

STRATHMORE PARCHMENT

CHICAGO, ILL. U.S.A.

TEACHER-IMPROVEMENT IN SERVICE

SOUTHEASTERN DISTRICT

OKLAHOMA

1939-1940

MENT

TEACHER-IMPROVEMENT IN SERVICE  
SOUTHEASTERN DISTRICT  
OKLAHOMA  
1939-1940

By  
WILLIAM EWELL DICKEY  
Bachelor of Science  
Southeastern State Teachers College  
Durant, Oklahoma  
1933

Submitted to the School of Education  
Oklahoma Agricultural and Mechanical College  
In Partial Fulfillment of the Requirements  
For the Degree of  
MASTER OF SCIENCE

1941

LIBRARY  
A & M COLLEGE  
MULLEN, OKLA

OKLAHOMA 11  
AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
JUN 27 1941

APPROVED:

*Vers Jones*  
\_\_\_\_\_  
In Charge of Thesis

*H. C. C. C.*  
\_\_\_\_\_  
Dean of the School of Education

*D. C. M. D. S.*  
\_\_\_\_\_  
Dean of the Graduate School

134942

## ACKNOWLEDGMENTS

First, I gratefully acknowledge the assistance I have received from my faculty committee at Oklahoma Agricultural and Mechanical College at Stillwater. This committee consists of Professor Vera Jones, Dr. N. Conger, and Professor Ben C. Dyess. They have given me every assistance possible, and have offered many valuable suggestions regarding the content of this study.

Second, I wish to express my appreciation to librarians of Oklahoma Agricultural and Mechanical College at Stillwater, Northeastern State College at Tahlequah, and Southeastern State College at Durant, for their cooperation in assembling the material gathered from magazines and bulletins, and for the many courtesies shown me while I was gathering material for the study.

And finally, I am deeply grateful to the superintendents of schools in Southeastern Oklahoma, and the County Superintendents of the twelve counties in this District who aided in the study by answering the questionnaire sent them.

W. E. D.

## TABLE OF CONTENTS

| CHAPTER | PAGE   |
|---------|--|
|         | ACKNOWLEDGMENTS . . . . . 111  |
|         | FOREWORD . . . . . v   |
| I       | THE TRAINING OF TEACHERS IN SERVICE . . . 1  |
|         | Defining the Necessity of In-Service<br>Training--Enumerating Agencies Employed<br>in Training Programs    |
| II      | TEACHERS' MEETINGS . . . . . 11  |
|         | Importance and Opportunities--How used<br>in Improvement Program--Their importance<br>to School Efficiency |
| III     | PROFESSIONAL READING . . . . . 19  |
|         | Importance and Opportunities Afforded<br>in Southeastern Oklahoma  |
| IV      | DEMONSTRATION TEACHING AND DIRECTED<br>OBSERVATION . . . . . 24  |
|         | Its Possibility and Uses as a Teacher-<br>Improvement Device   |
| V       | COLLEGE PREPARATION . . . . . 33   |
|         | Recent Trends in College Requirements<br>and Responses to These Trends in South-<br>Eastern Oklahoma       |
| VI      | COUNTY-WIDE TEACHER-IMPROVEMENT PROGRAMS..38   |
|         | A Study of In-Service Training from the<br>Standpoint of the County Superintendent<br>of Schools           |
| VII     | CONCLUSION . . . . . 44  |
|         | BIBLIOGRAPHY . . . . . 47  |
|         | APPENDIX . . . . . 49  |

## FOREWORD

For a long time it has been the earnest conviction of the author that there should be more work done in the training of teachers while in service. R. V. Hunkins, superintendent of schools in Lead, South Dakota, states a very clear reason why teachers so often neglect the continuation of their training after graduation.

The teacher, after graduation, is apt to fall into the clutches of the details of her work, or become absorbed in social activities to such an extent that she may have no time for professional study left, and thus gradually lose interest in it. In such cases the finding of time for professional growth is the most serious problem, for which there is no formal solution. Only a deep appreciation for the need of continued study as a means of continual growth can give ultimate success.<sup>1</sup>

The pre-service training usually consists of a large amount of theory, and since theory alone will not properly fit a teacher to meet the local problems that will arise after she has entered the profession, there must come to every good teacher the felt need for a continuation of training to overcome the deficiency that is so often left from the pre-service period of training.

Several agencies are available for the specific or implied purpose of giving the teacher training after she enters upon the active duties of the profession. Some of

---

<sup>1</sup>  
R. V. Hunkins, Superintendent at Work in Smaller Schools.

these, such as extension courses, correspondence courses, and summer terms in colleges, aid the teacher in keeping up with educational theories and in improving her academic qualifications. There are other means, however, that contribute to the preparation of the teacher to meet more specifically the local problems. The most important of these are teachers' meetings and supervisory programs. Visitation and demonstration teaching likewise serve to give methods and techniques to the teacher in a concrete manner, so that she may apply them to similar situations in her own room.

This study is an attempt to answer two questions that have been of interest to the author. First, what are the most generally adopted devices employed in teacher-education in service as indicated by past research and opinion? Second, what practices are being followed in the Southeastern College District in in-service teacher-education during 1939-1940?

An effort has also been made to secure some evaluation of these practices from school authorities in this District.

The counties included in the study are: Atoka, Bryan, Carter, Choctaw, Latimer, LeFlore, Love, Marshall, McCurtain, McIntosh, Pittsburg, and Pushmataha.

In these twelve counties there are eighty schools employing eight or more teachers. They range from the small high school in village and consolidated areas to the large

systems that at present employ as many as eighty-four teachers. All of these schools were contacted by questionnaire, with a response from fifty schools. The responses in tabulated form are presented in later chapters of this study. The following types of in-service teacher-education were especially investigated:

1. Supervisory programs
2. College training
3. Professional reading
4. Visitation and demonstration teaching

The study has been organized with a chapter devoted to each of the in-service activities listed above, and tabulated results of the findings are found at the close of the chapter.



## CHAPTER I

## THE TRAINING OF TEACHERS IN SERVICE

We never stand still, but move either forward or backward. This adage can be used to no better advantage, nor applied in a truer sense than in the teaching profession. It is a lamentable fact that all teachers are not guided by this commendable principle. Far too often they receive their diplomas at college and take them as evidence of the peak of efficiency, never realizing that the peak is seldom, if ever, reached in the profession of teaching. As a matter of fact, a college diploma is not a testimonial of efficiency in any sense of the word, and should never be considered a "mattress" whereon to lie in a state of professional "coma." It should be used, instead, as a basis upon which to really begin to build something that at least resembles efficiency in the art of teaching.

Agencies for Teacher Training in Service.--Really progressive teachers continue their study and seek professional improvement through the several methods and devices of in-service teacher education to which modern educational institutions have given them access. These are, in the main, summer schools, extension courses, reading circles, classroom visitation and demonstration teaching, faculty meetings, and cooperation with whatever

supervisory facilities that may be at hand for their use and improvement in the particular school or system where they teach.

Any plan for improvement in service that may be advanced by school authorities should have (1) opportunity, and (2) reward. In the selection of agencies that are to be employed for the improvement of instruction, careful planning and selection should be done in order that the exact type of improvement needed and desired may be obtained and utilized.<sup>1</sup>

It is a waste of time and effort for teachers to enroll in a college course merely because it offers a specified number of college hours, losing sight of the really important question: "Will this make me a better teacher"? In this connection, Maxie N. Woodring made a study of the contribution of colleges to the in-service education of teachers, and from the replies of 370 college professors, superintendents, principals, and teachers, reached these conclusions:

1. That much of the effort during the past decade has lacked definite direction toward clearly defined ends.
2. That the effect of the efforts has been left largely to happenstance, with ineffective techniques and insufficient application between the producer and the consumer of training.
3. That the producers need more definite insight into the real needs of the consumer.
4. That offerings through state colleges, state syllabi are too general, and should be re-organized and made practical and usable.

---

1

F. D. Boynton, "Improving Teachers in Service," School and Society, Vol. 26, October, 1926, pp. 523-524.

5. That teachers have been irked by pseudo-supervision, inspection for administrative purposes, with a maximum of criticism and a minimum of constructive suggestion.<sup>2</sup>

Training Activities Should be Worth While.---It is the primary business of both the administrator and the teachers to look well to the substance back of the improvement move, to see if it will serve the purpose of making better teachers. It is to be regretted that many of our departments of education have set up in their requirements for graduation some courses that seem to be wasteful of time and often useless in the making of an efficient teacher. This statement is based upon the certification requirements of the state of Oklahoma, in which some courses are required that are too remotely connected with the teacher's major field. For instance, in schools of arts and sciences, a major in primary education is required to take a certain number of courses in college mathematics. It would seem that the teacher would profit far more if she could substitute some of these courses with work pertaining more directly to primary method. A certain teacher within the knowledge of the author, who is majoring in music in a college in this state, is at the present time laboring through a course

---

2

Maxie N. Woodring, "Evaluating the Contribution of the Secondary School to In-Service Training," Educational Administration and Supervision, Vol. 22, May, 1936, pp. 351-353.

in solid geometry. Just where this course will aid this teacher in the field of music is difficult to understand.

There should be a suitable reward for the improvement of teachers in service. This does not mean, necessarily, that an increase in salary should be expected, though that within itself would be a worthy reward. There are other rewards that are more important, especially to a beginning teacher, than an increase in salary. It is more important that the teacher receive recognition from her superiors, the assurance of a task well performed, thus preparing the way for promotion as the occasion may arise, and it is then that the material reward will come.

The initial training of a teacher is generally done in a special institution set up for the specific purpose of training teachers. The amount and kind of training required varies in different states. But no amount of academic and pre-professional training will prepare a teacher thoroughly for meeting the special problems that will come to her in the classroom. Many otherwise excellent teachers fail on the job because they are unable to adjust themselves to meet local conditions through some broad plan of training in service. It is this fact that makes some type of in-service training so necessary, especially with the young teachers that are beginning their careers.

Relationship of Pre-Service and In-Service Training.--

There is a very definite relationship between the

pre-service and in-service training of teachers. This relationship has become more marked during the past two decades, and perhaps the most apparent relationship of these two types of training is revealed in a study of late curricular offerings of the undergraduate schools of the teacher-training institutions.

There is at present a trend toward the abandonment of the older goal of attaining 'initial perfection' which placed so much stress on methodology, and greater stress is being placed on the necessity of securing what is termed a "safety minimum competency."<sup>3</sup>

This term indicates that the perfection of technique, and the continuation of professional growth, are dependent on the in-service training of teachers, with its broader base composed of a wider, more cultural content of undergraduate curricula. To this end, and in order that in-service training of teachers may be facilitated, many colleges that profess genuine interest in their graduates at work in the schools of their area have instituted what is known as a teachers college "follow-up service." This service is designed to give to their former students access to the services of expert advisers from the personnel of the faculty of the college. Effie Bathurst made a study of this service in colleges all over the country, and her conclusions state that

---

<sup>3</sup>  
E. S. Evenden, "National Survey of Education of Teachers," United States Office of Education, Vol. 6, p. 178.

.....the extent to which the follow-up service can secure success for graduates depends upon three factors, namely: (1) the attitude of the college itself, (2) the effort the teacher is willing to put forth in receiving the service, and (3) the extent to which the faculty from the school that is giving the service is willing to collaborate with the plan. The values of follow-up work to the college itself were found to be as follows:

1. Awareness on the part of the college staff of real public school problems
2. Better understanding of the needs of rural school teachers
3. Increased practice teaching facilities
4. Improved class instruction in college
5. Raising the standard of practice teaching
6. Change of instructors of courses
7. Research
8. Addition of courses
9. Changes in college courses

The value to the teachers themselves, as shown by this research, is four-fold:

1. Answers to vital problems
2. Professional growth
3. Better understanding between college and graduates
4. Knowledge that the college backs its students, and feels genuine interest in them

This information was gathered by contacting 21 colleges that are making efforts to follow up the work of their graduates, and these institutions reported these activities in carrying out the follow-up work:

1. Visiting of teacher-graduates, including advice to those visited. Answering of the graduates' own questions about their work; conferences with superintendents; group conferences with graduates visited; demonstration teaching.
2. Use of ideas in the following ways to improve pre-service training: Oral reports to staff groups; written reports for use by individual members of staff; discussion with other staff members.

3. Changes in curricula as result of visits
4. Educational conferences or round tables at which alumni in the field may talk over their teaching problems
5. Correspondence with alumni by circular letters giving teaching instruction, answering inquiries, bulletin services with teaching suggestions, and visits by graduates to the college

It was pretty definitely determined that, with the exception of one or two, state departments of education are making no effort to follow up the training that is done in the state institutions.<sup>4</sup>

Many of the institutions that have maintained this service report enthusiastically regarding the success of the undertaking. To some extent the local conditions limit the practice on account of lack of understanding, but it is very likely that if one college in any section of the country institutes such a program with success, other schools of that area will follow, and through their expert supervisory facilities, will make many teachers who are doing mediocre or poor work into successful and happy workers.

Compulsory In-Service Education.--- Much has been said regarding the advisability of making the work of improving teachers in service compulsory. There are points both in favor of and against such a policy. There can be no fast rules to apply to the proposition, and there must always be taken into consideration the teacher herself,

---

<sup>4</sup>Effie Bathurst, A Teachers College Follow-Up Service, Teachers College, Columbia University, 1931, Contribution to Education #478.

and her honest convictions. It would be a waste of time should a teacher be required to participate in an improvement program if she believes the program worthless, poorly presented, or if she is not really interested in her work as a teacher. If she feels, honestly, that she is already efficient, and resents any suggestion that her education be improved, it would be useless to force her to participate in any program of in-service education unless she can be re-educated along this line by concrete evidence of the value of in-service improvement.

Compulsory in-service training would be profitable as an undertaking if the teacher feels that the work allows for individual differences, if expert teachers are not required to attend the same classes as the younger graduates, and if suitable rewards and recognitions are given for work done. These are, leaves of absence, special privileges, salary bonuses, or expense accounts for use in attending improvement meetings.<sup>5</sup>

Growth of In-Service Training of Teachers.--The growth of teacher education in service has been encouraged in the past decade more than any similar period of time in the past history of the nation. There have been many contributing factors to this movement, the more important of which are: (1) The upward revision of certificate requirements. This revision has given the teacher the choice of more adequate preparation by earning college credit or of

---

<sup>5</sup>  
W. H. Burton, Supervision and the Improvement of Instruction.



leaving the profession. (2) The adoption of salary schedules, wherein increased compensation is offered for better trained teachers. (3) Competition in securing employment, the better trained and better qualified teachers having a decided advantage over others, all other requisites being equal. (4) Better opportunities for training, since the colleges and universities are making every possible effort to reach the maximum number of communities with their extension and correspondence services, and by making summer schools pleasant and profitable. (5) The follow-up service given by many schools in which a genuine interest is felt and displayed by the college for its graduates and students in the service of school systems within its reach. These services include such items as bulletins, library service, instructional materials, lending literature for home reading courses, and often supervisory services furnished by the college for the solution of special problems that the teacher may encounter in her work. George C. Kyte, of the University of California made a survey to show WHY in-service training has advanced during the past decade, and states that

.....Studies of the offerings of teachers' colleges shows that the devices that are being employed extensively in the field of in-service teacher-education are:

1. Saturday classes
2. Extension courses
3. Follow-up services
4. Coordination of curriculum

5. Library services
6. Special supervision
7. Bulletins
8. Demonstration teaching

The prevailing reasons for the advancement of in-service improvement which has been so evident in the past ten years are:

1. Upward revision of certificate requirements by administrators
2. Salary schedules
3. Competition in securing employment
4. Increased opportunity for improvement

The results seen from this survey indicate a wide interest in the improvement of teachers in service on the part of the teachers themselves and those in authority in the employment of teachers, a noticeable improvement in the results of teaching, a gradual increase of salary brackets, and the elimination of poor teachers.<sup>6</sup>

---

6

George Kyte, "Growth of Elementary Teachers in Service," Educational Administration and Supervision, September, 1935.

CHAPTER II  
TEACHERS' MEETINGS

Teachers' meetings are a necessary and important part of a broad supervisory program.<sup>1</sup>

If the purpose of a teachers' meeting is to deal with live topics in which the group is interested, then the meeting is worth while, and should be continued and encouraged. Too often teachers' meetings miss entirely the purpose for which they should be called. All too often they are devoted to merely routine affairs because it has become the custom to have such meetings. These meetings are often held at stated times, regardless of the need for them, and often have no definite objectives, and hence are of no specific value. If no vital issue is at hand, the meeting is usually fruitless, and hence a waste of time for both the teachers and the administrators. A well-planned and well-conducted teachers' meeting may, and should be an effective device for teacher improvement. It should not generally be a cut-and-dried affair, a place to give out announcements only, or an occasion for lecturing on a subject that is not vital or of general interest. Instead,

It should be an occasion to visualize and vitalize the subject content that is under consideration, an agent to secure general

---

<sup>1</sup>  
J. S. Thomas, "Encouraging Discussion in Teachers' Meetings," Elementary School Journal, Vol. 30, February, 1930.

participation, conducive of work toward a specific objective, and a supplement to the visitation method, since it will prove both economical of time and cooperative.<sup>2</sup>

Teachers' meetings should generally have a definite purpose, well-planned in advance, with an outline of the topics to be discussed which have been given to the teachers beforehand, to allow time to make preparation for participation in the discussion. Teachers do not appreciate having to make unsupported statements, and will approve the opportunity of having a definite knowledge beforehand of what is expected of them in the meeting.

General meetings may be used to promote administration and organization, but grade and departmental meetings should be reserved for consideration of departmental matters alone.<sup>3</sup>

The data shows that in the schools of Southeastern Oklahoma sixty-six per cent of the schools have departmental meetings and conferences at intervals. This indicates that at least a majority of the schools of this District are following an accepted custom regarding this important device of improving teachers in service.

---

2

R. C. Clark, "The Teachers' Meeting," Education, Vol. 48, December, 1927.

3

Thomas H. Briggs, Improving Instruction, p. 433.

## TIME FOR TEACHERS' MEETINGS

The most appropriate time for teachers' meetings, according to Dr. Briggs, is during school hours. The evident reason for this is that most teachers will not be able to give their very best to the meeting if it is held at a time of day when they are fatigued from the day's work. Plans may be made whereby the meetings may be held at

.....such time when the teacher has the physical ability and the inclination to make the very best use of the meetings, and be thus able to contribute her full share of the discussion that is to be held in a manner that is creditable to her, and of use to the entire meeting.<sup>4</sup>

Table I shows that ninety per cent of the schools of Southeastern Oklahoma hold their meetings after school hours.

Anderson and Simpson, in SUPERVISION, select the evening as an acceptable time for teachers' meetings, since there may be at that time many variations, such as visits of patrons, and certain social activities that are acceptable in the community. As a warning, however, it must be said that care should be exercised in the matter of the social functions that are coordinated with teachers' meetings, since the two are so widely different in nature that there is danger that teachers will lose sight of the

---

<sup>4</sup> Anderson and Simpson, Supervision of Rural Schools, Chapter IX.

real function of the meeting, and fall short of the full value of this the most important of all in-service devices of teacher training.

#### SHOULD ATTENDANCE AT TEACHERS' MEETINGS BE COMPULSORY?

The attendance of teachers at meetings should be made compulsory only if the problems to be discussed are of immediate interest to the teacher. It would be nothing short of punishment to require a teacher of mathematics in high school to attend, let us say, a discussion of primary methods, or vice versa. It is a much better plan, therefore, to divide the teachers into discussion groups, which should be small for the sake of more intimate relationships, have them discuss the issue that has been predetermined, and later report to a larger group, the entire faculty if desired, the findings and decisions of the smaller group.

It may be seen in Table I that ninety-four per cent of the administrators in the Southeastern District make it compulsory for teachers to attend all meetings, and none of them have qualified this compulsion in any way. Only six per cent of the executives give their teachers the privilege of choosing only those meetings that are of immediate interest to them in their work. This may be explained by the fact that the meetings deal only with formal announcements as to programs and policies.

Teachers are likely to attend the earlier meetings of the year, especially if there has been some recent change in the administrative force of the school, merely because the meetings have been called. Their attendance at subsequent meetings will depend on the quality of the meetings themselves, unless made compulsory. If they are planned in such a manner that the teacher can see that they are worth while, no compulsion will be necessary. In short, worth-while meetings will make the teacher feel that to attend them is an opportunity to be grasped rather than an obligation to be fulfilled. As long as the latter feeling is present, full cooperation cannot be expected from a teacher.

The essential phases of such a teachers' meeting that will promote cooperation will fall roughly into the following form:

1. Preparation of the plan
2. Presentation of notices and outline of plan
3. Opening of the meeting
4. Introduction of the discussion topic
5. Separation into discussion groups
6. Selection of group leaders
7. Actual discussion in the group meetings
8. Report of groups to larger meeting
9. Summary of findings by the chairman
10. Putting the results into practice.

## DISCUSSION AT TEACHERS' MEETINGS

To encourage and actually obtain free discussion at teachers' meetings, and secure actual participation by all the teachers constitutes a very perplexing problem, but one whose solution will bring much satisfaction and benefit, if the procedure used is at all practical and cooperative. Therefore, the plans formulated by those responsible for the meeting must be given considerable thought, not depending on inspiration on the spur of the moment, to make a successful and profitable meeting.<sup>5</sup>

A meeting, if planned in accordance with the foregoing, will not be a chance, isolated unit, but rather a cycle of events, each of which will bear a definite relationship to other events of the cycle. All teachers, as they become familiar with the plan, should enter into it with enthusiasm, and as enthusiasm and interest increase, it should follow that corresponding progress in the school system as a whole will come.

The executives of the schools of Southeastern Oklahoma have divided the responsibility of the planning of teachers' meetings, according to Table I, as follows:

|                      |     |
|----------------------|-----|
| Superintendents..... | 50% |
| Principals.....      | 14% |
| Faculty members..... | 36% |

In ninety-four per cent of the schools, faculty discussion is held before most changes in school policy are

---

<sup>5</sup>  
J. S. Thomas, "Encouraging Discussion at Teachers' Meetings," Elementary School Journal, Vol. 30, February, 1930.



adopted, and six schools in the area have their meetings at a time, usually in the evening, when they may be combined with a social hour and refreshments. Several schools expressed a desire to adopt the plan of a social hour at meetings, but, for local reasons, have not been able to put the plan into practice.

TABLE I  
TEACHERS' MEETINGS

| Items regarding teachers' meetings                               |    |
|--|----|
| 1. Schools having regular teachers' meetings-----                | 41 |
| Schools not having regular teachers' meetings-----               | 9  |
| 2. Schools which hold their meetings twice each week---          | 2  |
| Once each week-----  | 15 |
| Once each month-----   | 25 |
| Every six weeks-----   | 2  |
| Irregularly-----   | 6  |
| 3. Advance planning of teachers' meetings                        |    |
| No plan-----   | 5  |
| One day-----   | 2  |
| One week-----  | 13 |
| Two weeks-----   | 11 |
| One month-----   | 11 |
| Two months-----  | 2  |
| Six weeks-----   | 2  |
| Semester-----  | 4  |
| 4. Schools having departmental conferences at intervals-----     | 33 |
| Schools having no departmental conferences-----                  | 17 |
| 5. Discussion of policy changes by faculty-----                  | 47 |
| Schools which do not have such faculty discussion---             | 3  |
| 6. Schools that have reports of professional meetings--          | 35 |
| Schools which do not have reports of such meetings--             | 15 |
| 7. Schools that have their teachers' meetings forenoons          | 7  |
| Afternoon-----   | 40 |
| Evening-----   | 3  |
| 8. Schools that have compulsory attendance at meetings-----      | 47 |
| Schools that do not have compulsory attendance-----              | 3  |
| 9. Schools that have topics selected by a principal----          | 7  |
| Superintendent----   | 25 |
| Faculty-----   | 18 |
| 10. Schools that desire no change in the system of meetings----- | 47 |
| Schools that desire evening sessions and social hour-----        | 3  |

CHAPTER III  
PROFESSIONAL READING

It has been said that:

.....a teacher who fails to participate in some form of self-improvement after graduation either has a very distinct lack of interest in learning to become a better teacher, or has no access to any sort of professional reading facilities.<sup>1</sup>

One of the best indices to a teacher's probable growth in service may be found in the amount and quality of professional reading done by that teacher while in actual service. The administrators of a school system are largely responsible for the reading (or non-reading) of the members of his faculty. It should be the aim of every school system to build up, even if at a gradual rate, a usable professional library. It is not worth while to furnish any professional literature that is not practical or pertaining to the needs of the teachers who seek to improve in their work. Boards of education are almost always willing and anxious to contribute whatever they can in the way of financial assistance to such a library, provided they have been sufficiently convinced of the importance of professional reading. Teachers, too, are generally ready to contribute their personal books, periodicals, and other literature to this library, since if all or a considerable number do so it will give them access to a wider range of reading material.

---

<sup>1</sup>

Barr, Burton, and Brueckner, Supervision, p. 683.

Regarding the professional library for teachers, Fred Englehardt gives the following statement:

The professional library should have a complete historical file of all the textbooks which have been used there in that particular school system, and also the yearbooks and publications of the educational societies and associations, and the significant bulletins and reports of the state department of education, the United States Office of Education, and of the superintendents of schools of comparable school districts. Teachers and other staff members should have available for use a wise selection of the best books on method, technique, supervision and administration. The professional journals should be among the periodicals which are made available primarily for the use of the staff.

It would be well if the professional books could be housed in a separate library adjoining the teacher's workroom, or made available there. The professional workroom should be made attractive and well-arranged for individual study and for conference work. The teacher should be able to work in this library during free periods, or whenever it is convenient. In the small school system a professional library adjoining the superintendent's office is desirable. The professional library may also serve as a conference room and for board meetings.<sup>2</sup>

Table II shows that eighty per cent of the schools in the District have made use of the library of the school for professional reading by the teachers. Those schools which have not made use of the school libraries for this purpose have built libraries of a professional nature through the donations and lending of the teachers, which is a very commendable practice, where no better facility offers.

---

<sup>2</sup>

Fred Englehardt, Public School Organization.

Sources of Professional Reading.---There are many sources to which schools may resort for professional reading besides the books which are published each year. Some of the best materials are found in magazines and many periodicals, yearbooks of the different educational departments of state and national educational organizations, all of which contain a wealth of modern treatises on current educational problems, and valuable summaries of the results of scientific research and experimentation. These publications offer as good, and often better material than the professional books, because they are generally newer and deal with current problems in more detail. It is readily seen that the teacher has excellent opportunities for advancement through professional reading, because there are so many good publications that are available at comparatively low cost that it is really possible for any teacher to have at least a minimum of good professional literature that will help her to grow.

Table II shows that forty-six per cent of the schools in Southeastern Oklahoma list every teacher in the system as a subscriber to some professional magazine, and only six per cent take no professional magazine at all. This indicates that the teachers of this district are alive to the importance of professional reading and are doing something about it by reading.

A majority of the schools (fifty-four per cent) have reviews of professional literature at meetings for the benefit of the group. This is done in most cases by voluntary reviews given by teachers at group meetings.

Why Read Professional Literature?--

Indiana has the reputation of having many educational leaders, and it is thought that this is largely due to the fact that teachers are required to study seriously enough each year to pass an examination on two professional books.<sup>3</sup>

Modern professional books generally have extensive bibliographies which makes it easy to do extensive reading in any given field. Also there are so many relatively new fields, such as modern supervision, that it is necessary for teachers to do some professional reading on modern trends and practices in education. Even though the teacher may be a recent graduate of a better college or university, she cannot hope to keep abreast of the times without frequent contacts with new ideas, and there is no better way than by the continual use of accepted professional literature. In most of our current literature there is a tendency to abandon the older custom of dealing with technical pedagogy in terms that are often abstract, replacing it with straightforward expositions of scientific research and common-sense thinking.

---

<sup>3</sup>  
Louis M. Terman, "Growth Through Professional Reading," Journal of NEA 17:137-138, May, 1928.

Professional books and magazines are not the only sources of teacher growth, but other forms may be utilized, such as biography, history, books on economics and social questions. In fact, any book that adds to the teacher's culture and understanding of the material and social world about her is a source of improvement.

TABLE II  
PROFESSIONAL READING

---



---

Items regarding professional reading

---

|  |    |
|--|----|
| 1. Schools providing professional reading for teachers through the school library----- | 40 |
| Schools not providing such facilities-----   | 10 |
| 2. Schools subscribing to professional magazines                                       |    |
| 100%-----  | 23 |
| 75%-----   | 7  |
| 50%-----   | 15 |
| None-----  | 2  |
| Don't know-----  | 1  |
| 3. Schools having planned reviews of articles-----                                     | 27 |
| Schools having no plan for reviews of articles----                                     | 23 |

---

## CHAPTER IV

## DEMONSTRATION TEACHING AND DIRECTED OBSERVATION

The demonstration lesson, when skilfully conducted, has been found an excellent device for making clear effective teaching procedure in a given type of teaching. For example, a good demonstration lesson of procedure in teaching long division is much more effective than simply telling how it is done. Anderson and Simpson think the demonstration lesson a more effective means of teacher improvement when given for a group of teachers. They say:

The demonstration lesson is a more valuable device for a group of teachers than for individuals, and should embody the correct use of teaching methods, the use of materials and devices, and the adaptation of devices to meet the needs of individual differences.<sup>1</sup>

Table III shows that the demonstration lesson is employed in only forty-four per cent of the schools. Of the schools that use this device, ninety per cent use for the demonstration their very best teachers. In one school the demonstration lessons are given by the principal.

Organization of the Demonstration Lesson.--There are four different ways of organizing demonstration teaching, either of which admits of variation, according to Almack and Bursch. They say:

1. The principal or supervisor may go to the room of a teacher in particular need, and conduct a class for that teacher.

---

<sup>1</sup>

Anderson and Simpson, Supervision of Rural Schools.



2. The teacher may be sent to the room of another teacher to see a demonstration given there.
3. The principal or teacher may demonstrate before the whole group.
4. An outsider (preferably an expert) may be brought in to give the demonstration, either for the teacher in need, or for the whole group. <sup>2</sup>

The following conditions should be observed in presenting a demonstration lesson:

First, the ordinary conditions under which the class is conducted should be observed, such as the usual place of meeting, length of the period, etc.

Second, make sure that the purpose of demonstration is understood in advance of the lesson, outlining the process, and anticipating the reactions.

Third, arrange informal discussions following the demonstration lesson, where questions may be asked, and an evaluation of the lesson may be made.

Importance of Demonstration.--According to J. R. Shannon, .....demonstration teaching and directed observation may be classed in third rank as a device for the improvement of teachers in service.<sup>3</sup>

Teachers' meetings and personal conferences are the only agencies that this author rates as superior to the

---

<sup>2</sup>

Almack and Bursch, Administration and Supervision

<sup>3</sup>

J. R. Shannon, "Demonstration Teaching and Directed Observation," Educational Method, 14:355.

demonstration lesson. The demonstration lesson serves four principal functions, namely:

1. It gives an efficient model for imitation
2. It stimulates criticism and discussion
3. It serves as a basis for common knowledge
4. It clarifies theories

No amount of study of texts and theories will give a teacher a good technique in the preparation and presentation of a lesson, and it is only through the practical method of observation that the foundation for a good teaching technique can be laid.<sup>4</sup>

The Demonstration Teacher.---There was once a limited practice of having an inexperienced or inefficient teacher of the faculty give a demonstration for other teachers of the faculty in order that there might be opportunity for a critical conference afterward regarding the methods and techniques used. This was a very weak device for two perfectly obvious reasons. First, it was a decidedly unpleasant experience for the teacher who was teaching the demonstration lesson, and second, it was using the negative rather than the positive method of presenting the lesson, showing probably as much how it "ought NOT to be done" as how it "ought to be done."

To prevent jealousy among teachers, it may be well to give all teachers with any capability an opportunity to demonstrate in a planned series of meetings, if they so desire.

---

<sup>4</sup>  
H. C. Morrison, "Supervision of High School Teaching," School Review, January, 1919.

Thomas H. Briggs says that

Ordinarily, a demonstration lesson should grow out of a discussion at a teachers' meeting, though on occasion it would be a good plan to have such a lesson first, and thus prepare for subsequent discussion and study in a teachers' meeting.<sup>5</sup>

The conclusion to be drawn from this statement is that the demonstrator may be used to stimulate the teachers' meetings, and also that the meetings may be used to stimulate and supplement each other.

Classroom Visitation.--Again, there is the device of classroom visitation, which is a part of any school program that is worthy of consideration. It is desirable that the teachers of a school take every opportunity to visit the classes of other teachers to observe their work. However, in the small schools this is often difficult to do. In every school there are some good teachers whose work is worthy of imitation, but,

.....in the small schools it is difficult to find teachers old enough in experience and sufficiently well-trained to feel at ease in demonstrating publicly the work they are doing. It would be more desirable for the teachers to take a day off and use it to visit other systems, observing the work that is being done there.<sup>6</sup>

However laudable this plan may be in theory, its general use in the schools of Southeastern Oklahoma would be difficult. First, the boards of education and the

---

5

Thomas H. Briggs, Improving Instruction.

6

R. V. Hunkins, Superintendents at Work in Small Schools.

people in general would have to be educated to the importance of the program, and second, there is always the lack of efficient substitute teachers to carry on the work of the teachers who are absent, even though it were possible to pay such substitute teachers from public funds. Third, there is, generally, such universal shortage of funds with which to maintain a school for a full term of nine months that most of the administrators, after examining their budgets, would find it impossible for school boards to set aside any part of their budget for substitute teaching. Therefore, little of this form of in-service training is being done in localities that have financial difficulties.

However, it is an easy matter for the teachers in the same system to intervisit, if for only one period at a time. Such a procedure should certainly be encouraged, especially in the smaller schools where the opportunity for observation is so limited. Particularly should the teacher visit the grade immediately below her own, in order that she might become better acquainted with the pupils that will be hers next year, and to familiarize herself to some extent with the methods and techniques of the teacher of that room. Also, it would prove beneficial to her and to her pupils to visit the room immediately above her own so that she might give her pupils some small degree of understanding of what they are to expect when they enter that

grade. Then there is the desirable practice of visiting the room of any teacher in the system who has a reputation for sound methods and good techniques that are worthy of imitation. Teachers, in this manner, often secure desirable tools that will fit their individual needs, besides obtaining a very much broader view of the school system in which they work.

Altogether, the visitation method is an excellent device with which to broaden and enrich teachers of any system, and the benefit will be both educational and social.

Preparation of the Demonstrator and the Observer.--

In order that a demonstration lesson may be as effective as possible, it is necessary that the person performing the supervisory duties make certain preparations for the lesson as regards both the demonstrator and the observer. The demonstrating teacher should be given the purpose of the lesson, and full instructions as to the techniques to be shown. There should also be some drill and instruction beforehand, unless the demonstrator is one whose ability has been thoroughly established. If the teacher is such as can be relied upon, the main purpose will be to demonstrate the techniques, apply the methods, and justify the theory involved. Otherwise, the training of the demonstrator will be necessary to insure maximum results. The demonstration teacher should be prepared, if necessary, for a possible antagonistic attitude, lack of appreciation, and often

hostile criticism coming from more or less hostile observers. The supervisor should be familiar enough with the situation to decide whether these precautions are necessary.

Since it is so easy for human beings to find fault, there is always grave danger that a demonstration lesson may turn to an occasion of biting criticism and jealous remarks. Therefore, it is necessary that the observers also should be prepared for the lesson, in order that the most good may be realized. The observers should know in advance what to observe in the lesson. One device for this purpose is the use of a check list, which should include all the things to be demonstrated in the lesson, and prepared in advance by the supervisor. It should indicate clearly the things to be looked for, and provide an objective method of determining whether the outcomes are desirable. The chief objection to the use of the check list is that it is too often used mechanically, without stimulating any constructive thinking on the part of the observer.

The schools of Southeastern Oklahoma fall shorter in the matter of supervision than in any other devices mentioned. The data show that there is little being done in the way of supervision and general classroom assistance. In a majority of the schools, (ninety-six per cent) what supervision the teachers get is given by the superintendent,

and he is often a full-time teacher himself. It can be seen that supervision in such schools is practically nonexistent. The very best that could be said for what the superintendent in such schools does in the way of supervision is an occasional observation, with a limited number of personal conferences. Many of the superintendents lament the fact that there is not more time for supervision, but school finances in the area studied will not, even in the slightest degree, permit the employment of a specially trained supervisor, nor, in fact, enough teachers so that the superintendent might give more time to it himself. Only one school in the District has a special supervisor, with duties assigned as such. Most of the superintendents admit that their visits are routine matters, and often merely for a few minutes time, or at most an occasional class period. However, until such time as schools can have enough money to provide for specially trained supervisors, what supervision the teachers get must come from the superintendent and principal.

TABLE III  
CLASSROOM VISITATION AND DEMONSTRATION TEACHING

| Items on visitation and demonstration                               |    |
|---|----|
| 1. Visits to classes regularly for the supervision of teaching----- | 35 |
| Schools where such regular visits are not made-----                 | 15 |
| 2. Classes visited, on the average, once a week-----                | 19 |
| Twice a week-----   | 6  |
| Twice a month-----  | 5  |
| Once a month-----   | 10 |
| No system-----  | 9  |
| Never-----  | 1  |
| 3. Work of supervising done by a special supervisor---              | 1  |
| A principal-----  | 1  |
| The superintendent--  | 48 |
| 4. Average length of visits for supervision 30 min.---              | 20 |
| Period-----   | 20 |
| Few minutes-----  | 10 |
| 5. Visits made more often to rooms of weaker teachers-----          | 37 |
| Better teachers-----  | 1  |
| Neither-----  | 12 |
| 6. Visitation always followed by conference-----                    | 39 |
| Visitation not always followed by conference-----                   | 11 |
| 7. Demonstration lessons given by better teachers-----              | 20 |
| A principal-----  | 2  |
| No answer-----  | 28 |
| 8. Schools providing for intervisitation in the school-----         | 18 |
| Schools not making provision for such intervisitation-----          | 32 |
| 9. Schools that have visited with other systems-----                | 13 |
| Schools that have not visited with other systems---                 | 37 |



CHAPTER V  
COLLEGE PREPARATION

OKLAHOMA 33  
AGRICULTURAL & MECHANICAL COLLEGE  
LIBRARY  
JUN 27 1941

Few people realize the extent to which many of the teacher-training institutions of our country have reorganized their offerings for the training of teachers while in service. Through their summer schools, special conferences, extension courses, correspondence courses, and the "follow-up" services mentioned elsewhere in this study, most of the teacher-training institutions are now offering to teachers in the field many opportunities for education in service. Though the work may lack some of the efficiency and practical value of the regular sessions on the campuses of these institutions, and may fall short of the value of local supervision, it may be made to serve as a source of new ideas and to stimulate the teacher to depend on her own resources, and develop a higher degree of initiative. College courses, whether taken in summer, on Saturdays, by extension or correspondence, serve to stimulate independent thinking, planning, and the applications of the principles of learning.

The advantages and disadvantages of such "remote control" study are summed up by Dr. Briggs in his chapter on teacher education in service, and are well-repeated here. They are as follows:

LIBRARY  
AGRICULTURAL & MECHANICAL COLLEGE  
OKLAHOMA STATE

### Advantages

1. It provides expert advice and assistance where needed, as directors of such courses certainly have a certain amount of experience in their fields.
2. It provides better library service than that which is usually available to teachers in the schoolroom.
3. It affords opportunity for teachers to meet and exchange ideas with other teachers from other school systems.

### Disadvantages

1. Problems and aspects of problems are often not sensed by teachers as pressing and important.
2. Instructors seem generally to fail to offer a suitable solution to the principle-technique problem.
3. The courses are generally too formal and academic.

Thomas H. Briggs contends in a treatise on in-service teacher education that there is no reason why

.....college courses might not be as successful when classes are held in a classroom of a secondary school as in a college classroom, provided--

1. There is no requirement of special equipment
2. Instructors are thoroughly competent
3. Teachers are interested in improvement rather than in building up college credit.<sup>1</sup>

The only difference under these conditions would be that the instructor comes to the student instead of the student going to the instructor. It is fortunately true that certain abuses of extension courses have been practiced. It should be taken for granted that no school will approve

---

<sup>1</sup> Thomas H. Briggs, Improving Instruction.

extension courses unless the instructor is competent, and able to spend such time at the centers where the courses are offered as will enable him to know the students, and to give them at least as much time as would be available to individual students on the campus of the school from which he is sent. The best teachers of extension courses are the ones who put their time and talent to work to assist the students to begin thinking, and, by suggestion, plan courses that will fill a need in the locality where the classes are being held, and then show his ability and willingness to give individual assistance where it is needed. He should then attempt to see that the teachers make use of what is learned by application of learning to the problems of their schools during actual work.

It is the opinion of most of the administrators of the Southeastern District of Oklahoma that, while classes in extension are not generally the best training device a teacher may obtain, it proves valuable and that many of the teachers of this area are making use of it at this time. The choice of extension subjects favors those courses generally offered in the field of Education, since most of these courses require no special equipment, such as laboratory apparatus, and are more practical in nature than other courses.

Correspondence courses are meant for specific needs that cannot be satisfied otherwise. It is a conceded fact

that they are the least satisfactory of all forms of college preparation from the standpoint of efficiency, and so far as the teaching profession is concerned, can only be used for background purposes, and not for the purpose of the development of techniques. Even when they are used for background purposes, their success is dependent almost entirely on the ability of the student to think independently and to work out most of the problems without able assistance, since very little help can be rendered by the instructors, and library facilities are seldom available to correspondence students.

TABLE IV  
COLLEGE PREPARATION

---



---

Items regarding college preparation

---

|  |                            |    |
|--|----------------------------|----|
| 1. Schools that use extension.   | None-----                  | 5  |
|  | Little-----                | 18 |
|  | 60%-----                   | 8  |
|  | 75%-----                   | 1  |
|  | Until graduation-----      | 18 |
| 2. Schools granting leaves of absence for study-----                                       |                            | 7  |
| Schools that do not grant such leaves of absence---  |                            | 43 |
| 3. Schools requiring attendance at summer schools-----                                     |                            | 26 |
| Schools not requiring attendance at summer school--  |                            | 24 |
| 4. Schools granting salary increases for study-----  |                            | 25 |
| Schools not granting salary increases for study----  |                            | 25 |
| 5. Most profitable type of extension course, in the<br>opinion of superintendents replying |                            |    |
|  | None are profitable-----   | 17 |
|  | Any course for degree----- | 5  |
|  | Teacher's major-----       | 8  |
|  | Education courses-----     | 20 |

---

CHAPTER VI  
COUNTY-WIDE TEACHER IMPROVEMENT

A questionnaire pertaining especially to the improvement of teachers in the dependent districts--the one, two, and three-teacher schools--was sent to the County Superintendents of the twelve counties in the Southeastern District. This questionnaire was designed to ascertain what work is being done in this area toward the training of teachers in service as considered from the standpoint of the County Superintendents. Ten of the twelve County Superintendents responded to the request for information, and according to these replies, some interesting statistics have been noted.

There are only three of these counties that use their local teachers as speakers at teachers' meetings. This indicates that the persons responsible for the arrangement of programs for county teachers' meetings are not of the opinion that the best talent for speaking to groups can be found among the teachers of their own counties. Also, many of the places on the programs are generally filled with lectures by members of the State Board of Education, and take a great deal of time in the discussion of school finance, new departmental regulations, and latest developments in state educational policies. The author holds that there is a very definite benefit that may be derived from the wise and practical use of home talent for

teachers' meetings, provided there are teachers in the county whose abilities in their fields are worthy of public demonstration. This statement is made from experience, since such a teacher was once used by him in this capacity. A particular teacher had been doing a splendid piece of work teaching public school music, and was requested to give a demonstration of her method before a group of teachers in a county meeting to stimulate the teaching of this subject in other schools, an activity which is sadly neglected throughout Southeastern Oklahoma. This teacher had no advantages in material or equipment over the other schools of the county, for the district in which she was teaching was among the poorest, financially, in the entire county. But she had a decided advantage in her own personal ability and initiative. After the demonstration I received many favorable comments on it from the teachers who were present.

The data show that four of the County Superintendents state that attendance at all county meetings is compulsory. They failed to indicate the penalty for non-attendance. Seven of the County Superintendents divide their meetings into departmental groups at some time during the meeting, either in the forenoon or afternoon. In six counties out of ten, the meetings and programs are planned by a program committee, regularly appointed by the executive officers of the county association while four of the

counties rely on the officials of the county associations for the preparation of the programs.

In these ten counties there are 2,519 teachers, 1,583 of whom are in the county dependent schools. This includes all schools which are not in incorporated towns, and are under the authority of the County Superintendent. There are 936 teachers in the independent districts, which include larger systems and schools in incorporated towns, under the authority of the city superintendents. Of this entire number, as is shown in Table VI, there are 477 teachers who are taking advantage of college extension services rendered by the colleges of Oklahoma. This amounts to a little more than eighteen per cent, or about one teacher in six that is taking extension this semester. The County Superintendents were rather noncommittal regarding their opinions of the value of extension courses, for six of them gave no reply to the question regarding the value of the extension service available to teachers of this section.

Seven of the County Superintendents in this district state that they visit schools for the purpose of supervising the teaching. But since the time of the County Superintendent is limited so much by the administrative and clerical duties connected with his office, his efforts along the line of supervision must, of necessity, be rudimentary, and limited, in most counties, to routine visits.



No county in this section has a regular supervisor, though some Superintendents have made every effort possible to procure this service. The financial condition of nearly all the counties will not permit the employment of an extra assistant for the County Superintendent's office, and some of the Boards of County Commissioners and Excise Boards are antagonistic toward the movement because they do not have any realization of the importance of supervision to the schools of their counties.

An average of sixty-four per cent of the teachers in the county schools of this district are subscribers to professional magazines, and only one county has a plan for county-wide professional reading. This county has a county-wide professional library consisting of professional books and other literature provided by the teachers on a cooperative basis, and is really a lending library of professional material managed through the office of the Superintendent.

Four of the counties have group meetings for the discussion of problems in the particular localities where the meetings are held. These meetings are generally held at a centrally-located school, with the programs given by the teachers of that particular group, and are termed "zone" meetings. These meetings are really beneficial, since they are informal in nature, and give opportunity for expression of personal opinion that is ordinarily denied the

teachers in more formal meetings. Often, too, there is a representative from the State Department of Education present at these meetings for the purpose of giving information on state tests, score cards, and other matters pertaining to the individual needs of members of the group. Altogether, it is the most profitable type of teachers' meeting of the year, and is one of the best activities of the county system of teacher-education in service that is being carried on at the present time in Southeastern Oklahoma.

TABLE V  
 REPORTS OF COUNTY SUPERINTENDENTS

| Items on county-wide teacher improvement |   |     |
|--|---|-----|
| 1.                                       | Counties which use home teachers as speakers at county teachers' meetings-----              | 7   |
|  | Counties which do not use home teachers-----  | 3   |
| 2.                                       | Counties in which attendance at meetings is compulsory-----                                 | 4   |
|  | Counties which do not have compulsory attendance---   | 6   |
| 3.                                       | Counties having departmental meetings-----  | 7   |
|  | Counties which do not have departmental meetings---   | 3   |
| 4.                                       | Counties having discussion topics selected by   |     |
|  | A program committee-----  | 6   |
|  | Association officials-----  | 4   |
| 5.                                       |   |     |
|  | a. Number of teachers in white dependent schools-1583                                       |     |
|  | b. Number of teachers in white independent schools-----                                     | 936 |
|  | c. Total number of teachers taking extension-----   | 477 |
| 6.                                       | Types of extension courses that are most valuable, in the opinion of County Superintendents |     |
|  | No answer-----  | 6   |
|  | Social studies-----   | 1   |
|  | All are good-----   | 2   |
|  | Education courses-----  | 1   |
| 7.                                       | Counties having a plan for professional reading----   | 1   |
|  | Counties having no plan for professional reading---   | 9   |
| 8.                                       | Counties reporting teachers subscribing for professional magazines, periodicals,            |     |
|  | 100%-----   | 1   |
|  | 75%-----  | 2   |
|  | 60%-----  | 3   |
|  | 50%-----  | 4   |
| 9.                                       | County Superintendents who visit schools to supervise the teaching-----                     | 7   |
|  | Counties which do not have such visits-----   | 3   |
| 10.                                      | Counties that have a plan of intervisitation-----   | 2   |
|  | Counties having no such plan-----   | 8   |
| 11.                                      | Other services to improve teachers in service   |     |
|  | Group studies by teachers-  | 4   |
|  | None-----   | 6   |

## CHAPTER VII

## CONCLUSION

This study has undertaken to perform two offices, as set forth in the foreword, namely:

1. To discover what are the most generally accepted devices that are employed in the education of teachers in service as indicated by past research and opinion
2. To find what practices are being followed in the school systems in the Southeastern District of Oklahoma toward the in-service improvement of teachers.

It has been found that the in-service training program, as advocated by most school authorities, makes use of the following agencies:

1. Teachers' meetings
2. Supervision
3. Classroom visitation and demonstration
4. College preparation
5. Professional reading

These devices are listed in the order of their importance, according to J. R. Shannon, in an article written for the Journal of Educational Method in April, 1935. All five of these procedures are used to a certain extent in Southeastern Oklahoma. Supervision is the least practiced of these, owing to the lack of supervisory facilities and the inability of schools to procure such services because of financial deficiencies. The supervision that is done is by the County Superintendent and the superintendent of

the system, who, owing to their lack of sufficient time, limit their visitation principally to mere routine duties.

The teachers are availing themselves of the opportunity of taking whatever extension courses are offered in their territory, both at the graduate and under-graduate levels. It is shown that eighteen per cent of the teachers in the entire area are taking some kind of extension this semester. Considering the fact that so many of these teachers already have baccalaureate degrees, this figure would appear to be a very satisfactory one. It indicates, first, that the teachers themselves are realizing the importance of college training from the standpoint of efficiency and salary increase, and second, the colleges are making greater efforts than ever before to establish extension centers in places that will give the maximum number of teachers opportunity to enroll. This is prompted, in most cases, by the increasing demand for better academic qualifications by the school authorities of the state. Some schools already require a four-year college training of all new teachers employed in their school systems, and make it mandatory for the teachers already employed to attend summer school periodically until this standard is attained.

No stress is placed on demonstration lessons in this District, as indicated by the fact that fifty-six per cent of the questionnaires answered gave no reply to item on demonstration teaching. It seems to indicate that the

administrators are neglecting a very important phase of in-service teacher education that could be available in all schools. It is a device for teacher-improvement that is effective, inexpensive, and generally satisfactory, if it is instituted and executed cooperatively and with proper understanding.

Southeastern Oklahoma's program of teachers' meetings is far from ideal, but there is a great deal of effort being made to improve these meetings. With the institution of more careful planning, which would bring closer cooperation and more general participation, the teachers' meetings phase of teacher-improvement should grow and become a more vital part in the training program. The opportunity is present, and with improvement, will take its place, rightfully, as the most important of all agencies of teacher-improvement in service.

On the whole, the outlook for this District is not one of discouragement. There seems to be a felt need among those in authority for a broader plan of improvement of teachers, probably due, as mentioned above, to the demands on the part of school authorities, but whatever the cause, if the effect is better trained teachers, the result will certainly be that there will be better schools in this District. In their turn, these better schools will provide opportunity for the better training of future citizens who will constitute the America of Tomorrow.

## BIBLIOGRAPHY

- Almack and Bursch. Administration and Supervision of Rural and Consolidated Schools. New York: Houghton Mifflin Company, 1925.
- Anderson and Simpson. Supervision of Rural Schools. New York: Appleton-Century Company, 1932.
- Bathurst, Effie. A Teachers' College Follow-Up Service. Teachers College, Columbia University, 1931.
- Barr, Burton, and Brueckner. Supervision. New York: Appleton-Century Company, 1938.
- Boynton, F. D. "Improving Teachers in Service," School and Society, 26:523-524, October, 1927.
- Briggs, T. H. Improving Instruction. New York: D. Appleton and Company, 1938.
- Burton, W. H. Supervision and the Improvement of Teaching. New York: D. Appleton and Company, 1922.
- Clark, R. G. "The Teachers' Meeting," Education, Vol. 48, December, 1927.
- Engelhardt, Fred. Public School Organization. New York: Ginn and Company, 1931.
- Evenden, E. S. "National Survey of the Education of Teachers," U. S. Office of Education, 6:178, November, 1933.
- Garretson, O. K. "Growth of the Elementary Teacher in Service," Master's Thesis, Oklahoma A & M College 1931.

- Hunkins, R. V. Superintendent at Work in Smaller Schools. Dallas: D. C. Heath and Company, 1931.
- Kyte, George C. "Growth of the Teacher in Service," Educational Administration and Supervision, September, 1935, pp. 413-420.
- Morrison, H. C. "Supervision of High School Teaching," School Review, January, 1919.
- Shannon, J. R. "Demonstration Teaching and Directed Observation," Educational Method, 14:355, April, 1935.
- Terman, Louis. "Growth Through Professional Reading," Journal of NEA, 17:137-138, May, 1928.
- Thomas, J. S. "Encouraging Discussion at Teachers' Meetings," Elementary School Journal, Vol. 30, February, 1930.
- Woodring, Maxie N. "An Evaluation of the Contribution of Secondary Education to In-Service Training of Teachers," Educational Administration and Supervision, 22:351-353, May, 1936.





MENT

APPENDIX

STRATHMORE PARCHMENT

100% RAG U.S.A.

## APPENDIX

## QUESTIONNAIRES SENT TO SCHOOL OFFICIALS FOR THIS STUDY

Eufaula, Oklahoma  
Second Semester, 1940

## TO SUPERINTENDENTS AND PRINCIPALS:

I am making a study of the work done this semester in the schools of the Southeastern District of Oklahoma in the matter of training teachers while in service. I believe this study will be of interest to all school executives in this district, and I will be pleased to have your school included in the list. For your convenience I enclose a stamped, addressed envelope, and I would like to have your reply as soon as your time will permit. Should you like a summary of this survey, please so indicate at the close of this questionnaire.

Yours very sincerely,

W. E. Dickey, Eufaula, Oklahoma

\*\*\*\*\*

\*\*\*\*\*

IN-SERVICE TRAINING OF TEACHERS IN SOUTHEASTERN OKLAHOMA

(A STUDY)

## I. TEACHERS' MEETINGS

1. Do you have regular teachers' meetings in your school? \_\_\_\_\_
2. How often are these meetings held? \_\_\_\_\_
3. Who is responsible for the selection of topics for discussion and planning of the meetings? \_\_\_\_\_
4. How long in advance are the meetings planned? \_\_\_\_\_
5. Do you have departmental conferences at intervals? \_\_\_\_\_
6. Are proposed changes in policy discussed by the faculty before such changes are made? \_\_\_\_\_

7. Do your teachers report on professional meetings they attend for benefit of the group? \_\_\_\_\_
8. At what time of day are faculty meetings held in your school? \_\_\_\_\_
9. Are teachers required to attend all faculty meetings? \_\_\_\_\_
10. Mention any changes you would like to make in the program of teachers' meetings: \_\_\_\_\_
11. Give below anything else you do in your school under the heading of "Teachers' Meetings": \_\_\_\_\_

## II. COLLEGE PREPARATION

1. To what extent do your teachers use extension and correspondence to improve their work? \_\_\_\_\_
2. Do you grant leaves of absence for the purpose of study? \_\_\_\_\_
3. Do you require periodical attendance of your teachers at summer school?  
(a) How often? \_\_\_\_\_
4. Do you grant salary increases for work done in college? \_\_\_\_\_
5. In your opinion, what type of extension course is most profitable to teachers? \_\_\_\_\_

## III. PROFESSIONAL READING

1. Does your school have a policy of providing professional reading for teachers through the school library? \_\_\_\_\_
2. If such a plan is NOT in existence, what is the nature of your plan for providing such reading material? \_\_\_\_\_
3. What per cent of your teachers subscribe for professional magazines? \_\_\_\_\_

4. Do you have a plan whereby professional literature may be reviewed for the benefit of the entire group? \_\_\_\_\_

5. Give a brief description of the plan: \_\_\_\_\_

#### IV. CLASSROOM VISITATION AND DEMONSTRATION TEACHING

1. Do you visit classes regularly for the purpose of supervising the teaching? \_\_\_\_\_

2. Is the duty of supervising in your school done by: \_\_\_\_\_

(a) A special supervisor \_\_\_\_\_

(b) A principal \_\_\_\_\_

(c) The superintendent \_\_\_\_\_

3. How frequently, on the average, do you visit each of your teachers to supervise the teaching? \_\_\_\_\_

4. What is the average length of each visit? \_\_\_\_\_

5. Do you visit oftener your better or your weaker teachers? \_\_\_\_\_

6. Does a conference always follow visitation? \_\_\_\_\_

7. If you have demonstration lessons in your school, who generally gives the demonstration? \_\_\_\_\_

8. Do you provide for intervisitation among the teachers of your school? \_\_\_\_\_

9. Have you ever arranged for visitation by your teachers to classes of other schools? \_\_\_\_\_

10. Remarks on (9): \_\_\_\_\_

#### V. MISCELLANEOUS:

Will you list here, with brief explanation, anything else your school has done in the training of teachers in service:

It is to be hoped that you may be able to add to this information with a constructive idea toward training of teachers. All your answers will be received in confidence, and, unless you so desire, it will not be necessary for you to sign this questionnaire.

---

Superintendent

Principal

---

SCHOOL

ADDRESS

## EUFULA OKLAHOMA

Second Semester 1940

## TO COUNTY SUPERINTENDENTS:

I am making a study of the work being done in Southeastern Oklahoma in the matter of training of teachers in service. I believe this study will be of interest to all school executives in this district, and I will be pleased to have your county included in the survey. Therefore, I am asking that you answer the questions below, and return to me in the enclosed envelope. Should you like a brief summary of this study, please so indicate at the close of the questionnaire.

Yours sincerely,

W. E. Dickey, Eufaula, Oklahoma

\*\*\*\*\*

1. Do you use your own county teachers as speakers in meetings? \_\_\_\_\_
2. Is attendance at teachers' meetings compulsory in your county? \_\_\_\_\_
3. Do you have departmental conferences in your annual meetings? \_\_\_\_\_
4. Who is responsible for selection of topics discussed at teachers' meetings? \_\_\_\_\_
5. How many teachers are there in your county, (Independent white)? \_\_\_\_\_
6. How many teachers are there in your county, (Dependent white)? \_\_\_\_\_
7. Give the number that are taking extension work from some college during this semester. \_\_\_\_\_
8. In your opinion, what type of extension course is most valuable to teachers in your county? \_\_\_\_\_
9. If you have a plan for providing material for professional reading in your county, will you give a brief outline of the plan? \_\_\_\_\_

10. About what per cent of the teachers of your county subscribe for professional magazines? \_\_\_\_\_
11. Do you visit the schools of your county for the purpose of supervising the teaching? \_\_\_\_\_
12. Is there any provision in your county for intervisitation between schools? \_\_\_\_\_
13. Will you list below, with explanation, anything else your county may be doing to improve teachers in service:

\_\_\_\_\_  
County Superintendent

\_\_\_\_\_  
County

STRATMORE PARCHIN

100 26 HAG U.S.A.

STRAITSMORE P

100% RAG U

Typist:  
Florence Lackey  
Stillwater, Oklahoma

100% RAG U.S.A.

100% RAG U.S.A.