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CHARACTERISTICS OF THE PRE-SCHOOL CONFERENCE IN SELECTED PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES

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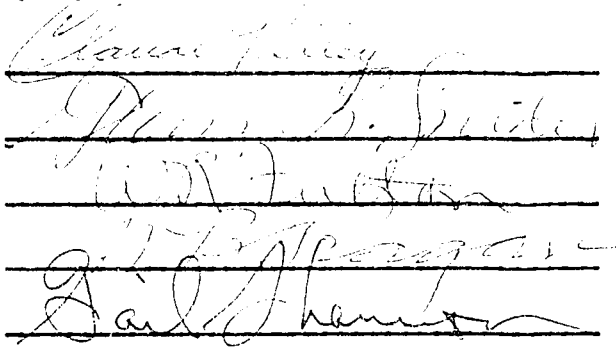
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CHARACTERISTICS OF THE PRE-SCHOOL CONFERENCE

IN SELECTED PUBLIC SCHOOL SYSTEMS

IN THE UNITED STATES

APPROVED BY



DISSERTATION COMMITTEE

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CHARACTERISTICS OF THE PRE-SCHOOL CONFERENCE IN SELECTED PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES

CHAPTER I

INTRODUCTION

This study is in the general area of school administration. It is particularly concerned with the role of the administrator as instructional leader and more specifically with the use of the pre-school conference as a device for the improvement of the educational program.

This chapter contains a brief review of the background of the problem, and the needs and purposes of the study. It includes a statement of the problem, a delimitation of the problem, and definitions of terms. Kinds and sources of data are identified. The method of research is described as to type, design, and procedure. The chapter closes with an explanation of the organization of the report.

Background, Need, and Purposes

Background

In recent years the importance of the role of the public school administrator as a leader in the improvement of the instructional program

has been increasingly recognized. The Thirtieth Yearbook of the American Association of School Administrators states:

> The most important of the superintendent's functions is instruction.... Whether or not the superintendent has the authority and the responsibility which should be assigned to the office, he must evaluate his real effectiveness in improved instruction. That is the purpose for which schools were established; the development of children is the reason for the school's existence today.[1]

The Thirty-fifth Yearbook of the A.A.S.A. reaffirms that "The superintendent of schools knows that his most important task is that of improving instruction."[2] The title of the yearbook, "The Superintendent as Instructional Leader," reveals the emphasis which is being given to this phase of the administrator's work.

Likewise, the idea of teachers working together cooperatively on their problems has been steadily gaining ground as a basis for planning programs of in-service education. Administrators, supervisors, and teachers have become aware of the importance of careful preliminary planning in order to achieve a smooth and efficient beginning of the school year. There is a trend toward the extension of the school year to include ten or more months. This has led school administrators seriously to seek the most profitable way to use the available time for the greatest good of the educational program. The pre-school conference seems to be gaining

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[1] American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook of the American Association of School Administrators (Washington, D. C.: The Association, 1952), pp. 100-101.

[2] American Association of School Administrators, The Superintendent as Instructional Leader, Thirty-fifth Yearbook of the American Association of School Administrators (Washington, D. C.: The Association, 1957), p. 18.

in acceptance as a means through which the school administrator can exercise professional leadership, teachers can learn to work together more effectively, and the additional time included in the school year can be used more efficiently.

Need

A careful search of the literature and inquiries directed to the United States Office of Education and the Research Division of the National Education Association revealed that little research of national scope had been reported on the pre-school conference. Inquiries directed to the chief state school officers of the forty-eight states revealed that only one state educational agency, that of Michigan,[1] had any publications dealing directly with the pre-school conference, although the subject was treated briefly in printed and duplicated materials received from nine[2] such agencies.

Reports of informal studies providing limited information on the pre-school conference by the United States Office of Education and the Research Division of the National Education Association, and research concerned with the characteristics and uses of the pre-school conference in limited geographic areas are described briefly in the following paragraphs. The arrangement is chronological.

A cooperative study made over a period of two and one-half years by nine staff members of the Elementary School Section of the United

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[1] Michigan State Board of Education, Leads to Better Secondary Schools in Michigan, Number 2, Local Pre-school Conferences (Lansing: State Board of Education, 1944), pp. 1-42.

[2] Alabama, California, Florida, Georgia, Kentucky, Louisiana, Mississippi, Virginia, and Wisconsin.

States Office of Education reported in 1952 that "conferences held before school begins in the autumn, called pre-school conferences, are common among the schools visited, although there is great variety in these conferences."[1] Although at least one school was visited in each state, and most schools visited were identified as being good schools by members of the respective state departments of education, in many cases the determining factor in school selection within the limits indicated was the travel schedule of the staff already established in relation to consultant service. States were mentioned but specific schools were not identified by name. In some cases, practices of several schools were included in summary statements. The report included observations on in-service educational programs and contained brief descriptions of pre-school conference experiences of some of the schools visited.

Dixon[2] surveyed the pre and post-school conference programs offered by county school systems in Florida during the 1953-54 school year and conducted an appraisal of the significance of these programs as interpreted by school personnel in selected counties throughout the state. Two questionnaires seeking factual information on the extended school term, or tenth month program, were mailed to superintendents of public instruction in each of sixty-seven Florida counties. A total of 2519 questionnaires requesting appraisals of the pre and post-school conference were mailed

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[1] United States Office of Health, Education, and Welfare, Office of Education, Bulletin 1952, Number 13, Schools at Work in Forty-eight States (Washington, D. C.: U. S. Government Printing Office, 1953), pp. 1-26.

[2] James Thomas Dixon, "An Appraisal of the Pre and Post-School Conference Programs in Selected Florida Counties" (Unpublished Ed. D. dissertation, Northwestern University, 1955), pp. 1-203.

to all instructional personnel employed by the eleven counties participating the survey. The activities offered during the 1953 pre-school conference were introduced and explained in detail.

Dixon analyzed the total responses from superintendents or their authorized representatives, and interpreted these as revealing certain trends relative to the pre-school conference:

1. The amount of time devoted to the pre-school conference in the majority of the counties was two weeks. Pre-school conference attendance by instructional personnel was compulsory; in most cases leave was given for reason of personal illness, illness in the family, and summer school attendance.

2. Speakers, consultants, and laymen were an important supplement to the other phases of the pre-school conference. They were usually selected by a planning committee from sources such as the State Department of Education and state colleges and universities.

3. Audio-visual materials were relegated to a secondary position during the pre-school conference. Motion pictures, film strips, and general exhibits of instructional materials were the forms of audio-visual aids most often reported.

4. County-wide departmental meetings were one of the most important aspects of the pre-school conference. Organization was most often accomplished on the basis of grade levels, and subject areas. Problems dealing with curriculum development and improvement, recent trends in teaching methods, and effective guidance procedures were the subjects most often discussed during the departmental meetings.

5. The majority of the counties provided time for social activities during the pre-school conference. The three most popular activities were: picnics, luncheons, and receptions.

6. All counties allocated time for faculty work at individual school centers. The amount of time reported ranged from two to fourteen days, with seven and eight days reported most often respectively.[1]

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[1] Ibid., p. 85.

An appraisal by the instructional personnel of the 1953 pre-school conference activities is reported fully in Chapter V, and concludes with the following observations:

> On the whole, the pre-school conference was well received by the majority of the respondents. It was stated by some teachers that it was inconceivable to think of starting school without the ten or fifteen day period for planning.
>
> The tenth month program, an innovation in the educational offerings of Florida, has often been subject to adverse criticism by individuals not entirely in agreement with its purposes and objectives. Techniques for administering the conference are continually undergoing changes--in most instances for the better. In general, the investigator believes the majority of the instructional personnel welcomed the opportunities provided for planning and evaluating the work of the new school year.[1]

The Greenville County School System, of Greenville, South Carolina, reported an appraisal of the pre-school conference conducted in August, 1954. The report summarized the opinions of consultants, County Staff, and participating teachers as to the outcomes of the conference in the light of two stated purposes: (1) to help meet the needs of boys and girls more effectively, and (2) to increase the ability of the staff to work cooperatively in planning in-service experiences which have real meaning for the participants. Outcomes reported were: (1) a sense of group unity was achieved in identifying and attacking common problems; (2) there was an improved attitude on the part of the teachers of the county in accepting in-service education as a part of the regular job; (3) educational goals were clarified and ways were opened to reach them; and (4) special insights were gained into reading problems and their causes.[2]

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[1] Ibid., pp. 128-129.

[2] "Appraising the Effectiveness of Our Pre-school Conference," a report prepared by The Greenville County Schools, Greenville, South Carolina, August, 1954. (Typewritten.)

The Research Division of the National Education Association in a special memorandum[1] on the orientation of teachers reported on a survey of teacher personnel practices in urban school districts in 1955-56. It was found that out of a total of 1973 school districts reporting, 725 or 37 per cent, indicated that new teachers were required to report several days early for orientation meetings.

A brief[2] prepared by Lewis and Schneider in cooperation with the Elementary School Section of the U. S. Office of Education reported various ways used by school systems to orient teachers new to the system and to provide for professional growth for all teachers. The pre-school conference was described as being beneficial in achieving better pre-school acquaintance, and as providing "opportunities for on-going committees to work and confer, to start new study interests, or to concentrate briefly on curriculum problems."

The above references indicate a growing interest in the pre-school conference and point up the relative scarcity of organized information on the subject. The fact that the only comprehensive research found on the pre-school conference was limited to the experiences of selected county school systems within a single state should establish a need for this study.

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[1] National Education Association, Research Division, Orientation Programs for New Teachers, Special Memo (Washington, D. C.: The Association, October, 1957), pp. 1-26.

[2] U. S. Department of Health, Education, and Welfare, Office of Education, Education Briefs, Number 33, What Some Schools Are Doing to Promote Teacher Growth, prepared by Gertrude M. Lewis and Elsa Schneider (Washington, D. C.: Office of Education, August, 1956), pp. 1-19.

Purpose

The basic purpose of the study was to provide a body of organized information about which interpretations and conclusions might be reached concerning the experiences of selected public school systems in the use of the pre-school conference. It was anticipated that such information might serve as a source of ideas and as a basis of comparison for public school administrators seeking to improve their practices in this area or who may plan to organize such conferences in their schools for the first time.

The Problem

Statement of the Problem

The problem was stated in the form of the question, "What are the characteristics of the pre-school conference in selected public school systems in the United States?"

The study was designed to discover answers to certain questions concerning the experiences of selected public school systems in the United States in the use of the pre-school conference program, such as:

1. What were the conditions and/or influences which led to the initiation of the program?
2. What individuals or groups were chiefly responsible for the initiation of the program?
3. What methods were employed to initiate the program?
4. What were the characteristics of the program?
5. What were the values of the program?
6. What were the probable future developments of the program?

7. How many days were devoted to conference type programs during the regular school term, or post-school?

Delimitation of the Problem

The study was limited to pre-school conferences conducted during the five-year period between 1952 and 1957 in selected public school systems in the United States. Selections were made from among school systems which have had extensive experience in conducting such conferences, and which were presumed to have carried on effective educational programs in their respective communities.

Definition of Terms

Pre-school conference.--In this study the term, "pre-school conference," refers to an organized program having five characteristics: (1) it involves administrative, supervisory, and instructional personnel of local public school systems; (2) it is scheduled before the opening of school in the fall; (3) attendance may be required or voluntary; (4) leadership and participation may include outside consultants or be limited to local staff personnel; and (5) it is limited to programs which meet for one or more days during which the time is devoted to discussion and study of professional school problems, usually centering in the improvement of educational programs.

The Data

The primary data used in this study consisted of responses to questionnaires, letters, and miscellaneous printed and duplicated materials obtained from the selected cooperating school systems. The secondary data were obtained from the literature and from letters, publications,

and other descriptive materials from state educational agencies, the United States Office of Education, and the Research Division of the National Education Association.

The Method of Research

Type of Research

The type of research used in this study is known as "The Description and Appraisal of Status."[1] It is recommended for use in studies which seek to develop an adequate description of the status of some phenomenon. It is frequently used to determine the status of educational practices, or to describe and appraise various kinds of educational processes. It permits such descriptions and appraisals in which the goal is accurate information concerning the group at hand rather than the application of the findings to a larger population. It was chosen because it seemed to satisfy the needs and limitations of the study.

School systems whose practices were examined in this study were selected subjectively with a definite purpose in view: to identify superior pre-school conference programs. The validity of the findings rests on the character of the school systems involved and has meaning to the degree that their educational programs are known and respected. A list of cooperating school systems will be found in Appendix III.

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[1] Arvil S. Barr, Robert A Davis, Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1958), pp. 124-157.

Research Design and Procedure

Request from state educational agencies.--On October 1, 1957, letters were sent to the chief state school officers of each of the 48 states requesting copies of any available printed or duplicated materials on the pre-school conference, such as handbooks and descriptive literature, which had been produced by the state educational agencies. The agencies were also asked to identify school systems in their respective states which were known to have well-established pre-school conference programs in operation. Enclosed in the letters were answer sheets designed to provide uniform information from each state, and self-addressed envelopes and labels to facilitate the mailing of requested materials.

Responses were received from 43 of the 48 state educational agencies. Thirty-two reported that there were no materials available on the pre-school conference; 11 supplied such materials; and 1 supplied information in a descriptive letter. Forty-one state agencies identified school systems within the respective states which were known to have well established pre-school conference programs in operation.

Initial request from school systems.--On October 28, 1957, letters were sent to 380 school systems throughout the United States seeking answers to the following questions:

1. Did your school conduct a pre-school conference preceding the 1957-58 school year?

2. When was the first pre-school conference conducted in your school?

3. How many days, on the average, does your school devote to the pre-school conference each year?

4. Will you send, under separate cover, a copy of the program of one of your recent (within the last 5 years) pre-school conferences, and other related printed or duplicated materials which will reveal characteristics of the pre-school conferences conducted in your school?

5. Would you be willing to answer a brief questionnaire concerning the characteristics and values of the pre-school conference program in your school?

Of the above 380 school systems, 261 had been identified by the educational agencies within their respective states as having well-established pre-school conference programs in operation; 40 were selected from 4 states in which the state educational agencies indicated that all or most schools within these states conducted such conferences; the remaining 79 were selected arbitrarily in an effort to have all regions and states represented in the data.

Responses were received from 293 of the 380 school systems. Two-hundred-nine of these systems were among those specifically identified by state educational agencies; 31 were among the schools selected from states whose agencies indicated that all or most schools conducted pre-school conferences; and 53 were from the group selected arbitrarily.

Distribution of questionnaire.--Final questionnaires were sent to 205 school systems, each of which had reported that it had conducted pre-school conferences of 2 or more days duration in 1957-58, had supplied programs and/or descriptive materials, and had previously agreed to

respond to a questionnaire. One-hundred-seventy-seven, or 86.3 per cent of the questionnaires were returned and the responses they contained supplied the basic data for the study. Of these 177 school systems, 140 had been specifically identified by state educational agencies, 17 were from states whose educational agencies indicated that all or most systems conducted such conferences, and 20 were from the list of those selected arbitrarily by the author.

Table 1 shows the distribution of the 177 cooperating school systems by geographic regions of the United States. The Northeast Region included Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, and West Virginia. The Southeast Region included Arkansas, Louisiana, Tennessee, Kentucky, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi. The North Central Region included Minnesota, Wisconsin, Iowa, Michigan, Illinois, Indiana, Ohio, and Missouri. The Great Plains Region included North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas. The Western Region included Washington, Oregon, Montana, Idaho, Wyoming, California, Nevada, Utah, Colorado, Arizona, and New Mexico.[1]

These regions will be used as a basis for grouping school systems in succeeding tables. Also, in this and succeeding tables, school systems will be grouped according to size as follows: Group I, those employing fewer than 125 teachers; Group II, those employing from 125 to 499 teachers; and Group III, those employing 500 or more teachers.

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[1]The regional classifications are according to Harlan H. Barrows, Edith Putnam Parker, Clarence W. Sorensen, The American Continents (New York: Silver Burdett Company, 1954).

TABLE 1.--Number of cooperating school systems from each region of the United States

Region	Number			
	Group I[a]	Group II[b]	Group III[c]	Total
Northeast.....	3	10	6	19
Southeast.....	8	23	11	42
North Central.....	10	17	11	38
Great Plains.....	14	18	8	40
Western.....	10	18	10	38
Total	45	86	46	177

[a]School systems employing fewer than 125 teachers.

[b]School systems employing from 125 to 499 teachers.

[c]School systems employing 500 or more teachers.

Identification of cooperating school systems.--A list of the 177 school systems included in the study may be found in Appendix III. This list shows the basis of selection, the state and region, the type of district organization, the size of the school system, the year the pre-school conference was initiated, and the length of the pre-school conference in days for each school system.

Development of the questionnaire.--The questionnaire method was selected as the most suitable means of collecting the necessary data with which to supplement the information gathered from the general literature and from the materials received from cooperating agencies and school systems. A preliminary form of the questionnaire was submitted to the

members of the author's advisory committee and to a number of practicing school administrators. Their suggestions relative to the organization of the instrument and the arrangement and wording of several of the questions were used in the final draft. A copy of the questionnaire will be found in Appendix II.

Positions of questionnaire respondents.--Questionnaires were addressed to the superintendents of the respective school systems. Of the 177 questionnaires returned, 89 or 50 per cent were answered by superintendents, and 45, or 25 per cent were answered by assistant superintendents. Table 2 shows the positions held by the respondents completing the questionnaires.

Treatment of the data.--The secondary data, obtained from the literature, and from materials received from the United States Office of Education, the National Education Association, and state educational agencies, were carefully reviewed and analyzed. The findings from this review and analysis were used as supplemental material in writing the following parts of the report: (1) background of the study, (2) need for the study, (3) the purposes of in-service education, (4) the purposes of the pre-school conference, (5) values of the pre-school conference.

The primary data, obtained from 177 selected school systems, consisted of questionnaire responses and descriptive and illustrative materials. The questionnaire responses were tabulated and organized into tables. The remaining primary data were organized, reviewed, and analyzed, and together with the tables supplied the descriptive and illustrative information and materials from which the body of the report was developed.

School systems were arranged according to size and/or location in constructing tables in this and succeeding chapters, when, in the opinion of the author, these factors were of sufficient significance in interpreting the information to justify this extended treatment, and when the mechanics of table construction made such grouping feasible.

TABLE 2.--Positions of respondents completing the pre-school conference questionnaire

Position	Number of respondents				Total expressed in percentage
	Group I	Group II	Group III	Total	
Superintendent.....	38	47	4	89	50.0
Assistant Supt.....	3	17	25	45	25.4
Supervisor.....	2	9	5	16	9.0
Director of Inst.....	0	3	8	11	6.2
Director of Curriculum	0	6	1	7	3.9
Director of Education.	0	0	3	3	1.7
Principal.....	2	1	0	3	1.7
Elementary School Coordinator.....	0	2	0	2	1.1
Coordinator of In-service Educ....	0	1	0	1	1.0
Total	45	86	46	177	100.0

Organization of the Report

The report begins with an introduction explaining the background, need, and purpose of the study. A statement of the problem, including delimitation and definition of terms, a description of the data, and an explanation of the type, design, and procedure of the research complete this part of the report. The body of the report deals with the following phases of the pre-school conference:

1. Initiating the pre-school conference.
2. Purposes of the pre-school conference.
3. Pre-school conference participation and length.
4. Planning, organizing, and financing the pre-school conference.
5. Elements of the pre-school conference program.
6. Records, reports, and evaluation of the pre-school conference.
7. Values of the pre-school conference.
8. Probable future developments of the pre-school conference.

The report closes with conclusions and recommendations by the author.

All public documents and unpublished materials used in the study are on file in the Curriculum Materials Center of the College of Education of the University of Oklahoma.

CHAPTER II

INITIATING THE PRE-SCHOOL CONFERENCE

This chapter is concerned with the various elements and factors which were involved in starting the pre-school conference in the selected school systems. It deals specifically with dates of initiation, conditions and/or influences which led to such initiation, persons or groups chiefly involved in the initiation, and the methods employed in the initiation of the program in these schools.

Dates of Initiation

Table 3 shows the dates of initiation of the pre-school conference in the 177 selected school systems. This information is shown for systems of different sizes and geographic regions. It appears from a study of the table that the pre-school conference is a relatively new program in American public schools. One-hundred-sixty-one, or 91 per cent, indicated that the program was initiated within the last 15 years, and 118, or 66 per cent, within the last 10 years. The peak period was from 1948 to 1952 when 63, or 35 per cent, of the school systems initiated their programs. An indication of the current trend may be seen from the fact that 43, or 24 per cent, initiated the program within the last 5 years.

TABLE 3.--Dates of initiation of the pre-school conference expressed in the number of school systems reporting each date, arranged according to size and location

Dates	Number									
	Size			Location					Total	Total expressed in percentage
	Group I[a]	Group II[b]	Group III[c]	N.E.	S.E.	N.C.	Gr.Pl.	West.		
1942 or before	1	10	5	1	6	2	5	2	16	9.0
1943-47	10	23	10	1	14	8	11	9	43	24.3
1948-52	15	31	17	8	13	16	17	9	63	35.6
1953-57	19	16	8	7	9	10	4	13	43	24.3
Uncertain	0	6	6	2	0	2	3	5	12	6.8
Total	45	86	46	19	42	38	40	38	177	100.0

[a]School systems employing fewer than 125 teachers.

[b]School systems employing from 125 to 499 teachers.

[c]School systems employing 500 or more teachers.

Reasons For Initiation

The fact that the pre-school conference program is of comparatively recent origin in most of the school systems surveyed raises the question as to what brought about this change in public school practice. Table 4 shows the conditions and/or influences in the opinion of questionnaire respondents which led to the initiation of the program.

TABLE 4.--Number and percentage of the 177 selected school systems reporting certain conditions or influences which led to the initiation of the pre-school conference, arranged according to degree of influence

Conditions or influences	Degree of influence			
	Much		Some	
	Number	Per cent	Number	Per cent
1. Need for more time for cooperative study of school and professional problems.....	147	83.0	22	12.4
2. Need for more time to take care of routine jobs connected with the opening of school year.....	98	55.3	61	34.4
3. Need for better orientation of teachers.....	19	10.7	0	0.0
4. Activities of Cooperative Program in Educational Administration.....	18	10.1	39	22.0
5. Change in state law increasing length of school year.....	15	8.4	13	7.3
6. Leadership of state educational agency.....	13	7.3	40	22.6
7. Re-organization of school districts in state.....	6	3.4	10	5.6
8. Rapid growth of school system.....	6	3.4	0	0.0
9. Leadership of colleges of education.....	2	1.1	32	18.0

The need for more time to devote to cooperative study of school and professional problems was a major factor in the establishment of the program in 83 per cent of the 177 school systems reporting, and of some significance in 12.4 per cent. This reflects a growing awareness on the part of professional school personnel that educating children is a complex undertaking, and that there is a high degree of interdependence among the various services and persons involved. This would also indicate that the principles of democratic administration as advanced by educational theory are being increasingly applied in the solution of school and professional problems.

Although only 28, or 15.7 per cent, of the 177 selected school systems indicated that changes in state laws had any effect on the initiation of the program, such changes have occurred within the last decade in Georgia, Tennessee, Florida, Oklahoma, and Oregon and a majority of the respondent schools from these states credited this factor as being important. The following statement from Dixon's study of the tenth month program in Florida illustrates this influence:

> The new school law enacted by the 1947 session of the Florida State Legislature established the Minimum Foundation Program for all schools in the county and for providing substantially equal public educational opportunities.
>
> The Florida Statutes (Section 27, #236.02 part 2) provided for the operation of all schools for a term of at least nine months or 180 actual teaching days. Part 3 provided for the employment of teachers for ten calendar months of service. This extra month was interpreted in all counties of the State as a period for planning and evaluating the school program, and for stimulating teacher growth through the means of in-service training programs.[1]

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[1] Dixon, op cit., pp. 2-3.

Another observation is that 19 school systems indicated that the need for better orientation of teachers new to the system was a major factor in the initiation of the pre-school conference.

It may be worth noting that 18 school systems acknowledged that the Cooperative Program in Educational Administration had "much" influence on their decision to initiate the program, while 13 gave similar credit to state educational agencies and 2 to colleges of education. However, since the Cooperative Program in Educational Administration draws much of its leadership and, in most cases, is closely integrated with state educational agencies and colleges of education, these findings may be interpreted to indicate a high degree of cooperation in the solution of the problems of public education among all agencies and institutions involved.

Responsibility For Initiation

Table 5 presents the summary of the section of the questionnaire seeking to identify the individuals or groups chiefly responsible for the initiation of the pre-school conference in the respective school systems. Findings reveal, as would be expected, that administrative officers had a major part in initiating the program in a large majority of cases. However, the important role played by supervisory and instructional personnel, as revealed by the figures, reflects the trend toward a broadened base for educational planning. The relatively small number of systems reporting involvement of lay persons or groups in early planning of the program is further evidence that lay participation in the solution of school problems remains less in the realm of practice than of theory in most of the nation's schools.

TABLE 5.--Number and percentage of the 177 selected school systems reporting certain individuals or groups as having been instrumental in initiating the pre-school conference, arranged according to the degree of instrumentality

Individuals or groups	Degree of instrumentality			
	Much		Some	
	Number	Per cent	Number	Per cent
1. Superintendent and/or other administrative personnel.....	163	92.1	12	6.7
2. Supervisory personnel.....	125	70.6	41	23.1
3. Instructional personnel.....	70	39.5	82	46.3
4. Local educational associations.....	17	9.6	48	27.1
5. Local parent-teacher associations.....	3	1.7	17	9.6
6. Board of Education.....	2	1.1	1	.5
7. Local lay persons or groups...	1	.5	14	7.9
8. County superintendent.....	0	0.0	1	.5

Methods of Initiation

Table 6 reveals the methods used to initiate the pre-school conference in the selected school systems. Findings substantiate the assumption that the adoption of new techniques and procedures results from cooperative action by administrators, supervisors, and teachers, but that responsibility for leadership and decision making rests in the office of the superintendent.

Summary

The pre-school conference is a relatively new program in the public schools of the United States, having come into general use only within the last fifteen years. The need for more time to devote to

cooperative study of school and professional problems was a major factor in its initiation in more than three-fourths of the school systems included in the study. The trend toward the extension of the school year to include ten or more months opened the way for scheduling additional time for in-service education programs. Also, efforts to assimilate increasing numbers of new teachers in rapidly growing school districts have led to carefully planned programs of teacher orientation during the pre-school period.

TABLE 6.--Number and percentage of the 177 selected school systems reporting certain methods as having been used in initiating the pre-school conference

Methods	Number	Per cent
1. Conference initiated by special committee composed of administrative, supervisory, and instructional personnel appointed by the superintendent	89	50.3
2. Conference initiated by the school system's administrative and/or supervisory staff	80	45.2
3. Conference initiated by special committee with majority of its membership elected from the faculty	23	13.0
4. Program evolved from pre-existing "in-service" programs through work of regular faculty committees	22	12.4

The superintendent and/or other administrative personnel were largely instrumental in initiating the pre-school conference program in 92 per cent of the school systems studied. Supervisory personnel were actively involved in 70 per cent, and instructional personnel in 39 per cent. Local educational associations were credited with initiating the program in 9 per cent of the school systems.

More than 50 per cent of the selected school systems reported that the pre-school conference program was initially developed through special committees composed of administrators, supervisors, and teachers while 45 per cent gave this credit to administrators and the supervisory staff. Twelve per cent said that the program grew out of pre-existing in-service education programs through the work of regular faculty committees.

CHAPTER III

PURPOSES OF THE PRE-SCHOOL CONFERENCE

The importance of clearly stated purposes to the successful operation of any program can hardly be overemphasized. Since the pre-school conference is recognized as a phase of in-service education and finds its chief justification in its contribution to the achievement of the goals of the larger program, its purposes can best be studied against the background of the purposes of in-service education. For this reason the present chapter opens with a discussion of the purposes of in-service education, with references drawn from three sources: (1) the literature, (2) state educational agencies, (3) local school systems. These references support the principle that the most effective means for bringing about improvement in the instructional program of the school is through the involvement of instructional personnel in problem-solving activities.

The remainder of the chapter is devoted to a study of the purposes of the pre-school conference as revealed by the responses to questionnaires, and from the materials received from state agencies and the selected school systems. The chapter closes with examples of statements of purposes selected from those submitted by school systems, the aim being to illustrate good practices in the use of general and specific objectives.

Purposes of In-service Education

General Statements from the Literature

Hass makes the following observations on the purposes of in-service education today:

> The major reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators, and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous in-service education is needed to keep the profession abreast of new knowledge and to release creative abilities.
>
> An additional purpose is to give the much needed help to teachers who are new in a particular school and to those who are entering a new responsibility or a new field of work within the profession. Such people need answers to their many questions and extensive help with the new problems which they face.
>
> At least for the present, a third purpose of in-service education must be to eliminate deficiencies in the background preparation of teachers and of professional workers in education.[1]

Richey, in tracing the growth of in-service education concepts points out that the need to eliminate deficiencies in the background preparation of teachers has been decreasing in recent years:

> By the middle twenties, thinking with respect to supervision, long regarded as the most important agency for in-service education, was being revised in terms of the advanced and advancing status of teachers and of a growing knowledge of human relations.
>
> .....
>
> For some time, it has been clear that a new concept of in-service education has been emerging. A partial explanation of the disappearance of modification of older aims and methods and the appearance of new ones is to be found in a number of related developments.
>
> The continued upgrading of classroom teachers was accompanied by a growing recognition of the expertness of an increasing number of them and of their growing capacity for self direction.
>
> .....

---

[1] C. Glen Hass, "In-service Education Today," In-service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The Society, 1957), pp. 13-14.

> Observation of educational practice and the findings of research appear to indicate increasingly that an attack upon an educational problem by all persons concerned with it was a superior means of clarifying the understanding of all, of obtaining a committment to policies and practices developed to remedy the problem situation, of insuring intelligent participation in attempts to implement suggested solutions, and of promoting professional growth, in general.
>
> .....
>
> The aim of the co-operative effort was the solution of the problem; an important concomitant was the growth of teachers and supervisors in understanding and in the ability to attack and solve problems.[1]

Statement from a State Educational Agency

The following statement of purposes of in-service education was suggested in the Alabama Course of Study for 1954:

> 1. To help teachers acquire a better understanding of the basic principles of human growth and development.
> 2. To help teachers understand themselves more clearly in relation to their work and association with boys and girls.
> 3. To help develop new and better ways of teaching, and thus enjoy the satisfaction that comes of doing a better job.
> 4. To encourage and provide guidance to teachers who are interested in experimentation.
> 5. To provide opportunities for teachers, children, and parents to attack problems through group action.
> 6. To create an atmosphere of freedom in which teachers may express their beliefs, points of view, ideas, and attitudes.
> 7. To study better ways of utilizing all the available personnel and resources of the community, to the end that life in the community may be improved.[2]

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[1] Herman G. Richey, "Growth of Modern Conception of In-service Education," In-service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The Society, 1957), pp. 57-61.

[2] Alabama, State Board of Education, Bulletin No. 8, Course of Study, Grades 1-12 (Alexander City, Alabama: Outlook Publishing Company, 1954), pp. 550-551.

Statement from a Public School System

The following is a statement of the purposes of in-service education in the Tulsa Public Schools:

> Through greatly expanded in-service opportunities the Tulsa Schools are seeking to promote on-the-job growth of teachers, supervisors, and administrators to the end that richer, more satisfying and effective experiences may be provided for boys and girls. This purpose is based on the premise that the curriculum changes as the teacher changes and that most teachers are sincerely and honestly professional and eager to improve their effectiveness.[1]

Determining Pre-school Conference Purposes

School systems usually develop both general and specific purposes for the pre-school conference each year. The question arises as to when and how such purposes should be determined. Table 7 shows the time of determining pre-school conference purposes in the 177 selected school systems as reported by questionnaire respondents. Although a significant number of systems determine purposes early in the school year, or throughout the year, 63.9 per cent reported that purposes were determined in the late spring or summer preceding the conference.

Table 8 shows the methods used in determining pre-school conference purposes in the 177 school systems, as reported by the respondents to the questionnaire. The question which provided the data from which the tabulations in this table were made was open-end, "How and by whom are pre-school conference purposes determined?" An analysis of the replies reveals that the determination of conference purposes was a cooperative undertaking in a large majority of the school systems responding. The

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[1] Mimeographed paper, Tulsa Public Schools, Tulsa, Oklahoma, 1957.

TABLE 7.--Time of determining pre-school conference purposes expressed in the number of school systems reporting each time

Time	Number				Total expressed in percentage
	Group I[a]	Group II[b]	Group III[c]	Total	
1. Late spring and early summer	24	47	23	94	53.1
2. Throughout preceding school year	4	14	8	26	14.6
3. Preceding summer	8	8	3	19	10.8
4. From mid-year on of preceding school year	1	7	3	11	6.2
5. Continuous, year around	0	3	4	7	4.0
6. During post-school conference	2	0	1	3	1.7
7. Preceding fall	2	0	0	2	1.1
8. No answer	4	7	4	15	8.5
Total	45	86	46	177	100.0

[a]From school systeme employing fewer than 125 teachers.

[b]From school systems employing from 125 to 499 teachers.

[c]From school systems employing 500 or more teachers..

TABLE 8.--Methods used in determining pre-school conference purposes expressed in the number of school systems reporting each method

Methods	Number				Total expressed in percentage
	Group I	Group II	Group III	Total	
1. Purposes determined by special faculty committee....	15	48	17	80	45.2
2. Purposes determined jointly by administrative, supervisory and instructional personnel.....	4	10	12	26	14.7
3. Purposes determined jointly by administrative and instructional personnel.....	5	9	4	18	10.2
4. Purposes determined by administrative staff.....	7	7	3	17	9.6
5. Purposes determined by administrative and supervisory personnel.....	3	7	4	14	8.0
6. Purposes determined by the faculty.....	3	1	0	4	2.2
7. Purposes determined by superintendent and principals.....	3	0	1	4	2.2
8. Purposes determined by administrators, teachers, and board of education.....	0	1	1	2	1.1
9. No answer.....	5	3	4	12	6.8
Total	45	86	46	177	100.0

involvement of instructional personnel was reported in 73.4 per cent of the schools, and only 9 per cent reported that purposes were determined by the administrative staff. Tucson, Arizona, indicated that a questionnaire was prepared and circulated to all staff members each year following fall orientation, and that special consideration was given to the expressed needs of people new to the system.

Statements of Pre-school Conference Purposes

Summary of Questionnaire Responses

The 177 cooperating school systems were given a list of eight statements of suggested purposes of the pre-school conference and were asked to apply these statements to the programs in their respective systems, indicating which represented major or minor purposes. They were also asked to specify other purposes of their programs not included in the statements listed. The responses from this section of the questionnaire are found in Tables 9 and 10. Table 9 shows the breakdown of the data according to the size of school systems, and Table 10 according to the geographic region. Other purposes mentioned by respondents include the following: (1) to initiate curriculum studies, (2) to explain the philosophy of the school, (3) to promote board and teacher acquaintance, (4) to explain changes in school organization.

It is interesting to note that "The improvement of instruction" ranks above all other purposes in each size group and in each geographical region, as well as in the total for all of the 177 school systems.

It may also be observed that the rankings of the statements of purposes (numbered 1, "To improve the instructional program," and 2, "To

TABLE 9.--Number of school systems reporting certain purposes of the pre-school conference as being of major or minor importance, arranged according to size

Statements of purposes	Number							
	Group I 45 systems		Group II 86 systems		Group III 46 systems		Total 177 systems	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
1. To improve the instructional program.....	43	0	81	1	38	4	162	5
2. To achieve a smoother and more efficient opening of the school year.....	38	7	62	21	36	7	136	35
3. Better to orient teachers new to the system.....	32	10	61	21	36	5	129	36
4. To initiate, stimulate, and improve cooperative study of school problems.....	31	11	54	24	24	14	109	49
5. To promote acquaintance and social intercourse among the faculty as a whole.....	25	18	40	39	16	25	81	82
6. To promote better understanding between the school and community....	16	22	15	53	9	27	40	102
7. To display and demonstrate new teaching aids.....	8	28	16	56	11	28	35	112
8. To produce curriculum materials.....	9	26	19	45	4	19	32	90

TABLE 10.--Number of school systems reporting certain purposes of the pre-school conference as being of major or minor importance, arranged according to region

Statements of Purposes	Number									
	Northeast 19 systems		Southeast 42 systems		N. Central 38 systems		Gr. Plains 40 systems		Western 38 systems	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor	Major	Minor
1. To improve the instructional program.....	16	1	39	1	33	3	38	0	36	0
2. To achieve a smoother and more efficient opening of the school year.....	14	4	29	9	32	6	31	9	30	7
3. Better to orient teachers new to the system..	15	3	23	14	28	9	30	8	32	2
4. To initiate, stimulate, and improve cooperative study of school prob...	12	5	30	8	21	11	28	10	18	15
5. To promote acquaintance and social intercourse among the faculty as a whole.....	11	6	17	19	18	19	17	21	18	17
6. To promote better understanding between the school and community...	2	12	6	27	8	25	10	22	14	16
7. To display and demonstrate new tching aids.	2	15	11	25	6	27	10	24	6	21
8. To produce curriculum materials.....	2	9	15	13	6	24	7	22	2	22

achieve a smoother and more efficient opening of the school year," in Tables 9 and 10) are consistent with the rankings of the needs which led to the initiation of the pre-school conference program as shown in Table 4.[1] Likewise, the third statement of purposes, "Better to orient teachers new to the system," was revealed as the third major need in Table 4.

Examples from School Systems

The examples of statements of purposes which follow were selected from materials received from the respective schools. The first four illustrate those which are general in nature and change only slightly from year to year.

> Albemarle County, Virginia.--Purpose of the pre-school conference, derived from teacher evaluations of last year's conference:
>
> 1. To gain spiritual strength for our responsibilities of the coming session.
> 2. To receive stimulation from the varied viewpoints and inspiration of our fellows.
> 3. To plan together for the execution of our tasks.
> 4. To draw upon the technical competence of specialists for "know how" in our many sided roles as teachers.
> 5. To become acquainted with the new tools at hand for shaping the development of our boys and girls.[2]

> Alleghany-Covington Schools, Covington, Virginia.--Individual teacher benefits derived from the pre-school activities will be determined largely by the attitude of the individual and the extent to which he participates in these activities. "The more we put in the more we get out." Each conference participant will find it helpful to evaluate his experiences in terms of the general objectives listed below. These do not change materially from year to year. Of course each individual teacher will have more specific personal objectives.
>
> 1. To provide opportunities for all those working in our local school system to participate in formulating

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[1] Supra, p. 20.

[2] Mimeographed program of the Pre-school Conference of the Albemarle County Public Schools, Charlottesville, Virginia, August 26-29, 1957.

plans for the work we carry on during the year. Believing that democracy can be taught and understood only to the extent that it is lived and practiced in our schools, we hope that this point of view will carry over into each school and classroom situation, and into our relationships with each other, as well as into those with pupils and parents.

2. To enable all teachers to become familiar with their local school situations.
   a. To plan for the beginning of the new session before pupils come to school.
   b. To enable all of us to develop an understanding of certain uniform practices in record keeping, reports, the use of textbooks and other materials, etc.
   c. To help teachers understand what services and materials are available to them in their work and to give them information concerning the most effective use of these services and materials.
3. To develop broad general objectives for the entire school system and to help faculties to set up more specific ones for their individual schools.
4. To review our total long-range program of in-service training and growth and to plan together for the expansion and greater effectiveness of this program.
   a. To afford more of our teachers the opportunity to develop and exercise their potentialities for leadership.
   b. To acquaint teachers with opportunities on the local level for professional growth and advancement and cooperatively seek to provide others.
   c. To develop cooperatively more effective means by which the program of activities begun during the pre-school conference may be continued throughout the year.
5. To evaluate our cooperative efforts of the past eleven years to improve our total school program and to plan for a more intensive and comprehensive study of our total school situation during the 1957-1958 school session.
   a. To stimulate each of us to some critical thinking concerning our philosophy of education and to help us gain broader conception of the public school in our modern society.
   b. To afford us an opportunity to think together with outside educational and lay leaders about the purpose, program, and needs of our schools in meeting the needs of children, youth, and adults.
   c. To help all of us see the school program as a whole rather than as a group of separate and unrelated units as we try to understand better the problems of our schools and to find more effective ways of

understanding and working with our pupils and their parents.

d. To develop and maintain a wholesome atmosphere of good will and unity of purpose based on a sympathetic understanding among all members of the school personnel group throughout the school system and to help us realize the importance of our being able to work and play together.

6. In general, to plan cooperatively for what we hope will be a most satisfying experience for each of us and for the children and parents of Alleghany County and Covington, our best school year yet![1]

Mexico, Missouri.--The idea of a fall workshop is relatively new to the Mexico Public School System. The better schools in Missouri and the Nation have incorporated this idea in their program. It is, therefore, considered a forward move in the overall plan, accepted by the Mexico teachers, to continue the improvement of the school through such a workshop.

Schools that have been conducting a workshop prior to the opening of schools have found it to be very beneficial to the educational program of the school. Teachers have an opportunity to discuss plans and set the pattern for the year ahead. It is one of the very important devices in a program of improvement of instruction. New teachers have an opportunity to meet other teachers and become oriented.

The primary purpose of the workshop is to make it possible for teachers to:

1. Think together about the problems of classroom teaching.
2. Exchange ideas and share bits of "know-how" in thinking through plans for regular teaching assignments.
3. Pre-plan experiences for grade or teaching areas.
4. Perform the necessary detail work incident to beginning the year's school experience for nearly 2,500 children and young people in Mexico.
5. Find out how we can do better with boys and girls, the things we are now doing.
6. Find out what are the blocks which prevent us from doing a better job, and to
7. Decide how we can remove the blocks or barriers which stand in the way of doing a better job of teaching boys and girls.[2]

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[1]Mimeographed Handbook, Twelfth Annual Pre-school Conference, Alleghany-Covington Schools, Covington, Virginia, August, 1957.

[2]Mimeographed Workshop Report from the Mexico Public Schools, Mexico, Missouri, 1955-1956.

Oak Ridge, Tennessee.--The general purposes of our workshop program are very familiar to veteran staff members. Nevertheless, a restatement of purposes at this beginning of a new school term may serve the dual function of orienting new teachers and sharpening the focus of veterans on the staff.

Simply stated, the Oak Ridge Schools workshop program was conceived as a means for the improvement of instruction; its purposes remain so dedicated today. In action and content, the first workshop programs emphasized the importance of professional growth and personal improvement of staff members. This emphasis is still the major goal. In the harmony of the whole may be found the genesis for the growth toward an improved instructional program, together with the strength and security necessary for its realization.

Basic to the operational aspect of the workshop program is the assumption that both the task and the process are important. The workshop sessions provide opportunity for experience in problem solving techniques and the processes of group thinking. The scope of the workshop includes opportunities to study both general and specific educational problems. Sharing and evaluation of new ideas and proven techniques are encouraged.[1]

South Bend, Indiana.--PURPOSE: The general philosophy of orientation week has never really changed since the inception of the program in 1949. This program of general education is another type of in-service training for school faculties. It should afford many opportunities for the exchanging of ideas, methods, and procedures and usable materials that have been proved successful in the classroom. Therefore, the experiences in the various workshop meetings should make each individual participating realize his duty to give of his valuable ideas and techniques for teaching and, in turn, he should value the opportunities to learn from the ideas and experiences of his colleagues. This accomplishment will be attained if everyone feels that he is an important member of each discussion group which takes place between Monday and Friday whether it be in the general workshop meetings or his building faculty.

To some teachers these orientation days are an introduction to the South Bend School City. We realize the great value there is in getting off to a good start; hence, certain meetings throughout the week have been designed particularly for the new teacher. Helping all teachers as well as new teachers do the best possible job during the coming school year is the major purpose of the Orientation Program.[2]

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[1]Mimeographed Workshop Plans, Oak Ridge Schools, Oak Ridge, Tennessee, September, 1955.

[2]Printed program of the Eighth Annual Orientation Week Activities, School City of South Bend, Indiana, August, 1957.

Evansville, Indiana.—The following is an illustration of a statement including both general and specific objectives:

> The first Evansville Public School Pre-school Planning Conference sponsored by the Curriculum Commission was held in September, 1948 at Washington School. The conference was planned to assist all the Evansville schools in "growing in service" and to give us an opportunity to prepare for the opening of a new school year.
>
> The first Pre-school Planning Conference filled a need in such a way that the Curriculum Commission decided to expand and improve upon it and make it a part of our regular school year. Each year the conference has continued to play an important role in preparing for the big job ahead--the new school year.
>
> This year's conference, in addition to giving us time for orientation of teachers new to our system and to preparing for the challenges of a new school term, will give us an opportunity to re-examine together the question of how our educational program meets the needs of the more capable student. We have always been aware of the more capable child in our schools and have geared our program in many ways to meet his needs. However we are always looking for better and superior methods to improve our educational program for all the children attending our schools, and a careful re-evaluation of our program as it meets the needs of the more capable will undoubtedly be of considerable value. All of us should think carefully on the question and be ready to make our contributions at the Pre-school Planning Conference this year.[1]

Mitchell County, Georgia.--The following statement of purposes of a recent pre-school conference conducted in the schools of Mitchell County, Georgia, deals only with specific objectives:

> Objectives of the conference--To create an environment in which conference participants may
>
> 1. Recognize mental health as a requisite of all learning.
> 2. Foster self-understanding and helping others.
> 3. Provide experiences to help participants develop concepts, principles, information, and skills needed for understanding themselves and others.[2]

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[1]Printed program of the Tenth Annual Planning Conference, Evansville Public Schools, Evansville, Indiana, August, 1957.

[2]Mimeographed program of the Second Annual Pre-school Conference of the Mitchell County School Staff, Camilla, Georgia, August, 1954.

Miscellaneous examples.--Specific aims are often implied in the title or theme of the conference program. "Forward with the Fundamentals" was the title of the conference conducted by the Garvey School District of California in 1957.[1] Likewise, "Making Arithmetic Meaningful" was the theme of the pre-school conference at Machias, Maine in 1956.[2]

Summary

The pre-school conference was identified with the in-service program in most school systems and had many basic purposes in common with this larger program. Among such common purposes were the following:

1. To promote the improvement of the total professional staff.
2. To help teachers who are new to the system or to particular situations.
3. To bring about improved educational practices through the involvement of all persons concerned in the solution of educational problems.

School systems usually develop both general and specific purposes of the pre-school conference each year. More than half of the reporting schools said that this was done during the late spring or early summer preceding the conference although 14 per cent reported such planning throughout the preceding year and 4 per cent reported that planning was continuous from year to year.

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[1]Mimeographed program of the Garvey School District Orientation Institute, South San Gabriel, California, September, 1957.

[2]Mimeographed program of the Fourth Teachers' Conference, School Union No. 102, Machias, Maine, August, 1956.

Almost three-fourths of the school systems reported that purposes were determined by joint action of administrative, supervisory and instructional personnel. Forty-five per cent used a special faculty committee; others used committees made up of various segments of the school organization including the board of education. Only 11 per cent reported that purposes were determined by the administrative staff.

An analysis of questionnaire returns revealed that the major purposes of the pre-school conferences conducted by the 177 selected school systems were as follows, ranked on the basis of the number of school systems certifying each as being of major importance:

1. To improve the instructional program.
2. To achieve a smoother and more efficient opening of the school year.
3. To improve the orientation procedure for teachers new to the system.
4. To initiate, stimulate, and improve the cooperative study of school problems.
5. To promote acquaintance and social intercourse among the faculty as a whole.
6. To promote better understanding between the school and the community.
7. To display and demonstrate new teaching aids.
8. To produce curriculum materials.

CHAPTER IV

PRE-SCHOOL CONFERENCE LENGTH AND PARTICIPATION

The preceding chapter was concerned with the purposes of the pre-school conference. The present chapter will seek to show the characteristics of the pre-school conference in the 177 selected school systems which relate to the elements of length and participation.

Length of the Pre-school Conference

The length of the pre-school conference in each of the 177 cooperating school systems is shown in Appendix III. A breakdown of this information according to size and location of school systems is shown in Table 11. It should be noted that 25 per cent of the systems reported conferences of 5 days in length, and that 22 per cent reported conferences 2 days in length.

Conferences tend to be longer in Group III (largest) systems as indicated by the averages shown in the table. Likewise, the conferences in the Southeast, North Central, and Great Plains regions show tendencies to include more days as reflected by the higher averages shown.

It was found that the length of the pre-school conference varies from state to state and within states. The following report from the Department of Public Instruction of the State of Wisconsin illustrates the latter point:

TABLE 11.--Length of the pre-school conference expressed in the number of school systems reporting each length, arranged according to size and location

Length in days	Number									Total expressed in percentage
	Size			Location					Total	
	Group I[a]	Group II[b]	Group III[c]	N.E.	S.E.	N.C.	Gr.Pl.	West.		
2	11	22	5	7	9	5	7	10	38	21.5
2½	2	5	0	0	2	2	1	2	7	3.9
3	9	21	9	8	12	5	6	8	39	22.0
3½	0	2	0	0	0	1	1	0	2	1.1
4	7	11	11	2	4	2	5	9	29	16.4
5	15	19	11	1	8	12	17	7	45	25.4
6	0	0	1	0	0	1	0	0	1	.6
7	0	2	0	0	1	1	0	0	2	1.1
8	0	1	1	0	1	0	0	1	2	1.1
10	1	1	8	1	4	1	3	1	10	5.7
14	0	1	0	0	1	0	0	0	1	.6
20	0	1	0	0	0	1	0	0	1	.6
Total	45	86	46	19	42	38	40	38	177	100.0
Median (days)	4	3	4	3	3	4	4.5	3	4	
Range (days)	2-10	2-20	2-10	2-10	2-14	2-20	2-10	2-10	2-20	
Average (days)	3.7	3.8	5	3.2	4.4	4.5	4.3	3	4.1	

[a]School systems employing fewer than 125 teachers.
[b]School systems employing from 125 to 499 teachers.
[c]School systems employing 500 or more teachers.

The pre-school conferences to which you refer in your letter of October 1 in many of our school systems are part of the in-service training program. The schools that operate 12-grade programs, kindergarten through 12, are required to file information concerning their in-service training programs in our office each year.

For the school year 1954-55 we have a rather complete tabulation. Out of 430 school districts that were required to file such a report, 355 have pre-school workshops ranging from a fraction of a day to as many as 10 days. Post-school workshops are held by 146. We do not have the figures broken down which would indicate which of these had both pre-school and post-school workshops, but some of them naturally did.

By far the greater number had from 2 to 5 days of pre-school workshop: 123 had 2 days; 69 had 3 days; 14 had 4 days; and 36 had 5 days.[1]

Pre-school Conference Participation

Who Attends the Conference

One school system, Tacoma, Washington, reported that the pre-school conference was for administrative and supervisory personnel only. Six schools[2] reported that their pre-school conferences were for orientation purposes and were attended by new teachers only. Four of these 6 schools employ 500 teachers or more, while one employs fewer than 125 teachers. The remaining 170 systems reported conferences involving all staff members with varying amounts of time devoted to the needs of special groups.

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[1]Letter from Walter B. Sentry, Assistant Superintendent, The State of Wisconsin, Department of Public Instruction, Madison, Wisconsin, October 4, 1957.

[2]Billings, Montana; Essex Junction, Vermont; Portland, Oregon; Springfield, Ohio; Stockton, California; and Tulsa, Oklahoma..

Systems Requiring Attendance

One-hundred forty-nine, or 84.1 per cent, of the 177 selected school systems reported that attendance at the pre-school conference was required. This information broken down by size and location of systems is shown in Tables 12 and 13.

TABLE 12.--Number of school systems in each size group reporting that attendance at the pre-school conference was required

Group	Number	Per cent
I (45 systems).....	39	86.6
II (86 systems).....	76	88.3
III (46 systems).....	34	73.9
Total (177 systems)	149	84.1

TABLE 13.--Number of school systems in each region reporting that attendance at the pre-school conference was required

Region	Number	Per cent
Northeast (19 systems).....	15	78.9
Southeast (42 systems).....	36	85.7
North Central (38 systems).....	32	84.2
Great Plains (40 systems).....	35	87.5
Western (38 systems).....	31	81.6
Total (177 systems)	149	84.1

Table 12 reveals that a higher percentage of schools employing fewer than 500 teachers require attendance at the pre school conference than is the case in the larger systems. Table 13 shows the highest

percentage of school systems requiring attendance in the Great Plains and the lowest in the Northeast.

Incentives to Encourage Attendance

Of the 28 school systems reporting that attendance at the pre-school conference was not required, 22 listed certain incentives to encourage attendance. Table 14 shows this information for each school together with the percentage of attendance at the last conference as reported by questionnaire respondents. Incentives mentioned most frequently were: lump sum payment, per diem stipend, or credit on salary increment, 8; in-service or college credit, 4; opportunity for professional growth, 4; program and/or consultants, 4. The 22 school systems offering incentives for pre-school conference attendance are distributed according to size as follows: Group I, 5; Group II, 8; Group III, 9; total, 22. These same schools are distributed according to region as follows: Northeast, 3; Southeast, 6; North Central, 4; Great Plains, 4; Western, 5; total, 22.

Participation of Non-teaching Personnel

Sixty-one per cent of the 177 selected school systems reported that opportunities were provided for participation of non-teaching personnel in the pre-school conference; likewise, 61 per cent reported that opportunities were provided for participation of laymen. This information, broken down according to the size of the respective schools, is shown in Table 15. Many of these schools reported that non-teaching personnel and laymen were used at particular times as dictated by the needs of the occasion.

TABLE 14.--Twenty-eight school systems which did not require attendance at the pre-school conference, incentives offered to encourage attendance, and percentage of attendance reported

	School system	Incentives offered	Percentage of attendance[a]
1.	Alleghany-Covington, Virginia	Teachers are paid	98
2.	Asheville, N. C.	Salary	99
3.	Cabell Co., W. Va.	None	33 1/3
4.	Carthage, Mo.	Lead teachers to believe attendance is desirable	100
5.	Cincinnati, Ohio	Outstanding consultants; credit for salary increments	75
6.	Columbus, Ohio	In-service credit	85
7.	Corpus Christi, Texas	Professional improvement; some college credit	35
8.	Elko, Nevada	Good program	98
9.	El Paso, Texas	Paid $10.00 per day	..
10.	Essex Junction, Vt.	Professional attitude	90
11.	Grand Island, Neb.	Per diem stipend	90
12.	Hendersonville, N. C.	Program	50
13.	Iberia Parish, La.	Program planned to meet needs of teachers	96
14.	Leavenworth, Kansas	None	98
15.	Lenoir, N. C.	$50.00 payment	100
16.	Logan County, Col.	Credit toward increment allowances	90
17.	Montcalm Co., Mich.	None	95
18.	Morehouse Parish, La.	Outstanding consultants	70
19.	North Tonawanda, N. Y.	Credit for salary and promotion	20
20.	Portland, Oregon	None	20
21.	Provo, Utah	None	99
22.	Springfield, Ohio	None	95
23.	Tacoma, Washington[b]	Part of job	100
24.	Tulsa, Oklahoma	Explanation of help provided	90
25.	Ventura, Cal.	College credit	33
26.	West Hartford, Conn.	Importance emphasized	90
27.	Whittier, Cal.	None, usually; sometimes institute credit	90
28.	Youngstown, Ohio	Freedom from certain assignments	20

[a]Percentage of teachers eligible or expected to attend.
[b]This conference was for administrators and supervisors.

TABLE 15.--Participation of non-teaching personnel and laymen in the pre-school conference expressed in the number of school systems reporting each item

Item	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Non-teaching personnel.....	28	52	29	109	61.5
2. Laymen.....	32	51	25	108	61.0

Four school systems reported that members of the board of education participated in the pre-school conference program. One school reported that civic organizations were invited to participate, and 1 that parochial school teachers joined with public school teachers in parts of the program. Only 1 school reported the involvement of students in the program.

Summary

The length of the pre-school conference as reported by the selected school systems varied from 2 to 20 days. Forty-five, or 25.4 per cent reported 5 days; 39, or 22 per cent, 3 days; and 38, or 21.5 per cent, 2 days. Ten, or 5.7 per cent, reported 10 day conferences although only 2 devoted more than 10 days to the program. The median length among the 177 school systems was 4 days, and the average 4.1 days. Conferences tended to be longer in the Southeastern and Great Plains regions in that order, and the larger school systems reported most of the conferences of more than 5 days duration.

One-hundred-seventy of the 177 selected school systems reported that all staff members participated in the pre-school conference with varying amounts of time devoted to the needs of special groups. Only 6 schools limited participation to teachers new to the system, and one, Tacoma, Washington, limited participation to administrative and supervisory personnel.

Attendance at the pre-school conference was required in 84.1 per cent of the school systems reporting. Of the 28 reporting that attendance was voluntary, 22 listed certain incentives offered to encourage attendance. Among these were salary increments, per diem stipends, credit toward salary increments and promotion, college credit, good programs, and freedom from certain assignments.

Non-teaching personnel participated in the conference program in 61.5 per cent of the school systems, and laymen in 61 per cent.

CHAPTER V

PLANNING, ORGANIZING, AND FINANCING THE PRE-SCHOOL CONFERENCE

The phases of the general pre-school conference program considered thus far have included its initiation, its purposes, its length, and its participants. Phases which relate more closely to specific conferences will be examined in the present chapter. Various elements relating to planning and organizing the conference each year will be considered in that order. This will be followed with a report on the experiences of the selected school systems in financing the conference.

Planning the Pre-school Conference

Responsibility for Planning

Responsibility for planning the pre-school conference must be assumed each year by certain school officials or groups. The study sought to identify these persons or groups in each of the 177 selected school systems. Table 16 analyzes the responses to that section of the questionnaire designed to provide this information.

A study of Table 16 reveals that in some of the school systems, different persons and groups share in the major responsibility for planning the pre-school conference each year but that in 67.2 per cent, major

responsibility is assumed by committees of administrators, supervisors, and teachers working together.

TABLE 16.--Persons or groups assuming major responsibility for planning the pre-school conference expressed in the number of school systems reporting each item

Persons or groups	Number				Total expressed in percentage
	Group I[a] 45 systems	Group II[b] 86 systems	Group III[c] 46 systems	Total 177 systems	
Joint committee of administrative, supervisory, and instructional personnel.....	30	58	31	119	67.2
Administrative staff.....	19	29	11	59	33.3
Supervisory staff.....	7	17	19	43	24.3
Teachers.....	2	8	5	15	8.4
Educational association..	0	1	0	1	.6

[a]School systems employing fewer than 125 teachers.

[b]School systems employing from 125 to 499 teachers.

[c]School systems employing 500 or more teachers.

Time of Planning

Table 17 shows the time of planning the pre-school conference in the 177 cooperating school systems as reported by questionnaire respondents. It should be noted that almost two-thirds of the systems reported that planning was done throughout the preceding year while less than 10 per cent delayed this very important function until the late spring and summer.

TABLE 17.--Time of planning the pre-school conference expressed in the number of school systems reporting each time

Time	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Throughout the preceding school year..	22	58	34	114	64.4
2. During summer months prior to conference in the fall.....	22	27	14	63	35.6
3. Late spring and summer.....	4	11	2	17	9.6
4. From middle of preceding year.....	0	2	1	3	1.7

Planning Coordinated with In-service Education

One-hundred-forty-three, or 80.8 per cent, of the respondents indicated that planning of the pre-school conference was coordinated with planning of in-service education programs generally throughout the year. Only 2 of the 177 cooperating school systems reported that a major role in planning the pre-school conference was assumed by outside agencies or consultants. One reported long range planning, sometimes two or three years in advance.

Examples of Planning

Bristol, Tennessee.--The Bristol, Tennessee Public School System reported that pre-school conference planning was part of the general planning for in-service education. Planning for the 1957-1958 school year

was the responsibility of a planning committee consisting of representatives of all schools and grade levels. The first meeting of the committee was held January 9, 1957 and had for its primary purpose the formulation of a guide to assist in clarifying objectives. This guide consisted of a list of twelve functions of the planning committee, one of which was to organize and complete major plans for the pre-school conference.

The planning committee met again on March 5, 1957 and adopted a set of eleven objectives of in-service training for the school system.

On April 30, 1957 the committee issued an evaluative report on the 1956-1957 in-service training program. This report included statements of the strengths and weaknesses of the pre-school conference program for the year and suggestions for improvement.

During the late spring of 1957, the faculty of each individual school in the system developed a set of written recommendations on in-service education for the use of the planning committee. The recommendations from the Rosemont faculty covered scheduling of time, activities and speakers, and other suggestions for the pre-school conference to be conducted the coming August.

The last meeting of the planning committee was held May 28, 1957 at which time the revised calendar and the program for the 1957-1958 pre-school conference were discussed and approved. Other business of this meeting consisted of a review of the objectives of the in-service training program and the approval of a proposed plan for the revision of the course of study.[1]

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[1]Mimeographed Report of the Pre-school Conference of the City Public Schools, Bristol, Tennessee, August, 1957.

Ventura County, California.--The teachers of the Ventura County, California Schools were sent a questionnaire in January, 1957 seeking their reactions on certain proposed activities for the pre-school conference to be conducted August 19-30, 1957.[1]

Organization of the Pre-school Conference

Directing the Conference

Responses to the question concerning the responsibility for directing the pre-school conference are summarized in Table 18. It will be noted that some of the respondents indicated more than one person or group as having responsibility for directing the conference. However, the superintendent or his designated assistant was reported as being responsible in 124, or 70 per cent, of the cases, and his leadership may be inferred in the selection of the conference director or operating committee. Others mentioned at least once as having responsibility for directing the conference included the following: staff consultant, superintendent and assistants, superintendent and principals, coordinator and principals, elementary supervisor, and local teachers' association.

Committees Serving the Conference

Further information about the organization of the pre-school conference was gained from a survey of the committee structure. Table 19 shows the committees serving the pre-school conference as reported by respondents from the 177 selected school systems. The four most

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[1] Mimeographed Report of the Fourteenth Annual Ventura County Teachers' Workshop, Port Hueneme, California, August, 1957.

frequently mentioned committees were: (1) program; (2) social; (3) steering; and (4) evaluation.

TABLE 18.--Persons or groups responsible for directing the pre-school conference expressed in the number of school systems reporting each item

Persons or groups	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Superintendent or his designated assistant.....	32	62	30	124	70.0
2. Special faculty committee.....	12	16	8	36	20.3
3. Director chosen from the staff.....	5	11	7	23	12.9
4. Outside consultant..	1	1	0	2	1.1
5. Director of instruction.....	0	0	2	2	1.1

Financing the Pre-school Conference

Sources of Support

Table 20 shows the sources of financial support of the pre-school conference as reported by respondents from the 177 selected school systems. It is significant that 162 of the 177 systems reported that the major source of support was regular school funds. This would indicate that, generally, the pre-school conference was considered an integral part of the school program, since major financial support came from funds regularly

used to operate the schools. Other sources of support, not given in Table 20, but mentioned as being used by at least one school system included the following: civic organizations, foundation grants, and county institutes.

TABLE 19.--Committees which serve the pre-school conference expressed in the number of school systems reporting each committee

Committees	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Program.....	26	60	29	115	64.9
2. Social.....	31	50	22	103	58.2
3. Steering.....	24	41	29	94	53.1
4. Evaluation.....	17	42	23	82	46.3
5. Arrangements.....	17	37	15	69	38.9
6. Publicity.....	8	24	7	39	22.0
7. Records and reports.	6	11	6	23	12.9
8. General.....	3	0	3	6	3.4
9. Finance.....	1	0	2	3	1.7

In response to the question, "Do you consider salaries of participants as part of the cost of the pre-school conference?", 82 answered "yes" and 87 answered "no". In response to the question, "Is the total cost of the pre-school conference, exclusive of salaries, included as an item in the school budget and reported as such?", 95 answered "yes", and 56 answered "no".

TABLE 20.--Number of school systems reporting certain sources of financial support of the pre-school conference as being major or minor

Sources of financial support	Number							
	Group I 45 systems		Group II 86 systems		Group III 46 systems		Total 177 systems	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
1. Regular school funds.....	41	2	78	3	43	1	162	6
2. Educational association funds.....	1	4	3	16	4	7	8	27
3. Fees from participants.....	0	0	0	4	1	3	1	7
4. Parent-Teachers Association.....	0	2	1	1	0	2	1	5

Analysis of Expenditures

Table 21 summarizes the responses to that section of the questionnaire designed to disclose amounts spent by the selected school systems on various items of pre-school conference expense. Although all school systems did not respond fully, a study of the table will enable the reader to detect tendencies. It is clear, for instance, that honorariums for speakers and consultants was a major item of expense for most of the schools responding, and that social events, printing, and materials likewise received substantial financial support. It should also be noted that expenditures reported were larger in Group III schools than for those in Group II, and that the smallest average of total expenditure was that for schools in Group I. In other words, the larger the school system, the larger the amounts spent on the pre-school conference.

A study of the returns from the various schools seemed to indicate that practices in budgeting and accounting for pre-school conference expenditures were not well standardized.

Summary

Responsibility for planning the pre-school conference was assumed by a joint committee of administrators, supervisors, and teachers in 119, or 67.2 per cent, of the 177 selected school systems. The administrative staff performed this function in 59, or 33.3 per cent, and the supervisory staff in 43, or 24.3 per cent of the cases tabulated. Fifteen systems assigned this responsibility to teachers.

Planning was an all year activity in 114, or 64 per cent of the school systems. Sixty-three, or 35.6 per cent acknowledged that major planning was done in the summer, and the remainder reported that planning

TABLE 21.--Annual pre-school conference expenditures (exclusive of salaries) expressed in the number of school systems reporting each item, and the average expenditure

Items of expenditures	Group I 45 systems		Group II 86 systems		Group III 46 systems		Total 177 systems	
	Number	Av.exp.	Number	Av.exp.	Number	Av.exp.	Number	Av.exp.
1. Speakers and/or consultants.....	32	$122	62	$296	33	$791	127	$381
2. Social activities.....	26	73	45	101	23	373	94	160
3. Printing or duplicating.....	22	31	40	49	29	243	91	106
4. Special materials.....	13	28	19	65	8	194	40	78
5. Total expenditure, exclusive of salaries.....	40	185	71	360	41	1354	152	562

was started after the first of the calendar year and continued to the opening date of the conference.

The superintendent or his designated assistant was responsible for directing the conference in 124 or 70 per cent of the school systems. This function was performed by a special faculty committee in 20.3 per cent of those reporting, and by a director chosen from the non-administrative staff in 12.9 per cent. Only two systems indicated that an outside consultant was used for this purpose.

All school systems utilized committees in the organizational framework. A program committee was reported by 115, or 64.9 per cent of those responding. Other committees, listed in the order of the number of school systems reporting each, follow: social, steering, evaluation, arrangements, publicity, records and reports, general, and finance.

Responses disclosed that in a large majority of cases, the preschool conference was considered as an integral part of the educational program and that major financial support came from sources regularly dedicated to the operation of the schools. Responses to specific questions concerning methods of accounting for expenditures revealed that practices in this respect were not well standardized. However, the major item of expenditure, exclusive of salaries of participants, reported by a majority of the school systems was for the services of speakers and consultants, and averaged from $122 in systems employing fewer than 125 teachers to $791 in those employing 500 or more teachers with an overall average of $381. Social activities accounted for the next largest item of expenditure with an average of $73 reported by schools employing fewer than 125 teachers, $101 for the next size group, and $373 for the largest

school systems. The average expenditure for social activities among all the reporting school systems was $160. Total expenses reported averaged $185 for the smaller systems, $362 for the systems employing from 125 to 499 teachers, and $562 for the largest systems.

CHAPTER VI

THE PRE-SCHOOL CONFERENCE PROGRAM

The basic data concerning the characteristics of the programs of the pre-school conferences in the respective school systems are presented in this chapter. The purpose is to present the analysis of the returns from the 177 selected school systems as to: kinds of meetings, methods of grouping, uses of speakers and consultants, experiences provided, problems studied, and materials produced. The chapter closes with descriptions of selected pre-school conference programs. Selections were made from school systems submitting copies of programs and letters or other descriptive materials.

Kinds of Meetings

Various school systems carry out general and specific objectives through the use of different kinds of meetings within the pre-school conference framework. A summary of the kinds of meetings reported is found in Table 22. The concern for the welfare of the new teacher was indicated by the fact that 57.6 per cent of the school systems reported separate meetings for them. However, as pointed out in Chapter IV,[1] only 6 of the 177 school systems limited participation in the pre-school

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[1] Supra, p. 44.

conference to new teachers. A further look at Table 22 reveals that 94.3 per cent reported that meetings were held for old and new teachers together and that only 18.6 per cent reported separate meetings for old teachers. It seems to be the more prevalent practice to involve the entire staff in pre-school conference activities without regard to the length of service of individuals, thus making available the resources of the old staff members in helping to fit the new teachers into the total school program.

TABLE 22.--Kinds of meetings provided at the pre-school conference expressed in the number of school systems reporting each kind

Kinds of meetings	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Discussion group meetings.....	43	83	43	169	95.4
2. Meetings for old and new teachers together.....	44	83	40	167	94.3
3. Meetings for new teachers separately..	16	55	31	102	57.6
4. Meetings for old teachers separately..	5	16	12	33	18.6

[a]School systems employing fewer than 125 teachers.

[b]School systems employing from 125 to 499 teachers.

[c]School systems employing 500 teachers or more.

Methods of Grouping

It is of particular significance that 95.4 per cent of the school systems made use of discussion group meetings in the pre-school conference. Two basic grouping principles may be observed from a study of Table 23. The first aimed at placing people together who had certain specific common interests, such as people working in the same grade or department, teaching the same subject, assigned to the same building, or performing the same special service. The second cut across grade, subject, or special interest lines and provided opportunities for broadened acquaintance, enlarged perspective, and exchange of ideas on problems common to all teachers. Higher percentages of school systems reported grouping under the first category above, but 40.6 per cent reported use of the combination of grade levels method. Also, there was an element of cross-section grouping present when people were placed together according to departments, subjects, or buildings.

It is apparent that there was no set pattern of grouping for discussion meetings. Most school systems indicated that more than one method was used, the actual number and kinds being dependent upon the nature of the meetings and the subjects under discussion. It is clearly evident that group discussion was highly regarded as an effective method of involving participants in problem-solving situations.

Special Speakers

One-hundred-forty, or 79.1 per cent, of the 177 school systems reported use of one or more special speakers in the pre-school conference.

TABLE 23.--Methods of organizing discussion groups at the pre-school conference expressed in number of school systems reporting each method

Method	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Grade levels.....	30	69	33	132	74.5
2. Subject areas.....	28	61	33	122	68.9
3. Departments.....	24	50	26	100	56.4
4. Combinations of grade levels.....	13	39	20	72	40.6
5. Buildings.....	18	32	15	65	36.7
6. Interests.....	14	27	22	65	35.5
7. Special services....	10	32	19	61	34.4
8. Cross section.....	1	1	0	2	1.1

Sources of Speakers

Table 24 indicates the sources of speakers as listed by questionnaire respondents. Colleges and universities were the principal sources, with 103 reporting frequent use of these institutions and 21 reporting occasional use. This indicates that faculties of colleges and universities make extensive contributions to public school programs in addition to teaching campus classes. The state educational agency was the next most important source with 42 reporting frequent use and 38 occasional use. The fact that 89 school systems reported frequent or occasional use of business, industry, or other professions as sources of speakers is worthy of note in that it suggests the broad interests of teachers in general affairs.

TABLE 24.--Number of school systems using certain sources of pre-school conference speakers arranged according to frequency of use

Sources	Number							
	Group I 45 systems		Group II 86 systems		Group III 46 systems		Total 177 systems	
	Often	Occasionally	Often	Occasionally	Often	Occasionally	Often	Occasionally
1. Colleges and universities.....	25	4	51	9	27	8	103	21
2. State educational agency.....	17	7	20	21	5	10	42	38
3. Local staff.....	8	10	17	17	10	12	35	39
4. Educational associations.....	13	9	12	28	5	8	30	45
5. Business, industry, or other professions.....	6	16	17	29	6	14	29	59
6. Textbook publishing companies.....	2	0	1	0	1	0	4	0

TABLE 25--Continued

Topic	Number	
	Sub-topic	Total
4. Public relations		11
5. The teacher (inspirational)		10
6. Philosophy and goals of education		9
7. Special services		
Education for the gifted	4	
Audio-visual education	2	
Educational television	2	
Speech correction	1	
Total		9
8. The curriculum		6
9. Improvement of instruction		6
10. Human relations		
Mental health	3	
Human relations	2	
Total		5
11. Professional preparation and growth		5
12. Organization for learning		3
13. Parent-teacher relations		3
14. Teacher welfare		
Sick leave	1	
Insurance	2	
Total		3
15. Moral and spiritual values		2
16. Staff relations		2
17. Psychology of learning		1
18. Role of the school board in education		1
19. Supervision		1

Consultants

One-hundred-fifty respondents indicated that one or more consultants were used in the pre-school conference while 26 indicated that consultants were not used. The most extensive use of consultants was reported by school systems located in the southeastern region. Systems grouped in Classes II and III, according to size, used consultants more extensively than those in Class I, although significant differences in this respect were not marked.

Uses of Consultants

Table 26 shows the uses of consultants as indicated by respondents. Consultants were most frequently used as specialists in subject areas and methods of teaching. That the respective roles of consultants and speakers were not always clearly defined was reflected by the fact that 93, or 52.5 per cent reported that consultants were used as speakers. The interest in improving the quality of group meetings was reflected by the fact that 43, or 24.2 per cent reported consultants working as specialists in this area. It should be noted that only a few school systems reported the use of outside consultants in planning and directing the conference.

Activities and Experiences Provided

The real nature of any program is best understood by observing and analyzing the activities and experiences afforded participants. If well planned, these activities will grow out of the aims and purposes of the organization and will contribute directly to its objectives. Pre-school conference activities as reported by respondents from the respective selected school systems will be examined in the following paragraphs.

TABLE 26.--Uses of consultants at the pre-school conference expressed in the number of school systems reporting each use

Uses of consultants	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. As specialists in curriculum or subject areas.....	35	63	35	133	75.1
2. As specialists in methods of teaching..	27	50	23	100	56.4
3. As speakers.....	24	45	24	93	52.5
4. To work with special interest groups.....	17	36	20	73	41.2
5. As specialists in group process.....	15	15	13	43	24.2
6. To summarize and/or evaluate the conference.....	10	23	9	42	23.7
7. To assist in planning.....	5	19	9	23	12.9
8. To direct the conference.....	3	9	3	15	8.4

The pre-school conference represents a departure from the traditional opening of school procedure which usually consisted of a general faculty meeting in the morning, meetings with principals at the respective buildings in the afternoon, and enrollment of students and opening of school the following day. In order to learn the extent of departure from this traditional concept of opening school faculty meetings, respondents were asked to estimate the total pre-school conference time devoted to administrative announcements and instructions of a routine nature, pre-enrollment of students, distribution of textbooks and supplies, and teachers' preparation of class rooms for the new school year. Table 27 shows the responses expressed in percentages.

It will be seen from a study of Table 27 that 38, or 21.5 per cent, of the school systems reported 50 per cent or more of the total pre-school conference time devoted to routine business, and that 112, or 63.3 per cent, reported 20 per cent or more. At the other end of the scale, 40, or 22.6 per cent, reported that less than 10 per cent of the total time was used for this purpose. The median percentage of time devoted to routine business among all the school systems was between 20 and 29 per cent. Since 171 school systems reported that the achievement of a smoother and more efficient opening of the school year was major or minor purpose of the pre-school conference,[1] the amount of time used to achieve this result is probably not excessive. It will be noted that there is wide variation on this point among the school systems, which would

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[1] Supra, p. 34.

TABLE 27.--Percentage of pre-school conference time devoted to routine business expressed in the number of school systems reporting each percentage, arranged according to size and location

Percentage	Number									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
None	2	7	5	3	6	2	2	1	14	7.9
1- 9	5	15	6	2	7	5	5	7	26	14.7
10-19	11	8	6	4	4	4	4	9	25	14.1
20-29	11	18	13	4	10	9	11	8	42	23.7
30-39	5	13	2	1	3	7	6	3	20	11.3
40-49	2	7	3	0	3	2	5	2	12	6.8
50-59	8	10	8	2	3	7	7	7	26	14.7
60-69	0	1	1	1	0	0	0	1	2	1.1
70-79	0	1	0	1	0	0	0	0	1	.6
80-89	0	1	1	0	1	1	0	0	2	1.1
No answer	1	5	1	1	5	1	0	0	7	4.0
Total	45	86	46	19	42	38	40	38	177	100.0

indicate lack of agreement on purposes, as well as on best ways to implement accepted purposes.

Activities and Experiences

Table 28 summarizes the responses from the 177 selected school systems concerning the activities and experiences provided for pre-school conference participants. Although this list of experiences should not be assumed to be complete, it represents a very good picture of the activities provided. It should be noted that the questionnaire sought to determine extent of experiences in which teachers were active participants and gave little or no consideration to strictly audience situations.

Opportunities to assume leadership responsibilities in group activity and to have a share in formal program presentations ranked high in terms of the number of school systems reporting them. Ninety-six, or 54 per cent, reported formal social events, and 72, or 40.6 per cent, reported informal recreational activities. Business Education day was included in the pre-school conference schedule in 41, or 23.1 per cent, of those responding; others indicated that they were planning to include this activity in future pre-school conferences.

Problems Studied

Questionnaire respondents were asked to list three problem areas which had been studied in recent pre-school conferences. Responses to this request are summarized in Table 29.

A look at the variety, number, and frequency of areas listed reveals the broad range of problems which teachers and administrators faced and offers some clues as to which were most pressing. Although

TABLE 28.--Activities and/or experiences provided for participants in the pre-school conference expressed in the number of school systems reporting each item

Item	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Opportunity to serve as panel member....	36	69	32	137	77.4
2. Opportunity to fill leadership role in group discussion.....	32	67	33	132	74.5
3. Opportunity to examine teaching materials.....	29	59	33	121	68.3
4. Opportunity to participate in formal social events.....	25	50	21	96	54.2
5. Opportunity to participate in conference evaluation.....	17	48	27	92	51.9
6. Opportunity to learn special skills.....	17	42	22	81	46.3
7. Opportunity to participate in community tours.....	14	44	19	77	43.5
8. Opportunity to participate in recreational activities, picnics, etc.....	14	42	16	72	40.6
9. Opportunity to participate in Business-Education Day.....	8	23	10	41	23.1

TABLE 29.--Problem areas studied in the pre-school conference expressed in the number of the 177 selected school systems reporting each area

Problem area	Number	
	Sub-topic	Total
1. Subject areas		
Reading	42	
Science	31	
Mathematics	21	
Language arts	15	
Social studies	12	
Art	8	
Health, physical education, and safety	8	
Music	6	
Citizenship	5	
Penmanship	4	
Spelling	1	
Consumer economics	1	
Total		154
2. Problems related to instruction		
The improvement of instruction	20	
The curriculum	19	
Audio-visual aids to instruction	5	
Instructional supplies	4	
Supervision	4	
Action research	3	
Records and reports	2	
Textbooks	2	
Television instruction	2	
Using educational research	2	
Extra-curricular activities	1	
Planning the year's work	1	
Problem approach to teaching	1	
Teacher-pupil planning	1	
Using community resources	1	
Total		68
3. Special pupil services		
Guidance	33	
Testing	10	
School lunch	1	
Transportation	1	
Total		45

TABLE 29--Continued

Problem area	Number	
	Sub-topic	Total
4. Problems related to pupil learning		
The gifted child	17	
The exceptional child	7	
Child development	4	
Grouping for learning	4	
Individual differences	4	
Bridging the gap between elementary and secondary school	3	
Attendance	2	
Drop outs	1	
Entrance age	1	
How to study	1	
Total		44
5. Problems related to the staff		
Orientation of teachers	10	
General school policies	4	
Inter-personal relations	4	
Services for teachers	3	
Communication	2	
In-service education	2	
Leadership	2	
Personnel policies	2	
Staff morale	2	
How to improve staff conferences	1	
Merit rating	1	
Preparation and certification	1	
Professional ethics	1	
Self evaluation	1	
Teacher-administrator relations	1	
Teaching load	1	
Total		38
6. Problems related to child behavior		
Discipline	10	
Mental health	5	
Human values	3	
Moral and spiritual values	2	
Junior high youth	1	
Total		21

TABLE 29--Continued

Problem area	Number	
	Sub-topic	Total
7. Public relations		16
8. Reporting to parents		10
9. Teacher welfare		
General teacher welfare	4	
Insurance	1	
Retirement	1	
Salary schedule	1	
Sick leave	1	
Total		8
10. Evaluating the educational program		6
11. Parent-teacher communication		4
12. Physical plant		4
13. Philosophy and goals of school system		3

educational problems are difficult to classify, this effort was made in order that the list would be more meaningful. Problems relating to the child far outnumber those relating to the staff. Concern about the teaching of reading, science, and mathematics was evident from the number of times these topics were mentioned.

Materials Produced

Table 30 shows the number of school systems reporting the production of certain materials during the pre-school conference. The most frequently reported materials were: (1) curriculum guides, (2) instructional materials, (3) faculty meeting plans, and (4) statements of school

philosophy. In view of the fact that the total time available was limited, the extent of production reported is somewhat surprising. Some of the respondents explained that because of the lack of available time, production projects were often initiated during the pre-school conference and completed later.

TABLE 30.--Materials produced at the pre-school conference expressed in the number of school systems reporting each item

Item	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Curriculum guides...	16	44	11	71	40.1
2. Instructional materials.....	22	33	11	66	37.2
3. Plans for faculty meetings for the year.....	16	31	10	57	32.2
4. Statement of school philosophy...	16	29	11	56	31.6
5. School policies.....	20	24	11	55	31.0
6. Teachers' handbook.....	14	26	8	48	27.1
7. Units of instruction.....	8	26	6	40	22.5
8. Code of ethics.....	12	18	3	33	18.6

Physical Facilities Utilized

Table 31 shows non-school physical facilities utilized as reported by respondents. The principal observation to be made from this table is that most school systems did not find it necessary to go beyond their own physical resources in conducting the pre-school conference. Those who did so apparently had full access to any community facility which fitted their needs.

TABLE 31.--Non-school physical facilities utilized by the pre-school conference expressed in the number of school systems reporting each item

Item	Number				Total expressed in percentage
	Group I 45 systems	Group II 86 systems	Group III 46 systems	Total 177 systems	
1. Public park.....	7	15	4	26	14.6
2. Lodge.....	1	7	3	11	6.2
3. Community center..	1	4	3	8	4.5
4. Hotel.....	0	4	2	6	3.3
5. Church building...	0	2	1	3	1.6
6. Public auditorium.	1	2	0	3	1.6
7. Cafe.....	2	0	0	2	1.1
8. College.....	1	0	1	2	1.1
9. Country club.....	0	2	0	2	1.1
10. Private home.....	0	1	1	2	1.1

Descriptions of Programs

The remaining part of this chapter will be used to describe selected pre-school conference programs. Space does not permit the inclusion of all of the types and varieties of programs reported. It was the aim to include typical programs from school systems of different sizes and geographic regions. The arrangement is alphabetical.

Baltimore, Maryland

The following paragraphs from a letter from the deputy superintendent of schools describe elements of the pre-school conference program in the public schools of Baltimore, Maryland.

> I have reference to three kinds of activities which seem to me are related to the "Pre-school Conference" in the Baltimore Public School System.
>
> The first is the city wide staff meeting which the Department of Education has each year prior to the opening of school. At this meeting, the Superintendent has the opportunity to greet all of the staff for the year and make announcements and remarks that are appropriate for the beginning of another year's work. A speaker, generally of national renown who is both inspirational and informative, then addresses the group. Incidentally, the attendance at this year's meeting numbered approximately 5000. The meeting is held in the Municipal Stadium and is scheduled on a day before the actual opening of school for students.
>
> The second activity is the pre-school conference in the programs of the individual schools. Each year, there are two days devoted to professional activities in the schools by faculty members under the leadership of the school principal. These programs of activities vary from school to school and are directed to the needs of the teachers within a particular school building. Typically, they include faculty meetings, presentations by supervisors, etc.
>
> A third kind of pre-school conference concerns the Orientation Day for new teachers. This is scheduled for a day during the last week in August and includes (1) a general meeting, (2) divisional meetings in which the assistant superintendents have an opportunity to explain the organization of the division and introduce the various directors and supervisors, and (3) group meetings which will provide an opportunity for the staff to give the kinds of help requested by new teachers who

have attended previous orientation meetings (such as discussion of plans for the first day, records to be kept, extra duties, etc.). Following these small group meetings, all of the new teachers are taken to their newly assigned schools for future orientation.

Baltimore has over the years been holding prior to the actual first day of school city-wide meetings for staff members. Our system-wide Orientation Day for new teachers began in September, 1954. Individual school principals have always provided planned programs for new teachers in their individual buildings. Pre-school work in the school buildings is actually scheduled for two full days for all teachers but our teachers are at liberty and are encouraged to work in individual schools for whatever length of time they desire to get ready for the year's work.

We have no formal programs printed. We do present an appropriate honorarium to outside speakers who address our city-wide pre-school staff meetings. We have been privileged to have such outstanding speakers as Dr. Herold C. Hunt of Harvard University, Dr. Otto Kraushaar, President of Goucher College, and our own Superintendent of Schools, Dr. John H. Fischer.[1]

Broken Arrow, Oklahoma

Characteristics of the pre-school conference program at Broken Arrow, Oklahoma were briefly explained in a letter from Superintendent Hollabaugh:

> We meet four days before school starts in August. A teachers' committee helps to plan this pre-school conference. Some years we have brought in consultants and speakers, and some years we just discuss the problems that pertain to our community and school. Lay people have always been invited and participated. We usually meet from 8:00 a.m. to 11:00 a.m. Then the teachers go to their buildings in the afternoon and work with their principals for the opening of school. Lunch is served at a different cafeteria each day.
>
> We feel that the conference has accomplished the following objectives:
>
> 1. An understanding of the Broken Arrow Community.
> 2. An understanding of the Broken Arrow School Policies.
> 3. The orientation of new teachers.
> 4. The mechanism of opening and starting school off smoothly on the first day.

---

[1] Letter from Edwin Stein, Deputy Superintendent, Baltimore Public Schools, Baltimore, Maryland, November 22, 1957.

> Within fifteen minutes after the school bell rings on the first day of school our teachers will be teaching classes, and it is doubtful if a stranger could tell any difference in the first day and any other day two or three weeks later. Our pre-planning conference has caused it to be that way.[1]

Eugene, Oregon

The Eugene Public Schools conducted a six-day pre-school conference from August 29 to September 6, 1957.[2] The general theme was, "Human Relations in Education." Continuity of theme for a three-year period was achieved by assigning specific yearly topics as follows: 1957-58, "The Teacher and the Community;" 1958-59, "The Teacher and the Staff;" and 1959-60, "The Teacher and the Pupil."

The program for the first three days was planned for teachers new to the system. The program for the first day, Thursday, August 29, included meetings with orientation teachers by grade levels, noon luncheon with the Board of Education, and work in the respective schools in the afternoon. New teachers worked with the directors and consultants throughout the second day, Friday, August 30, and returned for work at their schools for the entire day, Tuesday, September 3.

The program for all teachers opened Wednesday, September 4, with a social period sponsored by the Association for Childhood Education. This was followed by the first general session featuring a welcome by the Chairman of the Eugene Board of Education and a short address by the Superintendent of Schools. Grade level and departmental meetings,

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[1] Letter from G. E. Hollabaugh, Superintendent, Broken Arrow Public Schools, Broken Arrow, Oklahoma, February 13, 1958.

[2] Mimeographed program of the Pre-school Workshop of the Eugene Public Schools, Eugene, Oregon, August 29-September 6, 1957.

principals with whom she works meet together. Each helping teacher and director is assigned certain schools with which he works during the year. They meet and plan for the opening of schools. The assistant in charge of secondary schools meets with the secondary principals on another day.

The first day of school the teachers and principals of all one and two room schools met for the entire day. Since the turn-over is great in this area, a different pattern of information was presented, which included the policies of administration, organization, and instruction. However, the afternoon session was devoted to the helping teachers' meeting with the schools of their designated area. The teachers are paid for their day in attendance at these meetings. The principals of the elementary and secondary schools are expected to attend voluntarily before the opening of school. A similar meeting is held for the principals of the secondary schools with the assistant superintendent in charge.[1]

Lincoln, Nebraska

Features of the pre-school conference conducted by the Public Schools of Lincoln, Nebraska were described in a letter from the assistant superintendent of schools. Parts of this letter are quoted below:

Most of our principals come back on the job a week before the teachers return. A number of our principals are on forty-four and forty-eight weeks service and they return even earlier. All teachers report for duty the Tuesday following Labor Day. We have the four days, Tuesday through Friday, for our pre-school conference.

The number and arrangement of the schedules vary from year to year, but we always have an opening general meeting, at which time the teachers are welcomed and the superintendent gives an opening address. This is followed by a social hour. Then, in the afternoon, teachers report to their respective buildings for staff meetings.

One of the remaining days is devoted to Business-Education Day, when each of our teachers visits some business in the city. This program has been scheduled now for a number of years, so that over a period of time the teachers will get into a number of different types of businesses.

The two remaining days include some time for departmental conferences and grade level meetings. The number and nature of these meetings will depend upon the work that has been done during the summer and the curriculum planning which has taken place.

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[1]Letter from Winifred H. Newman, Assistant Superintendent, Kanawha County Schools, Charleston, West Virginia, January 7, 1958.

coordinators and departmental meetings, and staff meetings in buildings followed in that order. The day closed with an A.C.E. Tea for elementary teachers and administrators.

All staff members were on duty in their respective buildings Thursday morning. Registration of students and other building activities were scheduled for Thursday afternoon.

Friday, September 6, was Business-Education Day. The day opened with the Second General Session under the sponsorship of the Eugene Teachers' Association. Plans for the day were presented by the President and the Chairman of the Education Committee of the Eugene Chamber of Commerce. This was followed by conducted tours of the business establishments, a luncheon at which teachers were the guests of the business men, and group discussions at the business establishments in the afternoon.

A Parent-teacher reception was given for new teachers, sponsoring teachers, members of the Board of Education, and administrative and supervisory staff on Thursday afternoon, September 19.

Kanawha County, West Virginia

The following excerpts from a letter from the assistant superintendent of schools reveal pertinent characteristics of the pre-school conference program in the Kanawha County Schools:

> In regard to the conference, which is planned in May for August before the opening of school, this is total staff planning. The assistant in charge of elementary schools meets with the elementary principals of schools with three rooms and up on one day; usually in the morning there is an inspirational talk which is followed by two panels. These panels are usually composed of the principals and a director. Last year the superintendent and custodian shared in the panel. All programs are planned around the needs most apparent. The afternoon session is divided into groups; that is, the helping teacher and the

> At the secondary level, in addition to the departmental meetings, our coordinators schedule time in each building with staff members in that building.[1]

Machias, Maine

"Making Arithmetic Meaningful" was the theme of the pre-school conference conducted by the Public Schools of Machias, Maine, in August, 1956.[2] It was scheduled for two days, Wednesday and Thursday, August 29 and 30. Each day featured a general assembly at 9:00 a.m. Two lectures were presented each morning and group discussions were scheduled each afternoon. There was a coffee break between the morning lectures. A faculty tea was given by the superintendent following the discussion period Monday afternoon. The lecturers were secured from the following sources: Maine State Department of Education; Scott, Foresman, and Company, Publishers; Gorham State Teachers' College; and The University of Maine.

Norfolk County, Virginia

The following statements are taken from a letter from the Assistant Superintendent of the Norfolk County Public Schools:

> The pre-school conference is an integral part of our in-service training program, and it is usually planned six months in advance. Our pre-school conference is divided into two phases. The first phase deals with the administrative duties which are essential for the smooth operation and functioning of the school program. This phase consumes one-half the time allotted for the pre-school conference. The second phase deals with the professional activities. During this

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[1] Letter from R. L. Fredstrom, Assistant Superintendent, Lincoln Public Schools, Lincoln, Nebraska, November 13, 1957.

[2] Mimeographed report of the Fourth Teachers' Conference of School Union Number 102, Machias, Maine, August 29-30, 1956.

> time, the teachers are working on such problems as the teaching of arithmetic, dramatics, the gifted child, reading, and similar topics.
>
> We are very fortunate because the Superintendent and School Board fully understand the problems which must be solved during the pre-school week. As a result of their understanding, funds have been appropriated to employ professional consultants from nearby colleges and universities to help us with these problems.[1]

Stockton, California

The Stockton Unified District Pre-school Conference at Asilomar, August 29-31, 1956, was devoted to the presentation of the New Elementary, Junior High, and Senior High School Curriculum Guides, to a thorough discussion of their contents, to the planning of ways and means of putting the guides to use in the classroom, and to determining what were desirable next steps in curriculum planning.[2]

The opening general session was devoted to the presentation of materials by the chairmen and consultants of the various curriculum committees. The entire day on Thursday, August 30, was reserved for group discussion of these materials and the final general session was reserved for drawing out the issues and problems as seen by the discussion groups and to planning the steps to be taken after school started. The evenings were reserved for recreation with a planned program on Wednesday and a free evening on Thursday.

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[1] Letter from M. E. Alford, Assistant Superintendent, Norfolk County Public Schools, Norfolk, Virginia, November 8, 1957.

[2] Bulletin of the Curriculum Office, Stockton Unified School District, Stockton, California, August, 1956. (Mimeographed)

Summary

Different kinds of meetings were reported by the various school systems as being utilized within the framework of the pre-school conference program. Meetings for discussion purposes were reported by 169 or 95.4 per cent. Separate meetings for new teachers were reported by 102, or 57.6 per cent. Ninety-four per cent reported meetings for old and new teachers together and only 18.6 per cent reported separate meetings for old teachers.

Two basic grouping principles were utilized by the reporting school systems in organizing participants for discussion of school problems. The first aimed at placing people together with certain specific common interests, and the second at cutting across grade or subject lines to provide opportunities for broadened acquaintance, enlarged perspective, and exchange of ideas on the problems common to the school system as a whole.

The use of special speakers in the pre-school conference was reported by 79.1 per cent of the school systems. Colleges and universities were the most frequent sources of speakers, with state educational agencies, the local staff, and educational associations next in frequency in that order.

An extensive and diversified list of topics discussed by speakers was reported by respondents. The majority of the topics reported were related to the problems of the schools although 12 were on other subjects. Topics relating to instruction in the various subject areas were reported most frequently with science and reading heading the list.

Consultants were used in various capacities in the pre-school conference programs in 150 of the 177 selected school systems. In 75 per cent of those reporting, consultants were used as specialists in curriculum and subject areas, in 56 per cent as specialists in methods of teaching, in 52 per cent as special speakers, and in 41 per cent to work with special interest groups. Other uses reported were as specialists in group process, to summarize and evaluate, to assist in planning, and to direct the conference program.

The pre-school conference permits regular scheduling of time for the routine business essential to the smooth and efficient opening of the new school year as well as for the organization of the faculty for professional growth and improvement. The conference which limits its activities or gives undue emphasis to the first objective will probably fail to realize the fullest potential of the program. That there is no clear cut pattern of practices in this respect is evidenced by the fact that 21.5 per cent of the selected school systems reported that 50 per cent or more of the total pre-school conference time was devoted to routine business, while 22.6 per cent reported less than 10 per cent used in this way. The median was between 20 and 29 per cent with 37.8 per cent reporting from 10 to 29 per cent.

Among specific activities provided for participants as part of the pre-school conference program, the following were mentioned most often by respondents: opportunities to serve as panel members, 77.4 per cent; opportunities to fill leadership roles in group discussion, 74.5 per cent; opportunities to examine teaching materials, 68.3 per cent; formal social functions, 54.2 per cent; opportunities to participate in

conference evaluation, 51.9 per cent; opportunities to learn special skills, 46.3 per cent; community tours, 43.5 per cent; recreational activities, picnics, etc., 40.6 per cent; and opportunities to participate in Business-Education Day, 23.1 per cent.

School systems listed a wide variety of problems which were considered in the pre-school conference. Problems relating to instruction in the various subject areas were listed 154 times; other problems relating to instruction, 68 times; problems relating to child learning and behavior, 65 times; problems relating to special pupil services, 49 times; problems relating to the staff, 38 times; and public relations, 16 times. Other areas included teacher welfare, evaluation of the educational program, and the philosophy of the school system.

Even though the production of curriculum or other materials usually requires more time than is available in the pre-school conference, the indicated percentage of the selected school systems reported production of the following materials: curriculum guides, 40.1 per cent; instructional materials, 37.2 per cent; plans for faculty meetings, 32.2 per cent; codes of ethics, 18.6 per cent; statements of school policies, 31 per cent; and teachers' hand books, 27.1 per cent. Explanatory comments by a number of respondents indicated that the production of various materials was frequently initiated during the conference and completed during the school year.

Some use was reported of such community and non-school facilities as the following: public parks, lodges, community centers, hotels, church buildings, colleges, country clubs, and private homes. For the most part, however, the regular school plant accommodated all phases of the pre-school conference.

CHAPTER VII

RECORDS, REPORTS, AND EVALUATION OF THE PRE-SCHOOL CONFERENCE

One measure of the stability and maturity of a program is the significance attached to its meetings as reflected in the nature and extent of the records made of the proceedings. The availability and use of summaries and reports is also of interest. Likewise, information about the extent and nature of evaluation procedures should be available if the characteristics of the program are to be fully understood. This chapter will present the findings under the above categories as they relate to the pre-school conference in the 177 selected school systems.

Records

Respondents were asked if records were made of pre-school conference proceedings. Table 32 summarizes the responses to this question. The fact that only 108, or 61 per cent, reported that such records were made would seem to indicate a need for improvement in this important phase of the pre-school conference.

Summaries and Reports

Respondents were asked to indicate if summaries and reports were duplicated and made available for reference and follow-up. Responses

TABLE 32.--Responses regarding the making of records of pre-school conference proceedings expressed in the number of school systems making each response, arranged according to size and location

Response	Number									Total expressed in percentage
	Size			Location					Total	
	Group I[a]	Group II[b]	Group III[c]	N.E.	S.E.	N.C.	Gr.Pl.	West.		
Affirmative.....	26	57	25	11	34	23	22	18	108	61.0
Negative.....	15	26	18	7	4	14	17	17	59	33.3
No reply.....	4	3	3	1	4	1	1	3	10	5.7
Total	45	86	46	19	42	38	40	38	177	100.0

[a]School systems employing fewer than 125 teachers.

[b]School systems employing from 125 to 499 teachers.

[c]School systems employing more than 500 teachers.

to this question are shown in Table 33. Since only 97, or 54.8 per cent, answered affirmatively, it would appear that much remains to be done in this important phase of the program. Failure to follow-up and make full use of the findings and recommendations of cooperative faculty studies results in waste of time and effort and seriously limits the effectiveness of such studies.

Descriptions of Reports

Illustrations of good conference reports are described in the following paragraphs.

Leon County, Florida.—The Leon County Schools, Tallahassee, Florida, issued a thirty-three page mimeographed report of its Pre-school Credit Workshop of August 15 through 31, 1956, entitled, "Developing Self Direction for Improving Leon County Schools," prepared by a special committee of four members of the staff. The preface, written by Nelle Wright, General Supervisor, is quoted in full:

> The quality of any school program depends in a very large measure on the extent to which school personnel exercises self-direction.
>
> This Pre-school Credit Workshop was designed to provide a basis for strengthening this ability through the application of findings of research, the development of philosophy, and acquaintance with current practices throughout the nation. The workshop procedure itself as a process involving motivation, release, accomplishment, and satisfaction contributed to this end.
>
> The outcomes and recommendations in this report attempt to point up trends and to indicate some guiding principles for teachers and administrators. These guide lines should be helpful to teachers and administrators as they reappraise their policies, procedures and problems in the light of the workshop experiences.[1]

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[1]Mimeographed report of Pre-school Credit Workshop of the Leon County Public Schools, Tallahassee, Florida, August, 1956.

TABLE 33.--Responses regarding the availability and use of pre-school conference reports expressed in the number of school systems making each response, arranged according to size and location

Response	Number									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
Affirmative.....	27	49	21	9	32	18	22	16	97	54.8
Negative.....	15	30	20	7	7	17	17	17	65	36.7
No reply.....	3	7	5	3	3	3	1	5	15	8.5
Total	45	86	46	19	42	38	40	38	177	100.0

The report listed members of conference planning committees, committees in charge of the conference, consultants, and the bibliography of references recommended by the consultants. There was also a statement of the purposes of the workshop, an explanation of its organization and methods of procedure, and a description of experiences provided participants. The main body contained summaries of the basic concepts developed in the panel and sectional meetings. A copy of the instrument used in evaluating the conference and a review of the evaluation sheets of the individual teachers was included. The report closed with a statement of recommendations for the further professional growth of the staff of the Leon County Schools developed during the conference by participants, directors and consultants.

Snyder, Texas.--The Summary Reports of the 1953 Pre-school Orientation Sessions of the Snyder, Texas Public Schools consisted of forty mimeographed pages with a special cover. The introductory statement by Superintendent C. L. Yarbrough reflected the nature of the publication:

> In this booklet are your findings and reports of the pre-school sessions. You will note the many possibilities for growth which seem to be apparent to each of you. You are all to be congratulated. There was a time when school personnel felt it necessary to cover up weaknesses in their teaching. In recent years, however, it has become apparent to one and all that the profession of teaching requires research, improvement, and continual growth. We have found it invigorating to search for weaknesses and to admit them as a basis for study. We have seen the rewards from being honest with ourselves and with our patrons in looking for the bad as well as the good.
>
> In my opinion, the Snyder School faculty has taken a very forward step in listing some of the little as well as the big problems which we face and I am sure that it is only part of a realistic continuous study of our possibilities.[1]

---

[1] Mimeographed report of Pre-school Orientation Sessions, Snyder Public Schools, Snyder, Texas, Bulletin X, October, 1953.

The report identified members of the conference committees and consultants. General and specific objectives of the conference were recorded and a complete copy of the three day program was included. Reports from work conference discussion groups concerned with raising standards of teaching in the following areas made up a major part of the publication: basal reading, arithmetic and mathematics, English, music, health and physical education, vocational and pre-vocational, social studies, and science.

Also included in the Summary Reports were the proposals from special planning groups representing each of the six elementary grades; English, mathematics, reading and spelling, and social studies at the junior high school level; English, social studies, agriculture, business education, and mathematics at the senior high school level; and music, homemaking, industrial education, science, and physical education and health at all levels.

Evaluation

It is important that all phases of the public school program undergo careful and periodic evaluation. This is particularly true of any relatively new program since there must be some basis for making the necessary decisions concerning its continuation and support. For these reasons it is important to look at the pre-school conference evaluation procedures followed by the respective school systems.

Kinds of Evaluation

Evaluations are often made in terms of purposes: the effectiveness of the entire program is measured according to the degree of

achievement of certain pre-stated objectives. In addition, evaluations may be made of certain elements of the program, measuring the effectiveness of each by the reaction of participants and in terms of accepted criteria or standards. Both kinds of evaluation are important to the success of the pre-school conference.

Respondents were asked to indicate if the pre-school conference program was evaluated in terms of purposes. Table 34 shows the responses to this question. The fact that only 91, or 51.4 per cent, answered affirmatively would indicate that many of the programs are still in the developmental stage. It is safe to assume, however, that informal evaluation of all of the elements of in-service education goes on constantly, and that in the final analysis each must find justification on the basis of its contribution to the improvement of the total educational program.

It has been shown in this study that there is considerable variation in the pre-school conference programs among the respective school systems regarding such matters as length, speakers, activities and experiences, methods of grouping, time allotments, etc. It would seem desirable to subject such variable elements to periodic evaluation by participants, planning groups, and administrative officials. Respondents were asked to indicate if such evaluations were made of their programs. Table 35 shows the responses to this question. Ninety-two, or 51.9 per cent, answered affirmatively, but 68, or 38.4 per cent, failed to reply. It may be assumed that many of the school systems which did not reply to this question actually carried on certain evaluation procedures even though these were of an informal nature.

TABLE 34.--Responses regarding the making of evaluations of the pre-school conference in terms of purposes expressed in the number of school systems making each response, arranged according to size and location

Response	Number									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
Affirmative.....	23	41	27	7	25	23	20	16	91	51.4
Negative.....	7	14	3	4	6	2	7	5	24	13.6
No reply.....	15	31	16	8	11	13	13	7	62	35.0
Total	45	86	46	19	42	38	40	38	177	100.0

TABLE 35.--Responses regarding the making of evaluations of certain elements of the pre-school conference expressed in the number of school systems making each response, arranged according to size and location

Response	Number									Total expressed in percentage
	Size			Location					Total	
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
Affirmative.....	14	49	29	6	24	21	18	23	92	51.9
Negative.....	9	6	2	4	5	2	5	1	17	9.7
No reply.....	22	31	15	9	13	15	17	14	68	38.4
Total	45	86	46	19	42	38	40	38	177	100.0

Techniques of Evaluation

The techniques used in the evaluation of the pre-school conference are summarized in Table 36. It should be noted that 158, or 83.4 per cent, of the school systems reported the use of a technique or method of evaluation. This reflects a better condition as regards evaluation than might be inferred from the responses shown in Tables 33 and 34.

A study of Table 36 reveals that about half of the school systems assigned the responsibility for evaluation to a special committee and that more than 50 per cent of the committees used an instrument in performing this function. It should be noted further that 20, or 11.3 per cent, indicated that the work of evaluation was assigned to a special consultant. Other methods and techniques reported were difficult to classify but reflected wide involvement of administrators, supervisors, and teachers.

Evaluative Instruments

Copies of a number of evaluative instruments were submitted by cooperating school systems, as were evaluation reports which had been made through the use of such instruments. Examples and/or descriptions of each will be given in the following paragraphs.

Leon County, Florida.--The evaluation sheet used in the 1956 Leon County Pre-school Credit Workshop sought to measure the worth of specific workshop experiences in improving the quality of education in the district. It began with the following statement:

> The real value of any workshop is determined by what happens in the classroom and school when the teacher returns to her work with children. Below you will find listed the major

TABLE 36.--Techniques used in the evaluation of the pre-school conference expressed in the number of school systems reporting each item

Item	Number				Total expressed in percentage
	Group I	Group II	Group III	Total	
1. Special committee using evaluative instrument.....	7	24	19	50	28.3
2. Special committee without evaluative instrument.....	7	26	5	38	21.5
3. Special consultant.....	6	9	5	20	11.3
4. All teachers and participants..	3	2	4	9	5.1
5. Questionnaire.....	5	2	1	8	4.5
6. Informal.....	1	1	2	4	2.3
7. Faculty to principals to superintendent.....	0	3	1	4	2.3
8. Written report from teachers...	0	2	1	3	1.7
9. By administrative and supervisory staff.....	0	2	0	2	1.1
10. By discussion groups.....	0	1	0	1	.5
11. By group as a whole.....	0	1	0	1	.5
12. By group recorder.....	1	0	0	1	.5
13. Opinion poll.....	0	1	0	1	.5
14. By observed results.....	1	0	0	1	.5
15. By planning committee.....	0	1	0	1	.5
16. By planning and policy committee.....	1	0	0	1	.5
17. By professional staff.....	0	0	1	1	.5
18. By supervisory staff and group recorders.....	0	0	1	1	.5
19. Tape recorder edited by special committee.....	0	1	0	1	.5
20. No evaluation reported.....	13	10	6	29	16.4
Total	45	86	46	177	100.0

workshop experiences as your committees organized them and as you worked through them during the workshop. Under each heading you will list those ideas, attitudes, understandings, techniques, and principles which you have received or had reinforced, and which you feel will make a difference in your work with children in the classroom during the coming months.[1]

Experiences listed were: Proud to Teach (devotional period); General Sessions; Sectional Meetings; Grade Level, Area and/or other types of grouping; Individual School Faculty Meetings; Social Events; Bull Sessions; Special Committees; Others.

Mitchell County, Georgia.--The teachers of Mitchell County, Georgia were asked to evaluate meetings of a recent pre-school conference by responding to four questions on an "End of the Meeting Reaction Slip":

1. What did you like about the meeting?
2. What did you dislike about the meeting?
3. What improvements would you suggest for the next meeting?
4. On the whole, how do you rate this meeting? Check one: Poor ( ); Mediocre ( ); All right ( ); Good ( ); Excellent ( ).[2]

Tulsa, Oklahoma.--The Tulsa Public Schools issued an evaluation report on the pre-school conference for teachers new to the system held Thursday and Friday, August 25-26, 1955. A questionnaire was sent to all teachers new to the system on September 26. Results of the completed and returned questionnaires are given below:

1. 141 questionnaires completed and returned.
2. 130 attended the conference.
3. 11 did not attend the conference.
4. Which of these two phases of the total program were most valuable to you?
   - 7 General assembly
   - 120 Group meetings
   - 3 Both

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[1]Mimeographed Report of the Pre-school Credit Workshop, Leon County Public Schools, Tallahassee, Florida, August, 1956.

[2]Mimeographed Report of the Mitchell County Pre-school Conference, Camilla, Georgia, August, 1957.

5. What kind of help did you receive from the conference? Please rank 1, 2, 3, 4, etc. in order of importance to you.

Rank	Average Rank	
1	3.19	Understanding of the organization of the Tulsa Public Schools.
2	3.78	What to do during the first few days.
3	3.90	Knowledge of materials used in teaching.
4	4.10	Acquaintance with the philosophy and objectives of the school system.
5	4.19	What is expected of a new teacher.
6	4.47	Understanding of problems and procedures in carrying out your assignment.
7.5	4.73	Knowledge of what is taught in your assignment.
7.5	4.73	Chance to get acquainted with people.

6. How do you feel about the amount of time used for the conference?

112 about right; 10 too much; 8 too little.

7. Do you recommend that this kind of conference be held for new teachers next year? 130 yes; 0 no.

8. Comments concerning "Which of the two phases of the program were most valuable to you?": 20 remarked that both phases were helpful and essential; 17 mentioned specific helps; 11 stressed group meetings; 4 made remarks about the importance of the assembly; 3 strongly suggested that the assembly be curtailed or deleted.

9. Comments concerning "How do you feel about the amount of time used for the conference?": 12 more time in groups; 7 more time for specific items in groups; 4 more time for conference; 11 other miscellaneous remarks.

10. Comments concerning "What do you feel might have been lacking in the conference?" (What might have been done that was not done, or what might have been given more emphasis?): 18 help in organizing materials, resources, unit work, lesson plans, classroom organization; 6 help in record keeping; 4 better organization of the content presented; 3 what to expect of and from children (reports, projects, etc.); 3 more time to permit participation of new teacher; 6 other miscellaneous remarks.

11. Comments concerning, "If you recommend this kind of conference, what changes would you make?": 10 more time for groups, less for assemblies; 10 more specific and detailed information (texts, materials, grouping, first week, expectation); 8 prior talks with principals and other members of the buildings; access to buildings; 4 air conditioning or eliminate afternoon meetings; 4 earlier access to materials; 3 more time to get own room and schedule ready; 3 more

convenient to eating facilities; 3 information about forms and records; 1 name cards.[1]

Ventura County, California.--Teachers of the Ventura County Schools were asked to respond to the following three questions on the tenth day of the 1957 Pre-school Workshop:

1. What practices have you seen that you can use?
2. What practices have you seen that you cannot use?
3. What suggestions do you have for general organization?[2]

West Hartford, Connecticut.--A report from the Director of Elementary Education explains the evaluation procedures at West Hartford:

> Each year a brief questionnaire is distributed to those who have participated in the orientation activities at the end of the three day session and again during the school year in an attempt to determine its strength and weaknesses as a basis of revision. The modifications instituted in the past seem to have adjusted the program now to a satisfactory balance of those points of emphasis which meet the needs of the majority of new teachers as well as we could probably expect to do. However, we plan to continue this evaluation yearly and adjust the program as need is indicated.[3]

Summary

Sixty-one per cent or 108 school systems indicated that records were made of conference proceedings, and 54.8 per cent or 97 reported that records were duplicated and made available for reference and future planning.

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[1]Mimeographed Report to Superintendent Charles C. Mason by Assistant Superintendent Jess S. Hudson, Tulsa Public Schools, Tulsa, Oklahoma, December 22, 1955.

[2]Mimeographed Report of the Fourteenth Annual Ventura County Teachers' Workshop, Port Hueneme, California, August, 1957.

[3]Letter from Henry C. Tenney, Director of Elementary Education, West Hartford Public Schools, West Hartford, Connecticut, December 31, 1957.

Two kinds of evaluations of the pre-school conference were reported: evaluations of results or outcomes in terms of specific and long-range purposes; and evaluations of the fitness and effectiveness of various elements of the daily program. Fifty-one per cent reported that evaluations were made in terms of purposes, and 51.9 per cent reported that evaluations were made of such elements of the program as length, activities, speakers. etc.

Nineteen different techniques of conference evaluation were reported. Eighty-eight of the cooperating school systems indicated use of special evaluative committees, with 53 of these using an evaluative instrument of some kind. Evaluative instruments were of two principal types: those designed to record opinions of participants as to the effectiveness of the pre-school conference in the light of objectives; and those designed to register participant reaction to the ways in which the conference was organized and directed.

CHAPTER VIII

VALUES AND PROBABLE FUTURE DEVELOPMENTS OF THE PRE-SCHOOL CONFERENCE

Any phase of the school program must contribute to the general educational objectives of the school system if it is to justify its continued operation and support. Each must ultimately be measured in terms of its effect on the education of children. Values realized will determine the course to be followed in the future. This chapter will be concerned with the values and probable future developments of the pre-school conference in the 177 selected school systems.

Values of the Conference

The opinion of the administrator or person designated by him was sought as to the values of the pre-school conference. Each was asked to give his estimate of the degree of improvement in various elements of the school program as a result of the pre-school conference. Tables 37 and 38 summarize the responses to this question. One-hundred-fifty-one school systems reported much improvement in the orientation of new teachers and 19 reported some improvement. Three of the top four items reported as much improved in Tables 37 and 38 are ranked in Table 9[1] as

[1] Supra, p. 33.

TABLE 37.—Degree of improvement in certain phases of the educational program resulting from the pre-school conference expressed in the number of school systems reporting each item, arranged according to size

Item improved	Number							
	Group I[a] 45 systems		Group II[b] 86 systems		Group III[c] 46 systems		Total 177 systems	
	Much	Some	Much	Some	Much	Some	Much	Some
1. Orientation of new teachers.....	39	5	70	10	42	4	151	19
2. Opening of new school year.....	39	4	71	11	35	9	145	24
3. Faculty morale.....	32	11	52	30	27	12	111	53
4. Instructional program.....	25	18	53	29	28	15	106	62
5. Professional growth of faculty.....	23	18	50	29	22	18	95	65
6. Identification and study of school problems.....	22	16	37	30	15	18	74	64
7. School public relations.....	27	12	28	38	13	23	68	73
8. Use of new methods and materials of instruction.....	16	22	28	37	20	14	64	73
9. Group process in cooperative study..	10	24	33	30	9	20	52	74

[a]School systems employing fewer than 125 teachers.
[b]School systems employing from 125 to 499 teachers.
[c]School systems employing 500 or more teachers.

TABLE 38.--Degree of improvement in certain phases of the educational program resulting from the pre-school conference expressed in the number of school systems reporting each item, arranged according to location

Item improved	Number									
	Northeast 19 systems		Southeast 42 systems		N. Central 38 systems		Gr. Plains 40 systems		Western 38 systems	
	Much	Some	Much	Some	Much	Some	Much	Some	Much	Some
1. Orientation of new teachers.....	19	0	33	5	30	7	37	2	32	5
2. Opening of new school year.....	17	1	32	6	33	4	34	6	29	7
3. Faculty morale.....	15	2	24	12	27	9	21	18	24	12
4. Instructional program.....	14	4	34	7	19	15	23	16	16	20
5. Professional growth of faculty.....	9	6	30	9	19	15	24	12	13	23
6. Identification and study of school problems.....	11	3	24	11	11	17	19	15	9	18
7. School public relations.....	8	6	15	17	18	14	15	17	12	19
8. Use of new methods and materials of instruction.....	8	4	19	15	9	19	18	19	10	16
9. Group process in cooperative study..	5	7	20	14	9	16	10	22	8	15

the three most important purposes of the pre-school conference. These items are: (1) orientation of new teachers, (2) opening of the school year, and (3) the instructional program.

Statement from State Educational Agency

The State Department of Education of Georgia listed the following values to be derived from the pre-school planning period:

> 1. Better human relations as teachers work together and get better acquainted; a feeling of one-ness with entire system; esprit de corps with a faculty.
> 2. A feeling of readiness for the school term; carefully made plans; better planned activities for children.
> 3. Common understandings and objectives; better understanding of policies and objectives; clearer conception of total school program.
> 4. Unified effort toward common goals; better coordination of total school program.
> 5. A more efficient school operation; better organization; better job of record keeping; better utilization of individual teacher's abilities.
> 6. Better selection and use of teaching materials.
> 7. Professional growth of teachers; a commitment to a program of improvement; stimulation and challenge; professional enrichment.[1]

Favorable Comments from School Systems

The references which follow reveal favorable opinions from representatives of school systems as to the values of the pre-school conference. References are arranged alphabetically by school systems and are representative of systems of different sizes and regions.

> Ashville, North Carolina.--The best value received in terms of cost. The length of the conference should be doubled.[2]

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[1] Mimeographed paper, State Department of Education, Atlanta, Georgia, August, 1956.

[2] Questionnaire, Ashville Public Schools, Ashville, North Carolina, February 15, 1958.

Austin, Texas.--Would not do without it.[1]

Bartlesville, Oklahoma.--Our conference is very necessary to the smooth opening of the school year. That's its primary purpose.[2]

Carlsbad, New Mexico.--Of value is the experience and subsequent self-assurance gained by persons assisting in planning and carrying on the program.[3]

Carthage, Missouri.--It is impossible to open a school term satisfactorily without the pre-school conference.[4]

Cincinnati, Ohio.--Provides opportunities to work with important leaders in education.[5]

Columbus, Ohio.--Stimulates professional "aliveness."[6]

Duncan, Oklahoma.--I have never seen anything of this nature which could not be improved. Only one teacher thought one day could be better utilized. I do not consider this a workshop type of program. It is mostly informative and inspirational. We require our teachers to make six hours every four years in "in-service" or resident credit. That may somewhat substitute for our lack of what I call a workshop type of activities. We are having two voluntary workshops for two weeks after school is out.[7]

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[1]Questionnaire, Austin Public Schools, Austin, Texas, February 14, 1958.

[2]Questionnaire, Bartlesville Public Schools, Bartlesville, Oklahoma, February 20, 1958.

[3]Questionnaire, Carlsbad Public Schools, Carlsbad, New Mexico, February 7, 1958.

[4]Questionnaire, Carthage Public Schools, Carthage, Missouri, February 7, 1958.

[5]Questionnaire, Cincinnati Public Schools, Cincinnati, Ohio, February 10, 1958.

[6]Questionnaire, Columbus Public Schools, Columbus, Ohio, February 27, 1958.

[7]Letter from Dion C. Wood, Superintendent of Schools, Duncan, Oklahoma, January 31, 1958.

Mitchell County, Georgia.--The pre-school conference sets the stage for further in-service experiences throughout the school year.[1]

Richmond, Virginia.--We regret that finances have not permitted bringing together our teachers for a longer period of time.[2]

Wilmette, Illinois.--Pre-school conference time in our school system serves to unify the thinking of the staff, to inspire the staff to the important job of the year ahead, and to give time to organize for a good beginning of the school year. The pre-school conference provides time for general meetings; for principals to meet with the staff, distribute materials, and organize routine tasks; and for teachers to work in the classrooms.

The pre-school time is planned as part of the total in-service program, but is seldom used to actually produce materials of instruction. This specific job is accomplished on released afternoons during the school year.[3]

Winchester, Massachusetts.--We feel that the pre-school conference gets the year off to a smoother start. During the period, there are individual building meetings, a general convocation during which new members are introduced to the staff, group meetings in subject areas and curriculum plans, orientation experiences for new teachers, and a meeting of the teachers association to outline plans for the year.

Two days are much too short a period, yet the time permits for planning projects and studies that will be on-going throughout the year.

The recently appointed State Commissioner of Education, Dr. Owen Kiernan has indicated that a 200 day school year is desirable. Our present plan follows through 180 days as a minimum.

Personally, I would like to see a week devoted to the pre-school conference with outside consultants featured in the program. This would not eliminate townwide committee work during the year, but it would provide opportunities for detailed planning.

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[1]Questionnaire, Mitchell County Schools, Camilla, Georgia, February 17, 1958.

[2]Questionnaire, Richmond Public Schools, Richmond, Virginia, February 11, 1958.

[3]Questionnaire, Wilmette Public Schools, Wilmette, Illinois, February 12, 1958.

Eau Claire, Wisconsin.--Justified on the basis of improved starting of the year alone.[1]

Grand Island, Nebraska.--The pre-school workshop will be part of a lengthened school year next year.[2]

Greenville County, South Carolina.--We consider our program extremely valuable; especially in bringing together sections of a new, large district.[3]

La Grange, Illinois.--Much of the time is given to individual planning, giving teachers opportunities to really be ready for the opening of school.[4]

Lebanon, Oregon.--Justified on the basis of developing readiness. We have school the first day children arrive.[5]

Leon County, Florida.--Very essential. The length of the post school period varies with problems under study. Our teachers consider that the pre-school period should use most of our ten days.[6]

Lincoln, Nebraska.--We need to have even more time. We now have four days.[7]

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[1]Questionnaire, Eau Claire Public Schools, Eau Claire, Wisconsin, February 8, 1958.

[2]Questionnaire, Grand Island Public Schools, Grand Island, Nebraska, March 6, 1958.

[3]Questionnaire, Greenville County Schools, Greenville, South Carolina, March 15, 1958.

[4]Questionnaire, La Grange Elementary School District 102, La Grange, Illinois, February 8, 1958.

[5]Questionnaire, Lebanon Public Schools, Lebanon, Oregon, February 10, 1958.

[6]Questionnaire, Leon County Schools, Tallahassee, Florida, March 8, 1958.

[7]Questionnaire, Lincoln Public Schools, Lincoln, Nebraska, March 3, 1958.

During the polio epidemic two or three years ago, our teachers were involved in two weeks of work in curriculum planning and other productive activities. When the children arrived at school, everything was in readiness. Teachers had studied the individual records of pupils; classrooms were in readiness to receive pupils; exhibits were arranged and books were on display. The good pre-plans affected childrens' attitudes in a manner that indicated a year of productive work.[1]

Unfavorable Comments from School Administrators

A somewhat different opinion of the value of the pre-school conference is expressed in the following comments from school administrators:

Aberdeen, South Dakota.--We have been having pre-school conferences for about ten years. Our first ones were four days in length but the past few years we have limited them to two days. The reason was that we were throwing too much at them and losing the effectiveness of the program. Now we use two days for administrative procedures, orientation of new teachers, etc. We then dismiss school at various times during the school year for workshops on various phases of our curriculum. This year for example we have two different afternoon workshops. The first one was used to go over the new curriculum guides we developed for our science program, the other was on remedial reading. We have found this to be superior to the long pre-school conference.[2]

Harvey, Illinois.--While at East Lansing, Michigan, we planned very intensive and elaborate pre-school conferences which were held in one of the lodges owned by the Kellogg Foundation. The group lived at this lodge for one full week along with eight or ten consultants known throughout the United States. In general, the small buzz sessions were held to define topics and also to discuss them. I think you are familiar with this type of technique.

We also had this same type of conference on weekends two or three times during the school year.

Both the pre-school conferences and the conferences held during the school year were carefully evaluated. Without question, the members of the faculty and the administrators agreed that the conferences planned and held after October are much

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[1]Letter from Leonor M. Rich, Principal, George Washington School, Winchester, Massachusetts, February 8, 1958.

[2]Letter from C. H. Holgate, Superintendent, Aberdeen City Schools, Aberdeen, South Dakota, December 7, 1957.

more worthwhile. Briefly, this conclusion was based on one statement repeated over and over--that the definition, the discussion, and the interest were all sharpened after contact with the students. Teachers felt as though they went into the pre-school conference cold and the only real value was social and getting acquainted. However, after six weeks of teaching, problems had accumulated and the teachers were extremely interested in working on them.

There is one type of pre-school planning that we carry out and find very much worth while. All of our principals are on duty one week before school opens. All new teachers spend two days in the school discussing the details and problems of registering, programming, and becoming acquainted with the physical facilities. The veteran teachers are encouraged to drop in a few hours and get their rooms ready and also review administrative details with the principal.

In summary, I may say that we find our own type of pre-school planning and having conferences after the middle of October very rewarding, and I would say that the pre-school conference as I am thinking of it represents a great loss of time, effort, and expense.[1]

Justification of the Conference

It seems evident that the administrators of the selected school systems are of the opinion that the pre-school conference is of significant value in improving many phases of the school program. In order to get an even clearer picture of the opinions of the administrators as to the worth of the pre-school conference, each was asked to register his opinion of the justification of the program keeping in mind costs, including staff hours, as against possible alternative uses of the time and resources devoted to it.

Table 39 shows that 151, or 85.3 per cent, of the school systems reported that the pre-school conference program was fully justified. Although 21, or 11.9 per cent, reported the program only partly justified, only 1 respondent reported that justification was questionnable.

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[1]Letter from Lee M. Morris, Superintendent, Harvey Public Schools, Harvey, Illinois, December 13, 1957.

TABLE 39.--Degree of justification of the pre-school conference program, considering values realized as against total costs, expressed in the number of school systems reporting each item; arranged according to size and location

Item	Number									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
1. Fully justified.....	38	74	39	15	36	34	34	32	151	85.3
2. Partly justified; program should be improved.....	6	9	6	2	5	4	5	5	21	11.9
3. Justification questionable.....	0	1	0	0	0	0	1	0	1	.5
4. No reply.....	1	2	1	2	1	0	0	1	4	2.3
Total	45	86	46	19	42	38	40	38	177	100.0

Probable Future Development of the Conference

Further evidence of the approval of the pre-school conference may be found in Table 40 which analyzes the responses to the question asking the opinion of the administrator as to the probable future development of the program. It is significant that 129, or 72.9 per cent, indicated that the present program would be continued and improved, 47, or 26.6 per cent, that it would be continued with new features added, and only 1 reported that it would be dropped.

Prevalence of Other Conference-Type Programs

In considering the probable future development of the pre-school conference it is pertinent to consider the extent of the use of other conference-type programs by the cooperating school systems. Table 41 shows the percentage of the 177 selected school systems reporting that one or more days were devoted to conference-type programs during the regular school year and post-school. The fact that more than three-fourths of the school systems conducted conferences during the school year and more than one-fourth carried on post-school conferences is an indication that the conference technique is strongly established in in-service education. It may be noted that the school systems reporting conferences during the school year showed little variation as to location, but that those reporting post-school conferences were found most often in the Southeastern and Great Plains regions respectively.

Tables 42 and 43 indicate the number of days devoted to conferences conducted during the school year, and post-school respectively. It is interesting to note that 86 per cent of the 136 school systems

TABLE 40.--Probable future developments of the pre-school conference expressed in the number of school systems reporting each item, arranged according to size and location

Item	Number									Total expressed in percentage
	Size			Location					Total	
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
1. Present program will be continued and improved.....	28	63	38	12	31	27	31	28	129	72.9
2. Program will be continued with new features added.....	16	23	8	7	10	11	9	10	47	26.6
3. Program will be de-emphasized and ultimately dropped.....	1	0	0	0	1	0	0	0	1	.5
Total	45	86	46	19	42	38	40	38	177	100.0

TABLE 41.--Percentage of school systems reporting that one or more days are devoted to conference-type programs during the school year and post school, arranged according to size and location

Time	Percentage								
	Size			Location					Total 177 systems
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.	
	45 systems	86 systems	46 systems	19 systems	42 systems	38 systems	40 systems	38 systems	
1. During regular school year.....	77.7	76.7	76.0	78.9	88.0	71.0	75.0	71.0	76.8
2. Post school.....	26.6	22.0	30.4	10.5	47.6	15.7	30.0	13.1	25.4

TABLE 42.--Number of days devoted to conference type programs during the regular school year expressed in the number of school systems reporting each item, arranged according to size and location

Number of days	Number of school systems									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
1.....	5	9	5	1	3	5	7	3	19	14.0
2.....	13	15	7	4	7	8	8	8	35	25.7
3.....	5	14	6	2	11	4	4	4	25	18.4
4.....	3	6	5	2	3	5	4	0	14	10.3
5.....	7	12	7	3	5	4	6	8	26	19.1
6.....	0	3	2	1	2	0	0	2	5	3.7
7.....	0	3	1	2	0	0	0	2	4	2.9
8.....	0	1	1	0	1	1	0	0	2	1.5
10.....	2	3	0	0	4	0	1	0	5	3.7
14.....	0	0	1	0	1	0	0	0	1	.7
Total	35	66	35	15	37	27	30	27	136	100.0

TABLE 43.--Number of days devoted to the post-school conference expressed in the number of school systems reporting each item, arranged according to size and location

Number of days	Number of school systems									
	Size			Location					Total	Total expressed in percentage
	Group I	Group II	Group III	N.E.	S.E.	N.C.	Gr.Pl.	West.		
1.....	3	4	2	0	5	1	2	1	9	20.0
2.....	2	6	3	0	6	2	2	1	11	24.5
3.....	2	3	3	2	3	1	1	1	8	17.8
4.....	1	1	2	0	1	0	2	1	4	8.9
5.....	2	2	2	0	4	1	1	0	6	13.3
10.....	2	3	0	0	1	1	2	1	5	11.1
12.....	0	0	1	0	0	0	1	0	1	2.2
15.....	0	0	1	0	0	0	1	0	1	2.2
Total	12	19	14	2	20	6	12	5	45	100.0

reporting conferences during the school year devoted 2 or more days to these programs; and that 91 per cent of the 45 school systems reporting post-school conferences devoted 2 or more days to such conferences.

Summary

The administrator, or person designated by him in each of the 177 selected school systems was asked to express his opinion as to the values of the pre-school conference in the school system. The number of respondents indicating that certain phases of the educational program were much improved as a result of the pre-school conference are given below: orientation of new teachers, 151; opening of the new school year, 145; faculty morale, 111; instruction, 106; professional growth of faculty, 95; identification and solution of school problems, 74; school public relations, 68; use of materials and improved methods of instruction, 64; and group process in cooperative study, 52.

When asked to give their opinions as to the justification of the pre-school conference considering values as against total costs involved, 151, or 85.3 per cent, of the respondents stated that the program was fully justified; 21, or 11.9 per cent, that it was partly justified but improvements should be made; and only 1 that justification was questionable.

The study revealed that the pre-school conference had earned a permanent place in the in-service education programs of the selected school systems. One-hundred-twenty-nine, or 72.9 per cent, reported that the present program would be continued and improved; 47, or 26.6 per cent, that the program would be continued with new features added; and only 1 that the program would be de-emphasized and ultimately dropped.

Seventy-six per cent of the 177 selected school systems reported that conference-type programs were conducted during the regular school year. The total number of days devoted to such programs among these 136 systems ranged from one to fourteen, with a median of three and an average of three and three-tenths.

Forty-five, or 25.4 per cent of the 177 selected school systems reported post-school conferences of from one to fifteen days duration, with a median of three and an average of three and nine-tenths.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

This study has been an attempt to assemble a body of organized information concerning the experiences of selected public school systems in the use of the pre-school conference, which will serve as a basis of comparison for schools seeking to improve their practices in this area or who are planning to organize such programs for the first time. The findings of the study have been presented in Chapters II through VIII. A summary will be found at the close of each of these chapters. The first part of the present chapter presents conclusions which may be drawn from the study concerning the characteristics of the pre-school conference in the 177 selected public school systems; the second part brings together certain recommendations concerning the pre-school conference.

Conclusions

The pre-school conference is a relatively new program, having experienced its greatest growth within the last fifteen years. The need for more time to devote to professional study was a major factor in its initiation. Changes in state laws increasing the length of the school year greatly influenced its initiation in those states where such changes have taken place. Although the superintendent and/or other administrative

personnel were largely instrumental in the initiation of the program, the important role played by supervisors and teachers reflects a trend toward a broad base in educational planning.

The pre-school conference is a part of the total in-service education program, having many purposes in common with it. School systems commonly develop general and specific purposes of the conference, usually in the late spring or early summer preceding the conference. Purposes are developed cooperatively by a special committee in most systems. The four most important purposes of the program are: (1) to improve the instructional program; (2) to achieve a smooth and efficient opening of the school year; (3) to improve the orientation procedure for teachers new to the system; and (4) to initiate, stimulate, and improve the cooperative study of school problems.

The length of the pre-school conference ranges from two to twenty days. The most frequently used length is five days. The median length is four and the average is four and one-tenth days. Conferences tend to be longer in the Southeastern and Great Plains regions, and in the larger systems.

The pre-school conference provides opportunities for school personnel to learn to work together cooperatively. Planning is a joint activity in most systems. All staff members commonly participate in the conference. A few systems provide conferences for new teachers only. Others make participation voluntary and encourage participation through special incentives, such as additional salary.

The pre-school conference provides opportunities for school administrators to exercise professional leadership. The superintendent

or his designated assistant directs the conference in the majority of cases although this responsibility is sometimes assumed by a special committee.

The use of committees to conduct the business of the conference is common practice. Committees most frequently used are: program, social, steering, and evaluation.

The pre-school conference is usually financed in the regular school budget from the general fund of the school district. The major items of expenditure in most conferences are: (1) honorariums for speakers and consultants; (2) social and recreational activities.

Most conferences provide at least one separate meeting for teachers new to the system. Almost all utilize general s essions and discussion group meetings. Two basic grouping principles are utilized in these meetings: (1) groups contain persons with common interests; (2) groups cut across grade, subject, and interest lines.

A large majority of conferences utilize special speakers and consultants. Colleges and universities are the most frequent sources of speakers.

A substantial part of the total pre-school conference time is devoted to routine business designed to facilitate a smooth opening of the school year. Activities intended to stimulate the growth of teachers in service are provided in most conferences; likewise, social and recreational activities are usually featured. A substantial number of conferences include a Business-Education Day in the program.

Problems relating to the curriculum, and the improvement of instruction are most commonly studied in the conference. Although some

instructional materials are produced, such production is not a major function of the conference.

Most conferences keep records of proceedings and organize these into reports. Slightly more than half of the school systems make two kinds of conference evaluations: (1) evaluations in terms of purposes; (2) evaluations of the fitness and effectiveness of various elements of the daily conference program. Evaluative instruments are frequently used.

Important outcomes of the pre-school conference are: (1) better orientation of new teachers; (2) smooth opening of the school year; (3) improved faculty morale; (4) improved instruction; and (5) professional growth of the faculty.

The future growth and development of the pre-school conference program seems assured. School systems are almost unanimous in their justification of the program as a proper use of the additional time included in the school year, and in their intention to continue it as a regular part of the total in-service education program.

The preferred time for conducting school conferences seems to be the pre-school period. However, conference-type programs during the regular school year, and post-school are conducted in significant numbers of school systems.

Recommendations

The pre-school conference has been presented as one agency through which school systems throughout the nation have been able to marshal their human resources to attack the urgent problems facing public education today. Although it is not a panacea, it has much to

recommend it to school systems seeking ways tc improve their educational programs. In order to facilitate their use, the recommendations which follow are organized around the various phases of the pre-school conference program.

Initiation of the Pre-school Conference

The establishment of a pre-school conference may be the first step taken by a school system in developing an in-service education program or it may be the outgrowth or extension of a previously existing program. In either case, all people, organizations, or groups who will be affected by the establishment of a pre-school conference program should have a voice in deciding whether or not the program is to be initiated. These should include the board of education, parent-teacher organizations, educational associations, and certain lay groups, as well as administrative, supervisory, and instructional personnel.

General Objectives of the Pre-school Conference

A school system contemplating the establishment of a pre-school conference should first determine by democratic processes if there are important and pressing needs which might be met through such a program. Among these might be the need for better orientation of teachers new to the system, need for more time to devote to cooperative study of school and professional problems, or the need to give teachers more time in their classrooms to prepare for the opening of the new school year.

Whatever the problems may be, there should be a cooperative approach to their solution. Any commitment to establish a pre-school conference should be made only after careful analysis of needs to be met

and agreement on a set of purposes based on these needs--purposes which have reasonable promise of achievement through a well-planned pre-school conference program.

Once the program is established, general objectives should be subjected to regular review in order to make sure that conference planning recognizes its obligation to the achievement of these purposes, and that the purposes remain in harmony with the philosophy and the aims of the school system.

Planning the Annual Pre-school Conference

The following general principles should govern the planning of the annual pre-school conference:

1. Planning should be the responsibility of a special planning committee. This committee should be representative of and responsible to the various interests and groups of the school system, such as grade levels and departments, classroom teachers, principals, supervisors, and the administrative staff. It should be small enough to function as a fully participating group, yet large enough to be truly representative. A minimum membership of seven and a maximum of twelve to fifteen might be expected to satisfy these criteria. The chairman of the committee should be a member of the administrative or supervisory staff unless the school organization permits releasing other personnel from regular duties to carry out special assignments. There should be provision for some hold-over membership on the committee to assure continuity and avoid duplication of work from year to year.

2. The planning committee should be responsible for formulating specific objectives and developing the program for the coming fall conference. In performing these functions, the committee should:

A. Study the reports and evaluations of the preceding conference.

B. Review the general objectives of the pre-school conference program of the school system.

C. Survey the opinions of individual teachers, other personnel, and organized faculty groups through questionnaires, interviews, group meetings, etc.

3. Planning should begin early in the fall and continue throughout the school year.

4. Planning should involve the entire staff in such a way that each member will feel that the conference has a direct contribution to make to the work of the school.

5. Planning should be an educational experience in itself.

6. Planning should be continuous, growing out of the experiences of the previous year and looking to the work of the coming year.

7. Planning should take into consideration the training, experience, and needs of the participants.

Length of the Pre-school Conference

The length of the conference should be based on the type of conference to be conducted, the general and specific objectives to be attained, and the nature and scope of the activities planned. A period of two days might be sufficient for a new teacher orientation

conference, or an administrative and supervisory conference, but would be entirely too short for one involving the entire staff of a school system. Five days was the length reported by the largest number of the 177 selected school systems and seems to be the most satisfactory length for a comprehensive program. However the study identified many good programs of less than five days, and some outstanding programs of ten or more days duration.

Participation in the Pre-school Conference

Participation in the pre-school conference will likewise be governed by the type of conference conducted. Programs which are planned for orientation purposes will be attended by teachers new to the system but other teachers and staff members will participate as necessary to satisfy the needs of the situation.

The best practice in the comprehensive-type conference seems to be to include the pre-school conference in the calendar of the school year, and to require attendance on the same basis as for the regular school year. This means that salaries of participants who are not paid on a year-round basis begin on the day the conference opens and that all staff members are expected to attend unless hindered by conditions which would cause absence from regular school duties. This attaches significance to the program, gives it status in the school and community, and tends to justify the time, effort, and expense necessary to its successful operation.

Successful conferences were identified in which attendance was voluntary with various incentives offered to encourage participation but

in many of these the element of compulsion was not entirely missing. It seems best to make the pre-school conference an integral part of the educational program and to concentrate the resources, talents, and energies of the entire organization toward the full realization of its maximum potential for the improvement of the total school program.

Organization of the Pre-school Conference

The following recommendations relate to the organization of the pre-school conference:

1. The planning committee should be responsible for the organization of the conference.

2. The superintendent or his designated assistant should direct the conference. This was the practice reported by seventy per cent of the selected school systems. Others reported use of a special committee or a director chosen from the staff but the fact that the superintendent is the legally constituted professional leader makes him the logical person to fill this important role.

3. Conference activities should be scheduled to permit maximum participation of each staff member in those of special interest and value to him.

4. The business of the conference should be conducted through the use of committees. The number, size, and variety of committees should be governed by the needs of each local situation. Most conferences should include the following committees in their organization: planning, program, social, arrangements, publicity, records and reports, and evaluation.

Financing the Pre-school Conference

The application of standard cost accounting procedures would probably reveal that the average pre-school conference represents the expenditure of a substantial part of the school dollar. This being the case, it is important that these costs be analyzed, and that school systems be in a position to justify these expenditures in terms of the values to the total educational program.

The following recommendations relate to the financing of the pre-school conference:

1. The program should be approved by the board of education.

2. The total cost of the program should be underwritten by the board of education.

3. Cost estimates should be made and included in the regular budget using standard classification procedures.

4. Expenditures should be accounted and reported using standard procedures as for other school expenditures.

5. Expenditures for speakers and consultants, social and recreational activities, materials and supplies, and printing or duplicating are fully justified. These represent minor costs as compared to the valuable time of the participants and should not receive niggardly treatment.

The Program of the Pre-school Conference

Meetings.--The number and variety of meetings should be governed by the nature of the conference and the objectives to be realized. Generally, the following types of meetings should be provided during the pre-school conference:

1. One or more general sessions. These may feature an introductory talk by the superintendent of schools, addresses by special speakers on topics related to the theme of the conference, showing of general interest films, and a closing meeting devoted to summarizing and evaluating the conference.

2. Meetings designed to serve the special needs of teachers new to the system.

3. Meetings of small discussion groups.

4. Committee meetings.

5. Meetings of faculty groups by grades, departments, individual school units, etc.

6. Social meetings.

7. Recreational gatherings, picnics, etc. These should be planned for the families of participants and should stress acquaintance.

Grouping for discussion.--Group discussion should be featured in every pre-school conference. Two main types of grouping for discussion should be utilized. The first should aim at placing people together who have common interests, such as those teaching at the same grade level, in the same department, or in the same building, or working in the same special service area. The second should cut across special interest lines in order to be representative of different viewpoints. The pre-school conference is particularly suited to the latter method of grouping and results in getting maximum participation of the faculty in the study of common problems have justified its extensive use.

Leaders should receive instruction in the techniques of group process. Participation in problem-solving activities through group discussion should be an educational experience in itself.

The problems or topics for group discussion may be chosen from a list of those previously identified as having meaning for participants, but the way should be left open for consideration of any matter of interest to the group.

Speakers.--Speakers should be selected by the planning committee in accordance with the specific needs of the conference. Provisions should be made for the involvement of the faculty in the procurement of outstanding people. Colleges, educational agencies, educational associations, and the local staff should be the most frequent sources of speakers, but persons outside the profession of education should be sought as the occasion may demand. Topics should be related to the theme and purposes of the conference.

Consultants.--Able consultants can add much to the over-all effectiveness of the conference. They should be selected on the basis of particular services needed and the special competencies of those available. The advisability of using consultants should be considered in the following areas: planning, group process, curriculum, methods of teaching, special services, and evaluation.

Selection of Problems.--The planning committee should use every practical means to select problems for pre-school conference consideration which hold real interest for the participants, and which are in keeping with the training, experience and needs of the individuals involved.

Activities.--One of the major functions of the pre-school conference should be to facilitate the smooth and efficient opening of the school year. For this reason, it is legitimate and desirable to allot sufficient conference time to achieve this objective. However, administrative routine should be reduced to a minimum with mimeographed bulletins or printed instructions substituting for the use of time in meetings wherever practical. Also, adequate time should be scheduled to permit teachers to prepare their classrooms and materials for the opening day of the school year. Such indications of sensitivity to the needs of teachers on the part of conference planners will help to create the atmosphere of mutual respect so necessary for group achievement. The percentage of the total pre-school conference time which should be devoted to routine business will be dependent upon the purposes of the conference and the total time available. Twenty per cent would be a reasonable amount for a five day general purpose conference.

A wide variety of activities may be included within the framework of the pre-school conference; indeed, this flexibility of organization is one of the strong features of the conference program. Although the following list of activities was taken from those reported frequently by selected school systems, it should be considered as suggestive only: opportunities to work as members of panels, discussion groups, and conference committees; opportunities to learn new skills, study new methods, and examine new teaching aids; and opportunities to attend social and recreational functions, and go on community tours.

Production.--The limited total time available for the pre-school conference makes it impractical to aim at extensive production of

materials. This work is the proper business of workshops rather than conferences. However, such production projects as the following may be planned and sometimes initiated successfully in the pre-school conference: curriculum guides, units of instruction, statements of school policies, teachers' handbooks, codes of ethics, and plans for faculty study for the year.

Physical facilities.--The facilities of the school system should usually be adequate for the needs of the pre-school conference. The planning committee should carefully assess and schedule these facilities for maximum and efficient use. The occasional use of community centers, parks, lodges, etc., where available, is recommended to add variety and interest to recreational and social events, and to acquaint participants with the resources of the community and region.

General principles.--The following statements suggest general principles for strengthening the pre-school conference program:

1. Use fewer general meetings and more small group meetings.
2. Discourage speech making; encourage informal discussion.
3. Use administrators and supervisors primarily as resource people, not as master planners or status leaders.
4. Provide opportunities for teachers to fill leadership roles.
5. Use recent study and travel experiences of teachers to enrich the program.
6. Provide special helps and consultants in areas requested by teachers.
7. Provide time for relaxation and recreation.

8. Activities should grow out of the experiences of the school and should have practical value in the work of the coming year.

9. Provision should be made for implementing the results of the conference.

10. Provide for the participation of parents and community leaders.

Records and Reports of the Pre-school Conference

School systems should make provision for recording all significant phases of the pre-school conference from planning to evaluation and follow up. A comprehensive report should be compiled from these records, and made available to participants and other interested persons or groups. Among the possible uses of the report are the following:

1. To facilitate the implementation of conference findings.

2. To facilitate maximum use of the special contributions of speakers, consultants, individual participants, and groups.

3. To aid the superintendent of schools in reporting to the board of education and the public.

4. To help in planning future conferences.

5. To help in coordinating the total in-service education program of the school system.

The conference report should be mimeographed or printed and provided with an attractive cover. Among the items which should be included in the report are the following: table of contents, statements of purposes, copy of daily program, roster of speakers and leaders, list of committees and committee members, text or summary of principal addresses,

copies of reports from discussion and work groups, committee reports, evaluation summaries, and copies of materials studied or produced. More extensive reports may include reading lists, bibliographies, or reference materials used as the basis for discussion and study.

Evaluation of the Pre-school Conference

Provisions should be made for the continuous and systematic evaluation of all elements of the conference and of the conference as a whole. This responsibility should be assigned to a special committee. The committee should seek to involve all conference participants in this activity through the use of various evaluation techniques. The process of evaluation should be an educational experience in itself.

Principles of conference evaluation.--The committee should give consideration to the following principles of evaluation:

1. Evaluation techniques should fit the occasion. Questionnaires, observation teams, outside consultants, and panels have been used.

2. Evaluation instruments should be developed which will assure maximum participation of all persons involved.

3. Evaluations should be made in terms of specific and long-range objectives.

4. Among the elements of the conference which should be evaluated are the following: purposes, planning, organization, length, speakers, speeches, consultants, activities, and the program as a whole.

5. Evaluation should look to the future; it is a prerequisite to intelligent planning.

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APPENDIX I

LETTERS OF TRANSMITTAL

Letter to State Educational Agency

Seminole City Schools

O. D. Johns, Superintendent

Seminole, Oklahoma

October 1, 1957

Dr. M. L. Brooks
Superintendent of Public Instruction
Phoenix, Arizona

Dear Dr. Brooks:

I am making a study of the "Pre-school Conference" as it is being developed in public school systems throughout the country. I hope to assemble publications of state educational agencies on this subject, and to secure the cooperation of school systems in collecting information which will reveal characteristics of the "conferences" which have been conducted in recent years.

If you have any available printed or duplicated materials on this subject, such as handbooks or descriptive literature which have been produced by your agency, I would be grateful if you would send copies to me or direct me to the proper office or department which might supply such materials.

Also, if your agency could identify school systems in your state which are known to have well-established pre-school conference programs, it would be very helpful.

For your convenience in replying, I am enclosing an answer sheet, a self-addressed, stamped, return envelope, and some address labels. I would be glad to pay any costs involved.

Your assistance in making this study possible will be greatly appreciated. I hope to make it a worthwhile contribution to public education.

Sincerely,

O. D. Johns, Superintendent

Enclosure in Letter to State Educational Agency

Answer Sheet
10-1-1957

O. D. Johns
Seminole City Schools
Seminole, Oklahoma

To--

State Educational Agency

of_____

1. Does your agency have available, bulletins, handbooks or other printed or duplicated materials on the pre-school conference program in your state? Yes( ) No( )

2. If the answer to No. 1 is "yes", will you send copies of such materials, using the enclosed labels? Yes( ) No( )

3. What is the cost of such materials? $_____

4. Please list school systems in your state which are known to have well-established pre-school conference programs in operation:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____

5. If you cannot supply this material and/or information, would you please indicate the individual, office, or department in your state from whom I would be most likely to secure such assistance?

   Name_____

   Address_____

Enclosure in Letter to School System.

O. D. Johns, Superintendent
Seminole Public Schools
Seminole, Oklahoma
Date_____

School System Reporting_____

Questions:

1. Did your school conduct a pre-school conference preceding the current (1957-58) school year? Yes( ) No( )

   The term, "Pre-school Conference," is defined as an organized program involving administrative, supervisory, and instructional personnel of local public school systems, scheduled before the opening of school in the fall; attendance may be required or voluntary; leadership and participation may include outside consultants or be limited to local staff personnel. It is limited to programs which meet for one or more days during which time is devoted to discussion and study of professional school problems.

2. When was the first pre-school conference conducted in your school system? Year or approximate year. _____

3. How many days, on the average, does your school system devote to the pre-school conference each year? _____

4. Will you send under separate cover, using the enclosed address label, a copy of the program of one of your recent (within the last five years) pre-school conferences, and other related or duplicated materials[1] which will reveal characteristics of the program in your school? Yes( ) No( )

5. If your answer to Number 4 is "Yes," please indicate the cost of such materials $_____

6. Would you be willing to respond to a brief questionnaire later this school year concerning characteristics and values of the pre-school conference program in your school system? Yes( ) No( )

Signed_____

Position_____

---

[1]Such as minutes of planning committees, instructions to leaders and participants, statements of purposes, supplementary program worksheets or materials, curriculum or other materials produced, addresses by speakers or consultants, evaluative instruments, and summaries of evaluations.

Letter to School System

Seminole City Schools

O. D. Johns, Superintendent

Seminole, Oklahoma

October 28, 1957

Mr. L. Buford Thomas, Superintendent
Mexico Public Schools
Mexico, Missouri

Dear Mr. Thomas:

I am undertaking a research study chosen because of its general interest and potential value to school administrators.

I wish to determine the characteristics and values of the pre-school conference in selected public school systems in the United States.

Your school has been identified by your chief state school officer as having a well-established pre-school conference program in operation.[1]

I am aware of the many demands on your time, and for this reason will endeavor to make this and future requests in such manner that a minimum amount of your attention will be required.

If you will take the few minutes necessary to answer the questions on the enclosed sheet and will return it in the envelope provided, I will deeply appreciate it.

Sincerely,

O. D. Johns, Superintendent

---

[1] This paragraph was omitted and the following paragraph was substituted in letters to school systems which were not identified by the respective state educational agencies:

"Your school is one of ten selected in your state for the initial survey."

Note Enclosed with Questionnaire to School System

Seminole, Oklahoma

February 4, 1958

Mr. Thomas:

This is the brief questionnaire which you so kindly consented to answer, concerning the pre-school conference program in your school system. Although it may appear rather long, trial runs indicate that it can be completed in less than thirty minutes. Most replies can be made with check marks; others require only a word or a phrase although more detailed statements may be written on the back of the form.

I want to thank you for your early attention to this final request and for the time and materials which you have already so generously contributed.

Sincerely,

O. D. Johns

APPENDIX II

A QUESTIONNAIRE ON THE PRE-SCHOOL CONFERENCE

Data About the School System

Name of school district _____ Address _____

Name of school official responding _____ Title or position _____

Number of teachers employed by the school district _____

Type of school district:

Independent district whose boundaries are co-terminus with an urban place or city, or which includes an urban place or city..... ____

County unit..... ____

Other--specify: _____ ____

Definition of Terms

Pre-school:--Refers to the period of time beginning with the first day teachers report for duty in the fall and ending on the first day students report for regular classes.

Pre-school conference:--An organized program involving administrative, supervisory, and instructional personnel of local public school systems, scheduled before the regular opening of school in the fall; attendance may be required or voluntary; leadership and participation may include outside consultants or be limited to local staff personnel. It is limited to programs which meet for one or more days during which time is devoted to discussion and study of professional school problems.

Organization of Questions

The questions are arranged for easy response under four general categories:

I. Conditions and/or influences which led to the initiation of the pre-school conference program in the school system.

II. General characteristics of pre-school conferences which have been conducted in the school system within the last five years.

III. Opinions of the responding administrator or person designated by him as to the values of the pre-school conference program in the school system.

IV. Opinions of the responding administrator or person designated by him as to the possible future development of the pre-school conference program in the school system.

Questions

I

CONDITIONS OR INFLUENCES WHICH LED TO THE INITIATION OF THE PRE-SCHOOL CONFERENCE PROGRAM IN THE SCHOOL SYSTEM

1. In your opinion, to what extent did each of the following influence the initiation of the pre-school conference program in the school system?

	Much	Some
a) Changes in state law increasing the length of the school year.....	____	____
b) Re-organization of school districts in the state....	____	____
c) Need for more time for cooperative study of school and professional problems.....	____	____
d) Need for more time to take care of routine jobs connected with the opening of the school year.....	____	____
e) Leadership of the state educational agency.....	____	____
f) Leadership of colleges of education.....	____	____
g) Activities of "The Cooperative Program in Educational Administration".....	____	____
h) Other--specify:		
_____	____	____
_____	____	____
_____	____	____
_____	____	____

2. In your opinion, to what extent were each of the following individuals or groups instrumental in the initiation of the pre-school conference program in the school system?

	Much	Some
a) Superintendent and/or other administrative personnel	____	____
b) Supervisory personnel	____	____
c) Instructional personnel	____	____
d) Local educational association	____	____
e) Local parent-teacher association	____	____
f) Local lay persons or groups	____	____
g) Other--specify:		
_____	____	____
_____	____	____
_____	____	____

3. In your opinion, which of the following most accurately describes the method used in the initiation of the pre-school conference program in the school system?

a) Planned and implemented by the administrative and/or supervisory staff	____	____
b) Program developed by special committee of administrative, supervisory, and instructional personnel appointed by the superintendent	____	____
c) Program developed by special committee with a majority of its membership elected from the faculty	____	____
d) Program evolved from pre-existing "in-service" programs through work of regular faculty committee	____	____
e) Other--specify:		
_____	____	____
_____	____	____
_____	____	____

II

GENERAL CHARACTERISTICS OF PRE-SCHOOL CONFERENCES WHICH HAVE BEEN CONDUCTED IN THE SCHOOL SYSTEM WITHIN THE LAST FIVE YEARS

1. Participation:

a) Who participates in the conference?

1) New teachers only..... ____

2) All teachers..... ____

b) Is attendance required?..... Yes( ) No( )

c) If attendance is voluntary, what incentives are offered to encourage attendance?

_____

Approximately what percentage of teachers participated in the latest conference?

_____%

d) Are opportunities provided for participation of non-teaching personnel?..... Yes( ) No( )

e) Are opportunities provided for the participation of laymen?..... Yes( ) No( )

f) Other--specify:

_____

_____

_____

2. Purposes of the conference:

a) When are conference purposes determined?_____

_____

b) How and by whom are conference purposes determined?_____

_____

c) Which of the following statements of purposes apply to the pre-school conference program in the school system?

	Major Purpose	Minor Purpose
1) Better to orient new teachers.....	_____	_____
2) To improve the instructional program.....	_____	_____
3) To achieve a smoother and more efficient opening of the school year.....	_____	_____
4) To initiate, stimulate, and improve cooperative study of school problems.....	_____	_____
5) To produce curriculum materials.....	_____	_____
6) To display and demonstrate new teaching aids.....	_____	_____
7) To promote acquaintance and social intercourse among the faculty as a whole.....	_____	_____
8) To promote better understanding between school and community.....	_____	_____
9) Other--specify: _____	_____	_____
_____	_____	_____

3. Planning the conference:

a) Who assumes major responsibility for planning the conference?

1) Administrative staff..... ____

2) Supervisory staff..... ____

3) Teachers..... ____

4) Joint committee of administrative, supervisory, and instructional personnel..... ____

5) Other--specify: _____ ____

_____ ____

b) When is major planning done?

1) Throughout preceding school year..... ____

2) During summer months prior to conference in the fall... ____

3) Other--specify: _____ ____

_____ ____

c) Other significant features of planning:

1) Planning coordinated with in-service programs throughout school year..... ____

2) Major role in planning assumed by outside agencies or consultants..... ____

3) Other--specify: _____ ____

_____ ____

4. Financing the conference:

a) Sources of funds:

	Major	Minor
1) Regular school funds.....	____	____
2) Educational association funds.....	____	____
3) Fees from participants.....	____	____
4) P. T. A. funds.....	____	____
5) Other--specify: _____	____	____
_____	____	____

b) Do you consider salaries of participants as part of the cost of the conference?..... Yes( ) No( )

c) Exclusive of salaries of participants, what is the approximate annual cost of the conference?

1) Speakers and/or consultants.....$_____

2) Social activities..... _____

3) Rental of non-school facilities..... _____

4) Special materials..... _____

5) Printing or duplicating.....$_____

6) Other--specify:_____ _____

_____ _____

Total--exclusive of salaries..... $_____

d) Is the total cost, exclusive of salaries, included in the school district budget and reported as such?..... Yes( ) No( )

5. Organizing the conference:

a) Who is responsible for directing the conference?

1) Superintendent or his designated assistant..... ____

2) Director chosen from the staff..... ____

3) Special faculty committee..... ____

4) Outside consultant..... ____

5) Other--specify:_____ ____

_____ ____

b) What committees serve the conference?

1) Steering..... ____ 7) Evaluation..... ____

2) Program..... ____ 8) Records and reports ____

3) Arrangements..... ____ 9) Other--specify:

4) Finance..... ____ _____ ____

5) Social..... ____ _____ ____

6) Publicity..... ____ _____ ____

6. The conference program:

a) What is the length of the conference in days?

1) For new teachers separately..... _____days

2) For old teachers separately..... _____days

3) For old and new teachers together..... _____days

4) Total days in conference..... _____days

b) Speakers and consultants:

1) Does the conference regularly feature one or more special speakers?..... Yes( ) No( )

2) From what sources are special speakers selected?

	Often	Occasionally
Colleges and universities.....		
Local school staff.....		
Business, industry and other professions.....		
Educational associations.....		
State educational agency.....		
Other--specify:_____		
_____		

3) What was the topic and nature of an effective address delivered in a recent conference?

_____

_____

4) Does the conference utilize the services of one or more consultants?..... Yes( ) No( )

5) How are the services of consultants utilized?

To direct the conference.....	____
To assist in planning the conference.....	____
As speakers.....	____
As specialists in curriculum or subject areas.....	____
As specialists in group process.....	____
To work with special interest groups.....	____
To summarize and/or evaluate the conference.....	____
Other--specify:_____	____
_____	____

c) Activities and experiences provided:

1) What is your estimate of the percentage of the total pre-school conference time devoted to administrative announcements and instructions of a routine nature, pre-enrollment of students; distribution of textbooks and supplies and teachers' preparation of classrooms for the opening of the new school year?

_____%

2) Which of the following activities and/or experiences are provided for conference participants?

Serving as group leaders, consultants, observers, or recorders..... ____

Serving as panel members..... ____

Learning special skills..... ____

Examining teaching materials..... ____

Conference evaluation..... ____

Business-education Day..... ____

Community tours..... ____

Formal social events, dinners, etc..... ____

Recreational activities, picnics, etc..... ____

Other--specify: _____ ____

_____ ____

d) Problems studied:

1) List three problem areas which have been studied in recent conferences:

_____

_____

_____

e) Discussion groups:

1) If opportunities are provided for group discussion, what patterns of grouping are utilized?

Departmental.....	____	Special services.....	____
Subject area.....	____	Building.....	____
Grade level.....	____	Other--specify:	
Combination of grade levels.....	____	_____	____
Interest.....	____	_____	____

f) Materials produced:

1) What materials are produced?

Curriculum guides.....	____	Plans for faculty meetings for year.....	____
Teaching materials.....	____	School policies.....	____
Units of instruction.....	____	Other--specify:	
Code of ethics.....	____	_____	____
Handbook.....	____	_____	____
Statement of school philosophy.....	____	_____	____

g) Physical facilities utilized:

1) What non-school facilities are utilized by the conference?

Hotel.....	____	Other--specify:	
Lodge or retreat.....	____	_____	____
Park.....	____	_____	____
Community center.....	____	_____	____

7. Records and reports:

a) Are records made of conference proceedings?.....Yes( ) No( )

B) Are conference summaries and reports duplicated and made available for reference and follow-up?..Yes( ) No( )

8. Evaluation of the conference:

a) If formal evaluations are made of the conference, are evaluations made

1) of outcomes in terms of purposes?..... Yes( ) No( )

2) of elements of the conference program such as length, speakers, activities and experiences, methods of grouping, time allotments, etc.?..... Yes( ) No( )

b) If conference evaluations are made, what techniques are utilized?

1) Special committee using instrument completed by participants..... ____

2) Special committee, without instrument..... ____

3) Special consultant..... ____

4) Other--specify: _____ ____

_____ ____

III

OPINIONS OF THE RESPONDING ADMINISTRATOR OR PERSON DESIGNATED BY HIM AS TO THE VALUES OF THE PRE-SCHOOL CONFERENCE PROGRAM IN THE SCHOOL SYSTEM

1. In your opinion, to what extent has the pre-school conference program contributed to improvement in

	Much	Some
a) Orientation of new teachers.....	____	____
b) Instructional program.....	____	____
c) Opening of new school year.....	____	____
d) Identification and study of school problems.....	____	____
e) Group process in cooperative study.....	____	____
f) Professional growth of faculty.....	____	____
g) Use of new methods and materials of instruction.....	____	____

h) Faculty morale..... ____ ____

i) School public relations..... ____ ____

j) Other--specify:_____ ____ ____

_____ ____ ____

2. Keeping in mind the costs of the program, including the time of participants, as against possible alternative uses of the days added to the school year, do you think the values realized justify the conference in the school system?

a) Fully justified..... ____

b) Partly justified but program should be improved..... ____

c) Justification questionable..... ____

3. Additional comments on values--please use back of this sheet if more space is needed.

_____

_____

_____

IV

OPINIONS OF THE RESPONDING ADMINISTRATOR OR PERSON DESIGNATED BY HIM AS TO THE PROBABLE FUTURE DEVELOPMENTS OF THE PRE-SCHOOL CONFERENCE PROGRAM IN THE SCHOOL SYSTEM

1. In your opinion, what is the future of the program in the school system?

a) Present program will be continued and improved..... ____

b) Program will be continued with new features added..... ____

Please specify new features planned:

_____

_____

_____

c) Program will be de-emphasized and eventually dropped..... ____

d) Other--specify:_____ ____

_____ ____

Postscript:

1. How many days does the school system devote to conference type programs for instructional personnel

a) during the regular school year..... ____ days

b) post-school..... ____ days

Date _____, 1958

_____

Signature of respondent

APPENDIX III

SELECTED SCHOOL SYSTEMS COOPERATING IN THE STUDY SHOWING LOCATION BY REGION AND STATE, SIZE, TYPE OF DISTRICT ORGANIZATION, BASIS OF SELECTION, YEAR PRE-SCHOOL CONFERENCE WAS ORGANIZED, AND LENGTH OF PRE-SCHOOL CONFERENCE IN DAYS

SELECTED SCHOOL SYSTEMS COOPERATING IN THE STUDY SHOWING LOCATION BY REGION AND STATE, SIZE, TYPE OF DISTRICT ORGANIZATION, BASIS OF SELECTION, YEAR PRE-SCHOOL CONFERENCE WAS ORGANIZED, AND LENGTH OF PRE-SCHOOL CONFERENCE IN DAYS

Region / State / School system	Group according to size			Type of district organization	Basis of selection			Pre-school conference	
	I[a]	II[b]	III[c]		1[d]	2[e]	3[f]	Yr. program organized	Length in days
Northeast									
Connecticut									
North Haven		x		Town	x			1950	2
West Hartford		x		Independent	x			1948	2
Delaware									
Newark Special		x		Independent	x			1948	2

[a] School systems employing fewer than 125 teachers.

[b] School systems employing from 125 to 499 teachers.

[c] School systems employing 500 or more teachers.

[d] Identified by state educational agency as having well-established pre-school conference program.

[e] Selected on the basis of information received from preliminary survey, from states whose educational agencies indicated that all or most school systems have well-established pre-school conference programs.

[f] Selected on the basis of information received from a preliminary survey, indicating that the school system has well-established pre-school conference program.

APPENDIX III--Continued

Region State School system	Group-according to size I	 II	 III	Type of district organization	Basis of selection 1	 2	 3	Pre-school conference Yr. program organized	 Length in days
Maine									
Machias	x			Union	x			1952	3
Maryland									
Harford County			x	County		x		1948	3
Prince George's County			x	County		x		1952	10
Washington County			x	County		x		1948	4
Massachusetts									
Braintree		x		Independent			x	1947	2
Haverhill		x		City			x	1955	3
Winchester		x		Independent			x	1954	2
New Jersey									
Livingston		x		Independent		x		1956	3
Toms River		x		Independent	x			1953	3
New York									
North Tonawanda		x		Independent			x	1950	5
Pennsylvania									
Abington Township		x		Independent	x			1949	3
Vermont									
Essex Junction	x			Union	x			1954	2

APPENDIX III--Continued

Region / State / School system	Group--according to size I	II	III	Type of district organization	Basis of selection 1	2	3	Pre-school conference: Yr. program organized	Length in days
West Virginia									
Cabell County			x	County	x			....	3
Konawha County			x	County	x			....	2
Upshur County		x		County	x			1932	2
Southeast									
Alabama									
Tuscaloosa		x		County			x	1950	2½
Arkansas									
Conway	x			Independent	x			1949	4
Crossett	x			Independent	x			1945	2
El Dorado		x		Independent	x			1945	2
Newport	x			Independent	x			1955	4
Pine Bluff		x		Independent	x			1952	2½
Florida									
Alachua County			x	County		x		1945	10
Bay County			x	County		x		1948	10
Broward County			x	County		x		1947	4
Hillsborough County			x	County		x		1947	10
Leon County			x	County		x		1949	10
Georgia									
Coweta County		x		County	x			1949	3

APPENDIX III--Continued

Region / State / School system	Group-according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
Lanier County	x			County	x			1952	5
Mitchell County	x			County	x			1953	5
Thomas County	x			County	x			1950	2
Kentucky									
Jefferson County			x	County	x			1954	2
Lincoln County		x		County	x			1955	2
Newport		x		Independent	x			1957	3
Louisiana									
Iberia Parish		x		County	x			1957	3
Moorehouse Parish		x		County	x			1942	5
Ouachita Parish		x		County	x			1947	3
Rapides Parish		x		County	x			1952	2
Union Parish		x		County	x			1943	2
Mississippi									
Gulf Port		x		Independent	x			1946	3
North Carolina									
Asheville		x		Independent	x			1955	3
Fayetteville		x		Independent	x			1951	3
Hendersonville	x			Independent	x			1953	3
Lenoir	x			Independent	x			1953	3

APPENDIX III--Continued

Region / State / School system	Group according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
South Carolina									
Greenville County			x	County			x	1948	5
Richland County			x	County			x	1948	5
Tennessee									
Bristol		x		Independent		x		1948	8
Franklin County		x		County		x		1947	2
Oak Ridge		x		A. E. C.		x		1946	14
Warren County		x		County		x		1925	3
Virginia									
Albemarle County		x		County	x			1942	7
Alleghany-Covington		x		Joint[a]	x			1946	5
Hampton		x		Independent	x			1946	3
Norfolk			x	Independent	x			1940	4
Norfolk County			x	County	x			1938	5
Pulaski County		x		County	x			1945	5
Richmond			x	Independent	x			1947	3
Warren-Rappahannock		x		County	x			1940	5
North Central									
Illinois									
Freeport No. 145		x		Independent			x	1956	2
Jacksonville		x		Independent			x	1949	3

[a]Joint County and City.

APPENDIX III--Continued

Region State School system	Group according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
La Grange, Dist. No. 102		x		Suburban			x	....	7
Wilmette		x		Independent			x	1948	4
Indiana									
Elkhart		x		Independent	x			1948	5
Evansville			x	Independent	x			1948	5
Fort Wayne			x	Merged	x			1948	4
Indianapolis			x	Independent	x			1951	6
Martinsville		x		Merged	x			1947	2½
South Bend			x	Independent	x			1949	5
Iowa									
Bloomfield	x			Independent	x			1955	2
Burlington		x		Independent	x			1949	3½
Clinton		x		Independent	x			1948	4
Des Moines			x	Independent	x			1930	4
Keokuk		x		Independent	x			1949	10
Mason City		x		Independent	x			1948	5
Michigan									
Battle Creek		x		Independent	x			1946	5
Kalamazoo			x	Independent	x			....	3
Montcalm County	x			County	x			1945	2

APPENDIX III--Continued

Region / State / School system	Group-according to size I	II	III	Type of district organization	Basis of selection 1	2	3	Pre-school conference: Yr. program organized	Length in days
Minnesota									
Edina-Morningside		x		Independent	x			1949	5
Fairmont	x			Consolidated	x			1953	4
Faribault	x			Independent	x			1947	5
Owatonna	x			Independent	x			1954	5
Pipestone	x			Independent	x			1950	4
Rochester		x		Independent	x			1946	20
St. Louis Park		x		Independent	x			1948	5
Missouri									
Carthage	x			Independent	x			1956	3
Hazelwood		x		Independent	x			1954	3
Mexico	x			Independent	x			1954	2½
Springfield			x	Independent	x			1942	4
Ohio									
Cincinnati			x	Independent		x		1947	4
Columbus			x	Independent		x		1953	3
Springfield			x	Independent		x		1955	2
Warren City		x		Independent		x		1952	4
Youngstown			x	Independent		x		1945	5
Wisconsin									
Chippewa Falls	x			City	x			1947	4
Eau Claire		x		City	x			1952	5
Sturgeon Bay	x			Independent	x			1957	5

APPENDIX III--Continued

Region / State / School system	Group-according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
Great Plains									
Kansas									
Arkansas City		x		Independent			x	1917	3
Atchison	x			Independent			x	1920	5
Coffeyville		x		Independent			x	Many yrs.	3½
Fort Scott	x			Independent			x	1951	2
Leavenworth		x		Independent			x	1930	2
Nebraska									
Grand Island		x		Independent	x			1947	3
Lincoln			x	Independent	x			1951	4
Omaha			x	Independent	x			1948	5
Scottsbluff		x		Independent	x			1952	2
Sidney	x			Independent	x			1954	3
North Dakota									
Fargo		x		Independent			x	1955	5
Valley City	x			Independent			x	1949	2½
Oklahoma									
Ada	x			Independent	x			1944	5
Ardmore		x		Independent	x			1950	4
Bartlesville		x		Independent	x			1948	5
Bristow	x			Independent	x			1944	4

APPENDIX III--Continued

Region / State / School system	Group--according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
Broken Arrow	x			Independent	x			1945	5
Duncan		x		Independent	x			1950	3
Edmond	x			Independent	x			1948	5
Fox	x			Consolidated	x			1954	10
Guthrie	x			Independent	x			1945	5
McAlester		x		Independent	x			1952	2
Muskogee		x		Independent	x			1947	4
Oklahoma City			x	Independent	x			1946	5
Okmulgee		x		Independent	x			1921	5
Perry	x			Independent	x			1954	5
Stillwater	x			Independent	x			1950	5
Ponca City		x		Independent	x			1946	5
Tulsa			x	Independent	x			1935	5-10
Wilburton	x			Independent	x			1947	5
Woodward	x			Independent	x			1949	5
South Dakota									
Mitchell		x		Independent	x			1948	2
Rapid City		x		Independent	x			1945	3
Sioux Falls			x	Independent	x			1950	4
Watertown		x		Independent	x			1951	3
Texas									
Austin			x	Independent	x			1950	3-5
Corpus Christi			X	Independent	x			....	10

APPENDIX III--Continued

Region / State / School system	Group-according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
El Paso			x	Independent	x			....	3
Goose Creek		x		Independent	x			1950	2
Snyder		x		Independent	x			1952	5
Western									
Arizona									
Mesa		x		Independent	x			1946	4
Prescott		x		Independent	x			1947	5
Tucson			x	Independent	x			1946	8
Yuma		x		Independent	x			1957	2
California									
Bell Flower		x		Independent	x			1944	4
Eureka		x		Independent	x			1945	5
Garvey		x		Independent	x			1945	4
Hanford		x		Independent	x			1951	2
Merced			x	Unified	x			1954	2
Stockton			x	Unified	x			1952	4
Ventura			x	County	x			1944	10
Whittier		x		Union	x			1940	4
Colorado									
Colorado Springs			x	Independent	x			1957	2
Craig	x			Independent	x			1955	2
Denver			x	Independent	x			1945	4

APPENDIX III--Continued

Region State School system	Group-according to size I	 II	 III	Type of district organization	Basis of selection 1	 2	 3	Pre-school conference Yr. program organized	 Length in days
Jefferson County			x	County	x			1953	5
Sterling	x			Independent	x			1950	5
Idaho									
Pocatello		x		Independent	x			1954	2½
Montana									
Billings		x		Independent			x	1950	3-4
Custer County	x			County			x	1957	2
Nevada									
Clark County			x	County	x			1953	5
Elko County		x		County	x			1957	3
New Mexico									
Artesia	x			Independent	x			1954	3
Carlsbad		x		Independent	x			1955	2½
Clovis		x		Independent	x			1954	5
Oregon									
Bethel	x			Independent	x			1949	2
Eugene		x		Independent	x			1942	3
Lebanon	x			Independent	x			1946	2
Portland			x	Independent	x			1949	3
Tillamook	x			Independent	x			1952	3

APPENDIX III--Continued

Region State School system	Group-according to size			Type of district organization	Basis of selection			Pre-school conference	
	I	II	III		1	2	3	Yr. program organized	Length in days
Utah									
Provo		x		Independent	c			Many yrs.	5
Washington									
Clover Park		x		Independent	c			....	2
Meade		x		Independent	c			....	4
Tacoma			x	Independent	c			....	3
Wyoming									
Laramie		x		Independent	c			....	4
Rawlins	x			Independent	c			1955	3
Sheridan	x			Independent	c			1948	3
Torrington	x			Rural	c			1951	2