of rural elementary teachers in a midwestern county and set forth a program which other rural states could use as a guide to help initiate more effective in-service education for teachers in rural areas.

A survey of the literature dealing with in-service education revealed that it was directed to city systems. Research in the field of evaluation of in-service education has been done in large city systems or urbanized areas where the pre-service training of teachers is four years of college. Rural elementary teachers in the midwestern states do not have as much college training, are younger and have had less teaching experience than teachers in urban areas. A study which sets forth an effective in-service education program for rural areas could be of service to the education leaders of 46 percent of the children and youth of the United States. It would serve an area which would pay off dividends quickly and result in better instruction and improved learning conditions in a very short time, when compared with results obtained in large school systems. This is true because (1) there are fewer individuals involved, (2) a small school is more subject to change than a large one, and (3) rural people can deal personally in the solution of their problems.

PROCEDURE IN THE EVALUATION

Douglas County, Nebraska, was selected as the rural area to be studied because an effective in-service education program had been in effect for over six years. This study was limited to include only the elementary classroom teachers of the schools of Douglas County which lie outside the City of Omaha. The study evaluated the in-service education of Douglas County elementary teachers for the five year period from January 1948 to January 1953.

The data used were obtained from three main sources, (1) records in the office of the Douglas County Superintendent of Public Instruction, (2) a questionnaire filled out by the elementary teachers of Douglas County, and (3) interviews with the County Superintendent and teachers of Douglas County. The County Superintendent's records were detailed and complete. Of the one hundred thirty-four classroom teachers in the elementary school, one hundred eight responded.

Six factors recognized in Douglas County as having a marked influence on the kind of in-service education which was carried on were:

- Tenure of teachers
- Age of teachers
- Pre-service preparation of teachers
- Number of beginning teachers
- Transportation and communication problems
- Professional status of teachers

These factors must be considered in initiating any in-service education.

## SUMMARY OF IN-SERVICE EDUCATION

The following methods of in-service education were used at the time of this study. All of the in-service education methods listed below were not initiated at the same time. In fact the program developed slowly over a period of years. Each year the program was evaluated by the teachers and administrators. This information helped them to guide the direction the program took the following year and made improvement of the previous program possible.

### Pre-Opening Institute

This consisted of a two day meeting with visiting speakers and consultants. General meetings and small group meetings were included in which teachers served as discussion leaders and recorders.

### Teachers Meetings

Area meetings were held on Friday afternoons which included 25 to 30 teachers. General meetings were held on Saturday mornings.

### University and Teachers College Classes

These classes were recommended to help teachers obtain higher grade certificates and serve as refresher courses for teachers re-entering the profession.

### Visits in Schools by Superintendent and Helping Teacher

The number of Helping Teacher visits to each classroom depended upon the needs of the teacher and the school. All schools were visited regularly. Some schools were visited as few as four times a year, others as many as fifteen times. The supervisors tried to visit each school once a month the first part of the year and each six weeks the rest of the year.



### Individual Conferences Following Visits

The real benefit of the visit of the Helping Teacher was gained in this private conference with the teacher after the class was dismissed.

### Demonstration Teaching

Teachers observed a master teacher teach her regular room in a situation similar to their own. This was followed by a discussion of the observations made.

### Pre-School Conferences

This was an individual conference with each teacher in the summer before school started. The books and instructional materials were ordered, results of standardized achievement tests were studied and special programs set up to meet the needs of each child.

### Professional Reading

A lending library was established to enrich the work of the committees and study groups. Individual teachers used the library also.

### Bulletins and Letters

Periodically letters were used as a follow-up to some in-service activity. Bulletins were prepared for the teachers use whenever there was sufficient need to justify their publication. Occasionally a committee of teachers helped in the preparation of bulletins.

### Study Groups and Committees

Teachers with common problems met to study their problem and usually organized the results of their study in a form by which other teachers benefited.

"Discussion Group" Meetings

The discussion groups were composed of about twenty to thirty teachers who met to discuss a subject which was announced in advance of the meeting. Charts visualizing the problem and its solution were displayed to stimulate and guide the informal discussion. Teachers asked questions, shared ideas and got better acquainted. The Helping Teacher guided the discussion and presented possible solutions to the problem.

Workshop

This was a study group which met once a week for a semester to study pertinent school problems. College credit was given by the local University.

EVIDENCE OF TEACHER GROWTH

All of the teachers reported that they had improved in fifty percent or more of the items listed on the questionnaire. The items listed on the questionnaire covered nine main topics which represented the major fields covered by the in-service education program. These nine areas are:

- Better Organization and Scheduling
- More Democratic Classrooms
- More Planning and Preparation
- More Meaningful Teaching
- Better Meeting the Needs of Children
- Better Pupil Control
- Better Reporting to Parents
- Best Use of Physical Plant
- More Use of Resource Material

Seventy-seven percent of the teachers had improved in scheduling classes and organizing their work. This included correlation of subjects, blocktiming, flexible schedules and unit teaching. The teachers asked for more help in planning recess time and unit teaching.

A more democratic classroom was reported by fifty-seven percent of the teachers. They had improved in teacher-pupil planning, flexible grouping of children, planning playtime with children and allowing freedom in the classroom. They wanted more help in teaching children to evaluate their own work.

Seventy-four percent of the teachers were now making more adequate plans and preparation for their classes. They planned each lesson, had clearly established aims, had reference materials at hand, provided for individual needs and used audio-visual aids and materials. Their school rooms gave evidence of the fine class activities they had planned for their children.

Between fifty-two and sixty-nine percent of the teachers reported more meaningful teaching. Especially was this true in the fields of arithmetic, art and science. The least improvement was shown in social studies. The high percent of teachers who had used good methods of teaching social studies before the in-service education program was initiated accounts for less than half of the teachers reporting improvement here.

The greatest amount of improvement in meaningful teaching was evident in the teaching of arithmetic. This marked improvement came in a very short time. The in-service methods used in bringing about this change were, (1) discussion group meetings on the changed philosophy in the teaching of arithmetic to make it more meaningful, (2) a committee evaluation of the various arithmetic series, and (3) individual pre-school conferences.

The teacher's role in developing creative art was also emphasized at small group meetings and in visits with individual teachers.

Fifty-nine percent of the teachers made use of standardized and diagnostic test results in adjusting the program to meet the varied needs of the children.

Fifty percent also reported an improvement in pupil control, as evidenced in the fact that they tried to discover and remove the cause of unfavorable behavior.

Although eighty-two percent had improved in methods of grading the children's work, for the most part less than fifty percent had improved in the various means of reporting to parents. Only twenty-six percent visited the homes of their pupils. The change in grading came as a result of committee work in rewriting the report cards, initiating a new system of marking and the natural change that results when a teacher realizes the quality of experience the child has had is more important than the immediate result the child has achieved.

There was less improvement in making use of resource materials, and in making best use of physical plant. Fifty-three percent of the teachers make better use of teachers' manuals and guides. The other items showed less improvement because many teachers already made good use of resource materials.

Fifty percent reported their room reflected what was being taught better than it had five years before.

#### STRENGTHS OF THE PROGRAM

It was interesting to observe which in-service education techniques were used in those areas in which teachers made the most improvement. Helping Teacher visits, demonstration and small group meetings were considered most effective by the supervisors. Bulletins, letters and large general teachers' meetings were least effective.

When the teachers listed the in-service education methods in the order they had found them most helpful, the choices followed a very definite pattern, (1) Helping Teacher's Classroom Visits, (2) Teaching Demonstrations, and (3) Teachers College Classes. Usually the fourth choice was considerably lower than the first three choices. The fourth choice followed a pattern according to the age, training and experience of the teacher.

The younger teachers with less educational preparation considered the Pre-School Individual Conference a close fourth as they over-whelmingly chose Helping Teachers' Visits the most effective way of helping them.

The older teachers found teacher's meetings as helpful as Helping Teacher visits. The older teachers listed Local and State Education Association meetings as their second choice, which are similar to the teacher's meetings they chose as first. Demonstration teaching and college classes were listed as third choice.

Teachers twenty-one to forty years of age found Demonstration Teaching as most helpful with Helping Teacher visits a very close second.

When the teacher's responses were listed according to the amount of educational preparation, the same pattern was noted: Helping Teacher's Visits and Conferences, Demonstration Teaching, Teachers College Classes, Pre-School Individual Conferences.

The teachers with four or more years of college rated the in-service methods in the following order:

Demonstration Teaching  
Teachers College Classes  
Helping Teacher's Visits and Conferences  
Professional Reading

When the teacher responses were grouped according to their teaching experience, the same pattern was followed by those with one to ten years experience. The other groups rated Demonstration Teaching as most helpful.

In evaluating the program in a broader sense it may be said that strengths of the program were:

The democratic nature of the in-service education activities  
Much personal contact with teachers  
Opportunities for working on common problems with teachers and administrators  
Co-operation that exists between schools, administrators and the University of Omaha

#### PRACTICES LEAST HELPFUL TO TEACHERS

Methods of in-service education found to be least helpful were Committee Work and Professional Organization Meetings. The reason for this was probably the fact that a small number of teachers participated in these activities.

Bulletins and letters were not as effective as the more personal methods of in-service education which provided for exchange of ideas. Large meetings produced less change than small ones because they had to be of a general nature and the size of the audience prevented active participation on the part of the teachers.

Evident weaknesses of the program were:

Lack of sufficient supervisory help  
Insufficient time spent in each room in the large schools  
The difficulty of using teachers in outlying districts in study groups and committee work because of transportation problems  
Inadequate means of transporting resource materials and teaching aids to outlying districts.

#### CONCLUSIONS

1. The evaluation of the in-service education of Douglas County revealed that the program was effective in bringing improvement in the teaching practices of the teachers served by the program.
2. The more actively the teacher participated in the in-service program, the greater her enthusiasm for improving her teaching and the more services she requested from the central office.
3. The most effective phases of the in-service education program were the visits of the Helping Teacher and the conferences which followed the visits as well as the small group meetings which provided an opportunity for teachers to secure answers to their problems and share their ideas with others.
4. The improvement made by teachers in different areas was closely related to the interest and enthusiasm of the administrators and supervisors.

5. The methods and techniques used in the programs were effective and should be continued. Those techniques which were especially helpful should be more widely used.

6. The teachers' appraisal of the program revealed that they were willing to give of their time for in-service education activities when they could see the value of them or understand the purpose to be achieved by the program.

7. Wide use of teaching personnel in the program helped to establish an understanding and rapport between the teachers and administrators which is essential in a good school system.

#### RECOMMENDATIONS

Any plans for continued teacher growth must satisfy the basic reasons for in-service education which are:

- Inadequacy of pre-service education
- New developments in material and teaching methods
- Changing conditions in society
- New concepts of child growth and development
- Growth is necessary to aggressive advancement in the profession and adequate service to the community.

Keeping these basic reasons for in-service education in mind, the following recommendations are made in light of the information this study has revealed.

The recommendations which are suggested fall in three classes: (1) those which are completely administrative in nature, (2) those which provide for teacher participation in co-operative endeavors with other teachers, and (3) those which take individual teacher effort.



The recommendations which are administrative in nature depend entirely upon an increase in the budget before they can be included in the program. In a sense most of these suggestions are administrative because they depend upon the leadership of administrators to initiate or make provisions for them in the school year.

Recommendations which we have called co-operative endeavors with other teachers are those of such nature as to challenge the individual teacher to work with others. Each member has the responsibility to help the group identify significant problems, work with it to find a solution and participate in implementing the solution or the decision of the group. Teachers who have limited experience in working with other persons derive much benefit from group enterprises. This type of in-service education is particularly challenging and appealing to teachers of one-room schools.

Other teachers who have had an opportunity for group work may be more challenged by a task that required individual thought and effort. However, school administrators who wish to provide each individual teacher with opportunities to continue their growth in service will find it advantageous to include both co-operative and individual projects in their in-service education program.

#### ADMINISTRATIVE RECOMMENDATIONS

##### More Helping Teachers

In light of the fact that the teachers rated the Helping Teacher's visits to their classroom the most helpful in-service technique and that they asked for more frequent visits of this nature, the most important recommendation to be made is more Helping Teachers be employed.

In an area such as Douglas County, one Helping Teacher could adequately serve seventy-five teachers. Douglas County with one hundred seventy-five teachers should have at least two full-time Helping Teachers.

These Helping Teachers should be individuals who keep in mind how people learn, individual differences among teachers, readiness for learning and motivation. They must believe that each member of the staff can grow and develop into a better teacher. They must have faith in the ability of individual teachers to study and help solve education problems. The supervisors should be able to set up situations in which teachers become aware of problems they have not sensed. They must be able to provide situations in which teachers learn for themselves.

#### A Bookmobile

A bookmobile or traveling library which could transport resource materials to the schools would greatly benefit the teachers who lack adequate transportation facilities. This would also increase the use of materials in the few schools a distance from the office whose teachers have not been able to take advantage of the resources of the county office.

This bookmobile could carry projectors, stripfilms, and phonograph records as well as books. The one disadvantage of this plan is that the available material would be in two places instead of one, since the bookmobile could not hold all available material and the teachers who call at the office after school hours or on Saturdays would not have access to material in the bookmobile.

## RECOMMENDATIONS FOR PARTICIPATION IN CO-OPERATIVE ENDEAVORS

The facts presented on the preceding pages prove the effectiveness of demonstrations, workshops, study groups, teacher's committee work, and teacher's meetings in producing teacher growth. Therefore, it is recommended that greater use be made of these methods.

### Demonstration Teaching

The demonstration teaching has proved so popular with the teachers that the experienced teachers are anxious to be selected as the demonstrator. In the light of this enthusiasm it would seem advisable to continue this practice, especially making attendance at demonstrations available to beginning teachers and to those who have been out of the profession for a number of years. This method of inspiring teacher growth should be used in the beginning of the year at a time when teachers can gain the maximum help from their observations, thus giving them an opportunity to put into practice those things they observe.

The value of demonstration teaching is dependent not only upon the quality of the teaching but also upon the ability of the observer to analyze, interpret, and adapt the procedures to her own teaching. To help the teachers who observe, a pre-demonstration conference as well as a discussion following the demonstration should be planned. In both of these conferences the demonstrating teachers and supervisors should be present to discuss the objectives of the lesson, the teaching procedures and evaluate the outcome.

### Workshop

The enthusiasm with which the workshop was accepted and the fact that the University of Omaha gave college credit for this work makes it desirable that this method be continued as long as there is a demand for this type of training. In view of the fact that there is limited supervisory personnel, the workshop technique of in-service education is majorly significant in that it brings together regularly teachers who had problems with which they needed help. Except for this workshop experience many of these problems would have been unsolved.

An improvement recommended for the workshop is to have a steering or planning committee composed of members of the class whose function it would be to organize the groups and help plan the program from week to week.

### Study Groups

The continuation of small groups of teachers working together in what is called a study group seems very desirable. The benefits derived from such groups are numerous. First, they stimulate teachers to do professional research and reading on their own. Second, the ideas gained may be shared with other teachers interested in similar problems. The results from the research of these groups benefit the administrator, teachers and pupils.

The study groups should include representative teachers from the different schools. The list of topics to study can range from method of pupil evaluation to solving the lunch hour problem. Teachers attending the study group should share their findings with other members of their faculties.

Several regional study groups which met at different school buildings would help solve the transportation problems that are created by having the teachers come to the County Superintendent's office or the University for each meeting.

### Committee Work

Active teacher participation in curriculum committee work increases her efficiency in the use of curricular materials. This results in more effective pupil learning which is the desired end in in-service education. Committee work in Douglas County has centered around curriculum revision. The main purpose for the committee work was teacher education rather than the curriculum materials which were prepared.

To improve the committee work, more use could be made of new teachers and those who have not had an opportunity to serve in this capacity. It would be well to start some of the new teachers in these professional activities at the beginning of their teaching career. Teachers who have had previous committee experience could serve as chairmen of the groups.

### Teacher Meetings

The chief value of general teacher's meetings is to orient teachers to the general objectives and policies of the school system. Teachers meetings which give opportunity for more teacher participation and co-operation with other teachers in executing the meeting would promote more growth from these meetings. It is further recommended that these meetings be kept small whenever possible and that they provide opportunity for questions and answers or discussion after the main part of the meeting.

## ADDITIONAL CO-OPERATIVE IN-SERVICE EDUCATION ACTIVITIES

In addition to continuing the above mentioned techniques and incorporating the improvements recommended, it is suggested that the in-service program be extended to include the following:

### Teacher Council

A teachers' council which is representative of the different areas of Douglas County and the different size schools formed for the purpose of helping to plan the in-service program. This council is not to take the place of the superintendent's and principal's planning committee which has planned the in-service education programs in the past, but operate in addition to it, serving as a more representative voice of the teachers than their local superintendents and principals are able to be.

The teacher's council would receive suggestions and opinions of other teachers in regard to the in-service education program and school policies and have an opportunity to report them to the County Superintendent. The council would also help the school administrators co-ordinate and unify the total school program.

### Meetings for Beginning Teachers

More meetings of the beginning teachers. The meetings of new teachers which have been held during the Pre-Opening Institute should be extended to more meetings spaced throughout the year.

Beginning teachers need much help in learning how to translate the theory they have learned in their college preparation into practical application. Just as the formative years of a child's life are the most important years in establishing habits and attitudes, so are the first years of teaching the time when good teachers can be molded and correct habits and attitudes about teaching be established.

#### New-Teacher Orientation

A new-teacher orientation program which puts some of the responsibility for the orientation of new teachers of the county on the regular teachers. A "big and little sister" idea may be arranged or committees of regular teachers may be made responsible for some phase of teacher-orientation rather than having the full responsibility of the program be carried out by the administrators. Plans to stimulate and maintain cordial teacher relationships could be initiated and implemented by committees of teachers.

#### School Excursions

Planned excursions to visit schools and observe various phases of unit teaching. An excursion for teachers who need help in teaching social studies could be planned so the teachers will observe schools where units are well taught. This should be arranged so they can observe unit teaching in various stages of development. This can be arranged either as a series of teaching demonstrations or the excursions could be held on a day or at a time when school is not in session. In the later instance, the teacher would explain the objectives and teaching techniques she had employed.

Education Exhibits

Educational exhibits emphasizing new trends in teaching which would stimulate teacher growth, both in those who observe the exhibit and in teachers taking part in preparation of the material.

RECOMMENDATIONS FOR IMPROVING INDIVIDUAL TEACHER EFFORT

The following suggestions involve individual teacher effort. The administrators in charge of the in-service education program can provide the opportunities for participation in most of these phases of the program, but several of the recommendations are voluntary and involve only suggestion and counseling on the part of the supervisor.

College Work

As a group, teachers are desirous of improving their teaching effectiveness by taking college courses. Many teachers spend their summers taking advanced work because they feel a definite need for more study. Other teachers need to be encouraged by salary increases and the hope of better positions to continue in graduate work. Advanced college work should be encouraged as a part of the in-service program.

The effectiveness of college courses in improving instruction in the classroom is dependent upon several factors. The college, its instructors and the courses which should be chosen in the light of each individual teacher's needs and her future professional plans.



College courses taken by extension, while necessary in some areas of Nebraska where taking residence work is prohibitive because of distance from colleges, should be discouraged in Douglas County. The proximity of several teachers' colleges and the extensive adult education program of the University of Omaha make residence work very easy to obtain in Douglas County. Courses taken in residence give the teacher an opportunity to learn from other teachers, share their problems and experiences, and promote a feeling of comradeship and a sense of belonging on the part of individual teachers that correspondence study does not offer. All education courses should be taken in residence.

#### Professional and General Reading

Reading for general information and professional growth should be provided for in a teacher's daily life. Many teachers need to be encouraged to keep up on current affairs and problems of the times. To teach the children of today and train them for living in today's world, the teachers must understand the world of today. A well-balanced program of reading should include the best current professional books and periodicals as well as the best current news periodicals.

An annotated bibliography of the professional books and periodicals available in the County Superintendent's office or school library, would stimulate more reading on the part of those teachers who are not serving on study groups or committees.

### Professional Organizations

While membership in the local, state, and national education association has always been promoted in Douglas County and many schools have three hundred percent membership, a countywide goal of three hundred percent membership should be set up. More active participation in the local and state education association activities should be encouraged.

### ADDITIONAL INDIVIDUAL TEACHER EFFORT RECOMMENDATIONS

#### Professional Writing

The teacher who writes for professional publications not only helps others, thus extending her sphere of usefulness, but helps herself for she must do considerable study to clarify her own ideas and search to see what has been written in the field being discussed before she writes. The selection and organization of the material provides excellent training for a teacher in improving the quality of her classroom presentation. The prestige that goes with professional writing serves as an incentive which results in teacher growth. The reporting of an effective classroom procedure results in teacher growth in two ways. It causes the teachers who do the writing to grow and causes teachers in other schools to improve their teaching.

#### Attendance at State and National Conferences and Meetings

The recommendation is partly administrative in that funds should be provided in the budget to provide substitutes for the teachers and to help defray the expenses of teachers attending state and national conferences.

However, for there to be the maximum benefit to the school system, this recommendation does take much individual teacher effort. The teachers attending the meetings must participate actively, catch the vision and enthusiasm of the conference and report to her fellow teachers in a manner that helps the whole group to gain a wider vision and a new enthusiasm for their work.

If provision for this fund could not be made on a county level, the individual schools could provide for this in their budgets as in-service education expense. Campbell recommends that the local Board of Education include in-service education in their school budget.<sup>1</sup>

### Travel

Travel is an integral part of the teachers preparation for teaching. The vividness and reality of verbal descriptions in books of places, persons, and events can be greatly enhanced by seeing them in their natural surroundings.<sup>2</sup>

Many colleges recognize the value of travel in helping a teacher enlarge her vision and discovering ways of putting a spark in her teaching. These colleges offer college credit for guided tours. Many school systems give teachers professional growth credit for travel on her own which meets her own individual needs. Teachers should be encouraged to travel, as well as to continue their college studies. This will result in a well-balanced, well-education faculty whose teaching will be more vital because of their rich background of experiences.

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<sup>1</sup>Campbell, Clyde M., Practical Application of Democratic Administration, Harper Brothers Publishing Company, 1950, p. 232

<sup>2</sup>Mehl, Marie, Teaching in Elementary Schools, Ronald Press Co., New York, 1950, p. 484

### Teaching in Summer Sessions

Much real professional growth will result if administrators will apply the policy of helping teachers who are qualified to find positions in summer session faculties at Universities or Colleges. This type of teaching requires wide study and research on the part of the individual.

### Self-Evaluation

Teacher improvement must come from within. Most teachers know how to teach better than they are doing. They need inspiration to stir them to the effort of putting into use the good teaching practices they know. One good way to cause a teacher to put forth greater effort is self evaluation. This recommendation should be implemented by the teachers' first composing the evaluating device to be used. This is created as a co-operative teacher endeavor with the aid of their supervisors.

After they have composed an adequate evaluation device they actually rate themselves periodically during the year for their own benefit to see how nearly they reach the standards of good teaching which they have set up. This method causes teacher growth at the time the evaluation standards are being selected, discussed and set down in writing, and again when every teacher rates herself by this device.

Ready made evaluation scales have little value. Evaluation is a continuous process, and self evaluation is continually evolving process. Procedures of appraisal must be developed by the groups which use them and must be in harmony with the over-all objectives of the educational program.

Experimentation in Classrooms

School systems which have made notable progress in improving instruction have found it profitable to encourage directed experimentation in classrooms. After adequate evaluation the practices thus proved to be effective are shared with other teachers. This type of improving instruction could be called a "broken front progress in which a few pilot centers are starter here and there." As other teachers observe the new methods proved valuable in the pilot centers they move up in line, accepting the practice as their own. For growth to be continuous some pilot teachers must again move forward, experimenting, proving, and showing their fellow teachers how to implement other new ideas.

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EVALUATION OF PRESENT IN-SERVICE TRAINING PROGRAM  
IN TERMS OF TEACHING PRACTICES

This questionnaire is being sent to all elementary teachers in Douglas County. Please answer the following questions in relation to the practices you followed when you began teaching and your practices during this past year. Be sure to check both sides of the page. Thank you.

THIS PAST YEAR

KEY: "Most of the Time" means 50% or more of the times the occasion arises.  
"Occasionally" means less than 50% of the times

THIS PAST YEAR				KEY: "Most of the Time" means 50% or more of the times the occasion arises. "Occasionally" means less than 50% of the times	Have improved since my first year	Would appreciate help in this area
Always	Most of the time	Occasionally	Never			
				Have clearly established, definite aim in teaching each lesson		
				Provide for a flexible daily schedule with large blocks of time for language arts, social studies, arithmetic, etc		
				Correlate teaching of language, spelling and writing		
				Teach social studies rather than separate classes for geography and history.		
				In teaching science, use:		
				---experiments		
				---references		
				---resource materials		
				Stress meanings and relationship as well as numbers in mathematics		
				Encourage creative art		
				Provide for art experiences with many different kinds of media suited to grade level		
				Supervise playground		
				Plan with the children to make playtime a profitable learning experience		
				Carry on a safety and health program		
				Make use of the standardized test and diagnostic test results to determine needs of children		
				Individualize instruction and assignments to meet the needs of each pupil, providing:		
				--an enriched curriculum for the superior gifted child		
				--adjusted program for the slow learning child		
				Use flexible grouping of children in terms of needs and interests		
				Make use of audio-visual and other materials to enrich teaching		
				Prepare children for films or filmstrips and follow them with suitable discussion or activities		
				Utilize the educational resources in County Superintendent's office, school, public library, and community:		
				--library books		
				--reference books		
				--filmstrips		
				--phonograph records		
				--educational sound films		
				--viewmaster reels		
				--classroom pictures and charts		
				--maps and globes		
				--field trips		
				--community personnel and resources		



THIS PAST YEAR

Most of the time	Occasionally	Never		Have improved since my first year	Would appreciate help in this area
			Make adequate preparations for each class having materials at hand and resource material organized for use		
			Provide for pupil-teacher planning		
			Teach children reliable means of evaluating their own work and achievement		
			Like to try new ideas and new materials of instruction		
			Use manuals and teacher's guides		
			Organize my teaching in units of study		
			Follow a course of Study as a guide		
			Follow a single textbook assignment and organization of subject matter		
			Encourage parents and patrons to visit school and contribute to its activities		
			Use various means of evaluating the children's work and achievement		
			Strive for attractive room arrangements		
			Make schoolroom reflect class activities		
			Provide for interest centers		
			--reading or library corner		
			--arithmetic corner		
			--science corner or museum		
			--beauty corner		
			--beginner's corner (For rural teachers only)		
			--bulletin boards		
			Try to discover reasons for child's behavior and remove the cause for unfavorable behavior		
			Visit the homes of my pupils		
			Participate in school and community activities		
			Use added assignments in school work as punishment		
			Allow children to move about room when activities necessitate it		
			Provide for socialization of class discussions		
			Lower class grades for bad conduct		
			Use real life problems as a starting point for learning		
			Teach democratic processes and citizenship		
			(Next two items for RURAL teachers only)		
			Develop reading, writing and number readiness in beginner grade		
			Group several grades in science, health, language classes		

YOUR PERSONAL EVALUATION OF DOUGLAS COUNTY IN-SERVICE TRAINING

Please number these items in the order they have been most helpful to you

- \_\_\_\_\_ Teachers' Meetings
- \_\_\_\_\_ Professional Reading
- \_\_\_\_\_ Educational Exhibits
- \_\_\_\_\_ Demonstration Teaching
- \_\_\_\_\_ Pre-School Conferences
- \_\_\_\_\_ Visits by Helping Teacher and Individual Conferences
- \_\_\_\_\_ Study Groups and Committee Work
- \_\_\_\_\_ University or Teacher's College Classes
- \_\_\_\_\_ Local and State Education Association Activities