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To the Graduate Council:

I am submitting herewith a thesis written by Lacy Edward Harville entitled "A Study of the In-service Education Program in the Knoxville City Schools." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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**A STUDY OF THE IN-SERVICE EDUCATION PROGRAM
IN THE KNOXVILLE CITY SCHOOLS**

**A Thesis
Presented to
the Graduate Council of
The University of Tennessee**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**by
Lacy Edward Harville**

August 1960

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CHAPTER I

INTRODUCTION

One of the most challenging problems confronting educators today is that of fostering continuous professional growth. School systems throughout the country are wanting to know more about new methods and techniques of improving their in-service education programs.

The growth and development of in-service education in the United States is complicated by the influence of various factors contributing to the gradual structuring of the total educational program, of which the promotion of professional growth on the part of teachers has been only a small part. The growth and development of in-service education is further complicated by the fact that its development has not been uniform within the states. In the course of its development, in-service programs have reflected the differences in the educational programs of the forty-eight states, differences that arose from freedom of each state to shape its own educational program and from the efforts that were made by all states to meet the needs of different groups throughout the country.

A. STATEMENT OF THE PROBLEM

The purpose of this investigation was to analyze and appraise the organization, methods and activities of the in-service education program of the Knoxville City Schools.

Sub-problems

The main problem is treated under four headings or sub-problems as follows:

1. To collect descriptive information regarding in-service education programs in general.
2. To trace the growth and development of the Knoxville community and school system.
3. To identify basic principles of an effective in-service education program.
4. To analyze and appraise the in-service education program of the Knoxville City Schools with implications for improvement.

B. DEFINITIONS

For the purpose of this study, terms are defined as follows:

1. In-service education as used in this study refers to those experiences, procedures, and techniques which result in the personal, social, and professional growth of staff members of the Knoxville City Schools. The Dictionary

of Education¹ defines teacher education in-service as those activities on the part of employed teachers that contribute to their professional growth and qualifications; for example, travel, professional reading, participation in supervisory and curriculum-development programs, and attendance at summer session courses.

2. Analyze and appraise as used in this study means to separate into natural parts and set a value as to the worth of each part.

3. Development as used in this study has reference to the stages of growth or steps involved in establishing an in-service program.

4. Organization for the purpose of this study refers to the administrative arrangement for promoting the in-service education program.

5. Activities as used in this study has reference to in-service workshops, participation in programs of professional groups, faculty meetings, community activities, use of professional libraries, extension courses, summer and evening courses and consultant services.

6. Basic considerations refer to certain basic requirements that are essential if worth-while in-service education is to be put into effect.

¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 409.

7. Supervisors as used in this study has reference to persons employed by the city board of education to supervise classroom instruction, provide leadership and assistance in planning, organizing, and carrying out a unified program throughout the school system, and working under the local superintendent and responsible through him to the local (city) board of education.²

8. Professional growth and improvement refers to an increase in teaching skill and efficiency, and insight into educational problems, with an accompanying increase in success as a teacher.³

C. LIMITATIONS OF THE STUDY

1. This study was confined to the general in-service education program in the Knoxville City Schools.

2. This study was limited to in-service activities on a system-wide level and did not extend to individual schools.

3. This investigation was concerned with a five-year period, beginning with July 1, 1953, and ending July 1, 1958.

²Tennessee State Board of Education, Rules and Regulations, 1953-54 (Nashville: Tennessee State Board of Education, 1953), p. 10.

³Ibid., p. 193.

D. BASIC ASSUMPTIONS

1. Teachers need in-service education in order to meet the challenge of the rapidly changing character of the present day curriculum.

2. There is a constant and continuous need for growth and professional development on the part of school personnel.

3. In-service education programs build better feelings and understandings among participating staff members.

4. Educational leaders need and desire information regarding in-service education in order to provide for the establishment of a better program.

E. SIGNIFICANCE OF THE STUDY

For a considerable number of years there has been an increasing effort by today's schools to make use of the abilities of all staff members in solving educational problems. The individual staff members, the local school system and the state program come within the scope of in-service education.

In-service education has been called on-the-job education by many workers in the field of education. It has been defined as any organized experience in which educational personnel engage, while in service, that will improve

their ability to direct the activities of children toward a realization of the accepted aims and objectives of the school program and which will promote the development of professional attitudes.

The formulation of the school's philosophy is the initial step in the in-service education development. In a real sense, the philosophy determines the kind of learning activities that are to be provided and the manner in which the school program is to be carried on. Without a clarification of the common values held by teachers and administrators, in-service education programs can have little effect upon desirable growth.

In developing a program of in-service education for any school or school system, it is necessary to organize the staff for study of the problem. There are many factors which need to be taken into account. The plan should be adapted to the size of the school, its particular organization, the time available for professional activities, and the ability of staff members to work effectively. Whatever plan is adopted, it is important that all staff members play a significant role in terms of their various abilities and interests. Otherwise those members who do not share in the project are not apt to accept the results as being applicable to them. As a matter of fact, it often happens that such staff members may be openly antagonistic.

At any rate, those who do not participate do not share the values that come when faculty members work on a common problem.

The 1953 General Assembly of the State of Tennessee enacted the following legislation:

Effective with the biennium beginning July 1, 1953, each teacher, principal, or superintendent in the public schools of this state, grades one through twelve, shall be paid a monthly salary for not less than (10) months during each school year, provided, that said ten (10) months period shall include not less than ten (10) days of vacation pay provided that the minimum period of class instruction shall be 175 days in each school year.⁴

The General Assembly also made provision for an in-service education program for all school personnel. The enacted legislation reads as follows:

Be it further enacted, that for the purpose of our in-service training program for all school personnel, including teachers of special education, there is hereby appropriated the sum of fifty thousand (\$50,000.00) Dollars per annum, which sum shall be expended under Rules and Regulations prescribed by the State Board of Education, including travel expenses of personnel necessary to effectuate the program provided by this Section and approved by the State Commissioner of Education. . . .⁵

To carry out the requirements of this law it becomes necessary to do some type of in-service education. The State Board of Education makes the following provisions:

⁴Tennessee Laws 1953, Chapter 70.

⁵Ibid.

Each school shall develop and carry out a program of in-service education designed to improve the school curriculum and promote the continuous professional growth of all personnel. This program shall be in accord with the system-wide plan of which it is a part.⁶

Many school systems of today are concerned with the problem of meeting the needs of youth through educational opportunities of the public schools. In the state of Tennessee the passage of the above legislation in 1953 and the many conferences, meetings, workshops and in-service education programs that have taken place since its passage is one important consideration for educational improvement. The interest and effort now being devoted to the in-service education programs of teachers are directed toward improving our public schools.

Margaret Meade argues for in-service education "which will permit the teacher to keep abreast of a changing world," and goes on to say:

Within the lifetime of ten-year-olds the world has entered a new age, and already, before they enter the sixth grade, the atomic age has been followed by the age of the hydrogen bomb, differentiated from the atomic age in that many of those who failed to understand the dangers of the atom bomb are painfully beginning to take in the significance of the hydrogen bomb. Teachers who never heard a radio until they were grown up have to cope with children who have never known a world without

⁶Tennessee State Board of Education, 1952-53 Part IV, Rules and Regulations. Minimum Requirements for Approval of Public Schools, Grades One through Twelve (Nashville: Tennessee State Board of Education, 1952), pp. 44-45.

television. Teachers who struggled in their childhood with a buttonhook find it difficult to describe a buttonhook to a child bred up among zippers, to whom fastnesses are to be breached by zipping them open, rather than fumblingly feeling for mysterious buttons.⁷

Dr. Henry J. Otto in reviewing the studies reported in the field of supervision in the ten year period to October, 1946, makes the following statement concerning the need for studies in this area:

Yet there have been but a few scattered studies within the last ten years which have come to grip with the fundamental issues of the organization for supervision, supervisory procedures, and personnel management to give a clear picture of present practices and trends in the light of a changing philosophy of school supervision and of school administration in general. Such studies are urgently needed.⁸

Dr. Otto, in this same review of the literature, indicates several trends which show the need for in-service education programs:

The emphasis is upon school management so that there may be more effective ways of promoting children's growth and development.

Improving teaching can come about only as teachers in service enhance their professional capacities and prospective teachers are prepared for new emphasis in school programs.

Supervision, therefore, is becoming leadership in school improvement and in the in-service professional development of teachers.

⁷Margaret Meade, The School in American Culture (Cambridge: Harvard University Press, 1951), pp. 35-36.

⁸Henry J. Otto, "Supervisory Organization and Administration," Review of Educational Research, 16 (October, 1946), 353-56.

Since teacher growth comes best by methods which elicit large amounts of teacher participation and teacher activity, the emphasis in supervision is being placed upon democratic teacher participatory activities aimed at the in-service professional development of teachers.⁹

There is also a need for the in-service education of teachers in order that the curriculum of the schools may be kept geared to the needs of the individual and the society of which he is a part.

The Educational Policies Commission, in a recent publication,¹⁰ presented some of the present day problems in education. These problems call for continuous study and experimentation. The following is quoted from this report:

In the last analysis, the purpose and program of any school depend upon some judgment regarding what is good or bad in the conduct of human affairs. Education is a program of social action toward goals that are based on a scale of values. The good school is one which most completely reflects the highest values of the surrounding society.¹¹

The Commission in the same publication makes a statement concerning principles and practices which testifies to the fact that a teacher's education is never completed. The following is quoted from this report:

⁹Ibid., p. 363.

¹⁰Educational Policies Commission, Education for All American Youth (Washington: The Commission, 1952), p. 9.

¹¹Ibid., p. 10.

A vast and constantly increasing amount of information is being collected and analyzed by physiologists, and others about the way in which growth, development, and learning occur and about the best conditions for desirable kinds of growth and desirable outcomes in learning. As a result of investigation, it is possible to state certain principles of action which appear to rest upon observed facts.¹²

It appears that this study would be invaluable to school administrators, supervisors, teachers and lay groups interested in planning an in-service education program. Through a study of related literature, other related studies and through interviews with leaders in the field of education much valuable data may be developed that would be a contribution to the city schools of Knoxville.

F. PROCEDURES

The purpose of this study was to analyze and appraise the organization, methods and activities of the in-service education program of the Knoxville City Schools.

The data collected for the study were obtained from the offices of the superintendent, supervisors, principals, and Board of Education of the Knoxville City Schools. A careful study was made of records, minutes of in-service meetings, committees, faculty meetings, individual study groups, publications and other materials for the purpose of

¹²Ibid., p. 5.

securing information relating to the in-service education program. Other sources of data were the State Department of Education, the offices of the Chamber of Commerce, and the City Hall. Much valuable data were developed concerning the in-service program. Findings and conclusions were based on the data collected, and recommendations with implications for improvement were formulated for use by administrators and others interested in the development and organization of in-service education programs.

The Sub-problems

The procedure followed in treating each of the four sub-problems is presented below.

1. To collect descriptive information regarding in-service education programs in general. This problem required a careful study of literature and other studies in the field of in-service education. The viewpoints of writers concerning desirable characteristics, common factors, and descriptions of in-service were secured. A careful study was made of the City Superintendent's Annual Reports, publications and other materials.

2. To trace the growth and development of the Knoxville community and school system. These data are descriptive in nature and are concerned with the characteristics of the Knoxville community which are important to the

success of an in-service program. The data include a description of the city of Knoxville, its origin, growth and cultural organization. A careful study was made of the Annual Reports of the city schools. It also includes a statement setting forth the educational program of the Knoxville School System and a study of the staff in regard to professional preparation and salary schedules.

3. To identify basic principles of an effective in-service education program. The procedure followed in developing basic principles required wide research in curriculum development programs and in the field of in-service education. Reference is made particularly to the special studies sponsored by the American Council on Education and to the reports of the conference sponsored by the National Education Association on Teacher Education and Professional Standards. These reports were among the literature reviewed in formulating basic principles of an effective in-service education program.

4. To analyze and appraise the in-service education program of the Knoxville City Schools with implications for improvement. The procedure for developing sub-problem 4 involved (1) an analysis of data obtained from the offices of the superintendent, supervisors, principals, and teachers, and (2) an appraisal of the data in terms of the

principles developed under sub-problem 3. The data were collected and analyzed on the extent of in-service education in the Knoxville school system for the five-year period, beginning 1953 through 1958. A careful study was made of the structure and operation of the in-service program, emerging problems, records, minutes of in-service meetings, individual study groups, progress reports, publications and other materials. The findings were outlined and then appraised according to accepted principles for in-service education.

G. ORGANIZATION OF THE STUDY

Chapter I includes the introduction, statement of the problem, the sub-problems, definitions, limitations, assumptions, significance of the study, procedures, and organization of the study.

Chapter II reviews related literature and other studies which are related to the present study.

Chapter III discusses the growth and development of the Knoxville community and school system.

Chapter IV sets up basic principles of an effective in-service education program.

Chapter V gives an analysis of the in-service education program of the Knoxville City Schools, 1953-1958.

Chapter VI contains the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature in the field of education stresses the importance of in-service education programs. Almost without exception available studies emphasize the importance of in-service programs. This chapter presents viewpoints of writers concerning in-service programs with particular attention to such factors as (1) common factors in in-service education programs, (2) desirable characteristics of in-service education programs, and (3) description of in-service education programs.

Many leading educators are agreed that it is a necessity for every teacher to continue to grow in service in order to keep abreast of a changing society. This point of view has been expressed in a national research publication as follows:

For all professional school personnel, no matter how adequate their pre-service preparation, there should be a continuous and systematic program to encourage growth in service through such activities as professional reading, demonstration and first hand observation of superior school procedures, study of individual problems in local staff workshops, independent research, travel study at teachers colleges or schools of education, and participation in activities of professional organizations.¹

¹National Education Association Research Division, "Proposals for Public Education in Postwar America," Research Bulletin, 22 (April, 1944), 25.

The Twenty-third Yearbook of the American Association of School Administrators² emphasized the need for continuous growth of teachers in service. This yearbook further stated that no teacher today will be good enough to teach the children of America tomorrow unless he has training and experience which will keep him alive as a growing and expanding individual and a member of the teaching profession. In view of this fact, the orderly way to promote continuous professional growth is through an organized program of in-service education. An in-service program that is co-operatively planned by administrators, supervisors, principals, and teachers to meet a wide variety of educational needs, to save the time and energy of all concerned, and to give greater assurance of more functional outcomes. It provides for better communication between the various working groups and also between the various teaching levels.

According to Spears³ the goals of in-service education seem to be well related, one growing naturally out of the other. The following assumptions were reported as underlying any objectives which might be established:

²American Association of School Administrators, Paths to Better Schools, Twenty-third Yearbook (Washington: The Association, 1935), p. 179.

³Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), p. 358.

1. The professional training of the teacher does not stop when he leaves college for his first job.
2. The teacher's professional development cannot be adequately served by teaching experience alone.
3. The school system should provide opportunities for teachers to grow on the job.
4. In-service activities should be planned and coordinated in the educational program.
5. The school budget should include sufficient funds for in-service education programs for all school personnel as a legitimate expenditure.
6. The test of an in-service program lies in the improvement of instruction and the improved development of the pupils.

A. COMMON FACTORS IN IN-SERVICE EDUCATION PROGRAMS

The organization of teacher institutes differed from the curriculum programs which made their appearance in the early twenties. The main differences were that curriculum programs were intended to represent a continuous program of revision, and the problems to be studied were to involve the entire curriculum, and that the value of these studies were to be measured by the extent to which they were used in the educational program while teacher institutes were not.

The substance of this democratic procedure is stated by the Commission on Teacher Education which follows:

The first condition is that behavior must be reasonable--thought, feeling, and action must be rationally adjusted to purpose and the facts of the situation. The second condition is that decision must be taken into consideration for social consequence--affirmative, active respect for the rights, personalities, and welfare of others, is as essential as respect for oneself.⁴

The majority of all curriculum movements in widely separated school systems have had certain common factors. Foremost among these has been the desire to study the entire curriculum so that teachers might reach some common agreements. Closely related to this has been the use of teacher study groups, usually in committees. Other common factors have been that direction has been given to the program by someone from the central office, and curriculum specialists have been used as consultants.

In the field of curriculum development and in-service education different authorities hold different viewpoints. However, the majority of the writers agree that a considerable amount of the leadership for such a program should come from the teachers. It is further agreed that the program must be continuous and include all phases of the educational process. It is essential that curriculum

⁴Commission on Teacher Education, The Improvement of Teacher Education (Washington: American Council on Education, 1946).

development programs be adapted to the needs of society, and that it fill some definite local need.

Krug⁵ lists seven guiding principles for curriculum development. These are as follows:

Comprehensiveness. All phases of the school program should be continuously evaluated in the light of whatever philosophical criteria seem most useful and desirable.

Cooperativeness. We need more and more testing out in practice of possible roles for leadership groups, teachers in general, lay people, and children and youth in various phases of curriculum development.

Continuity. Periodic courses of study revision with long stretches of inactivity between seems to have few, if any, defenders. We recognize that the "new curriculum" must be born anew every day in every teaching and learning situation.

Concreteness. Teachers get just as much satisfaction out of getting resource units down on paper as they did out of writing or using courses of study. The need is to promote these and other means of achieving concreteness without loss of flexibility.

Democracy. Respect for personality. This means the importance of people, individual human beings. Mutual individual and group responsibility. This feature of democracy affects any possible undesirable over-emphasis on individualism. It stresses not only rights, but responsibilities.

Local determination. The final determination of the nature of the learning experience of courses takes place at the point of learning itself. Only the pupil-teacher relationship can set the stage for this determination.

⁵Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), pp. 286-291.

Social orientation. It is based on the conviction that there is no conflict between society-centeredness and child centeredness, and that the needs of children as individuals will be met most adequately in a good social environment.

The concept of in-service education is expressed by Miller and Spalding as follows:

It would be far better if the term in-service education were confined to help given by the administrative and supervisory staff so that employees may be able to do better those things that the district expects them to do in line with their assignments. Professional improvement can then be defined as what an employee does on his own initiative in order to improve his professional skills. A good set of rules and regulations recognizes the differences between these two means of professional improvement. The responsibility for a good in-service education program rests with the administrative staff. The responsibility for a good program of professional improvement rests with individual teachers. This does not mean that there can be no cooperative planning with respect to both aspects. It does mean, however, that whatever procedure is used to set up the program in each area must place the ultimate responsibility for the success or failure of the program on the appropriate persons.⁶

Thus, the responsibility of curriculum improvement and in-service education rests equally upon the administration and the teaching staff. A program will succeed in proportion to the positive qualities of initiative, competence, cooperation, and leadership which are present in both groups.

⁶Van Miller and Willard B. Spalding, The Public Administration of American Schools (New York: World Book Company, 1952), pp. 337-338.

Weber⁷ lists five goals for in-service education. These are: (1) to create an environment which will be conducive to maximum teacher growth; (2) to afford maximum opportunity for engendering biological vigor; (3) to encourage democratic cooperation of all concerned; (4) to encourage problem solving techniques of study; and (5) to encourage creative expression.

Objectives offered by Symonds⁸ included the solution of personal problems as well as professional problems, in order to increase teacher efficiency. Problems of a personal nature included adequate housing, increased social activity in the community, and the development of hobbies and interests. After identifying problems of personal and professional nature through conferences, discussions and guidance, teachers also need some assistance in solving the problems.

Barr, Burton and Bruckner⁹ were concerned with aiding teachers in the identification of professional problems,

⁷C. A. Weber, "Reaction of Teachers to In-service Education in Their Own Schools," School Review, 51 (April, 1943), 234-240.

⁸P. M. Symonds, "How Teachers Solve Personal Problems," Journal of Educational Research, 38 (March, 1945), 641-653.

⁹A. S. Barr, W. H. Burton, and L. J. Bruckner, Supervision: Democratic Leadership in the Improvement of Learning (New York: D. Appleton Century Crofts, Inc., 1947), p. 847.

and then proceeding from the problem to the improvement of teaching efficiency. The necessity of helping teachers identify problems and seek a solution was emphasized.

B. DESIRABLE CHARACTERISTICS OF IN-SERVICE EDUCATION PROGRAMS

An in-service education program has desirable characteristics when it is designed to be stimulating and interesting, to help the teacher grow in his profession, and to enable him to understand the child and his problems. Some definite conclusions regarding desirable characteristics of good in-service education programs have been formulated by Saylor.¹⁰ The conclusions were made on the basis of the experience of eleven county systems in the state of Virginia. These characteristics are: (1) capable leadership; (2) stimulation and guidance by the State Department of Education; and (3) centering attention on some definite local school problems or an aspect of local educational program.

As emphasized by Theilman¹¹ an effective in-service education program has the following characteristics:

¹⁰Galen Saylor, "Characteristics of Good In-Service Education Programs," Curriculum Journal, 12 (November, 1941), 313-315.

¹¹Giles Theilmann, "What Are the Characteristics of an Effective In-Service Program?" National Association of Secondary Principals Bulletin, 36 (March, 1953), 361-372.

(1) it is recognized as an integral part of the total school program; (2) a definite time during the school day should be allowed for the program; (3) continuous evaluation and improvement should be an objective of the program; and (4) enrichment and stimulation of professional growth by an exchange of ideas and sharing of experiences are results of an effective in-service education program.

Campbell¹² emphasized the importance of not creating an additional burden on the teacher in establishing an in-service program. It was emphasized that in order for the program to be effective the teaching load and outside pressure should be reduced.

A different approach was presented by Phillips¹³ in formulating some definite characteristics for an effective in-service education program. This point of view concerning effective characteristics for in-service education programs has been outlined in the following statements: (1) the program should be centered around felt needs which have been identified by the teaching personnel; (2) an efficient in-service program begins with tasks which seem to be practical

¹²Clyde M. Campbell, Practical Applications of Democratic Administration (New York: Harper and Brothers, 1952), p. 212.

¹³C. W. Phillips, "What Are the Characteristics of an Effective In-service Program?" National Association of Secondary Principals Bulletin, 36 (March, 1952), 361-372.

and of immediate concern to the teachers; (3) the program should be flexible, and be an out-growth of community, school and classroom interests; (4) the program should make liberal use of expert outside assistance in a consultative capacity, however, at no time should there be any question regarding the identity of local leadership; (5) self-evaluation by all teachers is a good technique for use in an in-service program; and (6) all programs should be a co-operative undertaking, organized and developed in a democratic manner.

Thut and Gerberich,¹⁴ in their review of research regarding in-service education programs, point out that an effective in-service program will embody the following characteristics: (1) intelligent leadership which will stimulate the initiative of all teachers; (2) a program which is based upon formulated objectives derived from a study of the needs of the teachers; (3) a program which will provide a chance for the teachers to assume responsibilities, and to develop respect for the opinions of others; (4) a program which provides such facilities as a professional library to aid the in-service program; and (5) a program which will encourage the study and discussion of problems based upon

¹⁴I. N. Thut and J. Raymond Gerberich, Foundations of Methods for Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1949), pp. 474-75.

local situations and experiences.

Armstrong and Cushman¹⁵ point out three rules to learning which are basic to an effective in-service education program. These are: (1) learning takes place best when it begins with matters of vital concern to the teachers; (2) the range and rate of learning of the person increases as the area of concern increases; and (3) the development of individual interests and potentialities facilitates continuous learning.

C. DESCRIPTION OF IN-SERVICE EDUCATION PROGRAMS

The following discussion describes the desirable characteristics of in-service education programs in a number of schools selected from various parts of the United States. The discussion is organized according to areas of the county in which the programs were developed.

The Connecticut program. A survey was made to study the in-service education needs of teachers in Connecticut. Included in the survey were questionnaires, personal visits, and interviews.¹⁶ This study was sponsored by the State

¹⁵W. Earl Armstrong and C. L. Cushman, "Evaluating the In-service Program," National Elementary Principal, 21 (July, 1942), 485-486.

¹⁶Charles E. Dent, "Connecticut Teachers' Needs for In-service Education" (unpublished Ed. D. thesis, New York University, School of Education, 1951), pp. 135-141.

Department of Education and revealed that the number one problem was the establishment of a program of teacher education that would provide five years of study in all of the state institutions. From the results of the study, teacher institutions could evaluate the value of their programs in helping teachers meet the demands of a changing society.

The majority of the teachers indicated approval with the content and operation of the in-service education program in the state. The teachers also indicated a need for professional growth through professional activities rather than the placing of too much emphasis on college credits.

Professional activities preferred by the teachers were listed in the following order: (1) professional reading, (2) carrying on regular duties in line with employment, (3) taking extension courses, (4) attending work conferences sponsored by professional organizations, and (5) working on a local or state or national committee on professional problems.

Butte County program. The ultimate goal of in-service education in Butte County, California, was to provide a program for the boys and girls which would aid in the development of appreciations, understandings, and skills.¹⁷

¹⁷Edna Mills Newton, "In-Service Training for Teachers in Butte County," California Journal of Elementary Education, 12 (April, 1945), 238-243.

The in-service education program was planned for individual conferences and guidance, or group study. Other features of the in-service program were as follows: (1) liberal usage was made of consultants from the county and the university level, (2) planning for the school year was usually accomplished by study groups with all teachers participating, (3) a steering committee guided the entire series of meetings for the school year, and (4) professional growth for the group and guidance for individual teachers were centered upon the needs of children and purposes of education in a democratic society.

Modesto, California, program. The in-service education program at Modesto High School, Modesto, California, was patterned after the school philosophy in terms of teacher growth in knowledge, skills, and appreciation.¹⁸ A series of bulletins were prepared for use in the in-service program. The bulletins were: (1) orientation of teachers, (2) selection of teachers, (3) training of teachers, (4) classroom visitation and subsequent conference technique, and (5) methods of evaluation.

Frequent use was made of each bulletin by the entire staff in the in-service meetings. For example, in the

¹⁸Grace M. Davis, "The In-Service Program in the Modesto High School," California Journal of Secondary Education, 27 (May, 1952), 263-266.

orientation bulletin, materials were compiled to familiarize new teachers with the general features of the school and the system as a whole. Regular in-service meetings on this topic were scheduled for a period of three weeks.

The in-service education program for the staff at Modesto High School has been successful in the development of an eagerness on the part of the teachers to share, and through increased participation on the part of the teachers.

Elmhurst School program. Byerly¹⁹ indicated that the success of a group enterprise is largely determined by the participants. A number of techniques were used in the in-service education program at Roosevelt Elementary School, Elmhurst, Illinois. The approach was to enlist active participation from all staff members on a voluntary basis. Lay participation was encouraged to the extent that the committees included the president of the Parent-Teacher Council, a representative of the press, and other lay leaders in addition to staff members.

The organization of the in-service education at Roosevelt Elementary School consisted of a wide range of committees in order for the teachers to designate a choice

¹⁹Carl L. Byerly, "Cooperative Planning and Evaluation of Professional Activities," Twenty-first Yearbook, National Elementary Principal (Washington: The Association, 1942), pp. 270-274.

of the area in which each would participate. Some of the committees mentioned were: (1) the general council, composed of all teachers, principals, and supervisors who held meetings discussing problems of the school; (2) a curriculum committee composed of five or more teachers working on problems of most interest; and (3) an evaluation committee made up of representatives from schools within the system. This committee was responsible for the testing program and the evaluation of the school program.

Indiana program. Greater emphases on in-service education programs through pre-school conferences was mentioned by Allen²⁰ in describing the South Bend, Indiana, schools. Pre-school conferences were scheduled for a period of three days each year. The general purposes for the conference were as follows: (1) to include all the teaching personnel and administrative staff; (2) to select a planning committee by the teachers to plan the activities for each in-service education meeting; (3) to prepare forms for the purpose of securing faculty opinions concerning the most pressing school problems to be used as a guide in selecting an area for study; (4) to consider the pre-school conference as an integral part of the school program; and (5) to conduct

²⁰Frank E. Allen, "South Bend Steps Up Its Program of In-Service Education," Nation's Schools, 48 (September, 1951), 45-46.

a class in leadership several days prior to the conference by a university consultant. The purpose of this class was to provide leadership from the group participating in the pre-school conference.

The Webster Groves, Missouri, program. A description of the in-service education program of the Webster Groves Schools indicated that the foundations of in-service programs should be based upon measures of security for teachers within the system. This point of view was stated by Goslin as follows:

Teachers have been encouraged to feel that their part of the school system is something more than merely teaching daily classes. They have been invited to work on courses of study, to participate in panels, to talk over new ideas with administrative officers, and to try out new ideas and report the results to their co-workers. A teachers library well equipped with educational literature, has been made available to the staff. The experiences in thinking through common problems have developed broad understandings and cooperative working attitudes.²¹

The Webster Groves in-service education program was organized through the leadership of a representative committee to carry out the ideas set forth above.

The Austin, Texas, program. The Austin, Texas, Board of Education extended teacher contracts from 180 days

²¹Willard E. Goslin, "The In-Service Training Program of the Webster Groves Public Schools," National Elementary Principal, 22 (April, 1943), 154.

to 200 days each year in order to provide for continuous professional growth of all school personnel. The school administration used the additional twenty days for in-service education. The general pattern for in-service education program was to use four days for pre-planning prior to beginning the school year, three days for curriculum development, and thirteen days after the close of school for workshops.²²

The board of education placed emphasis on the in-service program to the extent that an in-service program for the board was organized on a basis as that for the teachers of Austin. Some of the requirements included membership in related professional organizations, attending professional meetings, and subscribing to educational literature.

The Austin school officials have indicated support of in-service education through the following statement concerning in-service education:

Whether a teacher is new to the school system or is a veteran educator, whether he has no experience or many years' experience he needs the benefit of an effective in-service program. No school and no faculty is static. Staff members either are striving to improve the program of their school or an increasingly poor job of teaching is being done

²²School Board of Austin, Texas, "Why In-Service Education?" Educational Leadership, 9 (October, 1951), 9-11.

and the youth that the school is set up to serve are thereby being penalized.²³

Norwood, New Jersey, program. Parliment²⁴ indicated that certain characteristics of in-service education have been received with favor by the entire school staff of Norwood, New Jersey. The following features were mentioned: (1) faculty meetings were developed to the extent that staff members participated freely by making suggestions and by entering into discussions; (2) inter-school visitations were carefully organized to provide each teacher with the opportunity of seeing how the total school program operated; and (3) planning the in-service education program around the idea that if education is to equip the child to live successfully in a rapidly changing world, then it is necessary for teachers to be aware of new trends in education.

Montclair, New Jersey, program. The in-service program in Montclair, New Jersey, involved principles and practices which appear to be common in a number of programs today. The purpose of the program was to develop a Curriculum Planning Guide for Montclair Senior High School to be

²³Ibid., p. 10.

²⁴C. W. Parliment, "A General Supervisory Plan," Twenty-first Yearbook, National Elementary Principal (Washington: The Association, 1942), pp. 400-402.

used by administrators, supervisors, teachers, students, and others when working in the area of curriculum planning and development.

There were five sub-problems for study in achieving the purposes of the in-service program. These were as follows: (1) making an historical study of curriculum planning in the town, and an overview of curriculum development in the high school; (2) considering the present educational philosophy, and the aims and objectives of the high school; (3) establishing the fundamental problems of curriculum planning in the high school; (4) determining promising techniques of curriculum building; and (5) preparing a curriculum planning guide for use in the high school based on recommendations evolving from the investigation.²⁵ The problems were identified by holding personal interviews with staff members concerning the curriculum. The staff members were asked to identify problems in the areas of curriculum principles and curriculum planning. These included curriculum committee reports and recommendations; suggestions from the division of instruction and guidance, faculty reports to the central office and suggestions from the high school principal. The problems

²⁵Norman A. Gathany, A Curriculum Planning Guide for the Senior High School, Montclair, New Jersey (New York: New York University, 1953), pp. 1-3.

identified centered around the inadequate school plant, the need for a more diversified curriculum, and techniques.

As a result of the study, the recommendation was made that curriculum improvements should be made in the high school by those concerned locally: teachers, administrators, lay people of the community and students. However, certain basic steps were to be kept in mind in bringing about improvement in the curriculum. These were: (1) a background study of curriculum planning, (2) an overview of curriculum development at the high school, (3) the reconsideration of the educational philosophy of the high school and its aims and objectives, (4) the presentation of the educational philosophy of the high school and its aims and objectives, (5) establishing the fundamental problems of curriculum planning in the high school, (6) determining promising techniques of curriculum building, and (7) preparing a Curriculum Planning Guide for use based on the study.²⁶ The fact that the staff of the school system knew the problems, saw the need for solving them, and assumed the responsibility under the guidance of a trained curriculum coordinator to solve the problems received special emphasis.

In reviewing the literature in the field of in-service

²⁶Ibid., p. 180.

education, Bertis E. Capehart's²⁷ study of the Oak Ridge, Tennessee, in-service program appeared to be exceptionally thorough. Evidence showing that the in-service program and activities were organized to conform to generally accepted principles outlined in the literature was presented.

Data were submitted illustrating that the purposes of the Oak Ridge in-service program had increased in quality and strength as the program had evolved and developed. Capehart concluded that the number of activities had increased and that the purposes had become more clear. Planning had been centered around problems significant to teachers, and the organization had been flexible.

Teachers, principals, and records of in-service activities reported changes in teachers and the instructional program resulting from participation in the in-service activities. Teachers improved in their ability to provide for individual differences among children, in their ability to work and plan with other teachers, parents, and children, in methods, in the use of instructional materials, in the group process, and in making the school a more democratic place in which to work and learn. The teachers reported increased interest in and enjoyment of teaching.

²⁷Bertis E. Capehart, "A Study of the In-Service Education Program in the Oak Ridge (Tennessee) Schools," (Unpublished Ed. D. thesis, The University of Tennessee, Knoxville, 1953).

Capehart reported that many practical procedures had been developed and shared in workshops and other in-service groups. Curriculum materials had been improved. More individual instruction had resulted. Problem solving techniques learned in the in-service program had been transferred to the classroom. Assistance in correlating subject areas had been given, and pupils' skills in many areas had increased.

D. SUMMARY

In this chapter the viewpoints of writers in the field of in-service education have been presented. The basic philosophy of in-service education was reviewed along with the various aims and goals of in-service activities. The common factors of in-service programs were presented, stressing democratic procedure, range of activities, leadership, and identification of professional problems. Ten different school systems were selected from various parts of the country, and their in-service programs were described. In these systems programs of in-service education operated under the leadership of principals and teachers. Each system developed a set of objectives and activities from which the program was formulated. The data revealed that in-service education was an integral part of the general school program and that teachers worked on problems important to them.

CHAPTER III

THE COMMUNITY AND SCHOOL SYSTEM

In this chapter the writer deals with a number of factors which have influenced the growth and development of the Knoxville in-service education program. The discussion will center around the city of Knoxville, the growth and development of the Knoxville school program, and the organization of the Knoxville City Schools.

A. THE CITY OF KNOXVILLE

The city of Knoxville is located in the fertile valley of East Tennessee on the Tennessee River. The city covers an area of approximately twenty-six square miles.¹ In 1792, Governor William Blount created Knox County and made Knoxville the county seat. On July 16, of the same year, the Knox Court of Pleas and Quarter Sessions was organized. Captain James White, from whom the land was purchased to become the present site of Knoxville, presided as chairman of the court.² The town of Knoxville was organized in 1891 and named for General Henry Knox, who was Secretary

¹Knoxville Chamber of Commerce, Facts and Figures Knoxville: Chamber of Commerce, June, 1958).

²William Rule, Stanford History of Knoxville (Chicago: Lewis Publishing Company, 1900), pp. 27-33.

of War in George Washington's cabinet.³ By the end of the first year the town of Knoxville had forty log buildings and a population of 200 people. The population slowly increased to 2,076 by the end of 1850.⁴ In 1950, Knoxville had grown to the fourth largest city in Tennessee, with a population of 124,769.⁵

Tobacco is the leading money crop of the area, and Knoxville is one of the largest tobacco marketing centers in this section of the state. The city is the center of trade for a forty-two county area in Tennessee, Kentucky, Virginia and North Carolina, with a total population of approximately 1,500,000. Approximately 400 wholesale firms and more than 2,500 retail firms are located in Knoxville and Knox County.⁶ In addition, there are many manufacturing establishments located in the city and its surrounding vicinity. Approximately 475 manufacturing plants, employing over 40,000 people, are located in metropolitan Knoxville. The city is served by adequate rail, air, water,

³Ibid., pp. 31-33.

⁴Ibid., p. 28.

⁵U. S. Bureau of the Census, Census Report 1950 (Washington: Government Printing Office, 1950).

⁶Knoxville Chamber of Commerce, op. cit., p. 4.

and highway transportation systems. Two industrial areas of immense importance to the life of East Tennessee, Alcoa and Oak Ridge, are located within twenty-five miles of Knoxville.

Knoxville is the gateway to the Great Smoky Mountain National Park, the nation's most-visited park with approximately 3,000,000 visitors in 1957. The park embraces about 500,000 acres in Tennessee and North Carolina.

The Tennessee Valley Authority, created by an act of Congress in 1933, maintains part of its offices in Knoxville. This governmental agency has brought to the region cheap electric power, flood control, and improved navigation. Agricultural, industrial, and a number of other benefits, which have come to the city may be directly attributed to the Tennessee Valley Authority.

B. GROWTH AND DEVELOPMENT OF THE KNOXVILLE SCHOOL PROGRAM

The Knoxville Public Schools had their origin on December 16, 1870, when the Mayor and Board of Aldermen met to consider the establishment of a system of free schools. Interested citizens and the local papers took part in the discussions and at the next meeting a favorable report was made. In 1871 the issue was a factor in the mayor's race with both candidates favoring free schools. It was thought

best to let the people vote on the matter, and on January 21, 1871, the people voted 433 to 162 for the establishment of a system of free schools.⁷ Until 1873 the Knoxville schools were under the management of a committee appointed by the Mayor from members of the City Council. The term of office for committee members was for a period of one year. In January, 1873, the School Committee of the city made its first full report on the free schools of Knoxville. This report indicated that everything possible had been done to put the schools in operation by September, 1871. Suitable buildings were rented and on the third of September, 1871, schools opened and continued for ten scholastic months. New desks, blackboards, chairs, tables, and many other essential items for the schools had to be purchased by the school committee. Seventeen teachers were employed; two men and fifteen women. The men were paid a salary of \$40.00 per month, and the women were paid \$32.50 per month. In December, 1873, the City Board of Education was created. It consisted of five members appointed by the City Council for a term of five years. One member retired each year making it possible to have experienced members in charge of the schools. The board was elected by the people for the first time in 1923.

⁷Knoxville Daily Press and Herald, December, 1870.

Little is known of in-service education for teachers from 1870 to 1900. However, teachers had to be examined and certified before being allowed to teach. Some in-service education was started in 1874 with one week teachers' institutes covering all school subjects. In 1898 the Board of Education established a teachers' training class in the senior year of high school in which psychology, teaching methods, history of education, and drawing were taught. Students visited various schools and on Friday taught in the presence of the teacher. It was indicated that fourteen students received certificates after completing the courses in teacher education.⁸

As early as 1876, approximately 1500 students were enrolled in all the city schools, with an average daily attendance of 900. The school year was 190 days. Salaries of the teachers averaged \$44.00 per month. Classes were large with an average of forty-eight pupils per teacher. Thus, in spite of what appeared to be an inadequate program, the public school system in Knoxville became firmly established within ten years after the law of 1871 which made education available to all.

The following data were selected from the available Annual Reports of the Knoxville City Schools, 1876-1899.

⁸City Superintendent's Annual Report, Knoxville, Tennessee, 1876-1877.

Course of Study Offered in the Knoxville City Schools
Year 1876-1877

Primary Grades

Grade taught	Subjects taught
First Year	Reading, geography, mathematics, music, drawing and writing, morals and object, lesson (forms and properties of objects).
Second Year	Reading and spelling, geography, music, drawing, morals, object lessons (forms and color) penmanship and mathematics.
Third Year	Reading, geography, mathematics, drawing, morals and good manners, music, penmanship, and object lessons (weights and measurements).

Intermediate Grades

Grade taught	Subjects taught
Fourth Year	Reading, geography, mathematics, morals, drawing, penmanship, music and object lessons.
Fifth Year	Reading, geography, mathematics, morals, drawing, music, penmanship, language (English and Latin), object lessons, composition and articles copied from English classics.
Sixth Year	Reading, geography, morals, drawing, penmanship, music, object lessons (with composition and dictation), language (Latin and Greek), mathematics (algebra and percentages).

Grammar School Grades

Grade taught	Subjects taught
Seventh Year	Reading, geography, mathematics (geometry), morals, Latin Caesar, Latin grammar and Greek New Testament and Greek grammar, drawing, penmanship, music (composition and songs in four parts).
Eighth Year	Reading, ancient history, mathematics, solid geometry and trigonometry, language (English literature and rhetoric, Latin, and Greek), penmanship, physical science, drawing, and music (harmony and songs).
Ninth Year	Elocution (recitation, orations and essays), modern history, drawing, music (composition, songs), physics, chemistry, mathematics (mechanical philosophy), penmanship, language (English, Latin and Greek) ⁹

In 1876 the Knoxville school program consisted of nine grades. There was no distinction between high school and grammar grades. The course of study, with a few exceptions, remained unchanged until 1882. During the six year period, 1876-1882, language was added to the first grade through the fourth and calisthenics to the third grade through the tenth. Moral instruction was dropped from the first grade through the tenth and geography was discontinued in the sixth and seventh grades. United States history was added to the seventh grade and algebra replaced ancient

⁹Ibid.

history in the eighth grade. In the ninth grade geography replaced modern history. In 1882, the tenth grade was added to the program. With the addition of this grade, courses in English, science (including botany and chemistry), Latin, geometry, music, drawing, writing, moral instruction, and calisthenics were introduced.¹⁰

In 1887, calisthenics was introduced in the first three grades and the course in moral instruction was re-introduced in all grades, one through ten. During the same year, geography was added to the sixth grade and bookkeeping to the seventh. Phonics was introduced in the second grade through the ninth in 1892. By 1910, the course of study remained unchanged except that phonics and moral instruction had been dropped. The course of study offered in the elementary schools during this year was rather rigid. The teachers were given specific outlines to follow in teaching all classes. However, the superintendent did encourage teachers to go beyond the limits of outlines and further emphasized the importance of many worth-while activities not found in books.

¹⁰Ibid.

Course of Study Offered in High School - Year 1899

First Year

First Term	<u>Latin Course</u>	<u>English Course</u>
	Algebra Philosophy General history Latin	English Algebra Philosophy General history
Second Term	Latin Algebra Physical geography General history	English Algebra Physical geography General history

Second Year

First Term	<u>Latin Course</u>	<u>English Course</u>
	Latin Algebra Geology English	History of England Algebra Geology English
Second Term	Latin Geometry Botany English	Civil Government Geometry Botany English

Third Year

First Term	<u>Latin Course</u>	<u>English Course</u>
	Latin Geometry Physics English	Political Economy Geometry Physics English
Second Term	Latin Geometry Physics English	American history Geometry Physics English ¹¹

¹¹City Superintendent's Annual Report, Knoxville, Tennessee, 1899.

In 1899 an effort was made to allow students some selection in the course of study in high school. The two choices were the Latin program and English program. However, the two programs appear to be the same with the exception of the first year. During the second and third years the student had a choice of Latin or social studies. This course of study includes the eighth, ninth, and tenth grades.

Course of Study Offered in High School - 1909-1910

<u>First Year</u>	<u>General</u>	<u>English</u>	<u>Scientific</u>
First term	Latin Algebra Physiology Ancient history	English Algebra Physiology Ancient history	English Algebra Physiology German
Second term	Latin Algebra Physical geography Ancient history	English Algebra Physical geography Ancient history	English Algebra Physical geography German
	<u>Commercial</u>	<u>Elective Subjects</u>	
First term	English Algebra Physiology Ancient history	Manual Training Domestic Arts German Drawing	
Second term	English Algebra Physical geography Ancient history	Manual Training Domestic Arts German Drawing	

<u>Second Year</u>	<u>General</u>	<u>English</u>	<u>Scientific</u>
First term	Latin Algebra English Medieval history	English Algebra Biology Medieval history	English Algebra Biology German
Second term	Latin Algebra English Modern history	English Algebra Biology Modern history	English Algebra Biology Modern history
	<u>Commercial</u>	<u>Elective Subjects</u>	
First term	Commercial arithmetic Algebra English Bookkeeping	Manual Training Domestic Arts German Drawing	
Second term	Commercial arithmetic Civics English Bookkeeping	Manual Training Domestic Arts German Drawing	
<u>Third Year</u>	<u>General</u>	<u>English</u>	<u>Scientific</u>
First term	Latin Geometry Physics English	English Geometry Physics English history	English Geometry Physics French
Second term	Latin Geometry Physics English	English Geometry Physics English history	English Geometry Physics French

<u>Third Year</u>	<u>Commercial</u>	<u>Elective Subjects</u>
First term	English Commercial law Stenography Typewriting Bookkeeping	Manual Training Domestic Science French Drawing
Second term	English Commercial law Stenography Typewriting Commercial	Manual Training Domestic Science French Spanish English history Drawing

<u>Fourth Year</u>	<u>General</u>	<u>English</u>	<u>Scientific</u>
First term	Latin Solid geometry Chemistry English	Solid geometry English Chemistry American history	English Solid geometry Chemistry French
Second term	Latin Algebra Chemistry English	English Algebra Chemistry Civics	English Algebra Chemistry French

	<u>Commercial</u>	<u>Elective Subjects</u>
First term	Commercial course ends after third year.	Manual Training French Spanish Drawing American history Civics
Second term		Electives are the same as first term ¹²

¹²City Superintendent's Annual Report, Knoxville, Tennessee, 1909-10.

In 1910 Knoxville High School opened with an enrollment of 646.¹³ The students marched in as a body to enroll in the new school. It was indicated by the superintendent that the primary objective of the school was cultural education but industrial education was considered important as long as it did not interfere with cultural education. In the high school program (grades eight through eleven), the students had some choice in the course of study. Four courses of study were offered during this period and were continued for a number of years with minor changes. The general, English, and scientific courses were designed to prepare students for college or to develop culture and breadth of interest for those not planning to enter college. The commercial course of study was planned to prepare the student for work in business or industry.

C. FURTHER DEVELOPMENT IN THE KNOXVILLE PROGRAM

The junior high school movement in the Knoxville City Schools actually began as early as 1911 when the seventh grades were assembled in the Boyd School (formerly the Girl's High School) at the corner of Union and Walnut. Work was departmentalized, but it was not considered a junior high school. In 1924, this building burned, and a reorganization

¹³City Superintendent's Annual Report, Knoxville, Tennessee, 1910.

of the school program took place. The Boyd School was reopened in the buildings at City Hall Park, and one more grade was added. The seventh grade at Park City Lowry was departmentalized at the same time. Thus were born two junior high schools.

In 1924 the Board of Education authorized the William B. Ittner Company, of St. Louis, Missouri, to make a city-wide survey of the Knoxville City Schools. An important aspect of the survey was to analyze school plant facilities. Following the survey a building program was started for the city schools. The Ittner report indicated that a critical shortage in school buildings had developed. Steps to relieve the situation were taken with the passing of a \$2,500,000 bond referendum. From this money two new junior high schools; Park Junior, and Rule Junior were built, and were first occupied in September, 1927. The program in the two new schools followed essentially the same pattern as that of Boyd Junior High School. The eighth grade graduates enrolling in September, 1927, were allowed to choose between the eleventh year and the twelfth year courses. Since that time, senior high school graduation has depended on the completion of twelve years of work. This began Knoxville's change from the eleven-year to twelve-year program and the 6-3-3 plan of organization in the Knoxville City Schools.

Although there were three junior high schools, overcrowded classrooms continued to be a serious problem in the schools and in 1934 Christenberry Junior High School was built at a cost of \$208,187. During the same year, the first section of Tyson Junior High School and South Knoxville Junior High were built at a cost of \$169,699 and \$135,161, respectively. These two schools were opened in 1937 and 1938. Boyd Junior High was remodeled into a trade school in 1938. The new Austin Senior High School was built from funds voted in the bond issue at a cost of \$208,220 in 1946. In 1952 Vine Junior High School was established in the old Austin High School building. The building program of 1951 and 1952 included three new senior high schools. Fulton was built at a cost of \$1,708,915. East was built for \$915,314 and West at a cost of \$926,441.

All the junior and senior high schools of the city are now accredited by the State Department of Education. Knoxville and Austin High Schools had been on the Southern Association of Colleges and Secondary Schools for a number of years and with the establishment of the new high schools, evaluation of each school by the Southern Association was begun. Rule and West High Schools were placed on the accredited list of the Southern Association in 1951. South, Fulton, and East were approved in 1952. This series of evaluations was completed in the spring of 1953. Knoxville

High ceased to exist when these new schools were established.

The course of study was being reorganized in 1927 by committees of teachers, principals, supervisors, and others to develop a program that would contribute to the maximum growth and development of the youth of the city of Knoxville. As a result of this reorganization of the program of study, the elementary and junior high schools focused more attention on health and physical education. Greater stress was placed on art, music, and the natural sciences. A new program called the auditorium program was organized to provide for dramatic and play interests of children. The courses taught in the junior high schools were planned well in advance of the opening of school. The courses taught included: (1) co-ordinated mathematics in the seventh, eighth, and ninth grades; (2) junior shop courses, including try-out courses for boys in home mechanics, woodworking, electricity, plumbing, printing, and auto mechanics; (3) home economics, including experiences in projects related to food, homemaking, and clothing; (4) functional civics in the form of opportunities to practice the qualities of good citizenship; (5) try-out courses in Latin and commercial work; and (6) special library training and experience for all students. Committees made up of junior and senior high teachers were formed to co-ordinate work in the areas of English, mathematics, science, social studies, shop, and

foreign and modern languages. The classes in the junior and senior high schools were put on an hour period basis with definite studies assigned for each hour.

The first extensive use of standardized tests in the Knoxville City Schools was initiated in 1926, when it was found that the pupils in the schools were from one to three years behind pupils in other cities in arithmetic, reading, and spelling. In 1930, when similar tests were given in arithmetic and language arts, the pupils were much improved over 1926 and the test scores indicated that the pupils were only one-half year below the national norm. Approximately 22,000 standardized tests are given annually in the city schools under the direction of the guidance office. In the elementary and junior high schools, pupils are grouped according to ability. The intelligence test, the educational testing program, and the judgment of teachers establish the criteria for grouping on ability and achievement basis.

In 1941 reading was introduced in the seventh grade as a required subject replacing seventh grade science. Typewriting, originally offered in the 1927 program of studies, was discontinued in the junior high school. More emphasis was placed upon typewriting and other commercial subjects in the senior high school. The junior high program was made more flexible by allowing the students to

choose subjects in the eighth and ninth grades. Other courses added to the program in 1954 were Spanish and French to the junior high program and Spanish to the elementary program.

In 1953 a new course of study became effective in the high schools. There were now eight different curricula including art, business, government and law, home economics, industrial arts, literature, music, and science.

Course of Study Offered in Senior High School¹⁴
1953-1954

Ninth Year

<u>Art Curriculum</u>	<u>Business Curriculum</u>	<u>Home Economics Curriculum</u>
English	English	English
Civics	Civics	Civics
General Science	General Science	General Science
Algebra	Algebra	Algebra
Arithmetic	Arithmetic	Arithmetic
Foreign Language	Foreign Language	Foreign Language
Home Economics	Home Economics	Home Economics
Bible	Bible	Bible
Art	General Business	Art
Physical Education	Physical Education	Physical Education
<u>Government and Law Curriculum</u>	<u>Industrial Arts Curriculum</u>	<u>Literary Curriculum</u>
English	English	English
Civics	Civics	Civics
General Science	General Science	General Science
Algebra	Algebra	Algebra
Arithmetic	Arithmetic	Arithmetic
Foreign Language	Bible	Bible
Home Economics	Art	Art
Bible	Industrial Arts	Home Economics
Physical Education	Physical Education	Foreign Language
		Physical Education

¹⁴City Superintendent's Annual Report, Knoxville, Tennessee, 1953-54.

Ninth YearMusic Curriculum

English
 Civics
 General Science
 Algebra
 Arithmetic
 Bible
 Art
 Home Economics
 Foreign Language
 Music
 Physical Education

Science Curriculum

English
 Civics
 General Science
 Algebra
 Arithmetic
 Bible
 Art
 Home Economics
 Foreign Language
 Physical Education

Tenth YearArt Curriculum

English
 Algebra
 Biology
 Health
 Bible
 European History
 World History
 Foreign Language
 Home Economics
 Art

Business Curriculum

English
 Arithmetic
 Biology
 Health
 Bible
 World History
 Typewriting
 Bookkeeping
 General Business

Government and Law Curriculum

English
 Algebra
 Biology
 Health
 Bible
 European History
 Foreign Language
 Home Economics

Home Economics Curriculum

English
 Algebra
 Biology
 Health
 Bible
 European History
 Foreign Language
 General Mathematics
 Home Economics
 Bookkeeping
 Art

Industrial Arts Curriculum

English
 Algebra
 Biology
 Health
 European History
 Industrial Arts
 Bible

Literary Curriculum

English
 Algebra
 Biology
 Health
 European History
 Foreign Language
 Home Economics
 Bible
 Industrial Arts

Tenth YearMusic Curriculum

English
Algebra
Biology
Health
European History
World History
Home Economics
Foreign Language
Music

Science Curriculum

English
Algebra
Biology
Health
European History
Foreign Language
Bible
Home Economics
Bible
Industrial Arts

Eleventh YearArt Curriculum

English
Foreign Language
Physics
Plane Geometry
or Algebra
Home Economics
Bible
Modern History
Sociology
Human Relations
Art
Physical Education

Business Curriculum

English
Foreign Language
Physics
Plane Geometry
or Algebra
Home Economics
Bible
Typewriting
Shorthand or
Bookkeeping
Retail Selling
Salesmanship
Business Law
Geography
Physical Education

Government and Law Curriculum

English
Foreign Language
Physics
Plane Geometry
or Algebra
Home Economics
Bible
Modern History
Business Law
Sociology
Consumer
Economics
Typewriting
Radio Speech Arts
Physical
Education

Eleventh YearHome Economics Curriculum

English
 Foreign Language
 Physics
 (household)
 Plane Geometry
 or Algebra
 Home Economics
 Bible
 Sociology
 Economics
 Modern History
 Human Relations
 Art
 Physical Education

Industrial Arts Curriculum

English
 Plane Geometry
 or Algebra
 Foreign Language
 Modern History
 Human Relations
 Bible
 Business Law
 Salesmanship
 Sociology
 Consumer
 Education
 Physical
 Education

Literary Curriculum

English
 Plane Geometry
 or Algebra
 Foreign Language
 Modern History
 Human Relations
 Bible
 Home Economics
 Physics
 Typewriting
 Newswriting
 Radio Speech Arts
 Physical
 Education

Music Curriculum

English
 Plane Geometry
 or Algebra
 Foreign Language
 Modern History
 Human Relations
 Bible
 Home Economics
 Physics
 Radio Speech Arts
 Physical Education

Science Curriculum

English
 Plane Geometry or Algebra
 Foreign Language
 Modern History
 Human Relations
 Bible
 Home Economics
 Physics
 Bookkeeping
 Sociology
 Industrial Arts
 Physical Education

Twelfth YearArt Curriculum

English
 American History
 Bible
 Foreign Language
 Chemistry
 World Geography
 Art
 Home Economics
 Physical Education

Science Curriculum

English
 American History
 Chemistry
 Bible
 Solid Geometry
 Trigonometry
 Consumer Economics
 Physical Education

Twelfth YearBusiness Curriculum

English
 American History
 Bible
 English and
 Office Practice
 Shorthand
 Typewriting
 Bookkeeping
 Retail Training
 Business Law
 Economics
 Human Relations
 Art
 Physical Education

Government and Law Curriculum

English
 American History
 Bible
 Chemistry
 Foreign Language
 Home Economics
 Typewriting
 World Geography
 Consumer Economics
 Radio Speech Arts
 Human Relations
 Physical Education

Home Economics Curriculum

English
 American History
 Bible
 Chemistry
 Home Economics
 Typewriting
 Business Law
 Salesmanship
 Sociology
 Human Relations
 Art
 Physical Education

Industrial Arts Curriculum

English
 American History
 Chemistry
 Bible
 Foreign Language
 Solid Geometry
 Algebra
 Sociology
 Salesmanship
 Industrial Arts
 Physical Education

Literary Curriculum

English
 American History
 Chemistry
 Bible
 Foreign Language
 Solid Geometry
 Trigonometry
 Consumer Economics
 Industrial Arts
 World Geography
 Home Economics
 Radio Speech Arts
 Human Relations
 Physical Education

Music Curriculum

English
 American History
 Chemistry
 Bible
 Foreign Language
 Home Economics
 Music
 World Geography
 Radio Speech Arts
 Physical Education
 Consumer Economics

The above senior high school program became effective in September, 1953. The program consisted of eight different curricula. The business curriculum led to office work, banking, merchandising, advertising, manufacturing, accounting, and salesmanship. The science curriculum prepared

students for the study of medicine, dentistry, pharmacy, engineering, physical education, laboratory work, and nursing. The music curriculum was designed for further study in music for those desiring to teach instrumental, vocal or public school music, or to use it as a profession in the field of entertainment. The art curriculum was planned to prepare students for such vocations as painting, commercial art, designing, ceramic art, sign painting and advertising. Industrial arts curriculum established a basis for architecture, construction work, general mechanics, and the teaching of industrial arts. The literary curriculum was designed for students interested in teaching English, literature, history, and teaching in general, newspaper work, writing, dramatics, publicity work, advertising, and social service. The government and law curriculum was planned for students interested in civil service, postal clerk, court reporting, general business, consular service, and law. The home economics curriculum was planned for students interested in vocations in dietetics, cafeteria management, hotel work, homemaking, home demonstration work, textiles, and the teaching of home economics.

The basic courses in the Knoxville program have remained about the same over a period of years but vocational subjects have been added to the program to meet the needs of the students. The most recent additions to the program

have been safety education, human relations, driver education, industrial electronics, nursing, refrigeration and cosmetology. It appears that the Knoxville program ranks with those of other top-ranking school systems throughout the country.

D. PROFESSIONAL SCHOOL PERSONNEL

Table I and Table II represent data concerning the professional training of school personnel of Knoxville city schools for 1953-1954 and 1957-1958. There were 797 professional personnel employed in the Knoxville City Schools in 1953. In 1957 and 1958 there were 915 professional school personnel employed, showing an increase of 118. In 1953 there were 30 teachers with less than one year of college training, while in 1958 there were only 16 teachers with less than one year of college training. In 1953 there were 504 teachers that had the bachelor's degree, while in 1958 there were 621 holding the bachelor's degree. In 1953 there were 194 teachers that had the master's degree, whereas in 1958, 226 were holding the master's degree.

Tables III and IV, pages 63-64, present information concerning teaching certificates of teachers and principals in the Knoxville City Schools for 1953-54 and 1957-58. According to Table III and Table IV there was little change in the kind of certificates. The main difference was in

TABLE I
 QUALIFICATIONS OF TEACHERS AND PRINCIPALS
 OF KNOXVILLE CITY SCHOOLS 1953-54

College preparation	White		Colored		Total
	Men	Women	Men	Women	
Doctor's Degree	1				1
Master's Degree	70	109	7	8	194
Bachelor's Degree	47	347	27	83	504
Three Years College	1	14		1	16
Two Years College	2	30	1	3	36
One Year College	3	11		1	15
Less Than One Year	9	17	3	1	30
Total	133	528	38	97	796

TABLE II
 QUALIFICATIONS OF TEACHERS AND PRINCIPALS
 OF KNOXVILLE CITY SCHOOLS 1957-58

College preparation	White		Colored		Total
	Men	Women	Men	Women	
Doctor's Degree	2	1			3
Master's Degree	75	129	10	12	226
Bachelor's Degree	76	412	30	103	621
Three Years College		8		1	9
Two Years College	1	21		1	23
One Year College	2	8		2	12
Less Than One Year		13	2	1	16
Total	156	592	42	120	910

TABLE III

TEACHING CERTIFICATES HELD BY TEACHERS AND PRINCIPALS
OF KNOXVILLE CITY SCHOOLS 1953-54

Certificates	White		Colored		Total
	Men	Women	Men	Women	
Permanent Professional High School	103	186	27	39	355
Permanent Professional Elementary	13	309	6	57	385
Provisional	1	6	1		8
Four Year Examination		2			2
Code 2394*	1	20	2	1	24
Permanent Examination	1	2			3
Emergency		1			1
Permits	14	3	2		19
Total	133	529	38	97	797

*Code number refers to a permanent certificate issued by the State Department of Education on experience with no college training.

TABLE IV

TEACHING CERTIFICATES HELD BY TEACHERS AND PRINCIPALS
OF KNOXVILLE CITY SCHOOLS 1957-58

Certificates	White		Colored		Total
	Men	Women	Men	Women	
Permanent Professional High School	108	190	26	53	377
Permanent Professional Supervisor	2	1			3
Permanent Professional Elementary	9	289	7	55	360
Provisional	22	84	2	9	117
Code 2394	1	15		1	17
Emergency	1	7	1	2	11
Permits	3	3	3		9
Trade Shop	8		3	1	12
Standard	2	2			4
Total	156	592	42	120	910

the number of provisional certificates. In 1953 there were eight teachers holding provisional certificates, while in 1958 provisional certificates were held by 117 teachers. It is interesting to note that in 1953 there were 740 teachers in the Knoxville school system holding permanent professional certificates, while in 1958 the number of teachers holding these certificates was still 740. In 1953 there were 57 teachers in the city schools who were not college graduates. In 1958 there were 53 teachers without college degrees. In 1953 there were no school nurses but in 1958 there were five nurses in the school system.

Table V and Table VI present the salary schedule for Knoxville city school teachers for 1953-54 and 1957-58. In 1953 the beginning salary for a teacher with a bachelor's degree was \$2,700. In 1958 the starting salary was \$3,220 for a teacher holding the bachelor's degree. This figure represents an increase of \$520. The maximum salary, in 1953, for a teacher with a bachelor's degree was \$4,334. In 1958 the maximum salary for a teacher with a bachelor's degree was \$5,054. This represents an increase of \$720 above the salary schedule of 1953. The beginning salary for a teacher with a master's degree in 1953 was \$2,845. In 1958 the beginning salary for a teacher with a master's degree had increased to \$3,365. This was an increase of \$510 over 1953. The maximum salary for a teacher with a

TABLE V
SALARY SCHEDULE FOR KNOXVILLE CITY SCHOOL TEACHERS
JULY 1, 1953

Number years of experience	Bachelor's degree	Master's degree
0	\$2,700	\$2,845
1	2,803	2,948
2	2,906	3,051
3	3,009	3,154
4	3,112	3,257
5	3,235	3,380
6	3,338	3,483
7	3,441	3,586
8	3,544	3,689
9	3,674	3,801
10	3,804	3,931
11	3,934	4,061
12	4,034	4,164
13	4,134	4,285
14	4,234	4,415
15	4,334	4,515
16		4,615
17		4,715
18		4,815

TABLE VI

SALARY SCHEDULE FOR KNOXVILLE CITY SCHOOL TEACHERS
JULY 1, 1958

Number years of experience	Bachelor's degree	Master's degree	Master's degree plus forty- five hours	Doctor's degree
0	\$3,220	\$3,365	\$3,490	\$3,615
1	3,343	3,488	3,613	3,738
2	3,466	3,611	3,736	3,861
3	3,589	3,734	3,859	3,984
4	3,712	3,857	3,982	4,107
5	3,835	3,980	4,105	4,230
6	3,958	4,103	4,228	4,353
7	4,081	4,226	4,351	4,476
8	4,204	4,349	4,474	4,599
9	4,354	4,482	4,597	4,722
10	4,504	4,635	4,740	4,845
11	4,654	4,785	4,890	4,995
12	4,804	4,935	5,050	5,175
13	4,954	5,105	5,230	5,355
14	5,004	5,285	5,410	5,535
15	5,054	5,435	5,560	5,685
16		5,535	5,660	5,785
17			5,760	5,885
18			5,860	5,985
19				6,085
20				6,185

master's degree in 1953 was \$4,815. In 1958 the salary had increased over the 1953 level to \$5,760. In 1953 there was no provision in the salary schedule for professional training above the master's degree. By 1958 the salary schedule made provision for the master's degree plus forty-five hours and the doctor's degree. The minimum salary for a master's degree plus forty-five hours was \$3,490 and the maximum salary was \$5,860. The minimum salary for the doctor's degree was \$3,615 and the maximum salary was \$6,185.

E. ORGANIZATION OF THE KNOXVILLE CITY SCHOOLS

The administration of the Knoxville City Schools is under the direction of the Knoxville City Board of Education and the superintendent of schools. The number of school board members for the city of Knoxville has consisted of five since 1873 when the board was created. All members are elected by the people for a term of four years. Terms of three members expire after two years and the terms of the other two members at the end of two more years making a total of four years of service. This method of selecting school board members for the City Schools of Knoxville is still in operation. The superintendent of schools is chosen by the board and is the chief executive officer of the board and administrative head of all

departments of the school system.

There are five administrative assistants to the superintendent in the city schools including: (1) the business manager, (2) the director of instruction, (3) the director of personnel and special services, (4) the director of vocational and adult education, and (5) the supervisor of child personnel. The business manager recommends to the board with the approval of the superintendent items relative to the work of the department. Some of these items are approval of payment of bills, audit, annual budget, purchase of supplies and equipment, and such other duties as are assigned by the board of education. The director of instruction heads the entire instructional program and is responsible for the supervision of grades one through twelve. The director of personnel and special services is responsible to the superintendent for the employment and service records for all professional personnel within the school system. The director of vocational and adult education is responsible to the superintendent for the direction and supervision of the vocational and adult programs within the school system. The supervisor of child personnel is responsible for pupil records attendance and enrollments, suspensions, juvenile court cases, work permits, charity and welfare work, and reports for the State Department of Education. A supervisor of elementary

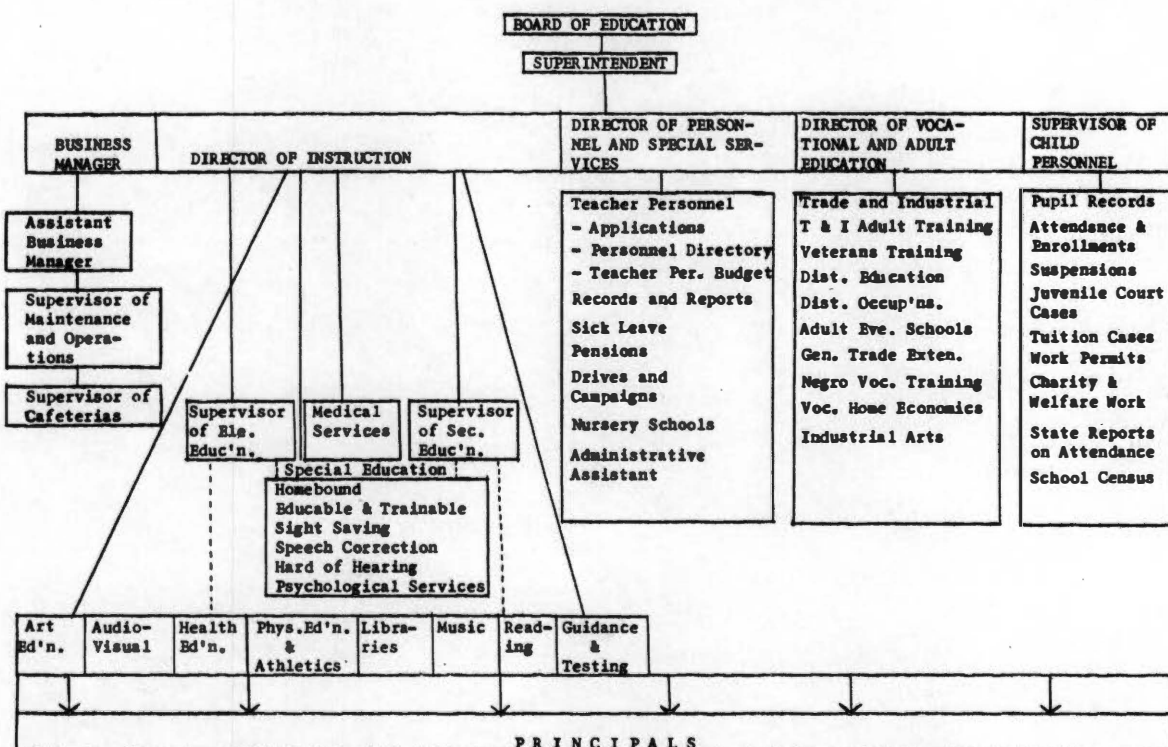


Figure 1. Administrative Chart Knoxville City Schools.

education is responsible for administering and supervising the elementary program, grades one through six. The supervisor of secondary education is responsible for administering and supervising the secondary school program, grades seven through twelve.

Special supervisors, traveling teachers, and head teachers are employed by the Knoxville City Board of Education for art education, audio-visual education, health and physical education, libraries, music, reading, and guidance and testing.

F. SUMMARY

Data have been presented in this chapter concerning the growth and development of the city of Knoxville and the educational program of the city schools.

The city of Knoxville was organized in 1791 with a population of 200, and increased to a population of more than 2,000 by 1850 and to 124,769 by 1950.

The course of study offered by the city schools was traced from 1871 through 1899 and it was found that there were no drastic changes made in the curriculum during this period. A study of the curriculum for the school years 1909-1910 through 1953-1954 reveals a variety of changes in the school program. The program developed from a purely academic and college preparatory course of study to a program

that offered many opportunities and experiences to meet the individual needs of students. This trend has continued and the present course of study offered in the city schools is even more varied and adaptable to the students' needs.

Data presented concerning the professional training of school personnel of Knoxville City Schools from 1953 through 1958 indicate improvements in academic training and certification. Salaries also improved considerably during this period.

Principles of in-service education will be identified in the following chapter.

CHAPTER IV

PRINCIPLES FOR IN-SERVICE EDUCATION PROGRAMS

In this chapter an attempt is made to formulate some accepted principles which are fundamental in the operation of effective in-service education programs. As a background for the formulation of these principles, extensive reading was done in literature dealing with in-service education and curriculum development. The principles formulated are to be used as guides for analyzing the in-service education program in the Knoxville City Schools.

A. A POINT OF VIEW BASIC TO THESE PRINCIPLES

The principles stated on the following pages have proved to be effective in securing participation in the in-service program. The term principle is used to represent an operational criterion which may consistently direct or guide individual and group action in planning, organizing, and conducting in-service education activities.

It is important that no sequential-step significance be attached to the order in which the principles are presented. This is true for two reasons. First, it is impossible as well as unsound to derive useful principles that are mutually exclusive. That is to say, practically all of the actions indicated by these principles are involved

when a group plans how to work. Second, no two individuals or groups should proceed with the action indicated by the principles in an identical series of sequential steps. An effective program will permit teachers to work on the problems that interest them, to be a part of the group which works out plans for solving these problems, and to evaluate the results of their efforts.

In formulating this statement of principles, extensive use was made of the reports from the National Education Association's Commission on Teacher Education, and Professional Standards, and from the American Council on Education. One of the earlier reports entitled Teacher Education in Service¹ related the findings and conclusions of the Commission on Teacher Education regarding in-service techniques and programs used by school systems in helping teachers improve their competence and effectiveness. The Improvement of Teacher Education², a report of the Commission on Teacher Education, summarizes the Commission's experiences with the in-service education of teachers. The Teaching

¹Commission on Teacher Education, Teacher Education in Service (Washington: American Council on Education, 1944).

²Commission on Teacher Education, The Improvement of Teacher Education (Washington: American Council on Education, 1946).

Profession Grows in Service³ is an official report of the National Education Association's National Commission which summarizes the findings of the New Hampshire Conference on the Professional Growth of Teachers in Service. The publication represents the judgment of approximately five hundred professional leaders from forty-eight states and six foreign countries.

It is impossible to compile a list of principles concerning the operation of an in-service education program which would be universally acceptable by all concerned. However, the general principles presented herein have been generally accepted and were used as a guide in analyzing and appraising the program of in-service education in the Knoxville City Schools.

Principle Number 1

Teachers work as individuals and as members of groups on problems that are significant to them.⁴

An in-service education problem is significant when teachers become involved in it emotionally as well as intellectually. To become emotionally involved in a problem,

³National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows in Service (Washington: National Education Association, 1949).

⁴Commission on Teacher Education, Teacher Education in Service, op. cit., pp. 440-441.

an individual must relate it to some part of his system of values. An important value to many teachers is that each child should have an opportunity to learn at a rate equal to the child's ability. There are a number of practices in use in the schools to provide for differences in ability to learn. However, many teachers are concerned because the practices appear inadequate. Dr. Clement A. Long conducted a recent experimental program of in-service education for secondary schools and capitalized on these concerns with a number of teachers who were eager to work together for a long period of time on problems concerned with students of different abilities who were grouped in a single class.⁵

Principle Number 2

An in-service education program should be planned and based on valid and direct needs or objectives.⁶

The determination of in-service education needs is the starting point for planning a course of action. The classroom teacher is the most important source of information in the determination of these needs. Unless teachers

⁵Clement Albert Long, "An Analysis of In-Service Education Procedures Used in Introducing Grouping Methods of Instruction in Secondary Schools" (unpublished Doctor's dissertation, University of California, 1954).

⁶National Commission on Teacher Education and Professional Standards, The Teaching Profession Grows in Service, op. cit., pp. 9-11.

help in the identification of the problems and in developing a plan of work, in-service experiences are likely to be the same for all teachers and of little practical help to anyone.

It is implied by this principle that problems of individual teachers do not always concern the group. However, an in-service education program is dynamic and useful to teachers to the degree that it grows out of and supplements the on-going program of the school system.

Principle Number 3

Best results are secured when individual differences among members of each group are accepted and utilized.

It is to be assumed when a group of people assemble for a particular purpose there will be differences among the members of the group. All individuals in any situation do not have the same ability to sense problems and meet them squarely. The individual differences of most teachers probably have to do with values, concepts of role, attitude toward change, skill in human relations, and knowledge of various aspects of education. Individual differences of teachers should be respected. Teachers need to be free to select the group in which they work. This freedom implies having a part in setting up groups and in helping to decide

⁷Ibid., pp. 11-12.

when and for how long the group should meet. More important, teachers need freedom to participate to the extent to which the teacher feels capable and inspired, and in a manner appropriate to the group.

Principle Number 4

The in-service education program should create an atmosphere that is conducive to building mutual respect, support, and creativeness.⁸

Teachers who are reasonably secure through their knowledge of the school system, and who are accepted by their associates, usually participate freely in the activities of the school system. They, in turn, must encourage teachers who do not have that knowledge to develop these traits. Individuals who have a feeling of security should take initiative, accept responsibility, and provide leadership for others. To make sure this positive procedure is continued each teacher must enjoy a feeling of achievement at all times. It is of major importance that any recommendations which evolve from the cooperative thinking of teachers should receive the administrators' attention.

Principle Number 5

An in-service education program should give all

⁸Ibid., pp. 12-15.

teachers an opportunity to participate in the planning and the execution of the program.⁹

Teachers need to identify problems as a basis for an in-service education program. School administrators, supervisors, groups of teachers, individual teachers, or any combination of these are classified as teachers. Due to the fact that teachers differ in their needs, interest, and abilities it is impossible to develop a standard list of skills or attitudes for all teachers.

Principle Number 6

Best results are secured when participation within the in-service program is voluntary.¹⁰

Those responsible for setting up the in-service education program will be stimulated to think their decisions through more completely when the program is on a voluntary basis. Individuals in groups will make their requirements about the work to be done so that the desired ends may be accomplished.

While there are various reasons why teachers are not interested in in-service programs, of the most important is the failure to understand the use of the group process in

⁹Ibid., p. 20.

¹⁰Ibid., pp. 21-22.

solving problems. A teacher may share the experiences of the group by taking suggestions and trying them out in the classroom even though he does not take an active part in the discussion. The appeal of a particular problem to some teachers in a group may attract others who are less gifted but who can make important contributions. This exchange of ideas accomplishes valuable results.

Principle Number 7

The in-service education program should be planned for flexibility.¹¹

An in-service education program must be comprehensive in order to be flexible. There must be a variety of activities to meet the individual requirements of a large number of people. Some problems will be of interest to individuals or small groups of teachers, others will need the consideration of building staffs or system-wide staff. The principle of self evaluation is important in maintaining a flexible program.

Principle Number 8

The in-service education program should use the simplest possible means to facilitate putting decisions into action.¹²

¹¹Ibid., p. 13.

¹²Ibid., pp. 21-22.

The group attack on school problems is a major technique of in-service education. Decisions must be made and actions taken by a group of people in order to solve a common problem. In order to reach a group decision it is necessary to have an effective two-way communication between the participants and the listeners. This insures a thorough understanding between the speakers and the group. To hold the interest of the members of the group, decisions made by the group must be used. An understanding of the procedures necessary to move from decisions into action in all in-service activities is essential to continuing effectiveness.

Principle Number 9

Best results are secured when there is much opportunity to test and try ideas and plans in real situations.¹³

Improvements in the teacher-learning process is the main purposes of in-service education. Individual work and the planning and decision making in the group must be focused on school practices in real situations. The need for multiple testing before action on a proposed plan is one of the important reasons why thorough group planning should precede the adoption of any course of action.

A plan may be put into practice and tested in action only in a school. In-service education programs that are

¹³Ibid., pp. 13-20.

to move beyond the talking stage require the presence of individuals and groups that are testing and trying ideas in real situations. An experimental climate can be built in a school and it will do more to encourage a trying and testing approach than any other factor.

Principal Number 10

Evaluation is made an integral part of in-service activities.¹⁴

The purpose of evaluation in in-service education activities is to determine what and how much is being accomplished, and to identify clues for the improvement of the in-service program. A normal part of every in-service activity is the collecting of descriptive factual data and the making of value judgments. If evaluation is to contribute to a significant change, the principles of participation and collaboration must be utilized.

B. SUMMARY

This chapter has presented ten generally accepted in-service education principles. The principles were secured from literature dealing with in-service education.

These principles have stressed the importance of working problems that are of interest to teachers, of

¹⁴Ibid., pp. 40-48.

identifying the educational needs, and of cooperative planning and procedures.

The principles also have shown the need for creating an atmosphere of security for teachers, and that best results are secured when the participation is voluntary and the program is flexible.

An analysis and appraisal of the in-service education program of the Knoxville City Schools will be presented in the following chapter.

CHAPTER V

AN ANALYSIS AND APPRAISAL OF THE IN-SERVICE EDUCATION PROGRAM OF THE KNOXVILLE CITY SCHOOL SYSTEM

It is the purpose of this chapter to analyze and appraise the in-service program of the Knoxville City School System for the five year period beginning July 1, 1953, and ending July 1, 1958. Throughout the chapter an attempt has been made to show the relationship of the in-service program to the concepts presented in the general principles described in the preceding chapter.

Like other school systems throughout the country, the Knoxville City Schools use a large number of evaluative instruments. It is the general policy of the system to provide teachers with any available instrument for which there is a need. A complete sample file of tests and other published evaluation devices is maintained in the office of the Department of Instruction. This file is in constant use by teachers with particular evaluation problems. In addition, sample tests used on each instructional level are furnished to every school. Furthermore, trained personnel in the department of instruction are available for consultation with teachers desiring help in evaluation problems. In addition, there are guidance teachers assigned to work on the evaluation problems in approximately all of the schools

within the system. Finally, evaluation committees are maintained on each instructional level. These committees study results, plan new techniques, interpret findings, and give direction for the evaluation activities

The planning committee on in-service education (after 1955 called the Council for Curriculum Improvement) for the school years 1953 to 1958 worked in cooperation with the supervisory staff in directing the in-service activities. This committee composed of elementary and secondary teachers, elementary and secondary principals, and the supervisory staff made plans well in advance for these in-service activities. The structure and operation of the programs, emerging problems, and the outcome of the programs were analyzed and appraised.

A. IN-SERVICE PROGRAM FOR 1953-1954

Structure of the Program

In order to promote professional growth of teachers and other school personnel in-service education programs are revised each year according to the needs of each group. The general pattern for the school year 1953-1954 was to set up major problems which the teachers wished to consider throughout the year. The following schedule of time was used for pre-school activities for all school personnel.

August 27

9:00 a.m. - 3:30 p.m. Secondary principals meet with administrative staff. Board of Education Building

August 28

9:00 a.m. - 3:30 p.m. Elementary principals meet with administrative and supervisory staff. Board of Education Building

September 1

9:00 a.m. - 3:30 p.m. All new teachers meet with elementary and secondary principals, supervisors, and administrative staff. Tyson Junior High School

September 3-4

8:15 a.m. - 3:30 p.m. Elementary principals, teachers, clerks, and others meet at East High School

Secondary principals, teachers, clerks, and others meet at West High School

Three elementary school committees were organized; one each for the instructional area of science, social science, and mathematics. These were large city-wide committees of classroom teachers who voluntarily indicated a preference for membership on one of three committees. Each committee was formed for the purpose of reviewing recent trends and curriculum developments in the industrial area, with special emphasis given to instructional material, recent curriculum publications, and changes made in instructional practices. Smaller temporary committees were

organized for the areas of art, health education, and music.

In the secondary schools, grades seven through twelve, a general city-wide curriculum committee was formed. This committee was composed of approximately fifty teachers, principals, and supervisors. From this group the following committees were selected: (1) a committee to prepare a brief history of Knoxville, (2) a committee to prepare a history of the Knoxville Public Schools, (3) a committee on higher institutions of learning in the Knoxville area, (4) a committee on financial support of the public schools, (5) a committee on community surveys, (6) a committee on the present high school curriculum, and (7) a committee on the nature and purpose of the course of study.

Organization by areas in the secondary schools was completed at the pre-school conference held September third and fourth. As a result a chairman and a secretary were selected for the arts, including art, music and industrial arts. The same was done for the remaining six instructional areas: (1) health and physical education; (2) language arts, including committees in reading, junior high English, senior high English, foreign languages, Bible and library; (3) mathematics; (4) science; (5) social studies (there were no sub-committees in these three areas); and (6) vocational education including sub-committees in business, distributive education, home economics, and trade and industrial.

During the school year 1953-1954, major emphasis in the elementary schools was given to the development of curricular programs and activities within each individual school. Under the leadership of the school principal, with guidance and assistance by the supervisory staff, each school staff developed an organizational structure to meet its needs in terms of stated purposes and objectives to be attained. Each school prepared an organizational plan that provided for participation of each teacher in total staff planning and in committee assignments.

Emerging Problems

The emerging problems included (1) school and community relations, (2) curriculum needs, (3) school philosophy, (4) extra-curricular activities, (5) pupil needs, (6) problems in reading, (7) objectives, (8) guidance, (9) drop-outs, (10) school schedules, and (11) evaluation.

Outcomes of the Program

There were a number of obvious outcomes of the program. Foremost among these was the annual progress report prepared and submitted by the elementary school principals and teachers relative to each school's program of work to improve the curriculum. These reports were edited, compiled and published under the title "In-Service Education

for Curriculum Improvement." The summary of these reports suggested five major achievements: (1) all teachers and principals took an active part in a series of community meetings on civil defense; (2) most of the schools developed improved procedures to bring about more active participation in curriculum study and development by the parents and the community; (3) workshop experiences were provided for all school personnel during the school year by making provision for three-hour workshops once a month throughout the school year; (4) all elementary schools spent considerable time studying new textbook material and the teaching guide and manuals for use with textbooks; (5) reports from different schools indicated progress in improving practices for pupil-teacher planning, community study, use of resource people, and construction of resource units.

In the secondary schools the major outcomes or work accomplished were compiled and published under the heading, "In-Service Education for Curriculum Improvement." The report described the progress of the various city-wide committees in the instructional areas. The report indicates four important accomplishments: (1) all schools took an active part in the work of the citizenship education project--a project in which pupils visited various departments of the city and county governments, conducted elections in

the schools, made surveys for sidewalks, and other similar projects; (2) student councils and activity periods were evaluated for the purpose of improvement; (3) improvement of classroom techniques to provide for individual needs of pupils, based on individual differences, became a major objective of the instructional program, and (4) improvements through a more careful analysis of pupil needs and the administering of a standardized test in reading on the senior high school level.

In addition to these outcomes or accomplishments, the general planning committee heard reports from other committees. The reports of two committees were published, "A Brief History of Knoxville" and "A History of the Knoxville Public Schools." Other committees making preliminary reports were those on "Institutions of Higher Learning in the Knoxville Area," "The Secondary School Curriculum," "Financial Support of the Public Schools," "A School Community Survey," and "The Nature and Purposes of a Course of Study."

Appraisal of the Program

A review of the program for 1953-1954 in light of the general principles for in-service education, reveals that the program was in keeping with seven of the principles. The program appears to have been based on valid and direct needs (principle number 2). The problems

discussed and the objectives agreed on were selected by the teachers. Furthermore, such topics as teacher improvement, curriculum needs, and school and community relations were valid. In addition the teachers participated in the planning of the program (principle number 5). A number of teachers served on the planning committee, giving all teachers a representative voice in the general administration. Within each of the various groups the members were given an opportunity to decide what topics should be discussed. The in-service program allowed for considerable flexibility (principle number 7). There were arrangements for new committees to be established whenever the need arose, and the activities were not only varied in scope and interest, but also in nature.

Since teachers selected the topics for discussion, it is to be assumed that the problems chosen were significant to them (principle number 1). The fact that several committee reports were considered worthy of general publication suggests that the program encouraged creativeness, but there was little indication that much stress was placed on encouraging mutual respect and support (principle number 4). The program seemed to have allowed teachers considerable latitude in selecting in-service activities, but this is about the only provision for voluntary action (principle number 6). There was a report by each committee to the

general planning committee, indicating some evaluation of the program (principle number 10).

The review also suggests that the program was unsatisfactory in three areas. The program seems to have lacked a simple procedure for putting decisions into actions (principle number 8). Reports were made, but there was little indication of the proper machinery to implement decisions and recommendations. There appears to have been little encouragement for teachers to test ideas and plans in classroom situations (principle number 9). The program did not allow for individual differences (principle number 3).

B. IN-SERVICE PROGRAM FOR 1954-1955

Structure of the Program

The pre-school schedule for the 1954-1955 workshop activities was practically the same as the schedule for 1953-1954. During these sessions, however, one day and a half was devoted to reports of special study committees. The sole interest of these committees, composed of twelve to twenty members, was a study of the pupil, his needs, and how to meet those needs. This plan of organization included groups studying; (1) classroom planning to meet the needs of pupils of different levels of ability; (2) the development of a program of enrichment for the superior pupil; (3) how the home and school can work together in

reducing juvenile delinquency; (4) effective projects for teaching the slow-learner; (5) supervised study and mutual planning of teacher and pupil; (6) homeroom guidance and counseling; (7) community relations, including a study of local industries and civic organizations; (8) the teaching of moral and spiritual values, (9) the local service agencies available to youth; (10) a follow-up high school graduates; (11) effective methods of teaching pupils how to think; (12) effective projects for making subjects more life-like; (13) human relations and group dynamics in developing personality and leadership; (14) effective classroom methods in increasing the holding power of the secondary schools; (15) ways to handle disciplinary problems; (16) effective use of progress charts in evaluation and as a stimulus to learning; and (17) the teaching of democracy through student activities.

During the year the elementary and secondary teachers, principals, and supervisory staff met from 2:00 to 3:30 p.m. on the first Thursday in each month. Furthermore, workshops were organized in various subject matter fields. Two system-wide instructional councils were organized during the year, one in elementary science and the other in social studies. Sub-committees were organized within each council.

The elementary schools continued to emphasize the organization within each school for curriculum improvement

and in-service education. Many schools developed organizational plans that called for more teacher participation in staff planning and in committee work. In the secondary schools, departmental groups prepared study programs for the school year. The groups included these subject areas: (1) junior high English, (2) senior high English, (3) reading, (4) mathematics, (5) physical education (6) home economics, (7) industrial arts, (8) distributive education, (9) business, (10) Bible study, (11) library, (12) trade and industrial education, (13) social studies, (14) music, (15) science, (16) health, (17) art, and (18) foreign language.

Emerging Problems

Numerous problems were discussed by the faculty groups such as: (1) attendance, (2) drop-outs, (3) activity period, (4) student councils, (5) remedial reading, (6) health and safety, (7) new courses of study, (8) better school atmosphere, (9) unification of instructional efforts, (10) better public relations, (11) democratic practices in the school program, (12) teacher-pupil relationships, (13) better staff relationships, (14) improving instruction in citizenship, and (15) the preparation of new courses in all department fields.

Outcomes of the Program

The seventeen special committees that began work during the pre-school workshops compiled reports which revealed extensive and valuable work. These reports along with the recommendations of the committees were published the following year and made available to all teachers in the Knoxville City Schools.

The system-wide elementary school councils in science and the social studies worked primarily on a study of the local instructional program in these areas, especially with regard to content, method, and material in comparison with curriculum practices outlined in current curriculum publications from other cities. Smaller system-wide committees in other areas prepared and published some materials for local teachers and parents. Special workshops were introduced in citizenship education and a citizenship education team was trained to help all teachers who were interested in improving instruction in this area. Sixteen teachers in the junior and senior high schools participated in one or more citizenship education project workshops and special citizenship projects were carried on in all the junior and senior high schools.

Reports from elementary schools included accounts of substantial progress made in many schools in such areas as (1) pupil grouping for instruction, (2) reporting to parents,

(3) school assemblies, (4) use of library and other available resource materials, (5) teacher-parent conference procedures, (6) health practices, and (7) procedures to develop more teacher pupil planning in selected instructional areas.

Reports from the secondary departmental groups, which met on the first Thursday of each month, stressed the inservice program throughout the year. The summary of the group's objectives revealed that problems common to each member of the particular group were discussed. Programs were conducted with lay persons in order to bring the school closer to business and society in general. These groups also began preparing new courses of study covering all departmental fields. These committees, according to the superintendent's report to the State Commissioner of Education, accomplished these things: (1) an awakening of interest to the common problem of school improvement on the part of both faculty and pupil, (2) marked improvement in general attitude, (3) improvement of athletic programs, and (4) organization of special reading classes for deficient and superior readers. Finally, new courses in journalism, cosmetology, tailoring, driver training, and nurses training were established. Other accomplishments by the faculty groups included workable plans for reducing pupil failures. Also, as a result of these meetings, it was felt improvement was

made in the instruction of the brighter pupil, in guidance and counseling, and in the standardized testing program.

Appraisal of the Program

An analysis of the program for 1954-1955 reveals that in-service education was broader and generally more constructive. In light of the established principles for in-service education, the program seems to have been satisfactory in eight respects. The strongest points appear to have been the opportunity for teachers to work as individuals and as members of groups on problems that were significant to them. The seventeen groups that began work in the pre-school workshop, worked on topics that were of their own choosing. The fact that the topics had been suggested by the teachers indicated that the problems were considered significant to them. Therefore, it can be concluded that the program was strong with reference to this principle (principle number 1). The next strongest point resulted from the fact that the program gave all teachers an opportunity to participate in planning the program through suggesting topics that needed to be discussed, and a follow through with workshops suggested by the teachers. Within school and departmental groups, teachers were given the opportunity to study problems selected (principle number 3). Next in strength was the fact that the program was planned and based on valid

and direct needs. The program provided for direct needs by allowing teachers to have a voice in planning the work. The study of pupil progress grew out of the needs of the school system and resulted in greater concern for the needs of all pupils (principle number 2). Another strength was that the program helped to create an atmosphere conducive to building mutual respect, support, and creativeness. This principle was best illustrated by the citizenship education team which worked with other teachers (principle number 4). Also, the system generally accepted and utilized individual differences among members of each group, although there appears to have been no special effort to capitalize on the strengths or to supplement the weaknesses of individual participants (principle number 5).

The in-service education, having requirements for all teachers, allowed for voluntary participation within specified areas. Teachers volunteered for many committees and for many of the workshops (principle number 6).

Even though the program was planned for flexibility, it was less flexible than it was the previous year. New programs of study were not started during the year, and the machinery, having once been set up, did not change. On the group level, however, there was much opportunity for flexibility (principle number 7). Finally, all committees made an effort to evaluate their work at the end of the

year, and made recommendations about changes, additions, and omissions that should be considered (principle number 10). In two areas the program remained unsatisfactory. Reports were made and recommendations were given, but the system did not provide the machinery needed to transfer ideas from the planning stage to the action stage. Admittedly, recommendations and suggestions may have been translated into action, but not because the system made provision for this change (principle number 8). Also, there did not seem to have been sufficient encouragement for teachers to test and try ideas and plans in real situations. Little effort was made to inspire teachers to try out ideas and plans before introducing them into the classroom (principle number 9).

C. IN-SERVICE PROGRAM FOR 1955-56

Structure of the Program

Each school had its own in-service education program during the school year with its own staff preparing definite working procedures. The in-service programs were varied according to the needs of each particular school, as interpreted by the school faculty. The following was set up for the pre-school workshops for all school personnel.

August 29

9:00 a.m. - 3:30 p.m. Secondary principals meet with administrative staff. Board of Education Building.

August 30

9:00 a.m. - 3:30 p.m. Secondary principals meet with supervisory staff. Board of Education Building.

August 31

9:00 a.m. - 11:30 a.m. All new teachers meet with supervisors, principals and administrative staff, Board of Education Building.

August 31

9:00 a.m. - 3:30 p.m. Elementary principals meet with supervisory staff, Board of Education Building

September 1

8:15 a.m. - 3:30 p.m. Elementary principals, teachers, clerks and others meet at East High School.

September 2

8:15 a.m. - 3:30 p.m. Elementary teachers and principals meet in individual schools to plan year's work.

September 2

8:15 a.m. - 3:30 p.m. Secondary principals and teachers meet in individual schools by departmental groups.

During the school year 1955-1956, through the efforts of the superintendent of schools, the Knoxville Board of Education re-organized the administrative staffs and created a

division of instruction for the purpose of coordinating supervisory activities and integrating in-service education. The re-organization made provision for a Director of Instruction, Director of Vocational and Adult Education, and a Director of Personnel and Special Services, with a Supervisor of Elementary Education and a Supervisor of Secondary Education. The various subject supervisors, traveling teachers, and head teachers are included in the division of instruction.

When the administrative and supervisory staffs were re-organized, the need for a city-wide council for curriculum improvement became apparent. This council was composed of teachers, principals, and supervisors. On the council were seven elementary and secondary teachers, six elementary and secondary principals, and eight supervisors and directors. This council was under the leadership of the Director of Instruction. Among its responsibilities was the recommendation of an in-service school calendar.

In the elementary schools many meetings and conferences were held with various interest groups as well as grade level groups. Consultants from the University of Tennessee, nearby colleges, and various schools throughout the state were used as well as professional consultants from textbook publishing companies. Meetings in the

secondary schools were held by departmental groups and by individual school faculties during the year to work on problems of various kinds. A number of the consultants used in the elementary schools also were used in the secondary schools.

Special problems were met during the school year through workshops in art education, audio-visual education, handwriting, citizenship education, health, physical education, music, reading and vocational education.

Emerging Problems

Some of the emerging problems for the elementary teachers during the 1955-56 school year included (1) skill and techniques of handwriting, (2) seatwork activities, and (3) student patterns of behavior. In the secondary schools study was carried on in the following areas: (1) the philosophy of the Knoxville City Schools, (2) the new policy of grading and promotion, (3) the ideal teacher and his methods, (4) the use of audio-visual materials and equipment, (5) guidance and pupil behavior, and (6) teaching of reading.

Outcomes of the Program

A summary of the in-service education activities for the school year 1955-1956 indicates greater coordination of all in-service activities had been achieved through the reorganization of the supervisory staff. Also, the work of

the city-wide council for curriculum improvement focused greater attention on establishing more definite city-wide objectives.

Other outcomes of the program were reported from various groups. During the first part of the year, an audio-visual workshop was held to help teachers become familiar with the different types of audio-visual equipment in use in the school system. A group of high school students from the Knoxville City Schools gave demonstrations and explained the operation of a radio station, emphasizing the use of the tape recorder in producing programs. It was made clear to those in attendance that WKCS was an educational radio station maintained by the school system and operated by the students of Fulton High School. The program material was gathered from all schools in the Knoxville system. Approximately two hundred teachers attended this audio-visual workshop on a voluntary basis to preview materials and to ask for assistance in the using of audio-visual materials.

Considerable changes were brought about within the Knoxville City Schools as a result of the intensified reading program. Teachers continued to become more conscious of the responsibility of teaching reading due to the program. According to tests, the pupils of the Knoxville City Schools read above the national norm.

According to the summary report on in-service activities, all secondary level groups were interested in reviewing recent publications and articles dealing with general or specific developments in teaching methods and practices. A wide variety of courses of study, activities, resource units, and other instructional guides were used during the school year. Also, many groups used resource people in the community who were especially qualified to give assistance to the groups in various ways. Other groups profited by using various college faculty members and other personnel representing local and civic organizations.

As part of the in-service program, special education was placed under the division of instruction. Expansion of the program took place in the following areas: (1) severely mentally retarded, (2) mentally retarded, (3) speech correction, (4) sight saving, (5) psychological services, (6) audiometric testing, and (7) homebound instruction.

The guidance and testing program, stimulated by in-service education, experienced considerable improvement during the school year. Mental tests were given to all third and fourth grade pupils and achievement tests were given to all fourth grade pupils throughout the Knoxville schools. These tests were in addition to the regular tests given all pupils in the sixth, eighth and ninth grades and the vocational aptitude tests given all ninth and twelfth

grade students. During the school year approximately 22,000 standardized tests were given. The number of reading tests given, especially in the senior high schools, increased during the school year.

Appraisal of the Program

The program for 1955-1956 showed considerable improvement over the two preceding years. Considering the in-service activities in light of the general principles established in Chapter IV, it would seem that the program met all ten principles. The program to a greater extent than before, was based on direct needs and valid objectives. Since the activities were organized by each school's faculty, the program was planned to meet the needs of the individual school. Furthermore, there were city-wide interest groups in which teachers could study problems particularly important to them and their teaching. Also, the various workshops gave teachers an opportunity to learn about important educational problems. The reading workshop resulted from recognition that an improved reading program was needed. The audio-visual workshop helped teachers learn about new teaching techniques. In short, the program was valuable because it was based on direct needs and valid objectives (principle number 2).

This year's program was also planned for flexibility. The fact that the whole program could be revised in the

middle of the year indicates that it was so planned that improvements and innovations could be made when the need arose. Furthermore, in various areas new committees and workshops were set up, indicating that the program was flexible (principle number 7). Teachers were able to work on problems that were significant to them. By allowing each school to plan its own study program, teachers had an opportunity to present their own problems for consideration. Secondary school groups were able to review literature dealing with problems important to them (principle number 1). Likewise, teachers had a part in planning the inservice education program. The teachers were represented on the planning committee, and had a part in planning within each school. The emerging problems for study during the year were formulated by the elementary and secondary school groups. The enlarged testing program helped all teachers recognize areas needing improvement, thus providing information needed to plan the program intelligently (principle number 5).

The program made special provision for the acceptance and utilization of individual differences among members of groups. The appointment of various supervisors was an attempt to take advantage of the skill and abilities of people within the whole system. The supervisors, in turn, were in a position to help teachers who were weak in certain skills

and to encourage further improvement among those who were already employing satisfactory methods. The use of numerous consultants also aided in this aspect of the problem (principle number 3). The program also created an atmosphere that was conducive to building mutual respect, support, and creativeness. Stronger coordination of activities encouraged teachers to be more creative, and provided opportunities for teachers to work together and to develop professional friendships. Traveling teachers, supervisors, and head teachers also encouraged this atmosphere (principle number 4).

The in-service education program for 1955-1956 showed considerable improvement in provisions for activating decisions. The revitalized Supervisory Council and the Council for Curriculum Improvement provided the machinery through which recommendations of the in-service study groups could be given administrative consideration and action (principle number 8). The system also improved the program for testing and trying ideas in real situations. The workshops provided experimental situations in which teachers could test theories growing out of studies. Through the supervisors, teachers were encouraged to plan and conduct tests not only with classes, but with special groups. Furthermore, the initiation of the reading program inspired teachers to test theories learned in workshops and special

meetings (principle number 9).

Evaluation was an integral part of in-service programs. Along with the annual reports of all committees, there were reports from the director of instruction and the council on curriculum improvement. These reports attempted to assess the accomplishments of the in-service education groups, and many of the groups made recommendations about work to be done the next year (principle number 10). Especially important was the increased freedom for voluntary participation in the various phases of the program. Teachers not only selected committees but were given the opportunity to attend voluntary workshops in art and audio-visual education. These workshops were well attended, indicating that teachers were eager to work voluntarily on those problems that were important to them (principle number 6).

In conclusion, it appears that the in-service program was considerably stronger in 1955-1956. It showed marked improvement over the two preceding years and revealed increased interest in vitalizing the educational program, especially in the classroom, through in-service activities designed to increase teacher participation in group learning and problem solving experiences.

D. IN-SERVICE PROGRAM FOR 1956-1957

Structure of the Program

The general pattern of the in-service education

program during the school year 1956-1957 allowed variation according to the needs of each individual school.

During the school year, teachers, supervisors, principals, and clerks met regularly by grades one through twelve. In addition to the regular scheduled in-service meetings held within each school, interest and departmental groups were organized and functioned during the year. In the elementary schools interest groups were formed in science, social studies, language, physical education, music, reading, art, arithmetic, and audio-visual education. The secondary schools formed twenty-three groups in different subject-matter areas, such as science, mathematics, business education, home economics, English, social studies, and others. The summary of activities of the groups revealed work in the following: (1) most groups continued to study current curriculum materials, trends, and developments in specific subject areas; (2) groups in science, vocational education, business education, physical education, and music planned demonstrations on matters pertaining to recent developments in various fields; and (3) special workshops in audio-visual education, handwriting, guidance, art, citizenship education projects, physical education, special education, library, music and reading were arranged.

Emerging Problems

Some of the emerging problems for the elementary teachers during the 1956-1957 school year were in the areas of curriculum material, trends and developments in specific subject areas, seatwork activities, television teaching and audio-visual aids, developing reading skills, improvement of art projects, enriching the music program, and improving guidance and testing. In the secondary schools the problems in the following areas were considered: (1) current curriculum materials and trends, (2) guidance and pupil behavior, (3) community relationships, (4) classroom techniques, and (5) philosophy of the Knoxville City Schools.

Outcomes of the Program

Reviewing the accomplishments of the in-service education program for the school year 1956-1957, all of the groups reported progress but some indicated a need for further study on some of the problems. The Curriculum Planning Council prepared a booklet entitled, "The Ideal Teacher." This booklet contained characteristics which the committee thought an ideal teacher should have. The council started the preparation of a booklet on the philosophy of the Knoxville City Schools, and began a study of the emotional problems of children. Considerable progress was reported as a result of the special workshops which were conducted by various groups throughout the school year.

The workshops in reading dealt with such problems as reading skills, using reading guide books to strengthen instruction in reading, place of phonics in reading instruction, helps in reading instruction, seatwork activities to strengthen reading readiness, chart making, and help with new reading materials. It was felt that the workshops greatly improved each area of the reading program.

Thirteen special workshops were conducted in elementary music in which approximately 225 teachers participated. Areas such as the use of records, rhythm instruments, melody instruments, autoharp, melody and accompanying instruments, and tone bells in teaching were discussed. A special three-hour session of seventh through twelfth grade vocal teachers was held under the direction of Dr. Joseph Leeder, chairman of the Music Education Department, Ohio State University. The session provided time for an analysis and suggestions on the city-wide vocal program by Dr. Leeder, and a question and answer and discussion period on music education, philosophy, schedules, classroom procedures, and instructional materials.

Workshops were held in nine elementary schools where new equipment was placed for the purpose of instructing teachers to operate the various types of projectors. In the elementary plan of in-service education which provided for study groups on various topics, teachers chose the group

in which to work. One of these topics was methods of audio-visual teaching. This methods group gave demonstrations each month on teaching techniques utilizing audio-visual materials. In some cases slides were made and tape recordings and filmstrips were developed from various curricular activities.

The television group conducted a survey to determine the types of television programs children were watching, children's favorite programs, and how long the children stayed up at night watching programs. The local television stations cooperated with the group in furnishing materials which teachers might utilize to assist students in the selection of television programs.

Workshops were conducted for teachers of special education throughout the year for all the various classes such as mentally retarded and the severely mentally retarded classes, speech correction and sight-saving instruction, homebound instruction and multiple-handicapped pupils. Teachers of the mentally retarded classes did work on grading, subject matter content, and the proper use of materials and equipment. Through a testing program these teachers made a study of the importance of evaluation. The city-wide mental and achievement testing program was expanded to include the third, fourth, sixth, eighth, ninth, eleventh, and twelfth grades. Also, vocational aptitude tests were given in the

ninth and twelfth grades. A special testing program was carried on in the elementary schools in an effort to organize some special groups of gifted pupils. There was considerable growth in the elementary guidance program as indicated by the work of the guidance committee, special meetings on guidance, and attendance of the teachers at guidance centers.

Appraisal of the Program

The in-service education program for the Knoxville City Schools in 1956-1957 was in general an extension of the program started the year before when the administrative and supervisory staff was re-organized and coordinated. The program, evaluated in terms of the basic principles for in-service education was satisfactory in most respects. Teachers again worked on problems that were significant to them. The practice of having departmental and interest groups was continued. A large number of special workshops gave teachers an opportunity to study problems important to them (principle number 1). The program was based on valid and direct needs, in that special workshops were planned in areas suggested by the teachers. Elementary and secondary teacher groups selected topics for in-service study. Also, a city-wide curriculum study was undertaken during the year, and problems of teaching techniques were discussed (principle number 2).

The 1956-1957 program considered individual differences, accepting and utilizing them. The special workshops utilized the superior abilities of teachers to supplement the inabilities of others. The music workshops were designed to help teachers who were having difficulty teaching music. The curriculum planning committee recognized the various attitudes of the teachers, and the committee used the teacher's ideas in preparing recommendations (principle number 3). The program also created an atmosphere that was conducive to building mutual respect and support. Help from consultants and workshop advisors worked to achieve these ends. By providing teachers with various educational materials, the in-service program encouraged creative teaching and planning, especially in the area of curriculum (principle number 4). Teachers had an opportunity to participate in planning the procedures of the program. Committees selected the chairman; groups selected topics for discussion; and teachers recommended changes in procedure (principle number 5).

The program for 1956-1957 was set up so that much participation within the program was voluntary. The number and variety of workshops attested to the opportunity for voluntary study in significant areas. Furthermore, the extensive attendance of workshops indicated that teachers believed the session could help achieve desired ends

(principle number 6). The program was flexible and was sufficiently comprehensive to meet the needs of all teachers. Programs for small groups as well as for the whole staff were conducted (principle number 7). The program used the simplest possible means to facilitate putting decisions into action. The Council for Curriculum Improvement continued to help teacher groups put recommendations into action. All study groups made reports which included suggestions for improving system practices (principle number 8).

In 1956-1957 the in-service education program improved methods of encouraging testing and trying ideas in real situations. Workshops provided experimental situations for testing group findings. The science groups made field trips to test teaching techniques that had been discussed. Teachers experimented with audio-visual aids to improve their skill in utilizing these facilities (principle number 9). Evaluation was one of the most important aspects of the program. All study groups made reports of their findings, and evaluated the work that had been done. The workshops included evaluation periods, and various consultants made suggestions about improving the program, especially in music. At the end of the year all reports were evaluated by the Council for Curriculum Improvement to consider possible changes for in-service education (principle number 10).

E. IN-SERVICE PROGRAM FOR 1957-1958

Structure of the Program

The Curriculum Planning Council, composed of representative teachers, principals, and the supervisory staff, made recommendations for the in-service calendar for all school personnel. The following schedule was arranged for pre-school workshops.

August 26

8:30 a.m. - 3:30 p.m. All principals and supervisors meet in the Board of Education Building.

August 28

9:00 a.m. - 11:30 a.m. All new teachers meet with supervisors and principals in the Board of Education Building.

August 28-29

8:30 a.m. - 3:30 p.m. All elementary and secondary teachers and principals meet in each individual school.

August 30

8:30 a.m. - 3:30 p.m. Elementary teachers meet at East High and secondary teachers meet at West High School.

The in-service education program for the school year, 1957-1958, followed essentially the same pattern as that of the previous four years. The most important change in the pre-school workshop was a provision for individual school faculty groups to meet two days in their respective schools

instead of one day as in previous years. This additional day gave each building staff an opportunity to work on particular problems and on needs of their individual school.

During the school year special workshops were held in handwriting, art, audio-visual, health and physical education, music, library work, guidance, special education, citizenship education projects, school budget, industrial arts, vocational education, and fundamental subjects such as English, mathematics, science, and social studies.

Emerging Problems

Numerous problems were discussed by the faculty groups. The most important of these were (1) extension of the program for the gifted child; (2) teacher stimulation through a program of inter-visitation; (3) extension of the testing program, including vocational aptitude tests; (4) increased emphasis on teaching science and mathematics; (5) extension of the adult education program through television programs; (6) enrichment of the library program; (7) improvement of the audio-visual activities; (8) special study for teacher improvement in teaching art and music; (9) training for citizenship; and (10) development of teacher evaluation programs.

Outcomes of the Program

A review of the work of some of the groups indicated

that the groups achieved some skill in defining and working on their specific problems. Teachers experimented with specific techniques, listed materials for definite purposes, and demonstrated craft activities for each other while observing classroom work.

There was a great deal of inter-visitation during the year. Most new teachers observed experienced teachers in the classroom. By this procedure, good insight into teaching methods and the use of teaching devices were gained.

As part of the in-service program, a large group of elementary teachers visited other school systems, such as Oak Ridge, Morristown, Johnson City, Anderson, Knox, and Blount County. An evaluation and report of the visits was turned in to the office of the elementary supervisor and in each instance it was reported that the day was well spent. Since the practice seemed educationally sound, repeat visits were requested. The Knoxville teachers are encouraged to visit within the system or outside the system as part of the in-service program. Other staff members voluntarily served as substitutes when a teacher visited within the system. This is arranged by the principal when there is a need for it.

In the spring of the preceding school year, teachers selected the problems in the area of gifted student and human relations on which to work during the school year.

One of the major objectives of the in-service education program for the year was the identification of the gifted pupils in the elementary and secondary schools. Several superior groups were organized in the elementary and secondary schools. Special instruction and individual assignments were given to these groups.

Another special project carried on during the school year was the citizenship education workshop of ten pilot schools, five secondary and five elementary. The purpose of this project was to provide a published guide to be used by grades one through twelve, to enrich the citizenship education program. The publication, "Citizenship in Action," was released at the close of the school year as a part of the in-service program.

An achievement of the art department for the year was the work of the Supervisor of Art Education as chairman of the regional (including seventy-four counties) exhibit committee for Scholastic Art Education. The committee organized and guided in-service education where teachers actively participated in using art materials available for all elementary schools. Twelve schools requested workshop experiences and attended approximately twelve sessions from one to two hours each. Another feature of the in-service program of art education was four three-hour sessions of the city-wide curriculum committees for sixty elementary

teachers. The art supervisor counseled with the secondary art teachers regarding city-wide curriculum meetings and met in special session to study plans for preparing a teaching guide. The art teachers also worked with architectural firms in selecting colors for paint, floor coverings, and other materials for the new school buildings.

Another activity of the audio-visual department was a series of television programs. One of these was entitled, "Operation Careers." These programs were planned and produced by the audio-visual department in cooperation with the senior high school guidance counselors, the director of instruction, and speech arts teacher at Fulton High School. In order for these telecasts to meet the real needs of high school seniors, results from the vocational testing program were studied and the twenty-four top ranking career choices indicated by each senior were decided upon for subjects in the television series which was called "Operation Careers." A specific career was studied each week. This was a Monday night program and there were twenty-four consecutive weekly programs.

The other television series was entitled "Still We Learn." It was suggested and agreed that one of the series of telecasts should be designed to interpret some phase of the school program about which the public needed to have more information. Since the adult education program seemed

to be less understood, it was decided that a series of twenty weekly thirty-minute programs shown on Saturday evening at 6:30 be produced by this department of the Knoxville City Schools which included the Knoxville Evening High School, Austin Evening High School, Adult Home Economics Program, Evening Trade and Extension Division, Adult Business Training Center, and Veterans' Training Center.

Under the direction of the Supervisor of Audio-Visual Education and the Director of Vocational and Adult Education, these programs were designed by the heads of each department to acquaint the public with the various activities of the 7,000 adults enrolled in the adult education program.

In-service education for librarians included demonstrations of library supplies, presentations of the offerings of the Junior Literary Guild, science fiction, reports of professional reading, and others. The head librarian reported the circulation of 652,555 books for the school year of 1957-1958.

Some outcomes of the library program were individual guidance, special subject shelves, broadening of students' interests, and increased reading concerning places of historical and geographical significance.

A library service rendered to retarded readers was the addition of high interest low vocabulary books.

Services for the gifted pupils included special supervision for seventh grade groups in providing resources and organizing materials, encouragement in the reading of classics, supplying quantities of materials for students working on projects, assistance to students writing contest essays, and information on available scholarships.

An important aspect of the in-service education program was the evaluation of teaching. It is accepted in the Knoxville City Schools as a definite responsibility calling for careful planning. To help secure uniformity in supervisory interpretation of procedures, there is issued to principals, supervisors, and department heads a service rating scale entitled "Evaluating Professional Growth and Teaching Service." It was constructed around a list of thirty-nine desirable teaching qualities which are included in the service rating scale. After each quality are two blanks, one for the teacher's use and one for the use of the principal. The plan calls for the teacher to judge his performance first, including desirable and undesirable characteristics. Later there is opportunity for the principal to make an appraisal, with the help of the teacher. This appraisal follows a code with categories of outstanding, successful, acceptable work, doubtful, and unsatisfactory.

The appraisal form is used for (1) all teachers in their first three years of service in the Knoxville City

Schools, (2) those due for retirement but wish to remain in teaching, (3) those who are identified by supervisors and principals as needing help, (4) those who take a different type of assignment in the system, and (5) those who desire the stimulation of self appraisal.

The thirty-nine qualities that make up the appraisal plan are divided into four classifications such as personal qualities, human relationships, professional qualities, and teaching performance.

The plan represents an earnest effort on the part of the Knoxville school system to establish a system of evaluating teaching whereby teachers share in the evaluation. The self appraisal is intended not to be self-rating since rating implies comparison with other teachers. When the principal fills in the evaluation sheets this same procedure is not expected to judge the teacher against others.

Appraisal of the Program

The in-service program for the 1957-1958 school year appeared to have been stronger than any of the preceding programs. More attention seems to have been given to making the experiences meaningful and useful to every teacher. The activities were well organized, covering a wide range of subjects; and the program seemed to have been carefully planned and directed.

A specific evaluation of the activities in light of the general principles for in-service education revealed that all principles were considered and provided for. Teachers worked on problems that were significant to them. Having been allowed to suggest topics for discussion and to select committee assignments, teachers had every opportunity to work on problems that were considered important. Furthermore, since the program provided for individual school organization, each teacher could encourage study of personally significant matters (principle number 1). The program of study was based on valid and direct needs. The pre-school workshops were based on needs expressed by teachers the preceding school year. Aiming at improvement of educational situations for the gifted child, the program was dealing with one of the most significant objectives of modern education. The program did not, however, neglect the slow learners and the retarded children, for special education department continued to encourage work for them. The vocational and citizenship workshops attempted to stimulate an important area of school problems. Many of the year's studies resulted in significant changes and additions in the in-service program (principle number 2).

The activities accepted and utilized individual differences of teachers. The service rating scale helped teachers to recognize their strengths and weaknesses so that

help could be given where needed. The system also helped utilize the skills of outstanding teachers. The visitation program provided an opportunity to use the abilities of some teachers in helping others. The educational materials provided for teacher use allowed for individual variations as did the many workshops held during the year (principle number 3).

The program encouraged mutual respect, support, and creativeness. The inter-visitation program gave teachers a chance to help and encourage one another. The school visits especially provided help in building confidence. The art workshops gave teachers a means of helping one another by sharing their skills in art and crafts. All the group projects encouraged confidence and unity among teachers. The service rating scale assisted teachers in objectifying their work so that the teachers could have greater assurance in their work. That the program encouraged creativeness is evidenced by the special television series and the booklet, "Citizenship in Action Guide." (Principle number 4.)

Teachers had many opportunities to help plan the program for 1957-1958. The subjects for pre-school workshop studies were selected by the teachers. Furthermore, the workshops during the year were designed to meet needs expressed by the teachers. The major problems for in-service

education were chosen by the teachers which concerned the gifted student and human relations (principle number 5).

The program allowed teachers to voluntarily participate in many activities. Although much of the visitation program within the system was encouraged, teachers were allowed to visit other schools, the system absorbing the cost of substitutes. Also, many of the groups that functioned during the year were composed of teachers serving on a voluntary basis. The program gave all school groups an opportunity to proceed under their own direction, encouraging voluntary service beyond requirements (principle number 6).

The in-service activities were somewhat flexible. The school level organization of study groups provided much flexibility in determining programs, procedures, and course of action. The range of activities varied from library workshops to special television series. Teachers assisted in curriculum planning as well as interior decorating. The program was sufficiently varied that each teacher could easily designate significant areas of interest (principle number 7).

The program was designed to facilitate putting decisions into action. The individual school groups made recommendations for action to the principal so that the research of study groups was easily utilized. The

recommendations of committees, like the one on citizenship, were submitted to the council for curriculum improvement which could incorporate the idea in the school program (principle number 8).

Teachers were given an opportunity to test and try ideas. The testing was done primarily in workshops and experimental study groups. The opportunity to test ideas appear to have been the weakest aspect of the program, although it was considerably stronger than in 1953-1954 (principle number 9).

An important part of the program was evaluation. Each workshop concluded with an evaluation session to make suggestions for future improvement. The visitation sessions were carefully reviewed by participants, and recommendations were made for continuing the program with certain alterations. Each study committee made a report of its work. The teacher rating scale indirectly offered a means of evaluating teacher improvement and response to the in-service program (principle number 10).

F. SUMMARY

During the five years from 1953 through 1958 the in-service program became better organized. At the beginning the work was primarily done by individual school groups, but by the end of the period a council for curriculum improvement

had been organized. This group coordinated the general program, providing direction for school and city-wide groups. Especially important to the structure of the program was the increase of city-wide workshops to promote educational experience.

The emerging problems for the five-year period were varied, but were concerned with seven major topics: (1) school and community relations, (2) curriculum enrichment, (3) instructional area improvement, (4) guidance and pupil needs, (5) teacher-pupil relations, (6) better staff relationships, and (7) use of teaching aids and materials.

A review of the outcomes of the in-service program as presented indicates professional improvement of the participants in a variety of activities and experiences. The outcomes point up specific areas of improvement such as improving classroom techniques in providing for individual needs of pupils, increased child study, better textbook selections, new courses of study, more adequate guidance and testing programs, better staff relations, and improvement of the educational program in general. A great deal of inter-visitation of teachers took place in 1957-1958. Most of the teachers observed experienced teachers in the classroom. A good insight into teaching methods, techniques, and devices of teaching was gained as a result.

The appraisal of the program of in-service education revealed continual improvement in most areas. For the year 1953-1954 the program satisfied seven of the general principles for in-service education. The next year eight of the principles, and after 1955, the program conformed to all the principles. Improvement was made in areas that were considered least satisfactory at the beginning. Teachers had more opportunities to plan procedures and activities. The program provided for more thorough methods of evaluating activities of the various groups.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This investigation has proposed to investigate the organization, methods, and activities of the in-service education program of the Knoxville City Schools, with special emphasis on collecting descriptive information regarding in-service education programs in general, tracing the growth and development of the Knoxville community and school system as related to in-service education, identifying basic principles of an effective in-service program, and analyzing and appraising the in-service education program of the Knoxville City Schools for the period from July 1, 1953 to July 1, 1958.

A. SUMMARY

To provide a sound basis for investigation, the literature related to in-service education was reviewed. Stressing common factors of in-service education programs, desirable characteristics of in-service education programs, and descriptions of such programs, the literature revealed that educational leaders were convinced that in-service activities were necessary in helping teachers continue to grow after completion of professional education programs. The common factors of successful in-service education

programs include providing for leadership to come from the teachers and encouraging curriculum programs adapted to the needs of society. The goals of in-service education are (1) to create an environment conducive to maximum teacher growth, (2) to afford maximum opportunity for engendering vigor, (3) to encourage democratic cooperation of all concerned, (4) to encourage problem solving techniques of study, (5) to encourage creative expression, (6) to identify problems of a personal and professional nature, and (7) to provide opportunities for seeking solutions to problems.

In considering desirable characteristics of in-service education programs, stress was placed on the need for capable leadership, guidance by the state department of education, and attention to local school problems. In-service activities need to be recognized as an integral part of the total school program, and there must be definite time allocations for these activities. Furthermore, the program should be continually evaluated and revised to meet the needs of the system and to stimulate professional growth among teachers. All the literature emphasized that teacher loads should not be increased by the in-service program.

Description of in-service programs revealed a considerable amount of variation. The Connecticut program was principally concerned with helping teachers meet the demands of a changing society. The Butte County program emphasized

aiding the pupils in appreciations, understandings and skills. The Elmhurst program worked on organization of in-service activities, trying to find the easiest methods of meeting school needs. The Indiana program provided additional professional training through pre-school conferences. The Webster Groves program experimented with voluntary in-service educational activities. The Austin, Texas, program increased the teacher's contract period to allow for twenty days of in-service education. Techniques of in-service education were also studied in the Norwood, New Jersey, program.

Even though schools were first opened in Knoxville in 1871, little was known about in-service education for the teachers prior to 1900. However, some in-service education was started in 1874 when a teachers' institute met for one week. In 1898 a teachers' training class was established to help prepare teachers. After 1900 the system grew rapidly, expanding the curriculum, and improving the organization of the schools. During the 1920's a comprehensive building program was initiated to meet increasing school enrollments. Especially important during this decade was the organization of the junior high school program.

In general, the history of the Knoxville City School System has been marked by general progress in curriculum,

development in improving buildings, and in teacher salaries. The supervisory and administrative organization especially improved, encouraging the development of the in-service education.

Ten generally accepted principles of an effective in-service education program were identified.

1. Teachers work as individuals and as members of groups on problems that are significant to them.
2. An in-service education program should be planned and based on valid needs or objectives.
3. Best results are secured when individual differences among members of each group are accepted and utilized.
4. The in-service education program should create an atmosphere that is conducive to building mutual respect, support and creativeness.
5. An in-service education program should give all teachers an opportunity to participate in the planning and procedures of the program.
6. Best results are secured when participation in the in-service program is voluntary.
7. The in-service education program should be planned for flexibility.
8. The in-service education program should use the simplest possible means to facilitate putting decisions into action.

9. Best results are secured when there is constant encouragement to test and try ideas and plans in real situations.

10. Evaluation is made an integral part of in-service activities.

The Knoxville City Schools' in-service education program was described for the period beginning July 1, 1953, through July 1, 1958. The structure of each year's program was outlined along with the emerging problems. After summarizing the outcomes of the program, each year's activities were appraised in terms of the ten principles for in-service education.

In 1953-1954 the program provided for special study groups, pre-school conferences, and school faculty organizations. All groups prepared work reports, which revealed that the program was generally satisfactory, although weak in several areas. The 1954-1955 in-service program concentrated on pupil needs through seventeen special committees that studied various aspects of the problem. The appraisal of the year's activities showed numerous improvements in the in-service program.

The in-service education program for 1955-1956 was more effectively organized as a result of the administrative re-organization. The general effect was improved direction. Activities were broad and included the most significant

problems facing the system. The program appeared to possess desirable features in most respects, with important advances in flexibility and validity of objectives.

There was no change in the structure of the program in 1956-1957, although more teacher inspired workshops were conducted. New teaching media were studied to help prepare for more effective use of audio-visual materials and textbook supplements.

The 1957-1958 program used the general structure established in 1955-1956, but was supplemented with additional committees and workshops. The inter-visitation program was the most significant advancement in in-service activities. The program appeared to be strong in most respects, reflecting an awareness of the need for dynamic teacher participation for best results.

B. CONCLUSIONS

Structure and Organization of the In-service Program

The structure of the in-service program appeared to have undergone considerable improvement during the five years examined.

1. The in-service program achieved greater coordination of all in-service activities through the re-organization of the supervisory staff.

2. The structure of the program became more flexible,

as evidenced by changes in the organization.

3. The program showed progress in coordinating all activities of the in-service groups.

4. The in-service program functioned as an integral part of the regular school program. Many activities were designed to meet the special needs of the teachers.

Encouragement for Professional Growth

The fact that the in-service education program had an important place in the activities of the Knoxville School System indicates that the program was recognized as an important means of encouraging teacher growth and development.

1. The broad program of workshops and councils provided teachers with many opportunities for self-expression and creativeness.

2. The program provided teachers with opportunities through committees, workshops, and pre-school conferences to solve professional problems.

3. The many activities of the in-service education program encouraged teachers to engage in professional activities beyond those experienced in the classroom.

Curriculum Improvement

The relationship between the activities of the in-service program and the general program was reflected in curriculum change.

1. Considerable change was brought about within the school program. The intensified reading program, no doubt, contributed greatly to this.

2. Improvement in the curriculum resulted from the addition of a wide variety of courses directly attributable to the in-service studies.

3. In cooperation with the city-wide council for curriculum improvement, the in-service program focused greater attention on establishing more definite city-wide objectives for the program.

Student Improvement Resulting from the Program

The in-service program brought about several definite improvements in the students.

1. The program encouraged the teaching of citizenship. Emphasis on citizenship was reflected in student interest in current affairs and national and international problems.

2. The music and art study programs resulted in better training in these areas for the students.

Nature of the In-service Program

The in-service program had strengths as well as weaknesses.

1. The program was comprehensive. All subject areas and grade levels were considered during the five years

examined.

2. The in-service program was continuous. Each year certain projects were undertaken, and there was no year when the in-service education program was completely abandoned.

3. The program, especially during the last two years, provided for extensive evaluation of all activities.

4. The immediate and long range objectives of the program were not fully and completely defined.

C. RECOMMENDATIONS

As a result of this study the following recommendations are made:

1. The in-service education program has principles and purposes that are not clearly defined. The system should, therefore, define principles and purposes which would govern and direct the in-service activities.

2. The program provides for some evaluation, but it does not have a completely valid system of evaluation. The supervisory staff should prepare more comprehensive and objective instruments for evaluating the program.

3. Teachers need to be given more opportunities to participate in planning the procedures of the program. During the five years covered by the study, the democratic process was utilized quite extensively, but there is much need for greater application of the process.

4. The in-service education program should make use of trained consultants available through the University of Tennessee and other such institutions.

5. New ways of carrying out the activities of the in-service program should be explored.

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APPENDIX

Knoxville City Schools
Knoxville, Tennessee

SERVICE RATING SCALE

EVALUATING PROFESSIONAL GROWTH
AND
TEACHING SERVICE

TEACHER

SCHOOL

DATE

INSTRUCTIONS

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A. Purposes

Knoxville is interested vitally in the professional growth and the quality of its teaching services. This instrument may be used:

1. By any teacher for self-evaluation.
2. For a conference between the teacher and the principal.
3. As a recommendation for re-employment.

B. Conditions

1. A teacher may make a self-evaluation.
2. A principal may make an evaluation of a teacher.
3. The teacher and the principal may make a joint evaluation.
4. A teacher may request an evaluation at any time.
5. The administration may request an evaluation at any time.
6. The scope of this instrument may be implemented by administrative policy.

C. Uses

1. Evaluations of non-tenure teachers shall be sent to the Director of Personnel.
2. An evaluation by the principal shall be filed in the teacher's folder at the Superintendent's Office.
3. Following a conference with the teacher, the principal should file his copy.
4. The principal may confer with any supervisor or director.

D. Code

The following code is to be used:

Code for self-evaluation

+ = One of my strong characteristics

V = Neither one of my strongest, nor one of my weakest characteristics

- = One of my weak characteristics (one which I should like to improve)

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S = Successful

D = Doubtful

U = Unsatisfactory

O - S - A = Required for tenure.

D = For a second year apprentice and emergency teachers.

U = Not recommended for re-appointment.

I. Personal Qualities

A. Individual characteristics:

1. Has good health and energy.
2. Has a wholesome mental attitude.
3. Is neat and appropriately dressed.
4. Uses a pleasing voice.
5. Uses correct English.
6. Understands and likes children.
7. Shows tact and judgment.
8. Is prompt.
9. Is accurate.
10. Has a wholesome sense of humor.

[illegible]

II. Human Relationships

A. Teacher-pupil relations:

1. Is reasonable, fair, patient and impartial.
2. Believes in the worth and dignity of the individual.
3. Provides for individual differences.
4. Maintains a balance between freedom and control.

2. Accepts responsibilities in relation to requests made by the supervisory and administrative staff.

IV. Teaching Performances

A. The Classroom:

1. Arranges physical equipment attractively
(seating - centers of interest - bulletin
boards - displays).
2. Organizes and uses materials effectively.
3. Keeps room healthfully ventilated.
4. Practices good housekeeping.

B. Teaching Practices:

1. Shows evidence of sound and thorough planning.
2. Maintains a warm and friendly classroom atmosphere.
3. Has skill in organizing classroom activities.
4. Uses a variety of methods to challenge and stimulate student growth.
5. Evaluates learning activities with students (as individuals and as a group).
6. Disciplines in a quiet, dignified, fair, and positive manner striving toward pupil self-control.
7. Helps pupils to recognize, develop, and live by moral and spiritual values.

[illegible]

8. Adapts methods to pupil's abilities, capacities, and handicaps.
9. Shows a sympathetic understanding of pupil's problems; counsels and helps pupils as opportunity offers.
10. Emphasizes health and safety practices.

T	P

RECOMMEND:

I. That this teacher be re-appointed and retained in this school. (Check one)

A. As a second year apprentice ____.

B. As a tenure teacher ____.

C. As an emergency teacher ____.

1. Sign tenure release ____.

II. That this teacher not be re-appointed for the following reasons:

III. Post-Tenure Teachers:

A. Recommended for re-appointment ____.

B. Should consider retirement ____.

COMMENTS

(May apply to non-tenure or tenure teachers)

1. Should teach different age and grade level _____.
2. Should take further professional or subject training _____.
3. Should be considered for administrative work _____.

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What kind? _____

Explain: _____

I have discussed this rating scale with the teacher (Required) _____ with
Supervisor _____ with Director _____.

Date

Principal's Signature