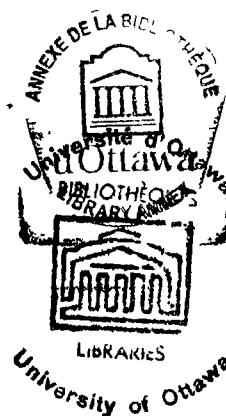


A STUDY OF THE GLOUCESTER PLAN OF IN-SERVICE TRAINING

by Leo Francis Hennessey

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of arts of the University of Ottawa in
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for the degree of Doctor of Philosophy.



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INTRODUCTION

One of the more serious and persistent problems in American public education has been, and is today, the improvement of the techniques of those who have already embarked on a teaching career. Particularly in the early years of a teacher's experience is it necessary to insure continued improvement in presenting subject matter and in eliciting learning activities. The last decade has seen considerable attention being devoted by professional groups to the solution of this problem.

The present study aims to depict what has been done in the small city of Gloucester, Massachusetts, to provide a program of in-service training within the framework of the school system itself. Moreover, the description of this program is to be accompanied by a comparison with other in-service programs and concluded with an evaluation of the particular type of teacher-improvement program described here.

It is necessary at the outset to distinguish among a number of types of in-service training and to eliminate from our present consideration those which are not relevant to the program under discussion. Self study, travel, and independent research constitute a type of possible teacher improvement, yet these are difficult to evaluate in terms of the added advantages gained by the pupil. Similarly, university courses, extension courses, and correspondence courses are difficult to measure since often their direct object is the gaining of

a degree or of advanced salary status rather than the actual improvement of instruction. Participation in regional, state and national professional committee work may also be of some intangible value in the improvement of teaching.

However, there is a growing feeling in educational circles that local courses, seminars, and workshops, held under the auspices of the school system and directed toward the solution of immediate local educational problems is a more productive and more valuable method of insuring teacher improvement. This attitude is based on the fact that such activities require not only extensive theoretical investigation but also practical applied solutions to current education problems. It is, then, with this type of in-service training that the present study is chiefly concerned, without however completely ignoring or deprecating these other forms of professional activity.

It is not claimed that the program described herein is the first or necessarily the best of this type in existence. Programs of this type have been in operation in Pittsburgh, Pennsylvania¹ (1947), Cleveland, Ohio² (1948),

¹ Elizabeth Graf, Development of In-Service Teacher Personnel Policies and Practices as Evidenced in City School Surveys, Pittsburgh Schools, vol. 22, no 2, 1947, Pittsburgh, Pennsylvania, The Board of Public Education, pp. 47-84.

² Herschel E. Grime, A Plan for the In-Service Training of Teachers in the Elementary Schools, Unpublished report submitted to the Superintendent of Schools, Cleveland, Ohio, 1948.

and Newton, Massachusetts³ (1948). Furthermore theoretical discussion of such programs has appeared in numerous professional publications⁴. It is claimed however that this program can provide measurable improvement in the calibre of teaching within a school system.

The detailed analysis of such a program logically falls into five major sections: (1) the need for in-service training; (2) the designing of the program; (3) its operation; (4) classroom application and evaluation; and (5) conclusions and recommendations. Each of these topics provides the basis for a separate chapter.

In undertaking such a study it has been necessary to delve deeply into professional literature to determine the extent of past and current practices in in-service training of teachers and to gain a knowledge of programs suggested by educational theorists. For that purpose the publications of the National Education Association, the journals of various

³ The author has been the recipient of unpublished information relative to in-service training through personal interview with Mr. Frederick O. Holmes of the Newton School System.

⁴ Karl W. Digelow, In-Service Teacher Education, in Childhood Education, vol. 22, n° 1, pp. 227-31, 251; Donald D. Durrell, They Are Popular With Teachers, in Journal of the National Education Association, vol. 38, n° 9, pp. 572-73; C.A. Weber, Promising Techniques for Educating Teachers in Service, in Educational Administration and Supervision, vol. 28, n° 3, pp. 609-14; and many others.

state education associations and such periodicals as Educational Administration and Supervision have been particularly useful.

It has been vitally necessary to examine in minute detail the Gloucester Public School Reports to gain an insight into conditions giving rise to the new program and to trace its progress. Extensive personal contact with the program and with those persons providing its leadership aided immeasurably in gaining a thorough understanding of its objectives and the means of attaining them. Similarly, access to school statistics, testing records, and to the responses to teacher questionnaires in the Gloucester schools contributed a large part of the source material needed in this study.

The collation and assimilation of this body of material led logically to a description of the current in-service improvement program and to at least a tentative evaluation of it. Without the wholehearted support of the Superintendent of the Gloucester Schools, Dr. Ernest G. Lake and the kind cooperation of the members of the school system the conduct of this study would have been virtually impossible.

CHAPTER I

THE NEED FOR IN-SERVICE TRAINING

From its founding in 1623 Gloucester, Massachusetts, has been a community largely devoted to the fishing industry. It is located thirty-five miles north east of Boston on Cape Ann. As it grew to its present size of 25,000 population other industries allied to the fishing business sprung up. These include glue making, the manufacture of fishing gear, boat building, and souvenir selling.

The summer months find Gloucester's population swelled to more than twice its size through the influx of vacationers. Hence the second ranking industry during those months is the care of the tourist trade.

Since the 17th century education has been one of the concerns of the residents of Gloucester. A Massachusetts law (1642) required any community of more than fifty householders to provide public support for an elementary school. In 1698 Gloucester hired a schoolmaster but discontinued the school a year later¹.

In 1701 Gloucester was brought before the bar of justice at Salem, Massachusetts, for not continuing the school. School was forthwith resumed in the town house.

¹ John J. Babson, History of the Town of Gloucester, Gloucester, Massachusetts, Procter Brothers, 1860, p. 218.

1702 found a schoolhouse constructed in the town at a cost of 24 pounds, 18 shillings². By 1726 outlying districts were granted tracts of land for building schools. This led to the town being divided into school districts in 1735³. Between 1721 and 1735 the town employed a succession of eleven teachers all but two of whom were graduates of Harvard College⁴.

The support of the schools rapidly became a major item in the town's expenses. In 1757 nearly half of the town's expenses were incurred in the financing of the schools⁵. Much of this expense was for teacher's salaries. In 1796 the salary of the grammar schoolmaster was set at 130 pounds annually⁶. The cost of the schools caused much dissatisfaction among the taxpayers with several temporary suspensions of the schools between 1805 and 1849.

In 1849 the schools (24 in summer and 29 in winter) fully reorganized and having a uniform course of instruction were re-opened to house 2,000 pupils⁷. These schools included separate high schools for boys and girls.

2 Babson, op. cit., p. 233.

3 Babson, op. cit., p. 469.

4 Babson, op. cit., p. 554.

5 Babson, op. cit., p. 555.

6 Babson, op. cit., p. 463.

7 Babson, op. cit., p. 555.

The following year one of the members of the school committee, one Thomas Baker, was designated as superintendent of schools at a salary of \$1,000³. This position has been in existence ever since.

The growth of Gloucester to the status of a city and the gradual expansion of the school system has resulted in the establishment of a co-educational high school and in the building of a number of modern schools.

The year 1939 marked an important milestone in the educational progress of the city. A new high school was built at a cost of \$1,500,000 with the old building being converted into a junior high school. Since that time two ultra-modern elementary schools equipped with the most functional furnishings have been completed.

Since 1947 Dr. Ernest G. Lake has been Superintendent of Schools in Gloucester. Under his able direction some 200 employees staff and maintain the schools. There are 175 teachers of whom 54 teach in the high school and 34 in the junior high school with the remainder distributed among the elementary schools. Of the 4,300 pupils in the Gloucester schools 1,100 are in the four-year high school and 850 in the two-year (i.e. seventh and eighth grades) junior high school.

³ Babson, op. cit., p. 555.

Early in his service as Superintendent of Schools Dr. Lake and others in the school system became aware of the need of a teacher-improvement program within the confines of the system. This awareness stemmed first from a vague feeling of the inherent weaknesses within the schools. The thinking of these leaders was certainly in harmony with the statement made in 1929 by the Committee on Teacher Training of the National Education Association Department of Superintendence:

On account of the changing demands that are being made upon the schools and the accumulated stock of tested knowledge in education, it is necessary to regard the professional education of teachers as a continuous process and to provide not only for their more advanced education but also for their re-education while in service to meet the changing requirements of the school systems in which they are employed⁹.

The same thought had been indicated by Thomas W. Butcher in 1926:

. . . the demands of present day education are such that however well the teacher is prepared when he enters the profession, he must continue his preparation if he is to remain fit¹⁰.

Nor was it possible for Dr. Lake to gain much reassurance from an examination of recent reports of teacher

⁹ Committee of Teacher Training, Department of Superintendents Seventh Yearbook, 1929, p. 399.

¹⁰ Thomas W. Butcher, The Training of Teachers in Service, Proceedings, National Education Association, 1926, Vol. 64, p. 302.

improvement measures and pupil achievement levels throughout the school system.

It was felt that an accurate appraisal of the preparatory background of current teachers was necessary. This information could best be gained through the medium of a brief questionnaire. (See Appendix 1 which the teachers were asked to complete.) The main items of information sought were preparation and experience already acquired by the teachers and their recent efforts at self-improvement.

The questionnaire was completed by 169 teachers throughout the city. The results showed some significant characteristics of the teaching body. Gloucester, as was the case with many communities of like means, suffered from a teacher shortage during World War II. This necessitated a return to teaching by numbers of former teachers on a temporary basis and the hiring of inexperienced teachers. A total of 41 such returned and new teachers were employed by Gloucester at the time the questionnaires were submitted. A glance at Table I shows that over half of such teachers were in the primary grades.

TABLE I.-

New and Returned Teachers Compared With Total Classes

1-2-3 Primary Classes Teachers		4-5-6 Intermediate Classes Teachers		7-12 Jr.H.S. & Sr.H.S. Classes Teachers		Total Classes and Teachers
49	22	33	11	27	8	169 - 41

Teachers indicated in the intermediate grades were all married women who had returned to teaching.

In analyzing the training of the teachers responding to the questionnaire much important and pertinent data was obtained. Among those who had attended normal school prior to 1927, two years of initial training was the usual preparation. In the next decade most who attended normal school had received three years of training. Those trained by state schools since 1936, when degree-granting power was granted to the State Teachers' Colleges, had four years of preparatory work. Of the 169 who completed this item of the questionnaire 130 held college degrees, 39 held no degree, and 150 had done

some post-college study. (Some of the non-degree group had done advanced specialized work.)

It was also interesting to note that 114 teachers entered the profession directly from normal school, 35 from other colleges and universities, and 20 from other occupations. Most of the last group had entered upon teaching careers after attempting other livelihoods. Generally speaking these teachers had entered the school system prior to 1930 when more stringent entrance requirements were inaugurated.

Unlike many towns and small cities Gloucester has not been too much plagued by turnover in teaching personnel. Though its salary scale has been continually improved it is not yet fully comparable with that offered in communities of similar size, yet an unusual proportion of teachers have been content to give long years of service in the schools.

Another characteristic of the school system is the preponderance of teaching principals especially in the elementary grades where more than 75 per cent of the principals had classroom responsibilities. This condition did not augur well for the proper criticism and improvement of teaching.

After much study of the results of this brief questionnaire had been undertaken it was felt that a more exhaustive questionnaire was needed to indicate more specifically the weaknesses realized by teachers and supervisors.

In reverting to the questionnaire as a data-gathering device Dr. Lake was in agreement with Leonard V. Koos in his appraisal of this medium of investigation:

Thus, not only, is the questionnaire method used in large proportions of educational investigations, not only do we find it applied in many divisions and on all levels of the field of education to ascertain practices, basic data, and judgments, but it is also a valuable source of data procurable usually in no other way¹¹.

The value of the questionnaire is also substantiated by Charles H. Judd¹², Lewis M. Terman¹³, and by an official publication of the National Association¹⁴.

The questionnaire (See Appendix 2) was designed to indicate the importance of the size of classes, major characteristics of the pupil population, the types and reasons for teaching difficulties, and the reasons for greatest teaching weaknesses.

Again 169 teachers answered the questionnaires with sufficient completeness to be helpful in the study. It was

¹¹ Leonard V. Koos, The Junior College, vols. 1 & 2, Research Publications, University of Minnesota Education Series, n^o 5, Minneapolis, Minnesota, p. 648.

¹² Charles H. Judd, Report of the Commission on the Length of Elementary Education, Supplemental Monograph, n^o 34.

¹³ Lewis M. Terman, Genetic Studies of Genius, vol. 1, Boston, Houghton-Mifflin, 1925.

¹⁴ The Questionnaire, Research Bulletin, vol. 8, n^o 1, National Education Association, pp. 9-13.

found that the size of classes was relatively uniform, the average class containing 32 pupils. There was practically no objection to the size of classes.

Since Gloucester is a community of divergent national origins and of considerable differences of economic welfare it was decided to study the school population under those two aspects. Great differences in national origin were noted in various parts of the city. One suburb showed 75% of its pupils to be immigrant or first generation Finnish. Schools in the center of the city showed as high as 40% of their pupils of Italian or Portuguese extraction. All of the suburban schools together showed 90% of the pupils to be at least second generation Americans. It was also indicated that about 25% of all classes in the schools were composed predominantly of pupils of a low economic level. It must be admitted however that, since these estimates were based upon teacher opinion, the validity of these statistics may suffer from the lack of accurate observation. Many teachers reported that their social contacts were so limited as to preclude a proper understanding of the ethnical and economic problems confronted in the localities where they taught. Others pointed out that in the case of some classes of low economic status a low average of ability was also present as indicated by scores on the Otis Basic Abilities Test.

The racial origin of the teachers engaged in this work is Portuguese, Greek, Finnish, and English. Of the 169 teachers, 5 are Portuguese, 3 Greek, 1 Finnish, and the remainder are of English-American origin.

Far more fundamental to the problem at hand, however, are the opinions of teachers relative to their own weaknesses and inadequacies. Therein we can more readily understand the need for a thorough program of in-service training. One of the more salient portions of the questionnaire required the teachers to state whether their teaching difficulties stemmed from:

- 1° inadequate grammar or high school preparation,
- 2° inadequate subject matter instruction in normal school or college, or
- 3° inadequate instruction in teaching methods appropriate to the subject.

None indicated that their difficulties stemmed from high school or earlier schooling. On the other hand 43% indicated a lack of sufficient subject matter instruction in normal school or college and 60% the lack of proper methodological training.

Some of the teachers attempted introspectively to explain these feelings of inadequacy. A few felt that their pupils should have done better on standardized tests given and shouldered the entire blame for the poor showing of their pupils. Others felt that the lack of properly correlated and graded courses of study was at least in part responsible. A

third group revealed that confusion had resulted in the pupils minds from the continuance of outdated teaching methods by some of the older teachers. It is apparent from these comments that progress was now being made toward discovery of the core of the problem.

A later item in the questionnaire required the teacher to state whether the difficulties experienced during the year stemmed from, 1° lack of proper administrative instructions, 2° lack of experience, or 3° other factors. A list of twenty possible difficulties was provided as a check-list for those answering the questionnaire. The more important problems encountered and the percentages of replies are indicated in Table II.

TABLE II.-

Percentages of Teachers Reporting Difficulties and Reasons

Problem	Poor Administrative Instructions	Lack of Experience	Other Reasons	Number of Teachers Reporting
<u>Organising Materials</u>	20.4	22.7	23.0	169
<u>Carrying Out Course of Study</u>	14.1	21.9	28.1	64
<u>Covering Ground</u>	6.8	31.1	40.5	148
<u>Methods of Study</u>	20.3	27.5	10.4	169

It is important to note that these results show a fairly consistent tendency to accept responsibility by the teachers in admitting their own feeling of inexperience. Also worthy of notice is the feeling that better administrative instruction could have eliminated some of these difficulties. The need of further in-service training is again indicated by the fact that under each category of problem listed in Table II more than 50% of those answering reported difficulties. This is especially significant in the items concerned with the organization of materials and with methods of study where all in the group recorded answers.

Further amplification of these statistical concepts can be gained from some of the spontaneous comments made by the teachers. Many teachers regarded the inadequacy of administrative instruction as having its origin more in the lack of quality of instruction rather than in the lack of quantity. A number complained of having little or no adequate instruction in the use of special equipment in the keeping of classroom records, and in planning for the mentally retarded, with the result that valuable time was lost in attempting to learn proper procedures without instruction.

The difficulties of ground-covering proved to be an inheritance from a long existing lack of established

departmental policy and a concurrent absence of city-wide courses of study. Here again we encounter a problem for which at least a partial solution will be indicated in succeeding chapters.

Some of the other reasons advanced for the conditions already listed in the table included attempts to cope with individual differences, classroom disciplining problems, and lack of parental cooperation.

Surely the results of this questionnaire justify the comment of Frederick L. Whitney.

Our public school teachers are like workers in that they but begin the process of development during the period given over specifically to preparation. This development must be continuous in order that approximate levels of skill may be maintained while in service¹⁵.

Similarly the following statement of Ellwood P. Cubberley is equally appropriate:

The need for the improvement of teachers in service still exists and probably will continue to exist as long as we maintain schools¹⁶.

Despite the wealth of evidence gained from the questionnaire showing the need of a comprehensive in-service program it was felt that further avenues of investigation should be traversed before a final decision on the nature of

¹⁵ Frederick Larson Whitney, The Growth of Teachers in Service, New York, The Century Co., 1927, p. 22.

¹⁶ Ellwood P. Cubberley, State School Administration, Boston, Houghton Mifflin Co., 1929, p. 639.

the program be made. It was assumed that the supervisory staff of the school system could give a complete and perhaps more objective evaluation of teacher competence and of teaching weaknesses evident in the classrooms. Hence the same questionnaire completed by the teachers was submitted to the supervisors with the instruction that they evaluate the teachers under their jurisdiction. Particular attention was to be paid to the existence of weaknesses in subject matter knowledge and teaching techniques. Supervisors were to indicate their own opinion as to the source of these weaknesses.

Although the normal function of the supervisor is as Cubberley described it,

Someone must see that the teacher is applying the principles she has been taught, and that she is improving her technique with a view to becoming, if possible, a master teacher¹⁷.

the supervisor can also be of service to the administrator in diagnosing inept practices in the school. Such was the responsibility assigned the supervisors in the Gloucester schools. This small group, working under the handicap of precise time schedules, had circulated, in the course of their normal duties, throughout the schools giving assistance where it seemed most appropriate. In the course of their

¹⁷ Cubberley, op. cit., p. 669.

observation and in their personal contacts with the teaching force they had gained sufficient acquaintance with the individual teachers to have a basis for responding fairly to the questionnaire. It is true that they had at times encountered the normal reluctance on the part of teachers to seek or accept criticism of their work but were nonetheless qualified to comment on the quality of teaching extant in the schools.

An analysis of the replies to the supervisor's questionnaires revealed again the need for continuous training of the teaching personnel. Nor did the supervisors feel that the inexperienced teachers alone were in need of this added self-development. They were almost unanimous in the assertion that many teachers of long years of experience were equally in need of refresher courses and renewed professional stimulation. The consensus indicated that all teachers regardless of age, experience or previous teaching success could profit from a well organized system of in-service training. In essence, then, the supervisors had reaffirmed the weaknesses and shortcomings already admitted by the teachers. More crucial evidence had been accumulated pointing toward the planning of a specific program for teacher improvement.

Due consideration was already being given to the choice of improvement procedures. Several worthwhile alternatives were available any one of which would be of

some value to the teachers. These possibilities included:

- 1° self-study,
- 2° travel and observation,
- 3° university courses,
- 4° extension courses,
- 5° committee work,
- 6° local in-service courses, seminars, and workshops.

Each of these methods of advancement are worthy of some discussion.

Self-study may be a most productive source of teacher improvement, particularly when the teacher is confronted with a problem demanding immediate attention. Its solution may not be delayed long enough for the teacher to pursue a formal course leading to the correct answer. When the teacher voluntarily undertakes research and consultation with specialists in search of a solution extensive professional growth may take place. The chief merit of this type of teacher improvement is that it combines abstract principles with concrete action in dealing with a classroom situation. Yet in the absence of a problem such a method lacks sufficient motivation beyond the sheer determination or intellectual curiosity of the teacher.

This plan has one further inexpedient aspect. School boards generally are reluctant to attempt any evaluation of such self-study for the purpose of granting promotional, or salary credit. However, it was suggested (action deferred pending further study) that a committee be established to discuss problems common to several teachers, direct their

research, and evaluate the results of their study in terms of professional advancement credit. Such a committee might do much to coordinate and vitalize a program of individual self-study by teachers.

The possibilities of travel and observation were not long favorably considered as a practical solution to the existing educational dilemma. While these opportunities would certainly be of benefit to the teachers and to their pupils it was obviously financially impossible to provide such opportunities at public expense. Nor was it reasonable to assume that any significant number of teachers could undertake such a plan on their own initiative.

University courses have long been accepted as the most practical form of teacher improvement. Such advanced courses certainly contribute to the stature of teaching as a rightful claimant to the same professional recognition accorded the medical and legal practices. Furthermore since many of these courses took place during the regular school year they have long been considered as in-service training. It is generally agreed that refresher courses in philosophy, psychology, and teaching methods are periodically advantageous. Advanced subject matter courses are similarly regarded as valuable. However, too often in the relentless pursuit of an advanced degree, with its concomitant additional remuneration, courses of real value to the classroom

teacher are neglected in favor of those which will more easily achieve the awarding of the diploma.

The distance of Gloucester from institutions of higher learning, except in the case of the State Teachers College at Salem, mitigated against any considerable proportion of the teachers taking such courses during the school year. It was also concluded that far too many of the courses available in the higher educational institutions in and around Boston were too general and too far removed from functional teaching requirements to offer much hope for direct teacher improvement.

In the matter of extension courses it was felt that unless a course was designed to study the solution of a particular problem or was drawn up in the form of directed research it lacked the practicality desired. Hence except in isolated cases teachers were not encouraged to take them.

Committee work whether in the study of educational policies, curriculum development or teaching techniques has long been considered a profitable form of professional growth. Membership and active participation in professional groups may provide excellent stimulation and a fund of new ideas for the enrichment of the classroom program. On the other hand the deliberations of such organizations and committees may be far removed from the problems of the classroom. Moreover an individual's participation in such an

organization may be designed to result in a promotion or in other avenues of income. Finally such committee work poses the problem of evaluating the time and energy expended in terms of professional and salary advancement credits. Unless the evaluation technique suggested in the discussion of the self-study program were here applied reluctance on the part of the School Committee might be encountered in awarding credit.

The superintendent, Dr. Lake, and his associates were in agreement that the most practical solution for Gloucester's plight was the inauguration of a local in-service program of courses, seminars, and workshops for which professional credit would be given. Several noted figures in the field of education were in agreement that such was the best solution for Gloucester. Among the supporters of the plan were Drs. Linwood Chase and Donald Durrell of the Boston University School of Education, and Mr. Dana H. Cotton of the Graduate School of Education, Harvard University.

In order to insure that the same conclusion permeated the teaching body an informal poll of the teachers was taken in which they were asked to express their preference in the organization of a course whose objective would be to form courses of study and to coordinate courses on a city-wide basis throughout twelve grades. The three alternatives

presented to them were: a) a university type course, b) a seminar, and c) a seminar and workshop. The results of the poll showed 12 in favor of a university course, 10 in favor of a seminar, and 147 desiring a seminar and workshop.

The conclusions of the superintendent and his advisors had been vindicated and the time was ripe for action. Forthwith steps were taken for the construction of a program whose design and operation will be discussed and evaluated in succeeding chapters.

CHAPTER II

DESIGNING THE PROGRAM

With the conviction firmly established that a locally-organized pattern of in-service training was the most practical and appealing method of teacher improvement a long step had been taken toward the solution of one of Gloucester's most important educational problems. It seemed appropriate that the next step forward should be the designing of a program to meet the specific local situation. In order to accomplish this it was felt that all possible information should be sought concerning similar programs already in operation or in prospect in other communities throughout the nation. It was likewise deemed advisable to have such a search for information and guidance continue during the early years of Gloucester's program. Hence it is appropriate at this juncture to examine in more detail the programs in practice or prospect at the time of Gloucester's important decision.

The program in operation in Cleveland, Ohio, took cognizance of the fact that, since elementary teachers must instruct in a wide range of subjects, there were some fields of learning where many teachers needed help in the techniques of teaching subjects foreign to their own interests and training. The Cleveland school leaders, long recognizing that their system was much too large for fruitful wholesale

experimentation, in 1928 had established nine elementary school Curriculum Centers in various parts of the city. Each of these centers was devoted to the study of one curricular subject and the contribution it can make to the education of children.

One phase of the curriculum study undertaken by these groups has been described by Herschel E. Grime¹. The Arithmetic Curriculum Center located in the Almira School was the site of informal experimentation by principals, supervisors, and teachers with various procedures and techniques. Various methods of teaching were employed. The needs and interests of children of various ability levels were studied and effective teaching units to meet these needs and interests were constructed. Visual aids and devices, supplementary books and workbooks were evaluated. These were recommended to other teachers or rejected from use in the system on the basis of this evaluation. This work was carried on by teachers regularly assigned to the Center.

For the benefit of teachers throughout the city visiting days at the Arithmetic Curriculum Center were arranged so that teachers could observe arithmetic teaching being done by experts. It was customary also to have teachers

¹ Herschel E. Grime, A Plan For the In-service Training of Teachers in the Elementary School, Unpublished paper, Cleveland, Ohio, Cleveland Public Schools, 1947.

transferred from the Center, after several years there, to other schools where they could be of considerable assistance to other elementary teachers. It is estimated that in this way nearly every teacher in the Cleveland schools was aided by one or more of these centers. Furthermore through the weekly broadcast of an arithmetic lesson over the Cleveland Public Schools P. M. Radio Station WBOH additional contact is made with elementary pupils and teachers.

A further important step in teacher improvement came in 1947 when, as the result of several years of cooperative effort, a Course of Study in Arithmetic for the Primary Division was published. Practically every primary teacher and principal had contributed to or participated in its formation. The course of study contained a statement of the philosophy underlying the teaching of arithmetic in the primary division. Each objective was accompanied by suggested teaching procedures. Another section provided a number of units of work or projects which could be utilized by the teacher as the organizational core of her instruction. Games and devices with which to retain the interest of pupils were the substance of another section of the course of study. The final portion contained a series of tests constructed by the members of the Arithmetic Curriculum Center. These were to be used by the teachers to help determine when a particular pupil had mastered a group of objectives and was ready to

proceeds to more advanced work. Following a number of meetings in which the primary teachers discussed the new course of study, it was put into operation throughout the city.

Also in 1947 a further phase of in-service training was inaugurated when a Saturday morning Arithmetic Clinic for teachers was established. In all nearly 500 teachers availed themselves of the services of the clinic during its first year of operation. The attendance figures alone give testimony of the clinic's efficacy in serving the needs of the teachers.

The program in the Cleveland schools was already well under way when the Gloucester program began, yet as we shall see the two were far from identical. The value of the Cleveland program can perhaps best be indicated by a statement made by a person intimately connected with the program.

Teachers, principals, and members of the school staff are agreed that the plans for in-service training of teachers . . . have resulted in a distinct improvement in the arithmetic being taught in the Cleveland schools. Plans have already been made for continuing this program for primary teachers and for extending it to include the same kinds of training for teachers in the upper elementary division during the next school year².

A similar need for in-service training was evident in the schools of Pittsburgh, Pennsylvania. A full analysis of

² Grime, op. cit., p. 7.

the situation was included in the writing of Elizabeth Graf³, Senior Supervisor, Section on Elementary Education, Pittsburgh Public Schools. In her treatise Miss Graf indicated two major types of teacher in-service growth: administration-initiated and teacher-initiated. While admitting that locally the teachers' meeting was still the most favored device for administration-initiated in-service training, she foresaw a growing tendency toward cooperative effort on the part of principals and teachers alike. Furthermore in drawing conclusions from her study she wrote:

An intensive in-service program should be provided to bring more progressive methods into the schools. It should not be possible for observers to state that teachers were teaching as they had been taught to teach, especially when the average teacher was in the 40's with a record of 17 years of experience⁴.

But another of her conclusions was even more salient:

The growing participation of teachers in school administration through the use of study groups and workshops is a sign of democratic growth. All efforts of well-trained, progressively minded teachers, administrators, and supervisors to attack cooperatively the problems of the school should be encouraged. However, such participation on the part of teachers will not be successful unless teachers are gradually accustomed to such a role⁵.

³ Elizabeth Graf, Development of In-Service Teacher Personnel Policies and Practices as Evidenced in City School Surveys, Doctoral dissertation University of Pittsburgh, 1947, as reported in Pittsburgh Schools, Pittsburgh, Pennsylvania, The Board of Public Education, 1947, vol. 22, n° 2, pp. 46-55.

⁴ Graf, op. cit., p. 53.

⁵ Graf, op. cit., p. 54.

It was with the impetus of this study that the Pittsburgh Public Schools undertook the formation of an internal program of teacher in-service training.

Another program of cooperative in-service training was in operation in Dane County, Wisconsin, as early as the 1945-1946 school year. This program, known as the Western Dane County Cooperative Curriculum Study Program, was undertaken in an effort to determine what beneficial effects might accrue from such activities. The details of this program have been related by Lester M. Emans⁶. Meetings of classroom teachers were held in local centers where everyday teaching problems were discussed in the light of a comprehensive curricular and educational philosophy. The groups were small enough to encourage active participation but large enough to be stimulating. Each local group, which consisted of teachers from all grade levels, had local leadership assisted by visiting resource leaders. Each group, moreover, included teachers from rural, village, and city schools. These local groups met four times in addition to two all-county meetings.

At the outset and at the conclusion of the program teachers were requested to register their educational attitudes and practices on scales especially constructed for

⁶ Lester M. Emans, In-Service Education of Teachers Through Cooperative Curriculum Study, Unpublished paper, Dane County, Wisconsin, 1946.

that purpose. Similarly supervisors were to note changes in teaching techniques over the period of the study. In all one hundred eighteen elementary teachers participated in the program.

Startling results proceeded from the tabulation of the scales and from the comparison of the two sets of scales. Teacher attitudes were markedly changed in the direction desired by the Curriculum Committee. Both the teachers' own scales and the supervisors' ratings indicated significant changes in teaching techniques over the period.

Another of the conclusions drawn concerning the value of such in-service training is worthy of being included here in its entirety.

Although cooperative curriculum study programs are an effective method of in-service education of teachers, their effectiveness is limited by the difficulty of providing sufficient teacher-time for such study. Boards of Education, school administrators and the lay public must be willing to provide more in-school time for such curriculum activities if they are to make their maximum contribution to educational progress⁷.

The final conclusions of the study were that more effective techniques of cooperative group study should be developed and more objective methods of evaluating such programs devised. Although the program of Western Dane County was only of temporary duration it pointed the way toward educational progress.

⁷ Emans, op. cit., p. 4.

During these developments the National Education Association was not unaware of these experiments. As early as June 1946, Group VIII of the Association's National Emergency Conference on Teacher Preparation and Supply at Chautauque, New York, rendered a report on "In-Service Training of Teachers"⁸. The main purpose of the report was to describe the nature and organization of in-service education that will improve teaching, hold teachers in school work, and attract new candidates to the profession. It was the consensus of the discussion group that:

In-service education should be oriented to the conviction among others, that public education serves its rightful purpose in a democracy when it seeks directly to develop individuals who can formulate principles and policies, and make decisions that result in action consistent with our basic democratic tradition. This means that teachers should acquire for themselves, and thereby be able to help children, youth, and adults to acquire, the discipline of marshalling tools of learning, scientific principles, facts, techniques for mediating conflicting interests, and democratic value-judgments in determining their private and public minds at moments of vital decision and serious concern⁹.

Obviously this conference realized both the need and efficacy of a discussion group-workshop type of in-service teacher

⁸ National Emergency Conference on Teacher Preparation and Supply, In-Service Education of Teachers, N.E.A. Research Division, August 1946.

⁹ National Emergency Conference on Teacher Preparation and Supply, op. cit., p. 1.

training program to cope with some of the pivotal problems of the classroom teacher.

Moreover the conference made further specific recommendations for action to be taken by the National Education Association in support of the findings of their study group. These recommendations were:

1° Employ radio time for the presentation of the list of the conclusions reached by Group VIII.

2° Give wide publicity in newspapers, non-professional and professional journals, to the statement of the nature and role of leadership in a program of in-service education which appears above. The cruciality of leadership deserves wide publicity.

3° Prepare a monograph containing a digest of the thinking on the subject of in-service education for wide distribution and potential use.

4° Arrange for regional work conferences in the forty-eight states employing the committee type program and dealing with various aspects of in-service education.

5° Amend the constitution of the National Education Association to provide for more democratic methods of participation, planning and control.

6° Stimulate and encourage local units to be active and closely knit organizations with professional outlook and influence.

7° Conduct research pertinent to the problems of in-service education, that will result in proposals based upon what should be done rather than on what is being done¹⁰.

That the National Education Association was already actively studying the solution of the in-service training problem by means of teacher discussions and workshops seemed particularly significant to those in the process of designing a program for Gloucester.

¹⁰ Id., ibid., pp. 7-8.

Another step in the search for information and guidance by the local school officials led to an interview with Mr. Frederick O. Holmes of the public schools of Newton, Massachusetts, which was also contemplating a plan of in-service training. This interview disclosed that the Newton schools had progressed only about as far as had Gloucester on the road to the adoption of a program.

It was also agreed to seek the opinion and advice of a recognized expert in the field of in-service training and curriculum building. It was at that time that Dr. C. Linwood Chase of the Boston University Graduate School of Education was invited to confer with the local group. In his meetings with teachers and administrators Dr. Chase recognized that although various forms of in-service training of teachers had been in use for thirty years or more, the type being contemplated for Gloucester was of much more recent origin. It was evident from his remarks that only those few programs already noted were in existence. Moreover he indicated that a number of Massachusetts communities as well as some school systems scattered throughout the western states were likewise contemplating such a progressive program but as yet had accomplished little or nothing. He gave unqualified approval to the tentative plans being considered for Gloucester and agreed to act in a continuing capacity as a consultant.

As a final check on possible existing plans it was decided to poll the member communities of the Essex County (Massachusetts) Education Association, of which Gloucester is a member, to determine what was being done within the county in the matter of in-service teacher education. The results of this informal investigation showed that of the twenty-five systems reporting only five in addition to Gloucester had made any gesture toward establishing local in-service training. These communities were Beverly, Danvers, Essex, Manchester¹¹, and Rockport. None of these communities at that time had advanced beyond the stage of contemplation.

The results of this local county survey as well as the investigation of existing in-service programs further strengthened the confidence of both teachers and administrators that Gloucester was embarking on a relatively new and vital program of educational progress.

It was next necessary to determine under whose auspices the program would be initiated and upon whom would rest the onus of continuing the program. A concomitant problem to this was the allocation and acceptance of related responsibilities and functions by other educational groups outside of Gloucester. These agencies whose assistance was desirable, and even necessary, to the proper functioning of

¹¹ It is important to note that Manchester and Essex constitute a union superintendency.

the program included the State Education Association, the State Department of Education and the local colleges and universities.

The most crucial problem required a decision as to whether the program would be dominated by the administrators and, in fact, imposed upon the teachers or whether it would be controlled democratically by the teachers themselves. It was obvious to all concerned that for any significant gain to be made at least the approval and understanding of the program by the teachers must be obtained. Without teacher support such a plan would meet with abject frustration. Any plan adopted should be conducive to both the physical and mental hygiene of the teachers and administrators concerned. It was the consensus of all involved in the initial planning that:

- 1° The teacher should have freedom to make inquiry and to initiate action easily and comfortably within certain limits which the teachers themselves should help to establish.

- 2° All should have a feeling of belonging to a cohesive working group, intent on the development of a better and more satisfying situation in which to teach, not for their own advantage alone, but for their pupils' as well.

- 3° Each teacher should have security in her private and professional life against possible administrative reprisals stemming from reasoned criticism of the school system.

- 4° Each teacher should experience a sense of genuine success upon the completion of a unit of curricular study and should be accorded proper administrative recognition for her contribution.

With such understanding of the viewpoint of the teacher it was fitting that the assistance of the local professional organization, the Gloucester Teachers' Association, be sought.

It was not unusual that such a move be made for the part played by a local professional group in in-service training had already been indicated by the National Education Association. That body through its Group VIII report proclaimed that the local organization should

1° Engage actively in planning the local unit program of in-service education.

2° Channel outside resources, ideas, and stimulation into local program.

3° Collaborate in working out a unified program as opposed to developing fragmented and competitive enterprises.

4° Assume leadership in seeing that the proper climate for in-service growth is provided¹².

Thus there was a measure by which actual teacher association participation might be judged. Furthermore other communities whose efforts in this type training had met with success did so only through the complete cooperation of teacher organization. For example in Newton, Massachusetts, the whole in-service program was sponsored by the Teachers' Federation.

Once the program was understood the Gloucester Teachers' Association engaged actively in planning the local program. Teachers throughout the system were in agreement

¹² National Emergency Conference on Teacher Preparation and Supply, op. cit., p. 5.

to assist in the formation of a unified system of self-improvement. Further, they were willing to contribute whatever resource materials and specialized skills they possessed toward the success of this new venture. It was also agreed that the teacher's present responsibilities would be considered thoroughly before any important work was given her in the program.

While the participation of the local professional group is both necessary and desirable, a grave error could be made in subjecting the program completely to teacher control. Absence of administrative representation in the program would be as destructive as absence of teacher assistance. No program of this type can long endure without mutual understanding and respect. It was agreed then that the basic responsibilities of the administrative section of the system should include:

1° Stimulation, organization, and coordination of the local unit efforts.

2° Leadership in planning the use of non-local resources, i.e., contacting of outside leaders, coordination of the program with neighboring colleges and universities.

3° Development of resources needed by teachers but not now available to them.

4° Provision of adequate financial support for all in-service educational activities deemed necessary by local teacher units.

5° Cultivation of a constructive community attitude toward the educational profession, in general, and toward the in-service educational program in particular.

6° Maintenance of satisfactory physical conditions and equipment; provision of needed supplies and textbooks; and allocation of proper work space.

Through these functions it was expected that continuing cooperation between teachers and administrators could be achieved in the realization of the improvement plan. These expectations were soon surpassed, so smoothly did the two groups endeavor to translate the blueprint into a solid educational process.

In addition to studying the mutual contributions and responsibilities of the teachers and their administrative superiors, it was expedient for the Gloucester's leadership to investigate possible outside sources of assistance. It was expected that some aid might be obtained from the State Department of Education. Group VIII of the Chautauqua, New York, meeting of the National Education Association had indicated a number of areas in which such an administrative bureau might contribute to in-service education. It was their suggestion that state departments of education should

1° Provide stimulation, organization, and coordination of local unit efforts.

2° Coordinate and lead in planning non-local resources, for example, college programs to be made available in the state.

3° Assume leadership in developing resources which are not available but needed.

4° Take the lead in bringing into the state the resources of national and regional agencies.

5° Cooperate with the state education association in securing adequate financial support for all in-service education activities¹³.

¹³ Id., ibid., p. 5.

Past experience with officials of the Massachusetts State Department of Education as well as conversations with key persons in that service assured their full cooperation in all of these aspects of the program. Moreover, since Massachusetts maintains a highly successful and elaborate University Extension service still another potential source of leadership and materials was at the disposal of the Gloucester authorities. It was considered possible that some resource leaders might be available through this extension service whose services otherwise would not be obtainable. Another phase of the program, the offering of academic credits for participation in in-service education, could also be facilitated through the extension function of the State Department of Education.

Another potential source of professional advice, encouragement, and assistance was the state educational association. Here again the National Education Association had pointed out some of the phases of the program in which such an organization could participate. In addition to sharing in the work indicated as characteristic of the State Department of Education, the statewide professional organization should:

Foster the development of a constructive attitude toward the educational profession on the part of laymen, board members, and teachers. Lead in a public relations program designed to assure the professional growth of teachers¹⁴.

It was felt in the local situation that the county professional organization would probably be a more important source of assistance than any such state-wide group.

Of all the outside organizations and institutions it was the consensus of Gloucester's leaders that the local colleges and universities, particularly those in Boston and vicinity, held the greatest promise as potential sources of assistance. That the professional resources of these institutions surpassed those existing locally was self-evident. The breadth of talent in educational specialists available through these sources could be surpassed in few other localities throughout the nation. The passage of time was to prove the wisdom of the recommendation of the National Education Association that colleges and universities should:

1^o Provide resources in personnel and services which are needed by local and state school units.

2^o Plan offerings and services in cooperation with teachers, professional organizations, and state departments.

3^o Cooperate with each other and with other agencies, for example, the state department in working out coordinated and comprehensive statewide services.

4^o Provide budgetary allocations which will make in-service education readily available.

5^o Modify outworn notions of credit and academic respectability which at present frequently block meaningful in-service education for teachers.

¹⁴ Id., ibid., p. 6

6° Last, but of great importance, develop pre-service programs of education for prospective educational personnel that is consistent with the main principles, policies, and recommended action of this report; pre-service and in-service education should be continuous¹⁵.

The colleges and universities within easy access of Gloucester were not only willing but eager and anxious to assist in developing the new in-service program. In addition to providing the services suggested by the National Education Association these institutions agreed to improve and strengthen the existing teaching force while maintaining respect for the teachers' integrity and pooling their resources with other institutions of higher learning. They wholeheartedly accepted the principle of voluntary cooperation stressed by the local Teachers' Association and pledged that they would make no effort to coerce, propagandize, or prescribe the plan of teacher education.

More particularly the Massachusetts State Teachers College at Salem, the nearest teacher-training institution to Gloucester offered to give special courses designed to meet the needs of small groups of teachers. Members of the faculty at Salem volunteered to render advice whenever it was needed. The use of the library at the college was also offered so that research could be accomplished with a minimum of travelling by the teachers from Gloucester.

¹⁵ Id., ibid., p. 6.

The School of Education at Boston University offered credit for this cooperative curriculum study under their extension rules, provided that work was carried on under the direction of persons considered competent by the University. Furthermore the faculty of the School of Education agreed to provide expert consultants to any of the study groups organized under the plan.

Harvard University offered also to establish local extension courses for the benefit of the Gloucester groups. Access to Harvard's outstanding research facilities was given to the Gloucester leaders. The Graduate School of Education under the personal direction of Mr. Dana M. Cotton made a comprehensive survey of the education and experience of the Gloucester teachers. An extremely cooperative attitude was presented by these important educational institutions.

It was also felt that, when necessary, it would be possible to seek specialized information relative to in-service programs on a nation-wide basis from such agencies as the American Council on Education and the United States Office of Education. Actually the relationship between Gloucester and these groups could be one of mutual assistance. In return for information received concerning in-service education throughout the country Gloucester could contribute information about the local program for national dissemination.

Yet despite the assistance anticipated from all these sources no program could be introduced or brought to full fruition without the understanding and cooperation of the local School Committee. It has been written that:

The emotional environment in the community and the school should satisfy four basic needs of teachers, namely: freedom to make inquiry and to initiate action easily and comfortably within certain limits which teachers help to establish; a sense of belonging to a cohesive working group; a sense of security in her private and professional life; and a sense of genuine success in educational enterprises¹⁶.

Much of the responsibility for the creation of a satisfying atmosphere in Gloucester rested upon the local policy makers. It was evident that one of the first steps necessary was the provision of sufficient funds for the purchase of equipment and supplies to be used in the new project. The School Committee had long supported the recommendations of the superintendent and had already laid plans for building ultra-modern school buildings to cope with an increased school populace. Beyond these basic essentials the encouragement of teachers who would participate in the program was a matter of concern to the School Committee. Later in the present chapter the encouragement and incentives provided by the committee for participants will be discussed more fully. The final responsibility of the School Committee lay in interpreting the program accurately to the general public with the end in view of justifying the expenditure of additional

money and effort in this form of school improvement. This, too, was accomplished with complete efficiency and good will.

Thus far in considering various suggestions and recommendations tangent to the developing program there seemed to be several outstanding advantages to the locally organized in-service program over other types of professional advancement. Much stress has been placed in recent years on the democratic qualities of American education. Such emphasis has been evident in the publication of such works as Fundamentals of Democratic Education by Robert Ulich¹⁷, Education For All American Youth¹⁸, a report prepared by the Educational Policies Commission and the Harvard publication General Education in a Free Society¹⁹. Yet too little has been written concerning the democratization of school administrative procedures. Therein lies one of the most important contributions of a plan such as that contemplated by the Gloucester schools. Teacher participation in the formation of in-service policies and programs has the advantage of providing the teacher with additional motivation and personal satisfaction.

¹⁷ Robert Ulich, Fundamentals of Democratic Education, New York, American Book Company, 1940.

¹⁸ Educational Policies Commission, Education For All American Youth, Washington, D. C., 1944.

¹⁹ Harvard Faculty, General Education in a Free Society, Cambridge, Massachusetts, Harvard University Press, 1945.

Moreover, since such a program depends entirely on the exercise of democratic leadership an additional opportunity is offered to judge the administrative potentialities of teachers within the system. Such a process could result in a better quality of candidate to fill future administrative vacancies. At the same time teachers would be increasingly zealous in carrying out their particular role in the hope of deserving early promotion. It is also true that such a program nourishes a desire for learning among teachers who seek salary advances rather than promotion to administrative rank.

Another beneficial aspect of this form of in-service growth is the particular adaptation of such study to existing problems in the local system. Rather than require the teachers to take a formal lecture course in "Elementary School Curriculum" at some college or university a more highly specialized type of investigation may be carried on through a study group. One study group may be especially interested in second grade reading, another in third grade arithmetic. Under such a locally organized program only those problems whose discussion seems necessary or desirable to the particular grade will benefit from the committee deliberations.

On the other hand should a school system discover a general weakness within itself in one subject, the workshop

technique offers a very valuable method of overcoming that deficiency at all grade levels through overall reorganization in that field.

Older systems of in-service training, theoretically, at least, improve the teaching process of individuals. Both the motivation and the actual work accomplished under such a program emphasize the improvement of one's personal contribution to the school. Manifestly through this type of program some general improvement of the schools will result. However, when groups meet in harmonious and cooperative endeavor, as under the plan being discussed, not only does the individual gain a solution to his own particular teaching problem, but also the completed work of such a committee is of significance for the whole school system. Thus there takes place a combined result of both individual and group improvement, which logically results in better schools for the whole community. It would seem then, that an added advantage to this kind of in-service program is the rapidity with which the calibre of teaching can be improved. The importance of this form of in-service training is further attested to by Douglass and Mills:

No recent development in the in-service education of teachers has attracted more widespread interest than the workshop. The distinctive aspect of the workshop is the opportunity afforded individual teachers and groups of teachers to study the problems which most directly concern them under the most favorable and democratic conditions without regard to conventional class organizations and procedures²⁰.

The advantages of such a plan seem, at this stage of development, to indicate the true value of such a program as a permanent addition to any school system.

As in the case of any innovation, be it educational, business, or recreational, important problems presented themselves for solution before the blueprint could be translated to actuality. It was in the consideration and the solution of such problems that much of the energy of Gloucester's leaders was expended. It is well, then, that a pause occur in this narrative to allow for a brief discussion of the major problems presented at various stages in the creation of the new plan.

Perhaps the most basic problems at the outset was the recruitment of vital and energetic leadership and the development of a proper professional environment in which to launch the new experiment. A more precise statement of the necessity of proper leadership was drawn up by Group VIII of

²⁰ Horl R. Douglass and Hubert H. Mills, Teaching In High School, New York, The Ronald Press Company, 1948, p. 547.

of National Education Association's Emergency Conference to which we have already made reference.

Leadership is crucial. The success of any program of in-service education is a direct function of the quality of educational leadership at all levels. A type of leadership is needed that is not only self-motivating and directing, but is also extremely jealous of opportunities for learning through shared experiences with those who follow²¹.

The choice of personnel to give courses, direct seminars, act as consultants, and function as workshop supervisors was indeed as important as was the selection of an executive body. As the effective moving force behind the program there was established an administrative council, consisting of the superintendent of schools, five school principals, the curriculum coordinator and the general supervisor for the first six grades. Of these all but the curriculum coordinator were from within the Gloucester system. For those positions of leadership more directly concerned with basic curriculum study it was agreed that only those persons recognized by the Gloucester teachers as master teachers could qualify. When it seemed apparent that few if any teachers within the system merited such confidence among their fellows, it was decided that such personnel should be drawn from local colleges and universities where a plethora of such talent existed.

²¹ National Emergency Conference on Teacher Preparation and Supply, op. cit., p. 3.

It was expected that the leadership exercised by the master teachers, as well as by the various consultants, would take place along several important tangents to the curriculum reorganization. These have been quite concisely outlined by the National Education Association group to which we have already made reference. It was their consensus that leadership in such a program as Gloucester's should:

1° Provide a pattern of administrative organization and scheduling which gives teachers a definite opportunity and responsibility for a wide and active participation in making inquiry into school conditions, and in basing plans, policy making and evaluation upon the results of the inquiry.

2° Help to provide an emotional climate that enables teachers to function in the administrative organization.

3° Be aware of and alive to the basic problems facing American education on all levels and especially on the level and in the area in which the participants are engaged.

4° Arouse a feeling of need on the part of teachers for a program of in-service education and engender a conviction that such a need can be met by employing the resources of the staff and, when necessary the resources of outside agencies.

5° Aid in providing for recognition on the part of both the profession and the lay public of the worthwhileness of in-service education activities of teachers.

6° Seek to provide source material, personnel, and other facilities essential to the realization of a program of in-service education."

7° Be democratic to the end that leadership passes from person to person as need, ability, and understanding of a problem may determine²².

²² Id., ibid., p. 4.

The second of these areas of leadership is particularly appropriate to be discussed here in more detail. It is apparent that the proper social and professional environment must be present at group meetings to insure the maximum of efficiency within the program. In postulating the existence of such an environment Group VIII attempted to differentiate between a proper environment and the several types of atmosphere which diverge toward authoritarianism or complete laissez-faire-ism. In charting a middle course between these two the National Education Association indicated the dangers of complete administrative control, on the one hand, and of complete administrative indifference on the other. Their position is perhaps best summed up by the following:

In the institution utilizing the democratic approach, emphasis is given to the participation of all persons concerned and to the development of a sense of sharing with and belonging to the group. It should be noted that the development of an emotional environment characterized by democratic procedures places great responsibility upon the administrator; in no sense do democratic procedures dismiss the administrator as an unnecessary functionaire. His basic approach is nevertheless to coordinate rather than to direct. He gives special attention to making certain that teachers feel their services have been appreciated²³.

In such an atmosphere in which prudence and self-restraint of the highest order is practised one can readily recognize the existence of favorable conditions for educational progress.

²³ Id., Ibid., pp. 2-3.

Another important question which arose early in the Gloucester planning was the choice of personnel for the more routine and pedestrian phases of activity. Were such positions to be limited to those teachers judging themselves (or being judged) as deficient? Were administrative and supervisory personnel to be included in the group activities? Or again, should it be limited solely to those who have an interest in professional advancement? Such were the musings of the organizers. It was at last agreed that all echelons of the school system and all avenues of outside assistance should participate. Such a broad membership in the program insured not only added prestige in the deliberations but a further removal of social barriers between levels of administrative and supervisory hierarchy. Moreover this decision agreed in substance with the recommendations of the National Education Association which read in part:

The broad concept of in-service education presented in the discussion is based upon the premise that all professional school personnel should be served. Throughout the discussion, the term teacher refers to various types of personnel: administrators, supervisors at all levels, college teachers of prospective teachers, elected and administrative officers of educational organizations, state department members, and federal government people concerned with education. No educational practitioner should be exempt. Only when all participate in efforts to grow in service will the educational profession be able to mobilize itself sufficiently for meeting the urgent tasks that lie ahead in the immediate years of post-war reconstruction²⁴.

²⁴ Id., ibid., p. 3.

Implicit in this statement is the thought that, unless all levels of educational personnel participate in the program, full understanding of the program and full benefit from it cannot be gained by the school system.

Another facet of the same problem required a decision to be made in regard to the disposition of personnel of recognised talent within the program. It was a basic assumption that no one phase of the program should have more than its share of the specialized talent available. To do other than spread existing talent equally might prove of advantage to one group but the concomitant weakness in other groups would far outweigh the benefits derived.

Bearing these considerations in mind did not require complete neglect of the democratic processes nor of the individual desires of the teachers. Rather, within the limitations already indicated in previous paragraphs, teachers were allowed to select the group in which they wished to participate.

The next problem of preliminary organization was that of determining the scope and direction of the initial ventures. It was plainly evident that it would not be possible to complete a revision of all of the courses of study during one academic year. Nevertheless, the first year's program as planned was an extremely ambitious one. It was decided to undertake curriculum revision in Guidance, Reading,

Language, and the Social Studies. In selecting these areas of study it was felt that the weakest part of the school curriculum would thus be the first part to be revitalized. The choice of these subjects was of particular significance at the primary level where, as is the case throughout the country, teachers are required to teach all subjects without regard to their particular interests and capabilities. Hence it was expected that many primary teachers would gain extensively both in the knowledge of subject matter and methods of teaching in areas with which they had been unfamiliar.

The amount of time which was to be devoted to the actual process of curriculum study and revision was another important consideration in designing the program. It was felt that this problem would largely be solved through the experience of the first groups, rather than by any rigid decision prior to its inception. However, it was agreed that each group would meet every two weeks at the call of the chairman for an unspecified length of time and not within school hours. Such a decision was merely a temporary expedient and one which proved to be a source of controversy. Once a month the specialist from outside the system attended the group meeting to determine what was being accomplished and to assist in resolving any difficulties which had arisen in the interim. Through this plan it seemed that the group would be stimulated to considerable accomplishment between

visits of the consultant without wasting too much of the specialist's time. This goal, as we shall see in the succeeding chapter, was reached but the teachers somewhat resented giving up so much of their own time to the program. A study of possible remedial measures, including the use of school time for meetings, resulted at the end of the program's first year in operation.

We have already, in several places, alluded to the basic technique that was to be used in group deliberations. The group discussion and workshop method was adopted as the standard operating procedure of all sections. It was felt that, aside from this method being the most practical to utilize in such a program, the discussion and workshop provided good experience for the teacher who might be able to use a similar technique in her own classes. Assuredly this type of procedure was based upon valid and progressive educational theory and even agreed with the findings of Group VIII:

The school should seek directly to teach the techniques of group discussion and planning; essential techniques for people to understand and use if they are to enjoy the confidence inspired by coming to common agreements in a cultural situation characterized not only by diversified interests and values, but also strongly marked by conflicts and opposing contentions. The subjects and the activities of the educational program should be utilized not as ends in themselves, but as the source of facts, techniques, and common persuasions needed in the making of practical judgments²⁵.

25 Id., ibid., p. 1.

It is also important to note that C. A. Weber²⁶ in his study of more than 300 schools in the North Central Association found that both teachers and principals considered the organization of teachers into study committees to be the most useful technique among ten plans of in-service education.

Nor was this technique to be restricted to merely the more experienced teachers on the assumption that the novice was neither sufficiently prepared or experienced to participate in the deliberations. A recent statement on that particular point is here appropriate.

The beginning teacher, therefore, must learn on the job to identify himself with such groups and to participate in the common search for solutions to the problems peculiar to that group and possibly to no other. As a member of the group he must assume a share of the responsibility for identifying problems and for bringing them into the open where they may be dealt with on a group basis. Professional growth is now identified more and more with the development of skill in identifying problems related to pupil growth and of working with others in finding satisfactory solutions²⁷.

Within the framework of the committee work and workshop activities it was assumed that individuals would be held responsible for particular aspects of the study. That these individual tasks should be carefully chosen so as to be

²⁶ C. A. Weber, Promising Techniques for Educating Teachers in Service, Educational Administration and Supervision, 28, December 1942, pp. 691-695.

²⁷ I. N. Thut and J. Raymond Gerberich, Foundations of Method for Secondary Schools, New York, McGraw Hill Book Company, Inc., 1949, pp. 473-474.

directly related to the problem under discussion was evident. The choice of these assignments was to be undertaken by the chairman of the group or by the consulting specialist. The interests and abilities of the members of the group were to be weighed before specific tasks were allocated. Thus the program could be geared to the talents of the group and directed toward the individual growth of each member.

At the outset of the program there were also important administrative problems needing a solution. It was felt that haphazard volunteering for membership in the groups to be established might work to the detriment of the whole school system and to the loss of efficiency in the new program. It was then advisable to decide on some procedure through which applications for committee membership would be channeled. To cope with this problem a process of certification was developed through which the appointment of any teacher to a committee or group was to be approved by the administrative council, and by the School Committee through its principal agent, the superintendent of schools. This plan had several advantages. It avoided the possibility that a minority of one group would do the work for the whole group. It also prevented the unconsidered appointment of teachers to committees whose problem was not related to the classroom work of the teacher. Finally, through a policy adopted by the administrative council, it prevented the overloading of

any teacher, for all were limited to membership in no more than two groups.

Meanwhile it became evident that despite the enthusiasm for the new in-service program there was a definite need for some form of incentive which would provide adequate teacher motivation throughout the duration of the program. Certainly the efficiency of the program should not be impaired by possible waning of interest. Many school systems had already embarked on a program which required teachers to present six or more professional credits every five years as a condition of salary advancement. Such plans, while in part effective, were unpopular among the older teachers who no longer found it either convenient or necessary to their work to obtain these credits. Such was the attitude expected from the teachers of long experience in Gloucester.

Realizing these implications the Gloucester School Committee ruled that for each two semester-hours of credit gained by an individual during the school year a payment of one hundred dollars would be made. For purposes of computation each of the local curriculum study groups was assigned two semester-hours of credit and made equal in value to other forms of in-service training insofar as meriting entrance into a higher salary grade. This action helped to counteract the previous disinterest of the older teachers. The awarding of credit for these local endeavors was to be

at the discretion of the administrative council and the superintendent of schools and was to be accomplished as objectively as possible. It was assumed that anyone devoting a reasonable amount of time and effort to this would be granted credit.

In giving recognition to teachers in this way, as well as in providing incentive for them the Gloucester program was again in agreement with the suggestions made by the National Education Association in June 1946.

. . . opportunities should be available for superior teachers to share their accomplishments with other teachers; administrators and supervisors should commend teachers in appropriate ways for superior work for outstanding service; recognition should be given on the salary schedule for professional improvement; and community groups should be encouraged to give recognition to teachers for their services²⁸.

This statement is important for it also points out certain other problems which were seen by the Gloucester leaders. Through the establishment of these study groups the average and inferior teachers could easily profit by their contacts with the work of superior teachers. It also stresses the need of administrative and supervisory commendations for teachers of exceptional merit. This, in Gloucester as in so many other communities throughout the nation, had been

²⁸ National Emergency Conference on Teacher Preparation and Supply, op. cit., p. 3.

notably neglected. The continued and unremitting co-operation of teachers has long been overlooked in assessing the basic reasons for educational progress.

The final suggestion is, perhaps, the most subtle and yet the most cogent. Any such program as that initiated in Gloucester needs the understanding support of the community at large. Teachers, giving of their own time to seek their own improvement and the bettering of all the schools, are certainly worthy of public appreciation. Yet in many communities such appreciation is more desired than attained. Such a deplorable condition suggests the need of better public relations work on the part of many school systems. On the other hand, in Gloucester, the matter of public relations seems to have been well handled as is evident from even a cursory glance at the 100th Annual Report of the Public Schools²⁹. It is evident from the reception of this report in the community and from the attitude of many of the leading citizens that the attempts at educational improvement are being wholeheartedly supported.

In participating in this locally organized in-service educational work many teachers were desirous that, in addition to entitling them to additional remuneration, these courses be credited toward fulfilling advanced degree

²⁹ 100th Annual Report of the Public Schools, Gloucester, Massachusetts, December 1947.

requirements in one of the universities in Greater Boston. Serious thought was given the matter both by local planners and by those within the universities cooperating in building Gloucester's program. As noted earlier, the School of Education of Boston University had agreed to give such credit provided the work be supervised by someone known and approved by the University. Similarly, largely through the good auspices of Mr. Dana M. Cotton of the Graduate School of Education, Harvard University, certain courses within the extension regulations of the University could earn credit toward a Master's degree. Courses carrying such credit usually were conducted by a faculty member from Harvard or had a consultant from the Graduate School of Education.

The final problem involved in the establishment of this program was legal in nature. Considerable speculation was current as to whether it was legal to require a teacher to participate in such activities during hours apart from the regular school sessions. Even more concern has been shown recently in the case of teaching contracts being issued which required forty weekly meetings for local in-service education during the regular academic year and an additional four-week summer period of full-time local training. This particular point was raised by a contract which read in part:

It is further agreed that the school committee may require a maximum of four weeks of attendance upon in-service training courses or curriculum workshops in addition to the forty-week sessions³⁰.

Teachers of the particular town in question referred the contract to the attorney retained by the Massachusetts Teachers' Federation for professional advice. It was understood that this clause appeared in all contracts regardless of the degrees held by the recipient or his years of experience.

The opinion rendered, it must be realized, is not to be construed as having the legal force of a judicial decision but is nevertheless an indication of the rights of the teacher under such a contract. One portion of the attorney's comment is particularly appropriate to the whole area of local in-service education. For that reason that section is here reproduced:

Without question, a school committee may insist upon a reasonable amount of in-service training. The basis of the right to make this requirement is the benefit accruing to the pupils from further study on the part of teachers. Moreover, the right may be exercised only under conditions which are reasonable and not unduly onerous to the teachers. The type of study required in such a program should have some relation to the subject matter of the teachers' courses or methods of instruction, or both³¹.

³⁰ Cf., The Massachusetts Teacher, vol. 23, no 2, November 1949, pp. 17-18.

³¹ Loc. cit.

Without any doubt then, the Gloucester plan was based upon proper legal considerations. This becomes even more apparent if we read elsewhere in the opinion rendered:

Any program of in-service training should take into account the teachers' own plans for further study. In-service training cannot be demanded for the mere purpose of keeping teachers busy³².

The program in Gloucester did allow for other co-equal forms of in-service training and, since it had as its object the solution of a variety of problems there was no question of the program existing merely to keep the teachers occupied. Hence the legality of Gloucester's program seemed to be beyond question.

As far as the more restrictive contract is concerned, by way of general information, a brief summary of its weaknesses seems in order. The major objections as indicated in the digest are: 1^o no indication of the nature of the summer course is given, leading to the assumption that some experts and their pupils would experience little to their additional value; 2^o better opportunities for profitable education are doubtless available outside of the particular town; 3^o no evidence of real need of such extra training is apparent; and 4^o since the extra four weeks constitute a lengthening of the school year at no extra remuneration, the requirement constitutes a reduction of salary within an academic year, and

³² Ibid., p. 17.

is hence in direct violation of the General Laws of Massachusetts (Tercentenary Edition), Chapter 71, Section 43. On these bases the attorney advised the teachers to sign no contract until the inequities of such a clause be brought to the attention of the school committee. Such are some of the legal problems that may arise in connection with the growth of in-service training as locally organized and administered. Fortunately such problems were not characteristic of the initial years of the teacher-improvement program in Gloucester.

Before going ahead to a lengthy description of the actual operation of the in-service program it would perhaps be advisable to briefly summarize the structure of the program. Based upon extensive interchange of ideas and mutual understanding the program received the combined support and approval of the Gloucester Teachers' Association and the local administrators. Having determined that curricular revisions were necessary, the first year's program was to accomplish the formation of new courses of study in Guidance, Reading, Language, and the Social Studies. To implement the program an administrative council was established to assist in organization and policy formation and to procure the technical and specialized consultants to aid in the curriculum study. Three large committees were established from the three levels in the schools: elementary, junior high, and senior high. It was the purpose of subcommittees of these

three to undertake curricular revision in the subjects named at their own grade level. Participation, though voluntary, was stimulated by financial and professional advancement.

Thus far we have seen in broad outline the principle features of the in-service education of teachers in such cities as Cleveland and Pittsburgh and in a few smaller localities in Massachusetts and Wisconsin. Also we have noted at considerable length the necessity of having such a local teacher education plan accomplished through the participation of the community teachers' organization. This as we have readily concluded results in greater mutual understanding between teachers and administrators and proper allocation of responsibility, among all interested educational groups. Further, we have examined the multitude of problems present in the organization of such an educational innovation. These difficulties ranged from the establishment of the program's scope and leadership to the various plans to provide incentive, cooperation, and proper public relations. Finally we have briefly dwelt upon the legal status of the in-service improvement program.

No experimental scheme or fancied ideal can really be evaluated until it has been put in operation and thoroughly tested by its performance. This is perhaps nowhere truer than in the field of educational endeavor. Hence it is appropriate that, in the next chapter, we advance

to a description of the actual operation of the in-service education plan of the Gloucester system.

CHAPTER III

THE PROGRAM IN ACTION

With the completion of preliminary planning and the realization that the program had been designed with the utmost consideration for administrative and instructional problems the plan was ready to be put into operation. It was not without some apprehension that steps were taken to begin actual curriculum reconstruction. Even the most carefully constructed plans may omit the human factor so vital to the success of any such undertaking.

As the program got underway it was clear that school authorities were not assuming an attitude of disappointment in the training that their teachers had already gained. Rather they proceeded from the realization that any teacher training institution can only provide the minimum essentials of teacher education. Beyond these fundamentals inculcated by the college or university, success in teaching is largely commensurate with the experience gained and the additional professional growth of the teacher. It was vitally important that the Gloucester teachers understood from the outset that no generic criticism was being made of their educational and professional background. Rather, an attempt was being made to further its development to meet more adequately the needs of the pupils in the Gloucester schools.

In order to insure the maximum possible benefit from the program an administrative council was established, as has already been indicated in the previous chapter. Membership on this council included the superintendent of schools, five principals, the curriculum coordinator, and the general supervisor for the first six grades. In addition to approving the selection of committees by individual teachers, the council acted as an advisory body to every phase of the in-service program. It was expected that any conflict of ideas which remained unresolved in the volunteer committees would be referred to this council for definitive action. However this type of action by the council was rarely necessary.

It was further necessary to divide the teachers into groups before any cohesive action toward curriculum building could be taken. It was suggested, and quickly adopted, that the teachers volunteer to serve on one of three general study committees which were established on a grade-level basis. These three committees were organized thusly:

- 1° a group of elementary school teachers, with a chairman,
- 2° a group of junior high school teachers, with a chairman,
- 3° a group of high school teachers, with a chairman.

From these groups it was expected that smaller committees would be selected to carry on the more detailed study of particular problems appropriate to the particular grade level.

Also from these groups some representatives would be selected for membership on committees dealing with problems relating to all grade levels.

Furthermore, no teacher was expected to serve on a committee unless that group was working on a problem particularly related to her particular classroom work. In this way it was expected that the problems considered, because of their immediate relation to teacher interest, would have a greater impact on teaching methods and curriculum content. It was agreed that no teacher would serve on more than two committees so that the burden would be shared more equally by all. Two units of credit were allowed a teacher toward salary advancement for each committee in whose deliberations a teacher participated.

The committee work was to be characterized by painstaking examination of the curriculum and the subject matter of the particular field being discussed. It was expected that the steps taken in course of study construction would be in harmony with the most up-to-date thinking in curricular revision. In general the procedures followed those later enumerated and discussed by Nelson L. Bossing of the University of Minnesota. These were:

- 1° A Clearly Defined Conception of the Curriculum
- 2° Statement of a Social and Educational Philosophy
- 3° Statement of Accepted Basic Principles of Learning
- 4° Statement of the Aims of Education
- 5° Scope and Areas of Curriculum and Course of Study
- 6° Sequence and Time Allotment
- 7° Determination of Content Materials and Activities
- 8° Organization of Materials and Activities
- 9° Teaching Procedures
- 10° Evaluation Procedures
- 11° Pupil Teacher Reference Materials
- 12° Mechanical Makeup of the Course of Study¹

It was expected that extreme care would be taken in the outlining of objectives and in the selection of subject matter. All agreed that sufficient reason should be given to justify the inclusion of the various units of subject matter in any subject. Every available study was to be utilized to insure the proper grading of subjects. Methods of presentation should be tried and evaluated in the classroom. Furthermore, attention was to be directed toward the preparation of diagnostic tests and remedial programs to insure the best possible individualization of instruction.

Paralleling each curriculum committee there was to be a course of instruction in the special teaching problems appropriate to that grade or subject. Such a course would allow for discussion and actual diagnosis of classroom cases. Stemming from these cases presented for group study were

¹ Nelson L. Bossing in Harl R. Douglass (Editor), The School Curriculum, New York, The Ronald Press Company, 1947, ch. 15, pp. 325-338.

investigations of technical problems by individual teachers. These individual reports added to the group discussions were expected to prove of enormous benefit to all the participants. It was expected, and these expectations were to prove correct, that long before the final report of the group individual members would alter their teaching procedures to conform more closely with the conclusions reached in the seminar.

To facilitate the work of the various groups as well as to coordinate the work in specific subjects it was thought advisable to establish study centers where committees could meet and where curricular materials would be readily available. For each subject undergoing consideration one of these school centers was maintained. Each was in a sense a laboratory from which would eventually emerge the finished product, a revised course of study. Care was taken to locate these workshops in different schools to insure against conflict in committee meetings and against usurpation of too great a proportion of the facilities of one school, thereby depriving pupils of needed space. In keeping with this consideration the Babson School was selected as the Social Studies center, the High School as the Guidance center, the primary schools as the Language centers and the Reading center for the first year of the program. In each of these centers supplementary texts, workbooks, professional literature, and audio-visual teaching aids appropriate to the

subject being studied were collected. It was also made clear to all teachers that they were welcome to visit these workshops both to observe the work being accomplished and to make use of the materials available there to improve their own classes. Thus educational progress in these subjects need not wait until the final report of the committee was rendered.

The subdivision of subject committees into smaller groups based upon grade level was found to be most advantageous especially in those subjects which were present in the curriculum from the primary grades through high school. In such subjects it was apparent that the final report of the committee would of necessity be divided according to grade groups. Thus the first three grades, grades 4, 5, and 6, and the junior and senior high groups would be expected to render separate written reports although their deliberations would provide for proper integration of subject matter.

It was understood also that appropriate use would be made of the facilities made available to teachers by the State Teachers College at Salem, Boston University, and the Graduate School of Education at Harvard University. The combination of local facilities and university services proved to be an important aid to the curricular reorganization.

Once the general procedures governing the total program were determined the next step lay in deciding what

goals would be established for the first year of the program. It was the general consensus that the success of the whole reorganization depended in large measure upon the creation of an adequate guidance program throughout all levels of the school system. Hence a Guidance Committee seemed to be the logical selection for the first phase of the program. Along with this committee three other groups were established in the hope of making tremendous progress during the program's infancy. These latter three groups were to concern themselves with the Social Studies, Language, and Reading. In order to show the operation of these curricular-study groups more effectively individual consideration seems necessary.

1. The Guidance Committee at work.

The need of a guidance reorganization had been known to school authorities since May of 1945. At that time the Massachusetts Commissioner of Education had notified the Gloucester School Committee that its high school had been certified as having a "Class B" program of Occupational Guidance and Placement. The report also included a detailed enumeration of the provisions necessary to be fulfilled before a Class A status could be gained. Among these conditions to be met if approval was to be gained were:

- 1° A guidance inventory record for each pupil.
- 2° Counseling service for all pupils.
- 3° Placement service for pupils, drop-outs, and graduates in part-time, summer and full-time permanent positions.
- 4° A regular follow-up of all graduates and school leavers.
- 5° The services of qualified guidance personnel.
- 6° A guidance time schedule not exceeding the provisional ratio of 500 pupils to one full-time Guidance Director².

Naturally the Gloucester School Committee was desirous of attaining a Class A rating as soon as possible. Moreover their own observations had indicated the need of guidance both in the junior high school and in the elementary schools. Their desire was readily translated into action with the selection of Mr. Dana M. Cotton as the Director of the Gloucester Guidance Study. Mr. Cotton had successively held the positions of Director of Guidance, Winchester, Massachusetts, and State Director of Guidance of the State of Maine. He had also been Director of the Guidance Survey made of the Boston Public Schools. His position was then, as now, that of Director of Placement, of the Graduate School of Education, Harvard University.

The Guidance Committee was selected by Mr. Cotton in consultation with Dr. Ernest G. Lake, the Superintendent of

² Gloucester, Massachusetts Guidance Committee, Pattern for the Guidance Program, Gloucester Public Schools, bulletin 1, 1947, p. 1.

Schools. It included a wide range of talent from among the members of both the administrative and teaching staffs. Ex-officio, the Superintendent became a member of the group. Others included were two women members of the School Committee, the high school principal and four elementary school principals, several teachers, the school nurse, the school librarian, and the State Supervisors of Guidance and Placement, and Occupational Information and Vocational Counselling³. This certainly gave promise of being a well rounded group. The ready interchange of ideas as well as the enthusiastic work of all members prompted the director, in the foreword to the committee's final report, to write:

This report consistently gives evidence that the Study Committee has been primarily concerned with the guidance needs of the boys and girls of Gloucester⁴.

The first step to be taken by the Committee was to establish goals for itself in keeping with the task entrusted to it by the School Committee. The fundamental purposes of the Committee were accurately summarized by their director:

Primary goals of the Study Committee in presenting this study and recommendations are the development of the pupil into a good citizen of his school and community and the helping of the pupil to realize his greatest potentialities, educationally and vocationally⁵.

³ Cf., op. cit., p. 2.

⁴ Ibid., p. 111.

⁵ Ibid., p. 111.

As a convenient starting point the Committee selected the definition of guidance agreed upon by the State Supervisors of Occupational Information and Guidance during their annual meeting at Denver, Colorado in 1947.

The Guidance Program is a set of activities which provide for the counselling of pupils and the data and services necessary for the counselor to do his work. The program also provides that these same data and a knowledge of these services be made available to and interpreted for the administrator and teachers to be a basis for adopting the total program of the school to the needs of the individual pupil and for utilizing the related resources of the community for the pupil's better adjustment⁶.

From this beginning the group next determined how they were to proceed in examining existing facilities and in recommending changes. The procedures which they adopted have been concisely summarized by the Superintendent of Schools in his introduction to the Committee's final report.

The plan of study was to examine carefully the Guidance Program and facilities now in operation in the Gloucester City Schools through meetings of the Study Committee conferences by the director with staff members, and detailed examination of present conditions by all Study Committee members. It was expected that the Study Committee would ascertain what are the specific needs to be provided in Guidance for the Gloucester schools and that they in this report would make definite recommendations as to the staff organization, space for offices, needed equipment, and materials⁷.

6 Ibid., p. 5.

7 Ibid., p. 3.

In carrying out this plan of activity it was felt that a proper guidance program should provide a number of well-differentiated services. Foremost among these services were: Cumulative Records of Individual Inventory; Collection and Dissemination of Occupational Information; Counselling; Collection and Distribution of Educational Training Information; Placement; and Follow-up. Against this list of services considered essential the Committee was to compare those services already provided by the Gloucester schools. Thus a valid insight into the strengths and weaknesses of the existing program could be gained. Underlying this analysis of Gloucester guidance services was the realization that,

Guidance in the public schools of Gloucester must be a function requiring the cooperation of the entire faculty, both teaching and administrative, as well as the individuals designated as counsellors⁸.

The composition of the committee was such that in observing both instructional and administrative guidance activities the committee members, and through their report and recommendations the teachers also, would get a clearer concept of the nature and value of guidance.

Without attempting any comprehensive summary of the Guidance Committee's report, it seems appropriate to direct attention toward some of the more important suggestions and

⁸ Ibid., p. 41.

to indicate some of the areas to which resistance was experienced among teachers who were not members of the Committee.

In listing items of information which should become a matter of permanent record the Committee agreed that a comprehensive testing program was an essential part of any adequate guidance system. Long before the publication of the Committee's report extensive hostility to such an innovation was noted among the instructional staff. The writer, puzzled by this unenlightened attitude on the part of the teachers decided to investigate more fully. Hence the teachers were asked to respond to an informal questionnaire.

1. Do you object to a testing program?
2. If so, is it because you feel
 - a. That it will militate against you?
 - b. That it is for the benefit of the office staff?
 - c. That it has no value in your work?
 - d. That the Association has no power to approve?
3. Do you favor the testing program?

Tabulation of the results showed that sixty per cent of the teachers did not approve of it at all while the remainder approved of it in part with reservations. It was obvious from the results and from the voluntary comments included that the teachers believed they were being tested rather than the pupils. They thought that poor examination results would reflect on themselves alone and, therefore, that the program

was really an administrative rating device. It is a fitting tribute to the Committee as well as to the administrative sections of the system that the testing program inaugurated in the Fall of 1947 was so efficiently and understandingly carried out as to alter the general attitude of teachers toward it. A similar poll of teachers, held in May 1948, after the program had been explained and demonstrated, showed no opposition to the existence of the program and resulted in a number of constructive suggestions being offered. This is but one small manifestation of the constructive progress that can be the result of an in-service teacher education program of this design.

A large proportion of the Guidance Committee's report deals with detailed analysis of the basic elements of a guidance program. Included within the scope of their design are considerations aiming at the proper guidance of students in their educational, vocational, social, and personal problems at all levels of the school system.

Based upon these theoretical considerations subsequent application of these principles to the particular set of circumstances in Gloucester was made in the second chapter of the Committee's report. That the recommended innovations were to merely supplement existing practices was made abundantly clear at the outset.

It should be clearly understood that these recommendations include the continuance of practices already in operation, provision for the extension of guidance services, and the introduction of new services⁹.

Of considerable significance in this portion of the report was the extension of the integrated guidance program throughout the elementary school in addition to its expansion at the secondary level.

The third major division of the Committee's report presented a detailed delineation of the guidance duties of each group in the school system. This section included: a comprehensive statement of the duties and responsibilities of the Director of Guidance, the administrative director of the program; a listing of the tasks to be accomplished by grammar school and high school counselors; a complete analysis of the guidance functions of the classroom teachers; and a summary of the duties of such specialized school personnel as the librarian, the vocational teacher, etc.

In order to particularly emphasize the more important phases of the program the Committee felt it wise to compile a brief statement of their recommendations. This was accomplished in the final chapter of their report.

The first section of this final chapter was devoted to general recommendations for the reorganization of the

⁹ Gloucester, Massachusetts, Guidance Committee, op. cit., p. 32.

guidance function throughout the school system. It stressed those services felt to be essential to the welfare of the pupils. These recommendations were:

1° That the Guidance Program in the Gloucester Public Schools be a continuous program offered at all levels in all schools.

2° That the Guidance Program include as a minimum offering the services outlined in detail in Chapter II of this report.

3° That the testing program as recommended in this report . . . be developed to the point where test data adequate for the purpose of guidance are available for every child in the Gloucester Public School system.

4° That the Director of Guidance be responsible for the in-service training of counselors and teachers.

5° That a Guidance Committee be appointed consisting of the Director of Guidance, the guidance counselors, and others designated by the Superintendent of Schools; this committee to be responsible for the evaluation of guidance practices in Gloucester and for recommending ways of improving and extending the Guidance Program¹⁰.

Of these recommendations the last seems to be most noteworthy, not in the sense of its immediate effect upon the program, but rather in its provision for future considered growth in the program. This recommendation certainly is an indication that the study group recognized the dynamic character of guidance in public schools and made provision for added services under the supervision of a permanent professional committee. It also is the product of the realization that the minimum offerings in guidance services may of necessity become more comprehensive at some later date.

¹⁰ Ibid., p. 52

Another major section of this final chapter was devoted to indicating the additional personnel necessary for the program at all levels. This included also some necessary changes in the apportionment of time of some members of the administrative and clerical staff. The recommendations relative to personnel included:

1° That a Director of Guidance for the Public Schools of Gloucester be appointed to serve as an administrative assistant to the Superintendent of Schools, this person to direct the guidance services at all grade levels. The Director of Guidance should cooperate with the principals and Director of the Vocational School in developing the Guidance services.

2° That the following Guidance personnel be appointed for the Gloucester Central Grammar School (Grades 7-8)

A part-time counselor for girls

A part-time counselor for boys

3° That the following Guidance personnel be appointed for the Gloucester High School (Grades 9-12)

A full-time counselor for girls

A full-time counselor for boys to serve part-time in the Vocational School

4° That a school psychologist should be appointed to serve on a part-time basis.

5° That the secretary of the Director of the Vocational School devote part of her time for secretarial services to the High School Guidance counselors.

6° That the following personnel of the Gloucester School Department continue to give their support and assistance to the Guidance Program: principals, Director of Vocational School, High School Librarian, school nurses, and teachers.

7° That the personnel responsible for Guidance cooperate in all administrative matters with the Superintendent of Schools and principals¹¹.

It is evident from these recommendations that existing guidance personnel were inadequate to cope with the

¹¹ Ibid., pp. 52-53.

expansion of the program. Clear also was the fact that this new program would require added financial support from the community. Yet such added expense is certainly justified in the beneficial results expected in the education to be provided for the Gloucester pupils.

The third section of the recommendations was concerned with physical changes in the school department buildings to accommodate the new services to be rendered. It was thought advisable that the Director of Guidance be furnished a location in School Administration headquarters whence he could direct and centrally control the guidance functions in the schools throughout the city. The Committee also directed that in the Central Grammar School and in the Gloucester High School space be apportioned for offices for the counselors and for keeping guidance records in good order¹².

The final recommendations called attention to the services available through the State Department of Education in the development of the Gloucester program of guidance.

¹² Cf., Gloucester, Massachusetts, Guidance Committee, op. cit., pp. 53-54.

Such services might include Guidance courses, assistance in organizing Guidance conferences, workshops, career days, in-service training of Guidance personnel. The State Department of Education may be called on for assistance in initiating and conducting occupational surveys and follow-up studies and other types of research. The State Supervisors of Guidance are also available as consultants¹³.

The work of the Committee did not end with its analysis of guidance in the Gloucester schools and its recommendations for improvement. Considerable time and effort was directed toward selecting a list of books and periodical articles which could be of considerable value in the in-service development of counselors and in orienting teachers to the improvements suggested. In weighing the merits of the items on the bibliography (to be included with their report) care was taken to insure that the most up-to-date theoretical and practical literature was included. This is abundantly clear from the fact that none of the books recommended was published prior to 1934.

The Committee emphasized repeatedly that the success of the guidance program would largely be commensurate with the cooperation of the classroom teachers with the trained guidance personnel. The following paragraph is typical of a number of passages in the report reiterating this vital concept.

¹³ Ibid., p. 55.

It should be clear, however, that the Gloucester teaching staff has very definite responsibilities to discharge if a Guidance Program is to be successful in Gloucester. Every teacher, whether he is conscious of the fact or not, has an important role to play in the occupational information and Guidance Program. The position of the classroom teacher is of such a nature that he can give valuable assistance to the pupil, particularly in regard to occupations related to his field, occupations for which that particular subject is necessary and those for which it is recommended¹⁴.

Certainly in the compiling of this report and in the lengthy periods of study and discussion that led to its submission in final form to the Superintendent and the public, extensive benefit was derived by the instructional and administrative members of the Committee. Likewise their report provided a basic introduction to guidance practices for the in-service education of others throughout the system. A more tangible result of the work of the group was the inauguration of some of the recommendations during the 1947-1948 scholastic year. This was followed by the establishment of a permanent Guidance Committee in the Fall of 1948. This group was to act in an advisory capacity to the Superintendent in all matters pertaining to the guidance and testing programs. From these visible signs of increasing zeal for the guidance program as well as from the growing enthusiasm for guidance among the Gloucester teachers one can

¹⁴ Ibid., p. 49.

readily discern the beneficial effects of this advanced form of in-service teacher education.

An indication of the growing importance of the Guidance Program can be gained from the statement of the Superintendent of Schools in his yearly report:

Our guidance program has made a significant contribution to all phases of the educational plan¹⁵.

Moreover the willing cooperation shown in the early stages of guidance reconstruction gave school authorities sufficient encouragement to embark upon another phase of the in-service program before the guidance study was far advanced. Thus the reorganization of the Social Studies was undertaken.

2. The Social Studies Committee at work.

The work of the Social Studies Committee required a considerably longer period of time to come to full fruition. This was undoubtedly due, at least in part, to the broad academic comprehension of the Social Studies. Since it was the consensus of the Gloucester leaders that instruction in the Social Studies should be given at all grade levels, a complete twelve-year integration of the Social Studies was necessary. This attempt at a lengthy and integrated program was unique in the northeastern part of the country at that time.

¹⁵ Ernest G. Lake, 100th Annual Report of the Public Schools, Gloucester, Massachusetts, 1947, p. 25.

At the start of the Social Studies reorganization in the Fall of 1946, Gloucester had been accustomed to a program developed largely in terms of subject matter. The spirit of the groups beginning the work in the Social Studies was that

The achievement of an educational program in keeping with modern concepts requires that the classroom activities be developed around problems which are both socially significant and of immediate concern to the children¹⁶.

It was expected that this work would extend over more than one academic year and such proved to be the case.

The initial organization for this phase of the program led to the selection of two volunteer committees who were to carry on the program for the first year. One committee of sixteen members, including one from nearby Essex, constituted the representatives of Grades I-VI. The second group, containing twelve members, included a representative from adjacent Manchester. It drew its members from Grades VII-XII. For the most part during this first year of the program each committee met most often in plenary session in order to arrive at the basic framework of the new courses of study for the two grade groups. The work of both committees was greatly aided by Dr. W. Linwood Chase and Mr. William H. Cartwright of the Boston University School of Education.

¹⁶ Social Studies (Part 1), Teacher's Guide, Units, Grades 1, 2, 3, Curriculum Bulletin n° 8, Gloucester Public Schools, Gloucester, Massachusetts, October, 1949, p. iii.

The committee for Grades I-VI met under the chairmanship of Miss Virginia W. Smith, the principal of the Lane Grammar School. Membership on the committee was distributed throughout the elementary schools of Gloucester. The committee for the upper grades progressed under the aegis of Mr. Arthur W. Smith, a teacher of ten years service in the Gloucester High School and head of the Social Studies Department. With few exceptions this committee was composed of teachers in the high school and the Central Grammar School. This is understandable for the work of this committee was at the levels included in the two schools.

During the first year of work on the Social Studies courses of study the general outline of subject matter to be covered at the various grade levels was determined. In addition the objectives of the Social Studies program were threshed out and any conflicts were resolved within the committee.

As the curriculum study proceeded into its second year during the academic year 1947-1948 it was felt desirable to subdivide the committees into groups at each grade level. In the primary grades a sub-chairman was appointed for each grade. Most of the sub-chairmen had gained valuable experience in the program in the previous year. Other members of the sub-committees were recent volunteers to participate in the work. Miss Eleanor Sutcliffe, Gloucester

Elementary Supervisor, worked closely with each of these groups during the year's workshop. Separate sub-committees of the upper level committee were established for the seventh and eighth grades. This plan of organization continued to be followed by all committees and sub-committees until their task was completed.

One of the earliest conclusions of the two general committees was that there should be complete continuity and integration throughout all the grades of the school system. In assessing the value of the social studies program prior to 1945 it was evident that there was a great deal of duplication and that there were also many gaps in the subject matter covered. As a result of committee deliberations the Superintendent of Schools was able to give a brief summary of the social studies content for each grade. The titles of the courses of study for the various grades indicate the degree of thoroughness with which the committees had sought to achieve the desired continuity and integration.

- Grade I Living at Home, at School, and on the Farm
- Grade II Living in the Neighborhood and in the Community and Understanding the Contributions of Community Workers
- Grade III Living in the Neighborhood and in the Community and Understanding the Contributions of Various Community Institutions
- Grade IV Living Around the World and Expanding One's Knowledge of Maps and Globes
- Grade V United States History from Discovery to 1789, Life of the People
- Grade VI North and South Resources
- Grade VII Old World Background
- Grade VIII United States History
- Grade IX World Geography
- Grade X World History
- Grade XI United States History and Civics
- Grade XII Modern Democracy¹⁷

Such was the basic outline on which the total social studies structure was to be based.

Another important consideration which had to be treated was that of drawing up objectives for the social studies. It was decided that the objectives should be classified into four groups: Skills, Appreciations and Understandings, Attitudes, and Desirable Behavior Patterns¹⁸. These objectives are in general agreement with those expressed by Douglass and Mills in their discussion of the objectives

¹⁷ Cf., Ernest G. Lake, 100th Annual Report of the Superintendent of Schools, Gloucester, Massachusetts, 1947, pp. 9-13.

¹⁸ Ibid., p. 8.

of instruction when they arrived at the following classification:

- 1° Information of a detailed factual nature
- 2° General principles and concepts
- 3° Understandings, meanings, definitions, general concepts, orientations
- 4° Skills emphasizing mental activity
- 5° Skills emphasizing motor activity
- 6° Habits
- 7° Ideals
- 8° Interests
- 9° Tastes
- 10° Attitudes¹⁹

The final report of the committees, prepared in the form of courses of study, includes a more detailed study of the objectives desired through social studies instruction. Under the generic title "Skills" the committee has included the following as being desirable at all grade levels:

A. To read, write, speak and listen effectively with regard to the problems and institutions of modern society.

B. To locate, organize and interpret information intelligently in solving problems.

C. To use graphs, charts, globes, maps, and other devices for conveying and interpreting ideas²⁰.

It is evident from the precise wording of this portion of their statement of objectives that full consideration

¹⁹ Earl R. Douglass and Hubert E. Mills, Teaching in High School, New York, The Ronald Press Co., 1948, pp. 45-46.

²⁰ Social Studies (Part 1), Teacher's Guide, Units, Grades 1, 2, 3, Curriculum Bulletin n° 8, Gloucester Public Schools, Gloucester, Massachusetts, October, 1949, p. 1., Cf., also Curriculum Bulletins n° 9, n° 10, and n° 11 for repetition of these aims in each course of study.

preceded the composition of the final draft. Such was the case also with the enumeration of aims in other categories.

It was expected that the social studies program would assist pupils to gain an understanding and appreciation that:

A. Society improves most rapidly when every individual assumes his share of the responsibility.

B. The cultural heritage of a nation is the result of its historical background and geographic setting.

C. Present-day American society is different from that of other nations because United States had a different history in a different environment.

D. American ideals have emerged from the experience of common folks and their leaders.

E. The peoples of the world are interdependent.

F. There are many propaganda agencies that seek to influence personal and group opinion.

G. Mankind has developed many social institutions to make effective the will of the people²¹.

Naturally the development of these appreciations and understandings was to be commensurate with maturity of the pupils with ever-increasing complexity of concepts and problems to be encountered as the child proceeded up the educational ladder until he had completed the twelve-year cycle.

Probably more important were the attitudes that were to be developed through the social studies. It was expected that each pupil would develop a desire and willingness to:

²¹ Ibid., p. 1.

- A. Accept responsibility for his own acts
- B. Seek the truth
- C. Adjust to criticism, change, and disappointment
- D. Meet new issues with an open mind
- E. Suspend judgment until he has acquired intelligent basis for his decision
- F. Help the handicapped
- G. Develop high ideals of progress and achievement
- H. Contribute of his time and talent for leadership in those areas where he is competent
- I. Accept the leadership of others in those areas where they are more competent
- J. Cooperate with other individuals and various groups
- K. Respect individual rights and the right of majority rule
- L. Respect constituted authority
- M. Acquire attitudes of understanding, respect, and goodwill toward all groups regardless of race, religion, or socio-economic position
- N. Uphold ideals of democracy with loyalty and determination
- O. Accept responsibility for world citizenship
- P. Respect and appreciate talent and character²².

As the culmination of the social studies, and through the development of the skills, appreciations and understandings, and attitudes, it was expected that the knowledge and experience gained would be translated into improved and accepted modes of behavior. It was not sufficient for the pupil to accumulate factual data, develop mental and physical acuties and agree with acceptable attitudes. Actual application of what had been learned to life situations was at the peak of the hierarchy of objectives. It was thus expected that the student, on the completion of the social studies sequence, had learned to:

²² Ibid., p. 2.

- A. Obey the laws
- B. Vote intelligently
- C. Use leisure time wisely
- D. Be a wise leader or cooperative follower
- E. Participate in group activities
- F. Spend time and money carefully
- G. Take advantage of educational opportunities
- H. Maintain good health
- I. Maintain harmonious family relations
- J. Arrive at decisions on the basis of known available facts
- K. Raise the level of living for adequate health, housing, and recreation
- L. Accept responsibility for his own acts
- M. Combat prejudice through consultation with proven sources of accurate information
- N. Accept the rule of the majority and respect the rights of the minority
- O. Use historical and geographical materials for independent study²³.

Certainly the validity of these objectives is not to be questioned for they are in complete harmony with practically every recognized statement of educational objectives.

Particularly do such aims tend to develop an awareness of the privileges and responsibilities incumbent upon the citizen in our American democracy. In the early stages of this social studies reorganization the Superintendent of Schools singled out this particular phase of the program on which to comment.

We are now offering our pupils a broad, flexible program to meet the needs of all pupils. It should insure better citizenship and a more general understanding of democratic values and principles²⁴.

²³ Ibid., pp. 2-3.

²⁴ 100th Annual Report of the Superintendent of Schools, op. cit., p. 13.

With the completion of an analysis of the aims of the program the next step seemed to be the selection of a common pattern of organization for the courses of study under construction. In harmony with current educational opinion the unit plan of organization was considered to be most appropriate. Hence all the courses of study were to be organized on this basis. In the lower grades all the units were to be required but in the upper grades, beginning with the seventh, additional optional units were to be provided to be used at the discretion of the teacher. At each higher grade level the number of such optional units increased allowing for additional work to be provided for classes of better than average ability. This procedure can be readily understood by referring to Appendix 3, Outline of Social Studies, Grade VIII.

Each unit itself was a highly complex pattern of subject matter treatment. Each unit began with a statement of the amount of time to be devoted to the unit and a brief introduction or overview of the unit. This brief opening paragraph was designed to show the continuity between each unit and that which preceded it.

The next section of each unit contained an outline of the suggested subject matter. This outline was designed to act as a guide for the teacher in developing lessons.

The subjected matter represented the minimum essentials recommended by the committee²⁵. Because of the tremendous space that would have been utilized and because of the consequent expense a minutely detailed outline of subject matter was not possible. The length of such outlines normally increased with the rise in grade level and the increasing complexity of subject matter. This is evident that the courses of study for Grades 1, 2, and 3 are included in one volume²⁶ while those for the seventh and eighth grades each required a separate volume²⁷.

Following the outline of subject matter each unit has a section entitled "Introducing the Unit". Here some brief suggestions are made which are valuable in assisting the teacher to arouse initial interest in the subject. This section is of particular merit in the courses of study for the lower grades. Appendix 4 exemplifies the type of introduction included normally in this portion of the unit. In the upper grades this introductory paragraph is usually

²⁵ Space limitations did not permit minute outlining of subject matter.

²⁶ Cf., Curriculum Bulletin n° 8, Gloucester Public Schools, Gloucester, Massachusetts, 1940. The same is true for Grades 4, 5, and 6 in Curriculum Bulletin n° 9, Gloucester Public Schools, Gloucester, Massachusetts, 1945.

²⁷ Cf., Curriculum Bulletins n° 10 and n° 11, Gloucester Public Schools, Gloucester, Massachusetts, 1949.

accompanied by a series of discussion topics or questions appropriate for the stimulation of pupils of these grades. This portion of the courses of study seems to be exceptionally well constructed and certainly invaluable alike to inexperienced and experienced teachers.

Moreover, each unit has a section devoted to a listing of suggested activities. Some of these lists include a score or more varied opportunities for pupil learning experiences. The detail contained in these activity suggestions shows again the excellence and precision exercised by those who participated on the individual grade committees. The activities listed included those requiring both mental and physical exertion on the part of the pupil, and hence were in keeping with more modern concepts of the learning process. Examples of these suggested activities may be seen in Appendix 4²⁸. It is also worthy of note that the activities suggested are appropriate to the general educational development of the pupils from whom such participation is to be evoked.

Since it is necessary from time to time to determine the amount of learning that has been accomplished each unit has been provided with suggested methods of pupil evaluation.

²⁸ Appendix 4, Sample Units, has been included to indicate more clearly the type of work accomplished by the committees.

At the lower grade levels this evaluation is to be done largely by the teacher's personal evaluation of the pupils individually and as a group. A list of questions for such analysis is presented with such units. For the higher grades more formal methods of evaluation have been suggested. These vary with the subject matter of the unit and the results expected. For these units objective tests of various types are recommended, essay questions are listed to test those skills and accomplishments not amenable to objective tests, and map problems are provided to evaluate the visual comprehension and retention of the pupils. These devices for evaluation are considered equally as important as the presentation of subject matter for they provide not only for the measurement of progress in the subject but also for diagnosis of those areas of subject matter where there exist individual and class weaknesses.

To insure the maximum possible assistance to the teaching staff the final section of each unit was devoted to a detailed listing of instructional aids. While the actual content of these lists differed slightly because of the availability of only limited numbers of certain teaching aids, in general this section of each unit showed a similar pattern of arrangement. The listing began with the notation of a few basic texts appropriate to the unit. (Many units also included a few parallel texts.) Next came a summary of

the appropriate and available audio-visual aids. This section included films, film strips, slides, maps, charts, globes, pictures, recordings, etc. all duly classified and priced, with sources of supply indicated. Source books were also enumerated and a large number of general references indicated for each unit as a guide for teachers and pupils alike. Finally many units included brief bibliographies of historical fiction relating to the particular unit.

It is evident from the care exercised in the development of these courses of study that the units constructed accomplish what Thut and Gerberich have termed the purposes of the subject-matter unit, namely:

- (a) the mastery of a prescribed body of subject matter,
- (b) with due regard for the pupils' differences in ability, needs, and interests, and
- (c) with some provision for the development of social competence through practice in planning and working with others²⁹.

Moreover in selecting the unit method of organization and determining a time allocation for the completion of each unit the committees have provided more immediate goals to be achieved thus contributing to better pupil motivation.

²⁹ I. W. Thut and J. Raymond Gerberich, Foundations of Method for Secondary Schools, New York, McGraw-Hill Book Company, Inc., 1949, p. 234.

Similarly the care taken in the formulation of discussion questions and topics has provided more fertile opportunity for pupil incentive.

The completion of the courses of study in the social studies for the first eight grades has not signalled the end of the committee work for the final formulation of the high school program has not yet been finished but is anticipated during the current academic year.

Without waiting for the whole task to be completed, those sections which were done were immediately translated into classroom activity. It was with this in mind that the Superintendent of Schools wrote in December 1947:

Globes, textbooks, reference books, story book readers, and appropriate maps have been purchased to meet the requirements for each grade. It is a pleasure to visit our classrooms and see so much interest in the social studies program. Parents have demonstrated their interest in the program by providing much material from their own travels and by lending books and other instructional materials. We can say without bragging that in the area of social studies we have concerned ourselves with improving the quality of our school curriculum³⁰.

A similar statement of approval and an indication of the future use of the social studies courses of study was made by Professor William H. Cartwright of Boston University and

³⁰ 100th Annual Report of the Superintendent of Schools, op. cit., p. 13.

a consultant for the program in the upper grades when he wrote in an introductory note:

This course of study for the seventh and eighth grades represents an achievement on the part of the teachers in the Central Grammar School. Under Miss Anna S. Babson's leadership, the teachers have read widely, consulted at great length, and worked hard. The resultant units are a credit to them and to Gloucester. With the continued attention which I am sure that these teachers will give to the course of study, the social studies program in the Central Grammar School is one of which Gloucester can be proud³¹.

More recent recognition has been given to the Gloucester program in the social studies through the invitation and acceptance of Miss Virginia Smith, chairman of the Grades I-VI committee and Mr. Arthur N. Smith, chairman of the committee in the higher grades to participate in the second session of the Boston University Co-operative Laboratory in the Secondary-School Curricula on Thursday, February 9, 1950³². It was planned that each chairman would present a brief talk on the work of the committees in Gloucester. Following the description of the program ensued a panel discussion in which the two Gloucester teachers participated together with Professors W. Linwood Chase and William H. Cartwright of the Boston University School of

³¹ Social Studies (Part 3), Teacher's Guide, Units, Grade 7, Curriculum Bulletin n° 10, Gloucester Public Schools, Gloucester, Massachusetts, October 1949, p. 111.

³² Cf., Gloucester Daily Times, Gloucester, Massachusetts, February 3, 1950, pp. 1 and 2.

Education; Miss Mary Godfrey, chairman, Social Studies Committee, West Springfield, Massachusetts; Charles L. Feltier, Head of the Social Studies Department, Newton High School; and Miss Olive Niles, formerly Curriculum Director in Gloucester, and currently Director of the Boston University High School and College Reading Clinic.

The Laboratory, engrossed in the study of 12-year programs in a number of communities is headed by the renowned Professor Roy O. Billett of Boston University's School of Education. Gloucester teachers were selected to present their accomplishments in the social studies because their courses of study were already in operation and were very well integrated throughout the 12-year span. It was noted that Gloucester's program was the first such social studies program in this part of the country. Attention was being directed to the 12-year program in the realization that school planning must be done with the student's whole educational career under consideration. Thus, it is hoped, dull and unnecessary repetition of subject matter will be avoided. Moreover each year's subject matter will be built upon the lessons already learned in previous years. Gloucester's presentation, then, was to be indicative of what can be done in the social studies under such a plan.

Recently the high school courses of study in the social studies have been completed but are not published as yet.

The progress made in the Social Studies marked the second successful step of valuable educational progress. Its reception by teachers, administrators, and the public further reinforced the conviction that Gloucester had selected an important means of in-service teacher education. The success achieved in the Guidance and Social Studies led to expansion of the program into the language arts.

3. The Language Committee at work.

To accomplish the first portion of the language arts study a committee was formed from volunteers among teachers and principals. The committee, consisting of eleven members was led by Mr. Joseph Shea, a High School teacher. It included teachers from all parts of the city and from Grade 4 through high school. The group selected had an aggregate of over 175 years of teaching experience in the Gloucester system. Included in the group were two teachers who each had only three years experience and one who had forty-nine years experience. The report of this committee was to take the form of a Teacher's Guide for use in the classroom. After considerable assistance in editing and

proof reading by Miss Hortense L. Harris, Head of the English Department, Gloucester High School, the report was published in April 1947³³.

The Teacher's Guide provided a precise statement of the aims of language instruction in grammar, usage, punctuation and capitalization for each level of instruction together with an indication of the most efficient teaching methods. It also suggested exercises and teaching devices through which more vivid presentation of proper language forms might be achieved. These included punctuation and capitalization charts for all twelve grades. Through such means the committee hoped to develop a language facility which would be:

1. Logical in growth through the years.
2. Varied and interesting though repetitious.
3. Recognized for its objective-clear writing and speaking in accepted form.
4. Presented economically³⁴.

The ultimate objective of their work is clearly apparent from the following statement of the committee in the opening pages of the report:

³³ The Language Arts, Part One, Teacher's Guide, Gloucester Public Schools, Gloucester, Massachusetts, April 15, 1947.

³⁴ Ibid., p. 1.

The need for grammar is self-evident. Grammar is the tool of its master serving that master in the expression of his thought. . . . As teachers of English we readily assume the responsibility for teaching grammar as a tool for the teacher of foreign languages. We do not, however, promise that when the pupil begins his study of foreign languages, his course in English grammar will have been completed. It should, however, be sufficient to form an adequate foundation for his foreign language study and should, by the end of Grade 9, have been completed in so far as assistance is required³⁵.

Thus this phase of the language committee's work was accomplished with a minimum waste of time and effort. In their work they were assisted, as was the social studies committee, by staff members of the Boston University School of Education. Many other Gloucester teachers who were not committee members also gave generously of their time and ingenuity to contribute significantly to the preliminary draft of the Teacher's Guide. In as much as the committee's report was not designed as a formal course of study no attempt was made to construct units as had been done in the Social Studies.

The second phase of the language arts curriculum study reached its culmination in an annotated list of children's books³⁶. The committee with considerable

³⁵ Ibid., p. 1.

³⁶ The Language Arts, Part Two, A Tree of Books, Gloucester Public Schools, Gloucester, Massachusetts, 1948.

assistance from other elementary school teachers throughout Gloucester compiled a comprehensive book-list which, through the financial assistance of the Parent Teacher Association Council, was illustrated by the well known Virginia Lee Burton. It was expected that this piece of work would have considerable circulation among elementary schools throughout the vicinity and perhaps nationally.

The third phase of language study undertaken in the in-service teacher education program was the construction of a Student's Guide³⁷. Original planning for this part of the work was accomplished as the Teacher's Guide was being formulated but its final preparation necessitated a greater expenditure of time. Much of the direction of this task was done by Miss Olive S. Miles, then the Director of Curriculum in Gloucester. Outside assistance was welcomed from Miss Mary B. Sullivan of the Department of Education, University of Vermont, who reviewed the original manuscript and suggested some additions to it. Nearly a score of Gloucester teachers read the original draft and made helpful recommendations.

The final revision as prepared for publication in October 1948, was organized on a topical basis. As in the

³⁷ The Language Arts, Part Three, Student's Guide, Gloucester Public Schools, Gloucester, Massachusetts, October 1948.

case of the Teacher's Guide the unit plan of organization was considered to be too formal and hence unnecessary. The topics included in the Student's Guide were:

- 1° Learning How to Study.
- 2° Directions for Page Form.
- 3° Handwriting.
- 4° Directions for Letter Forms.
- 5° Directions for Outlining.
- 6° Punctuation.
- 7° Capitalization.
- 8° Symbols for Revision of Papers.
- 9° Common Definitions.
- 10° Verb Conjugation.
- 11° Personal Pronouns.
- 12° Spelling
- 13° Reporting on Books.

Within the treatment of each topic extreme care was taken to include an appropriate example in further explanation of the point of emphasis. Moreover the concluding portion of the Guide was an appendix in which were placed examples of every type of letter likely to be encountered by the pupil throughout his school career. That the Student's Guide was extremely well executed is a measure of the zeal and precision of those who participated in its construction.

In writing of the thoroughness of the work done in constructing the spelling portion of this Guide the Superintendent of Schools commented:

We strive to get boys and girls to spell words correctly in their daily writing. The spelling lists we use are compiled on the basis of many surveys of the words which students use, hear, and read at their respective grade levels³⁸.

To this end the Student's Guide includes a basic word list applicable to students in the tenth grade and higher. This basic requirement is in a sense the result of all the spelling efforts already undertaken in the lower grades.

The completion of the reading program and the publication of its several reports marked the completion of three-quarters of the work planned as the initial phase of Gloucester's in-service teacher education program. There remained only the completion of the tasks already assumed by teachers of reading.

4. The Reading Committee at work.

Closely allied to the field of basic language instruction is the necessity of developing proper reading skills. That this close relationship was understood by the early architects of Gloucester's program is evident from their decision to devote considerable attention to the fostering of efficient reading habits. Simultaneously with the launching of the Guidance, Social Studies, and Language program a plan for extensive analysis of reading habits and

³⁸ 101st Annual Report of the Public Schools, Gloucester, Massachusetts, December 1948, p. 10.

deficiencies was inaugurated. In much the same fashion as in the case of the other groups a committee was formed to investigate measures being taken to improve reading, a crucial skill in the development of well educated children. The importance of reading as a basic educational tool has been emphasized repeatedly throughout educational literature. Hence Dr. Lake, the Gloucester Superintendent of Schools, has written:

Success in school depends more upon a pupil's ability to read than upon any other ability. If a child masters the reading skills and enjoys the reading of worthwhile books and other materials, his chances of success in classroom work from first grade through high school and college are practically guaranteed. In spite of the many other learning aids which we are using, such as pictures, records, films, and oral explanation and discussion, reading still remains the means by which most learning is done³⁹.

The Reading Committee met frequently in joint session with the Language Committee, sometimes by itself when interpretation of their studies and observations seemed necessary. The group examined existing reading techniques and studied the means through which reading can be improved through the efforts of the home as well as through the school. While this work required extensive expenditure of time and energy it did not require a lengthy written report

³⁹ Your Child and His Reading, (Pamphlet), Gloucester Public Schools, Gloucester, Massachusetts, March 16, 1949, p. 1.

nor a precisely constructed course of study. Yet the resultant growth in the professional acumen of those who participated in this investigation was without question. The substance of the committee activities and its suggestions and recommendations provided the basis for the publication of a pamphlet for parents explaining the importance of reading and its continued improvement.

Committee members realized that children mature to the point where they are ready to read at varying ages. This is evident from the following statement of the Superintendent:

Our teachers also realize that every child does not take the various steps in learning to read at the same speed. We do not any longer expect that children will advance at equal rates, and we do not try to make them do so. Every teacher in the elementary schools has three or more groups of children using different materials and progressing at different rates. Through this provision for individual differences, we hope to keep all children succeeding and progressing according to their abilities⁴⁰.

The more observation the committee undertook, the more evidence they uncovered that immediate and drastic measures were necessary to bring the calibre of reading up to national standards. For example it was discovered that in the Central Grammar School the average reading ability was fifteen months behind the national average for pupils in similar grades. Faced with this appalling revelation the twenty members of

⁴⁰ Ibid., p. 2.

the committee sought a solution to the problem. Under the direction of Dr. Donald D. Durrell of Boston University School of Education a formal course was offered in the improvement of reading. This course considered all levels through the high school indicating how improved reading habits might be developed.

Following upon this course definite steps were taken by the committee members not only to improve reading within their own classes but also to stimulate interest in a more comprehensive plan of attack. As a direct result of the awakening brought about by this committee a Remedial Reading program was created on an experimental basis in the summer of 1948. In all, forty-eight pupils were enrolled and paid added tuition for the privilege of attending the remedial classes. The results showed remarkable improvement in reading speed and comprehension during the next school year. Many of the pupils read as well as the classmates who had excelled them in reading previously; others showed unusual improvement. The success of this program resulted in a larger remedial program being developed during the summer of 1949.

An additional benefit from the teacher's work was the emphasis placed upon a thorough eye and ear testing program to determine those whose reading deficiencies were caused or

affected by physical abnormalities. No longer would children be expected to learn as much or as rapidly when they had such physical weaknesses.

At the high school level a Laboratory in English was suggested for pupils in the Freshman and Sophomore classes who found reading difficult or had other language work difficulty. This, too, was put into operation with a daily class meeting in which students spent their time in receiving special help in reading, spelling, and composition. The first year of this program saw specific assignment of pupils to remedial classes because of their past records. During the current year pupils who wish to take it voluntarily are allowed entrance also.

In a more positive vein the committee in conjunction with the Parent Teacher Associations and the Sawyer Free Library took steps to provide additional beneficial books for pleasurable reading for children.

The result of these concerted efforts has been increased circulation of library books among school pupils and more laudably, an increase in reading efficiency to the point where pupils in the Gloucester schools have equalled the average reading attainments of pupils their age throughout the country. These results alone would seem to justify the added effort and expense involved in the study of reading habits.

Yet the committee in concluding its report suggested for the benefit of the parents of school children a number of practices which could assist in providing the best possible calibre of reading ability. These recommendations were:

1. Keep in close touch with the school through frequent visits. We can prevent many difficulties for your child by your keeping the school informed and by our keeping the home informed.

2. Watch your child's health carefully, especially eye and ear conditions, which are so important to progress in reading.

3. Be patient and understanding when your child does not learn to read immediately or when he lags behind for a time. Often such children "catch up" a little later.

4. Read to your child, but also give him a chance to read to you for short periods of time. Do not tire him by long reading, and avoid trying to teach reading skills unless you have discussed the procedures in detail with the teacher or supervisor.

5. Be aware of a sense of insecurity because of hidden worries which may be keeping your child from doing his best work. Inform the teacher of such matters.

6. Encourage your child to obtain well-selected books from the library. Do not let him go without books or exist on a diet of comics.

7. Make it possible for your child to attend the summer reading school if his teacher recommends his going.

8. Encourage the high school pupil in your home to get the most out of the Laboratory in English if he has been assigned to it, or to request to be assigned if he is having difficulty.

9. If the pupil is in high school and has home reading to do, provide him with a good place in which to do it and remove temptations, such as radio and television, as much as possible during study hours.

10. Be satisfied with the child's best, whether or not it comes up to your expectations. Nothing can be gained by pushing a child faster or farther than he can go⁴¹.

⁴¹ Ibid., pp. 5-6.

From these suggestions to parents as well as from the steps taken to improve reading within the schools it is easy to see that the time of the committee was well spent and that their deliberations were worthy of the graduate credit allowed them through the in-service teacher education program. Certainly it is with pardonable pride that Dr. Lake wrote:

In last year's Central Grammar School graduating class we had members capable of reading material difficult for the average college student. . . . Generally speaking - our children read more books, they read faster, they read with greater understanding, and they read for pleasure at an earlier date⁴².

Such results are in great measure due to the zeal and interest of the committee members and reflect credit on the 'esprit de corps' of the entire school system.

At the beginning of the 1949-1950 academic year four phases of the curricular reorganization were virtually completed through the medium of the new program of in-service teacher education. Not only had the guidance needs of the Gloucester pupils been studied by competent investigators but also concrete action had taken place to insure more adequate services through the school. The lengthy task of re-designing the social studies offerings and content awaited only the publication of the high school courses of study to

⁴² 101st Annual Report of the Public Schools, Gloucester, Massachusetts, December 1948, pp. 3-9.

be complete. Moreover the language and reading phases of the school had been studied, improvements had been made in instructional facilities and techniques, and remedial services had been initiated. Thus it was appropriate for the Superintendent of Schools to note in his final report for the calendar year 1943:

The brief review herein given of school instruction in the area of fundamentals should clearly show our concern with the teaching of the essential tools which enable our children to acquire knowledge and to pass it on to others. The modern school does not neglect the fundamentals but it does accept responsibility in other areas of instruction⁴³.

As a further indication of this concept of modern education the previous school year saw curricular study initiated in the fields of Arithmetic and Science. Because of the wide scope of these two subjects and in view of the desire to arrive at a 12-year coordination of these it was impossible to complete the work of these committees in one academic year. Hence the work of these committees is currently progressing with the expectation that completion will be attained by the end of this school year or early in the next.

This chapter has been devoted to an analysis and description of the committees at work and of the

⁴³ Ibid., p. 11.

recommendations and new courses of study which have resulted from their deliberations. It is well before attempting to evaluate the efficacy of this in-service policy to observe, in the next chapter, the results obtained by appropriate use of some of these courses of study in classes throughout the Gloucester schools.

CHAPTER IV

CLASSROOM APPLICATION AND EVALUATION

Before any complete evaluation of the work of the committees can be made it is essential that the courses of study which they constructed be put into use in the schools. It is, then, appropriate to examine in some detail how these courses of study were utilized and what benefits were derived from their use. Limitations of space prohibit a complete analysis of each course of study in its application. Likewise the work of such committees as the Guidance and Language committees is less amenable to accurate measurement save in the observed adjustment of pupils to the school atmosphere. Hence the present chapter will more fully analyze the results of the Reading and the Social Studies program. Since the latter subject has application at all grade levels, it will be the center of our observations. This selection is based also on the fact that the conditions under which the Social Studies program was initiated more closely approached the desirable.

It would appear that there are six steps to be followed in the application and evaluation of these courses of study in the Gloucester classrooms. The first step necessitates observation of the classroom scene wherein the committee's recommendations are being utilized. This would include notation of the learning material available, the work

required of students, the general atmosphere of the class, and the extra-class activities provided. This portion of the analysis would be at once personal and subjective. The second stage in our examination of these classroom applications would require the administration of standardized tests to measure progress made under the new procedures. From these, general tendencies would be abstracted as well as indications of individual progress. The third step would entail the accumulation of pupil opinion on the new plan of procedure and his adjustment to it. The fourth step would include the polling of the opinions of instructional and supervisory personnel as to the progress made. The fifth step would comprise a comparison of observed results with valid educational criteria. The final step would require the registration of current objectives to the program. It is in accordance with these six steps that we proceed to examine the new programs under way in the Gloucester schools.

1. Classroom atmosphere.

A third grade social studies class has been selected as a typical example of the new program in the lower grades. Let us observe the classroom scene throughout the covering of a unit on communications. No regular textbook was required in the class. Hence the School Department need not buy as many copies of any one book as formerly. Rather about ten

copies of a basic book paralleling the course outline were available. In addition to these books there were single copies of ten or fifteen other books which relate to the subjects to be covered and were suited to the level of pupil development. (Many of these books have been sent as complimentary copies by publishers anxious to participate in the program in the hope of increasing their sales of books among teachers coming to observe Gloucester's new endeavor.) Other instructional materials such as maps, charts, pictures, etc. were in abundance.

At the outset of the unit the teacher explained each section of the unit to her pupils. She emphasized the importance of communication in everyday life as well as in the continued safety and progress of the nation. Pictures of the various means of communication adorned the class bulletin board. The teacher then began the pupil learning activities by asking the pupils individually as well as in small groups to use the available books and learning materials in looking up further information on the means of communication. She explained that the information discovered in this manner would later be presented to the class by the individual or group who had done the research. The reports were to be spread over the entire time devoted to the unit.

As the unit progressed the teacher brought in poems, plays, and stories related to the central theme of the unit.

Some of these were read aloud by the teacher, others by the pupils. Arrangements were made for the class to make several visits to see means of communication in operation. Thus the children visited the Gloucester Post Office, the New England Telephone Exchange, the Western Union Telegraph Office, and the newspaper offices of the Gloucester Daily Times. After most of these trips the class members were required to write brief compositions describing what had been seen.

In the course of the unit reports on the following topics were written and read by the pupils:

1. The Pony Express
2. How Our Mail Reaches Us
3. Our Trip to the Post Office
4. Our Trip to the Telephone Company
5. Airplanes
6. The Post Office
7. The Telephone
8. The Radio
9. The Mail Truck
10. Communication in Early Days
11. The Telephone Call
12. Operations in the Telephone Office - Local and Long-distance Operators

If any of the pupils didn't understand the report or wished to add to it he had the privilege of questioning the writer or commenting on what had been said. Moreover, each child was required to keep a scrapbook on communications in which he pasted interesting pictures, stories, and newspaper clippings which came to his attention.

The unit emphasized particularly how the local communication facilities influenced the daily lives of the

pupils. It also developed the pupils' ability to seek information properly and to do elemental research suited to his own intellectual level.

A visitor entering a classroom thus organized immediately is impressed with the zealous interest of the pupils. He sees in them the feeling of reality with which they attack their particular task. The joy with which they regard their creative work is obvious. Pupils who were once disinterested are cooperatively drawn into partnership in the investigations and projects already begun. Each individual and group is both constructively critical and appreciative of the work of others. The joint efforts of individuals and small groups result in a degree of self-discipline and a modicum of self-confidence.

The work of this third grade class is based upon a job already well done in the previous grades. In the first grade the pupil has been introduced to the school through visits to other classes and simple explanations of school life. They have learned of the interdependence of home and school. In the second grade they have learned of the community in which they live apart from home and school. Here they become acquainted with the postman, the fireman, and the policeman and the invaluable services which they provide.

Their work in this third grade will prepare them to broaden their horizons to investigate the nation, the world, and related problems in succeeding grades. In the projects they complete, in the collections and exhibitions they present, and in the knowledge they acquire, they fit themselves for responsible citizenship and provide for themselves a high degree of self-motivation. Likewise they provide themselves with the valuable experience of applying both mental and physical tools in the solution of practical problems. The atmosphere of the classroom is at once one of purposive activity and energetic enthusiasm - a far cry from the regimentation and stultification of old.

2. Evaluation through testing.

No new educational program can gain wide acceptance or approval without more concrete evidence of its success than the testaments of its proponents. Hence in support of the Gloucester school system's claim to progress more is required than mere classroom visitation and observation. Hence in the 1948 - 1949 school year an effort was made to determine more scientifically the value of the new courses of study and their construction in improving teaching. Because the new courses of study had been decided upon as the basis for instruction in all classes it was impossible to

conduct the most conclusive type of experiment - i.e. using a control group and an experimental group.

However it was possible to administer standardized tests to two sixth grade classes numbering a total of sixty-two pupils. The members of the class ranged in chronological age from ten to fifteen years with the average age being twelve years. This group was unselected in intelligence so that abilities ranged from dull normal to superior. No standardized intelligence tests were administered at this time however.

To find a basis for comparison it was felt advisable to pre-test pupils in reading and social studies in September 1948 and to test them again at the end of the academic year in May of 1949. Thus a measure of pupil progress could be obtained. With that plan in mind in September the Iowa Every Pupil Tests of Basic Skills, Elementary Battery, Grades 6-8, Form L was administered to the two classes of sixth graders. Likewise the Stanford Achievement Tests, Form E, Advanced Battery for Social Studies was administered soon thereafter. Although the Iowa Basic Skills test was divided into four sections - paragraph interpretation, word meaning, language usage, and knowledge of literature - for comparative purposes the average reading score was felt to be sufficient. Similarly the raw scores achieved in the Stanford Social Studies Battery was considered sufficient.

TABLE III.-

Scores of 62 pupils in Grade 6, 1948, on Iowa Every Pupil Tests of Basic Skills, Elementary Battery, Grades 6-8, Form L, and on Stanford Achievement Tests, Form E, Advanced Battery for Social Studies.

Stu- dent	Average Reading	Average Social Studies	Stu- dent	Average Reading	Average Social Studies
1	78	68	32	78	62
2	48	45	33	60	65
3	63	69	34	69	64
4	75	76	35	61	62
5	61	45	36	71	71
6	62	48	37	70	67
7	65	62	38	64	77
8	75	69	39	71	57
9	64	47	40	72	64
10	52	46	41	53	61
11	70	87	42	64	62
12	55	57	43	57	63
13	62	58	44	48	43
14	63	60	45	74	63
15	56	57	46	73	75
16	60	65	47	70	65
17	65	75	48	68	78
18	54	45	49	64	75
19	53	62	50	63	57
20	56	58	51	64	53
21	55	46	52	72	67
22	70	65	53	65	62
23	74	70	54	74	65
24	55	50	55	63	63
25	61	55	56	74	64
26	60	50	57	54	55
27	80	62	58	61	61
28	65	60	59	62	53
29	60	42	60	71	61
30	64	80	61	65	53
31	78	54	62	66	51

Mean Reading Score 64.74

Mean Social Studies Score 61.16

TABLE IV.-

Scores of 62 pupils, listed in Table III, in Grade 6, 1949, on Iowa Every Pupil Tests of Basic Skills, Elementary Battery, Grades 6-8, Form I, and on Stanford Achievement Tests, Form E, Advanced Battery for Social Studies.

Student	Average Reading	Average Social Studies	Student	Average Reading	Average Social Studies
1	82	74	32	83	74
2	43	50	33	74	62
3	74	83	34	76	75
4	76	85	35	64	64
5	65	64	36	76	77
6	63	79	37	73	65
7	65	67	38	75	80
8	90	92	39	74	74
9	85	67	40	75	76
10	64	63	41	63	62
11	70	76	42	69	78
12	65	69	43	35	77
13	69	64	44	80	53
14	75	76	45	35	94
15	63	69	46	83	68
16	74	84	47	76	80
17	82	87	48	76	91
18	62	59	49	73	83
19	74	74	50	66	64
20	66	64	51	74	78
21	60	56	52	81	60
22	81	75	53	78	69
23	85	80	54	74	74
24	59	31	55	88	74
25	90	80	56	85	66
26	63	75	57	63	56
27	86	83	58	66	74
28	68	79	59	58	60
29	86	80	60	69	67
30	70	79	61	67	72
31	84	73	62	68	64

Mean Reading Score 72.58

Mean Social Studies Score 73.34

Table III lists the average reading scores and social studies scores derived from the September 1946 examinations. It is well to note that the mean average reading score was 64.74, the mean social studies score 61.16.

In May 1949 Form M of the Iowa Every Pupil Tests of Basic Skills was administered to the same pupils. Also an alternate form of the Stanford Social Studies Battery was administered. The average reading scores and the raw social studies scores of these tests are listed in Table IV. The mean average reading score at this time was 72.50 and the mean social studies score 73.54.

A comparison of the results of these two sets of tests reveals some interesting concepts for assimilation. A comparison of the mean scores gained in September with those obtained in May shows a gain of 7.74 in average reading score. This of itself does not necessarily prove the effectiveness of the in-service education program. Other factors such as maturation and vicarious experience must be considered as contributory to the improved test performance over the span of the school year. Nor must it be overlooked that normal teaching conditions would result in some improvement in the course of an academic year. However, the fact that the reading improvement represents a gain of 11.8 per cent in performance is indicative that more than maturation, vicarious experience and normal teaching was

responsible for improved test results. The added increment of improvement may then be credited to the in-service program of teacher education.

Of greater magnitude and importance is the 12.18 average improvement in the mean raw social studies scores. This represents an improvement of 19.7 per cent over the mean score attained in September. Taking into account other contributing elements to this improvement, as has already been done in discussing the reading scores, one cannot but conclude that the in-service program has also been effective in the social studies.

One further application of these tests results seems legitimate to present at this juncture. It is apparent from statistics already mentioned that greater gain was measured in the social studies than in reading over the months from September to May. It would seem that the greater gain thus evident in the social studies is largely a measure of the excellent work done in course of study construction and in-service teacher education by the Gloucester teachers. The statistical concepts thus far presented indicate that at least tentative approbation should be given the program.

This comparison of mean scores has shown significant results. Far more dramatic, however, is an examination of a few individual records of performance on these tests. In September 1948, James A., a twelve year old pupil, received

74 in paragraph interpretation, 70 in word meaning, 65 in language usage, and 60 in knowledge of literature. In May of 1949 he received 80, 75, 75, and 70 respectively. He has since become much interested in reading and library work. In the social studies he received 70 in September 1948 and 80 in May 1949.

Jane B., also twelve years of age, had, in the same tests in September, 60 in paragraph interpretation, 65 in word meaning, 65 in language usage, and 70 in knowledge of literature. In May 1949, her scores were 65, 70, 70, and 75 respectively. She had also developed greater interest in reading and library usage. Improvement was also evident in her social studies scores from 65 in September 1948 to 70 in May 1949.

The cases of James A. and Jane B were typical of many more whose improvement can readily be understood from a perusal of the data included in Tables III and IV. There are some few exceptions to the general tendency of progress. These may be assumed to be retarded students or those who lacked motivation or opportunity to improve their reading ability and social studies comprehension. It is interesting to note, however, that of those who seemed to be the most retarded, the majority made nearly average progress. Some even made spectacular improvement in their test scores, bettering previous scores by thirty points or more. This,

too, is a possible indication of improvement brought about through the in-service curriculum studies of the Gloucester teachers.

Though the statistics derived from this one comparison of achievement test scores are not scientifically conclusive they certainly indicate teacher improvement. Additional more comprehensive testing will be needed before exact conclusions as to the practicality of the program can be drawn. Such statistics will eventually become available as a natural byproduct of the guidance program.

3. Pupil opinion of the new approach.

Another basis for judging the classroom application of the new courses of study can be gained from the registration of pupil opinion through a limited number of questions. As the academic year 1948 - 1949 got underway the same sixty-two pupils in the sixth grade were given a brief informal questionnaire. Although they were not required to sign the paper on which they submitted their answers all but one of the pupils did identify themselves.

The first question asked "Do you like reading?" To this question thirty-five answered in the affirmative, fifteen said that they had no particular reason to dislike

reading and seventeen said that they disliked reading. Included among those answering in the affirmative were five pupils with physical defects.

Question two asked "If you do, what kind of stories interest you most?" Unanimous interest was registered on behalf of exciting and adventure stories and boy and girl stories. Fifty-five expressed a liking for short stories while only ten showed any taste for historical stories.

Question three inquired "Having read a book, do you find it difficult to write a book report about it?" Forty-five pupils expressed the opinion that book reports are difficult while only seventeen felt that book reports were not difficult to write. In answer to the fourth question the pupils agreed that, though it was usually difficult to write a book report, it did help them to appreciate the story.

Question five read "Do you feel that your work in various subjects, such as Social Studies, is made harder because you find that you lack an interest in reading?" Without exception, the pupils felt that a lack of interest in reading would have a deleterious effect on those other subjects in which extensive reading and research work are required. The pupils felt that interest in reading would facilitate their work in other subjects.

The final question was "Do you like Social Studies?" Twenty-five indicated that they did not like the Social Studies, seventeen were indifferent towards the subject while only twenty gave their whole-hearted approval to it. Such apathy toward reading seemed to indicate the necessity of some corrective steps. The desired improvement in reading motivation was expected to result in higher scores during the administration of tests in the social studies.

At the conclusion of the school year (May 1949) the pupils were again asked the same questions. A comparison of the replies given with test scores indicated some interesting facts. All pupils who averaged 70 or higher in their scores for paragraph interpretation, word meaning, language usage and knowledge of literature in May 1949 indicated that they were interested in reading. The same was true of those who had higher scores than 70 in the social studies test at that time. These pupils seemed to have achieved high scores partly through their intense interest in reading.

In all 90 per cent of the sixty-two pupils indicated an interest in reading in May whereas less than 60 per cent had shown interest in September. A like percentage indicated an interest in social studies in May 1949 whereas less than 33 per cent had shown definite liking for the subject in September 1948. These results seem to justify two conclusions: success in the social studies required the use of

reading, research, and composition techniques; the new approach to the social studies had provided great increases in pupil interest and motivation. While this did not necessarily result from the in-service program, it is logical to assume that part of the progress shown stemmed from it.

No significant change in attitude towards book reports was evident in the replies to Questions 3 and 4 of the second set of questionnaires. To the teachers this indicated that such assignments had little internal motivation and were essentially teacher-dictated tasks. It was expected that teachers in the current academic year would attempt to deal constructively with this condition. The answers to Question 5 of the May 1949 questionnaire followed much the same pattern as the replies of September 1948 indicated. Fewer pupils indicated a lack of interest in reading and hence the replies to this question were of less significance than earlier.

The comparison of pupil replies to the two questionnaires showed that the students themselves recognized the value of the new approach to reading and the social studies. Their approbation was apparent both in questionnaire replies and in standardized test scores.

4. Teacher opinion of the program.

The description of classroom application of the new courses of study would hardly be complete without some record being made of the teacher's opinion on its merits. Two methods of obtaining teacher sentiment were utilized which resulted in satisfactory information being gathered.

First the questionnaire originally submitted to the teachers (See Appendix 2) was reissued to gain a knowledge of difficulties which still existed and, by comparison with earlier tabulations, to determine those areas in which improved techniques had resulted. The results of this tabulation and comparison of replies showed that the teachers were convinced that definite improvement had resulted along certain specific lines. All of those who had indicated difficulty in preparing daily lesson plans reported improvement. Eighty-five per cent of those reporting inability to organize materials easily had benefited from the in-service program. (It was learned on further investigation that those not reporting improvement in this aspect of teaching lacked sufficient texts and supplementary reference books.) Seventy-five per cent found that it was easier to cover the ground required during the year whereas they had experienced difficulties in doing this in previous years. All teachers who reported difficulties in teaching pupils to

study, in providing for bright pupils, and in assisting slow pupils reported significant improvement. Ninety per cent of the teachers reported progress in keeping pupils interested and occupied. A similar proportion noted an improved spirit of cooperation among the teachers. (In the ten per cent who noted no improvement in teacher cooperation it was evident that such lack of cooperation stemmed from long-standing clashes of personality.) Teacher opinions as to their own improvement were substantiated by the reports of supervisory personnel throughout the system. These manifest changes in classroom technique provide further evidence in justification of the in-service program.

Beyond these indications of classroom improvement it was thought desirable to submit a brief informal questionnaire to the teachers on which they would be asked to register their opinions and comments on the Gloucester program. These remarks were to be restricted to the in-service program itself rather than to include its classroom application. Answers were, therefore, solicited to the following questions:

1. Do you find the in-service training program valuable?
2. Would you advise continuation of such service?
3. If you recommend continuation of this training, what changes do you feel should be made in: a) objectives, b) content, c) procedures?

4. Do you prefer a short term period or a full semester?

5. Would you recommend that a somewhat similar program of in-service courses be offered for all subjects?

6. In what ways may the Gloucester Teachers' Association contribute to the professional growth of its members?

Overwhelming approval of what had already been done was registered in the answers accorded the first question. Nearly all were enthusiastic for the continuance and expansion of the program. It was clear that the teachers had gained individually and collectively from their participation in the in-service development of courses of study.

In response to Question 3, none of the teachers suggested any change in the objectives of the program. However some felt that too much was attempted in the short time allotted to a meeting. Others were of the opinion that a more equitable time for meetings should be arranged so as not to encroach upon the teacher's leisure hours too heavily. In that regard many teachers were desirous of spreading the work over a whole semester or even an academic year. The majority felt that an extension of the in-service program to encompass all academic subjects was both logical and advisable. The continued cooperation of the Gloucester Teachers Association in the carrying out of in-service training was thought to be the most appropriate contribution desired of the professional group.

In addition to answering the specific questions put before them an opportunity was given the teachers to include pertinent comments on the program.

The following items indicate the important suggestions made by the group:

1. The teachers felt that they had profited by the opportunities to discuss their local curriculum problems under local leadership.
2. They actually received assistance and inspiration in their "everyday classroom problems" from the resource leaders and consultants.
3. The teachers welcomed the opportunity to take part in the "give and take" type of discussions.
4. The participants became better acquainted with the problems of the system from Grades 1 to 12 and understood better the city-wide curriculum program.
5. There developed cooperative mutual understanding among all groups - rural, village, and city - of teachers.
6. The group became more interested in the "child-study approach" to curriculum problems.
7. Leaders agreed that continuous effort was necessary to encourage the participation of all in the small committees where most effective work was done.

In addition to these general comments some specific suggestions were made toward the future development of the program.

1. Pre-planning by leaders was absolutely essential.
2. A public relations program should accompany such in-service activity.
3. An added step might well be to concentrate on developing resource units.

In the answers that were forthcoming from these questionnaires it was readily apparent that the Gloucester teachers recognized the value of the in-service program in modifying their classroom techniques and providing a better educational environment for their pupils. At the same time they realized that their work had not yet achieved the standards of perfection toward which all educational innovations are directed.

5. Comparison with educational criteria.

To date there are no exact or objective criteria by which the effectiveness of such a program can be determined. Therefore it is necessary to establish hypotheses upon which to base judgment of the program. In the absence of objective means of evaluation a careful screening of subjective evidence is necessary. Moreover, a wide variety of such evidence must be presented to overcome the subjectivity involved.

One of the first methods of evaluation which comes to mind is comparison of the Gloucester program with the objectives toward which all education is directed. It is appropriate, then, that we view the Gloucester program in the light of the traditional aims of education, namely: health,

command of fundamental processes, worthy home membership, vocational efficiency, citizenship, worthy use of leisure time, and ethical character.

It is apparent from the lengthy discussion of the accomplishments of the Guidance Committee that the fulfillment of their recommendations will result certainly in the improved mental health and psychological adjustment of the Gloucester pupils. Likewise the improved reading program will assist in the ordered psychological and educational growth of the pupils.

Moreover the renewed emphasis placed upon the language and reading programs has made and will continue to make important progress toward developing the powers of comprehension and expression among the school children. These skills certainly must be included in any listing of fundamental processes for they are among the most necessary to the attainment of successful educational experience.

The attainment of worthy home membership is one of the prime objectives of the Social Studies program. From the first grade unit on "Home Life" to the unit on "The Family" at the twelfth grade level recurring emphasis has been placed on the role of the pupil in the home. Throughout the social studies sequence the changing position of the growing child in the home is indicated. From a position of nearly complete dependence in the lower grades the pupil is

successively confronted with his increasing home responsibilities until, as he achieves high school graduation, he is prepared to assume all the domestic obligations of adulthood.

Through the Guidance program of the Gloucester schools and its intelligent evaluation of pupil abilities and potentialities more efficient use has been made of pupil talents in preparation for vocational life. More particularly have the recommendations, emanating from the in-service teacher-education program, resulted in the establishment of vocational advisory services and placement contacts for present and future students. Such accomplishments have contributed toward the vocational efficiency of Gloucester school products.

If the improved social studies program accomplished nothing else it provided pupils with a proper foundation for citizenship. The wide range of the units making up the social studies program throughout all the grades testify to the broad base upon which citizenship was built through the Gloucester schools. Thus in the reorganization of the social studies courses of study the in-service teacher-education program provided more adequate means of developing a responsible and informed citizenry.

As indicated in this chapter the reading and social studies courses of study when applied in the classroom

resulted in increased interest on the part of pupils. The arousing of pupil interest in reading is especially significant, for such an avocation during the years of formal schooling often results in a similar expenditure of leisure time in adult life. Thus again in the Gloucester schools the objectives of education have been more readily sought, and probably gained, through the medium of the in-service program.

Finally, in the devotion to their tasks and in their enthusiasm in applying the new courses of study the teachers of Gloucester have set an example for their pupils to emulate. Their conscientious attitude, friendly example, and wise counsel, in part at least developed through the in-service program, provided proper motivation for their pupils to develop moral and ethical strength.

Thus briefly can be seen the value of the in-service teacher-education program in facilitating the attainment of the ultimate objectives of education. Were any of the other numerous statements of the objectives of education thus used to measure the effectiveness of Gloucester's program, similar major contributions toward their fulfillment would be in evidence.

Another possible attack on the problem of evaluation is suggested in the classification Wrightstone¹ used for discussing the outcomes of an experimental high school. He divided the end-products of the school into intellectual factors, dynamic factors, and performance factors. Though the present problem is not related in its entirety to the secondary school the application of his classification to the problem of teacher education does not require distortion of Wrightstone's categories.

Under the generic heading, intellectual factors, were included such outcomes of education as verbal intelligence, achievement in recall and recognition of facts, skill in educing facts, their interpretation and organization, and the application of general principles to new curricular situations. In our discussion of classroom applications in this chapter we have already called attention to the improved performance registered by students during a year's application of the courses of study constructed by the teachers in their in-service training. Such evidence together with the physical appearance and content of the courses of study would seem to more than justify approval of the teacher's work.

¹ J. Wayne Wrightstone, Appraisal of Experimental High School Practices, New York, Bureau of Publications, Teachers College, Columbia University, 1936, pp. 120-121.

Social and civic beliefs, personal and social adjustments, attitudes, and opinions formed the substance of the dynamic factors. In the changed attitude of the Gloucester teachers toward the in-service program, about which they were initially skeptical, there is an indication of the dynamic results of the new plan. The increase in socialized classroom technique evident in the recommendation of the courses of study and in their application in the schools further demonstrates the progress to be made in pupil social development. Hence evident progress has been made in the Gloucester schools as measured by these dynamic factors.

The term "performance factors" embraced such observations as the ability to profit by self-initiated activities, to assume increasing responsibility, and to cooperate with a minimum of personality friction. That these desirable attributes resulted from the Gloucester in-service program can readily be deduced. The high degree of initiative and responsibility assumed by the teachers in the committee work is one indication of such success. More pointedly, the absence of personality clashes in committee meetings and the whole-hearted spirit of cooperation which permeated every phase of the work undertaken were symptomatic of the health of the program. Moreover, the cooperation, sociability, and self-direction elicited from the pupils

learning through the new courses of study gave ready proof that the example of the teachers had been translated into commendable pupil behavior. Thus, in comparison with all three of these criteria, the Gloucester program has achieved desirable and improved outcomes among teachers and, more important, among pupils. More evidence has hence been added in approbation of the new plan.

C. Current objections to the program.

Another, and perhaps more incisive, method of evaluating an experimental program is to examine the objections to the program and the problems posed by it in its present stage of development. Such a process of examination will set the stage for determining the essentials of continued success, future improvement, and projected extension of the work.

One of the major objections among the participants of the program has been that excessive demands are made on the time of the teachers involved. It was felt that the time spent was greater than would be necessary to accumulate the same number of hours of graduate credit at a university. Those who raised this objection pointed to the fact that after teaching from 8:30 A.M. to 2:00 P.M. at least one afternoon a week was devoted to the course of study construction and related conferences, consultations, and

discussions. These sessions frequently lasted from the close of school until nearly 6:00 P.M. Occasionally an extra evening session has been necessary to insure completion of the work at hand.

A more widespread objection to the program has been the frequency and the type of supervision conducted during the trial of the units in the classrooms. Teachers felt that the repeated presence of supervisory personnel, particularly specialized system-wide supervisors, in the classroom has been a source of disturbance to pupils and an unnecessary annoyance to the teacher. Further, the attempted domination of teachers by these supervisors has led to serious personality clashes. The attempt of certain supervisors to impose their own ideas as to teaching technique on competent teachers was considered to be unwarranted. The resultant animosity between instructional and supervisory personnel has resulted in greater than normal turnover in supervisory personnel. This is perhaps an indication that the sentiments of the teaching staff were translated to or shared by higher administrative echelons.

Closely allied to this objection to supervisors has been the criticism of such widespread use of objective tests. Many competent teachers felt that in the administration of such tests the chief objective was to assess the teaching ability of the staff. Only of secondary importance, they

felt, was the use of tests to determine pupil progress and educational growth. This doubtless results in part from a lack of sympathy with such tests and partly from misuse of results.

In recent months a further objection has been raised, but not by either instructional or administrative portions of the school system. The School Committee in reviewing the financial aspects of school affairs has been increasingly reluctant to appropriate sufficient funds to defray the additional expenses involved in continuing and extending the program. It must be admitted that the major items of expense do not include the added cost of salary increases which eventually will result from the undertaking. Rather the major objections have been to the increases in the cost of instructional materials, (some, however, have been donated by publishers), and the cost of publishing the courses of study and the committee reports. While the courses of study have been mimeographed some reports, such as that of the Guidance Committee have been printed. Already in the subjects now completed the courses of study have totalled over a thousand pages, each page requiring a separate (and costly) stencil. The publication of numbers of copies of these sufficient for distribution throughout the system and for sending to other school systems has been quite costly. Hence it has been necessary to establish nominal prices for

these when requested by persons outside the Gloucester system. Withal, the receipts have not nearly defrayed the expenses of publication. It is also worthy of note that, as the program expands, the deficits accruing through such publication of courses of study will undoubtedly increase. The School Committee must make a decision as to whether the additional expense for clerical work, publication, and teachers' pay increments is warranted by the results achieved in the education of Gloucester's children. This is the major present problem provided by the in-service work.

In this chapter we have described the application of the new courses of study in Gloucester as a partial means of evaluating the effectiveness of the in-service teacher-education plan. The atmosphere in the classroom has been detailed. The pupils' accomplishments under the new organization have been indicated by the comparison of standardized test scores. Both pupils and teachers have registered their opinions and spontaneous comments on the program. An attempt has been made to compare the results of Gloucester's program with valid educational criteria. A listing of current objections to the program has been made. There remains in our study only to draw some significant conclusions from the evidence already presented. Such a process becomes the object of the final chapter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The preceding chapters have presented a wealth of narrative and expository information relative to Gloucester in-service teacher-education program. It is appropriate at this juncture to arrive at a concise statement of:

- a) the valuable progress already achieved through in-service education;
- b) the requirements for continued success in those areas already improved; and
- c) recommendations for improvement and expansion of the program.

The substance of these three individually-treated topics provides the fulfillment of the purpose of this treatise, the evaluation of the Gloucester plan of in-service training to the present time.

1. Progress already achieved.

The first years of Gloucester's new in-service program resulted in improvement of instruction and achievement in the areas of Guidance, Social Studies, Reading, and Language. The major benefits derived from the program included:

- 1° The Guidance program, through newly-awakened awareness of its needs, maintained a wider scope of services for pupils and achieved higher standards of administrative efficiency.

2° Guidance and testing services were expanded to provide a better basis for diagnostic and remedial work.

3° A thorough study and reintegration of the Social Studies offerings at all elementary and secondary levels was completed.

4° Well designed and precisely executed courses of study were developed for all grades in the Social Studies.

5° Achievement and interest in the Social Studies improved markedly through the better instructional techniques employed by teachers who participated in curricular reorganization.

6° More modern teaching habits were developed in reading and the language arts.

7° Appropriate remedial programs were initiated in reading and the language arts.

8° Greater interest in reading was developed among pupils as witnessed by increased voluntary use of library facilities.

9° Newer learning materials and teaching aids were acquired by the schools because of teachers' study of the most advanced techniques of teaching.

10° Improved pupil interest and enthusiasm for learning was apparent in those subjects where reorganization was effected.

These benefits, although achieved only through added expenditure of funds, adequately compensated for the effort and expense involved.

2. Requirements for continued success.

In order to maintain the progress already achieved by the in-service program in Gloucester certain conditions must be provided. These include:

1° The most up-to-date learning aids, references, and reading materials must be continually provided in those subjects reorganized.

2° Improved methods of objective evaluation and testing must be introduced in these subjects.

3° Continuous reexamination and reorganization of courses of study in these subjects must be maintained.

4° The continued voluntary participation of individual teachers and their local professional association must be cultivated.

5° Adequate and continuous financial and professional incentives must be maintained to encourage such participation.

Granted these conditions, the progress now apparent in Guidance, Social Studies, Reading, and the Language Arts can readily be guaranteed.

3.-Recommendations for improvement and expansion.

The detailed examination of the Gloucester program which has formed the substance of previous chapters leads to the conviction that, despite the great strides of progress already apparent as a result of in-service teacher education, there are a few deficiencies in its complete fulfillment which may readily be overcome. There are also some areas of instruction as yet not included in the in-service program. To eliminate these deficiencies the following steps are earnestly recommended:

1° The influence of supervisory personnel, particularly of specialized subject supervisors, should be less autocratic and more suggestive or advisory. Thus a major teacher objection will be overcome.

2° As rapidly as funds allow reference libraries for the use of pupils and teachers alike should be established in all schools.

3° Additional learning and teaching materials should immediately be provided for those classes in which little progress was reported because of the lack of these tools.

4° Greater study should be given toward the construction of more adequate means to evaluate the application of new courses of study in the Gloucester classrooms. This, in turn, would provide, perhaps even through use of control and experimental groups, a better evaluation of the in-service teacher-education program.

5° In the courses of study to be constructed in the future optional units should be provided at all grade levels.

6° Further consideration of the time allotment awarded units should be given and final decision held in obedience pending a year or more of classroom application.

7° A conscious attempt should be made to publicize in professional and secular publications the accomplishments and efforts of the Gloucester teachers participating in the in-service program. The extraordinary achievements attained deserve to be described for the benefit of other school systems having similar needs.

8° As soon as practicable the scope of Gloucester's in-service program should be broadened to include the following subjects:

a) Arithmetic and Mathematics at all levels. (Part of this work has already been undertaken.) A complete 12-year integration of the various branches of Mathematics is very desirable.

b) General Science, particularly in the elementary and junior high schools. (Part of this work has also begun.) This phase of the Gloucester program should be limited to the grades indicated because of the small number of pupils and the specialized subject matter in science classes at higher grade levels.

c) English Literature at all levels. Integration of offerings in this area is as essential as in other basic subjects such as Social Studies, Mathematics, and General Science.

d) United States History in the senior high school. Since this course is required of all pupils by state law the number of pupils who would profit from the improved instruction should justify extension of in-service teacher education to include this subject.

e) Modern Foreign Language. In those languages where two years or more of instruction are offered there should be greater integration in subject matter and improvement in teaching techniques. Both of these can be derived through the in-service program.

f) Physical Education. In the current rapid expansion of the physical education program to include all grade levels there should be full co-operation of instruction on a 12-year basis. Such can only be accomplished through the concerted and consolidated efforts of all physical education teachers in the in-service program.

9^o The in-service program should not, in the immediate future, be extended to business subjects, specialized courses, and elective subjects because the small number of pupils who would benefit probably would not justify the effort and expense required.

The evidence presented in this and previous chapters impells one to accept the general conclusion that Gloucester, Massachusetts has evolved one of the most valuable and progressive methods of in-service teacher improvement.

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APPENDIX 1

GLOUCESTER PUBLIC SCHOOLS Gloucester, Massachusetts

Application for Advanced Salary Rating

For This Office -
 Not to Be Filled In

Name _____
 (First) (Initial) (Last)
 Address _____
 (Number and Street)

 (City or Town) (State)

Present Schedule
 Step _____ Level _____
 as of January 1, 1948

Grade or Subject Taught _____

Notice to Applicant - Please list in the blanks below the formal professional training on which request for advanced salary status is based. Transcripts of all formal training should accompany this blank, except when credits for a local workshop or in-service training course are claimed. It is not necessary to fill out this blank if an advanced salary rating is claimed because of an added year's experience.

1. Educational Preparation Completed Since January 1, 1948

Name of College	Degree Received	Period of Attendance		Semester Hours
		Date began	Date Ended	

2. In-Service Training Completed Since January 1, 1948

Workshop Course	Check if You Participated		Semester Hours
Workshop in Mathematics 1948-1949	Yes	No	2
Workshop in Science 1948-1949	Yes	No	2

Total Number of Semester Hours of Work Submitted _____

I hereby request advancement on Salary Schedule
 I certify that the above information is correct

Date _____ 194_____

Signature of Applicant _____

Remarks: (Use other side if necessary)

APPENDIX 2

QUESTIONNAIRE USED IN STUDY OF TEACHER TRAINING

1. Grade or grades you teach.....
2. Number of children in room.....
3. Subjects taught (if departmental).....
4. Check in each column the phrase that best describes your class.
 - ☐ predominantly foreign ☐ children predominantly well to do
 - ☐ predominantly native ☐ children predominantly poor
 - ☐ both native and foreign ☐ children chiefly of average means
 - ☐ both extremes of wealth
5. Difficulties in teaching certain subjects may arise from a number of reasons, such as poor foundation, inadequate normal school instruction, or lack of training in methods of teaching. If you have difficulty in presenting one or more of the subjects you teach check the subject or subjects in the column or columns that apply. (Check only if difficulty is due to reasons suggested.)
 - A. In Col. A, check any subjects in which a poor foundation in elementary or high school makes your teaching difficult.
 - B. In Col. B, check any subjects in which insufficient instruction in normal school or college makes your teaching difficult.
 - C. In Col. C, check any subjects in which you have difficulty because of lack of training in methods of teaching the subject.

	A	B	C		A	B	C
1. Arithmetic.....				11. Civics.....			
2. E.S. Math.....				12. Geography.....			
3. Reading.....				13. Nature Study.....			
4. Spelling.....				14. Science.....			
5. Grammar.....				15. Health.....			
6. Oral English.....				16. Physical Education..			
7. Written English....				17. Music.....			
8. Literature.....				18. Drawing.....			
9. American History...				19. Penmanship.....			
10. European History...				20. Handwork.....			
				Other subjects (state)			

6. Have you experienced difficulty during this year? Yes ___ No ___
 If you have, was the difficulty due to:
 A. Lack of instruction in normal school or college?
 B. Instruction not practical enough?
 C. Lack of experience?
 D. Have your present principal or supervisors given you substantial help in solving it?
7. In the list of items below, if you have difficulty, please indicate the reason for it by using A, B, C, D, in #6.
 A. Keeping of reasonable classroom discipline.....
 B. Use of special school equipment such as lantern, mimeograph, etc.....
 C. Keeping of classwork records of pupils.....
 D. Keeping of other records required by school.....
 E. Keeping classroom routine running smoothly (time schedules, ordering and distributing supplies, etc.)...
 F. Preparing daily lesson plans.....
 G. Planning and organizing outlines of work for longer periods.....
 H. Finding and organizing materials for teaching.....
 I. Carrying out the course of study.....
 J. Covering the ground expected.....
 K. Keeping class interested and attentive.....
 L. Keeping all pupils working.....
 M. Getting suggestions from pupils for class activities...
 N. Getting other pupils to accept such suggestions.....
 O. Discovering what are the difficulties of individual pupils in particular subjects.....
 P. Planning work that is effective in helping slow pupils.....
 Q. Planning extra work for bright pupils.....
 R. Planning classroom schedules to permit giving time for individual help.....
 S. Getting along with other teachers.....
 T. Getting along with principal and supervisors.....
8. To which of the following reasons do you think your greatest weaknesses are due? (Check one or more)
 A. Assignment to teach a grade for which you are not best prepared ()
 B. Assignment to teach a subject or subjects for which you are not best prepared ()
 C. Lack of sympathetic personal guidance during this year ()

- D. Preparation for a more formal type of teaching than you are expected to do ()
- E. Lack of experience ()
- F. Other reason (state what)

The same questionnaire was given to the supervisors on which they recorded their reactions to the various teachers' techniques in the classroom.

APPENDIX 3

OUTLINE OF SOCIAL STUDIES, GRADE VIII

United States History

This course covers the entire period of our history, with greatest emphasis on the period between 1775-1886: the Building of the Nation. It is the midcycle of the customary three-cycle presentation of American history in the public schools, and again serves as a terminal course on our country for those who complete their education at the eighth grade level.

Required Units

- I. The Making of the American Nation, 1492-1789
- II. The Government of Our State and City
- III. Foreign and Domestic Problems of the Early Republic
- IV. The Industrial Revolution Comes to America
- V. Westward Expansion Creates National Problems
- VI. The Nation Divides and Re-unites
- VII. America Develops a Culture of Its Own
- VIII. The Machine Age Creates a New Way of Life
- IX. The United States Becomes a World Power

Optional Units

- I. Gloucester's Contributions to the Development of America
- II. The United Nations

APPENDIX 4

SAMPLE UNITS

UNIT I - SCHOOL LIFE

Approximate Time...Undetermined as yet

Grade Level.....One

OVERVIEW

Children can understand why they go to school. They should understand the general layout of their school room, school building, and grounds; the materials available for their use, and the people in the school who can help them to meet their needs. They should live and work and play harmoniously with others in the school. School is the place where children learn to think, to work, and to read. If each child does his part, he will be happier and the school will be a better place in which to work. At all times he must treat others as he should like to be treated himself.

Suggested Content

1. Our school
 - a. Plan of our school
 - b. Care of our school
 - c. Safety in our school
 - d. Health in our school
 - e. Cleanliness in our school
 - f. Living together in the classroom
2. Some problems
 - a. School
 - (1) Name
 - (2) Location

- (3) Number of rooms and grades
- (4) Personnel
- (5) Map
- b. Care of school
 - (1) Keep yard clean
 - (2) Keep room clean
 - (3) Take care of own possessions
- c. Safety in school
 - (1) Orderly entrance to and exit from school
 - (2) Fire drills
 - (3) Handling movable furniture
 - (4) Correct use of scissors, crayons, pencils, paste, etc.
- d. Health in school
 - (1) Wholesome meals
 - (2) Milk and cookies at recess
 - (3) Use of handkerchiefs
 - (4) Suitable clothing for different kinds of weather
- e. Cleanliness in school
 - (1) Person and clothes
 - (2) Property and materials
- f. Living together
 - (1) Sharing favorite possessions
 - (2) Helping each other
 - (3) Being polite

UNDERSTANDINGS TO BE DEVELOPED

1. Many people make school life possible.
2. We observe certain rules which help us to live together.
3. We learn how to do things for ourselves.
4. We work and play together in a group.
5. We must take care of our materials.
6. There are times to be a follower and times to be a leader.

INTRODUCING THE UNIT

1. Make a tour of the school room, and of the entire school, and the school grounds to find out the things that must be learned in this new home.
2. Direct attention toward the different people working in and around the school; the other classrooms with children and teachers, the principal, the janitor, the special teachers as they come in, the doctor, the nurse, the dentist.

SUGGESTED ACTIVITIES

1. Make map of school and school grounds.
2. Get acquainted with school buildings and grounds by taking a tour of the school.
3. Talk about way that school workers help each other, discuss proper use and care of school materials.
4. Get acquainted with other rooms by carrying notes to the principal, and to other rooms.
5. Read stories about school. (See bibliography)
6. Dramatize incidents about school life, such as visits of doctor and nurse, milkman, mailman.
7. Make posters and pictures of the school, its personnel, its visiting teachers, of children participating in different activities.

8. Make Who's Who in Our Room scrapbook including a picture of the child, name, address, family.
9. Make a school newspaper including name of paper, day of the week, month, year, weather, interesting happenings.
10. Plan and carry forward in a cooperative way such activities as store, playhouse, pet show, parties, circus, parade, etc.
11. Learn games suitable for indoors on a rainy day. Learn to participate sometimes as leaders, sometimes as followers.
12. Make a big poster about the library table. Paint the shelves full of books.
13. Make pictures of children taking care of materials, taking turns with playground equipment.
14. Watch practices of school children going to and from school and notice correct safety habits.
15. Keep a birthday chart, sing birthday song.
16. Make plans together for beautifying the school room by bringing flowers, bringing favorite books for the teacher to read, arranging a reading corner, making window boxes, making murals.
17. Take excursions to near-by points of interest; stores, churches, playgrounds, greenhouses, farms, etc.
18. Play victrola records, do rhythmic activities, rhythm band.

SUGGESTED EVALUATION

1. Do the children understand that:
 - a. The school is a place where they learn to live and work and play harmoniously with others?
 - b. They learn to think, to work, and to read at school?
 - c. Many people help boys and girls in school?
 - d. Each person must care for his own materials?

2. Have the children grown in:

- a. Ability to get along with each other?
- b. Ability to be a leader?
- c. Ability to be a follower?
- d. Ability to take care of materials and equipment?
- e. Ability to complete their work?
- f. Ability to take care of themselves?
- g. Ability to help each other?

3. Have the children developed in:

- a. Reading and language?
 - (1) Experience charts?
 - (2) Making picture booklets?
 - (3) Labelling objects in room?
 - (4) Oral discussion of experiences?
 - (5) Dramatizations?
 - (6) Dictation of simple stories for charts?
- b. Numbers?
 - (1) Counting of children, books, chairs, etc.?
 - (2) Writing simple numbers?
 - (3) Recognizing street and telephone numbers?
 - (4) Number experiences - money for defense stamps, cookies, milk?
- c. Writing?
 - (1) Writing of names?
 - (2) Writing of simple sentences?

d. Music?

- (1) Singing of simple songs about school?

e. Art?

- (1) Finger painting?
- (2) Easel painting?
- (3) Freehand drawing?
- (4) Coloring, cutting, and pasting?

CHILDREN'S BIBLIOGRAPHY

Seventeen books listed

MUSIC BIBLIOGRAPHY

One book listed

Seven songs indicated

UNIT I - EXPLORATION

Approximate Time...Undetermined as yet

Grade Level.....Five

OVERVIEW

Out of Europe in the half century following 1492 comes one of the most thrilling stories of discovery and conquest that the world has seen. In small sailing ships and with a few followers, men conquered a vast new land that no white man had ever seen. The explorers found wild, beautiful shores and silent wilderness. They encountered many hardships and learned about the life and ways of the Indians.

Suggested Content

1. America discovered by Columbus
 - a. Life of Columbus
 - b. Voyages
2. Other early explorers
 - a. Leif Erickson
 - b. St. Brenden
3. Spanish discoveries, explorations, and conquests
 - a. Cabral - Brazil 1500
 - b. Vespucci - South America 1511
 - c. Ponce de Leon - Florida 1513
 - d. Balboa - Pacific 1513
 - e. Cortez - Mexico 1519-21
 - f. Magellan - Round the world 1518-22
 - g. Pizarro - Peru 1532

SAMPLE UNITS

100

- h. Coronado - New Mexico 1540
 - i. DeSoto - Across Florida to Mississippi River 1542
- 4. French discoveries and explorations
 - a. Cartier - St. Lawrence River 1543
 - b. Champlain - Quebec, Lakes Champlain and Huron 1608
 - c. Marquette and Joliet - Central part of Mississippi 1673
 - d. LaSalle - Mouth of Mississippi 1681-82
- 5. English discoveries and explorations
 - a. The Cabots 1497
 - b. Drake 1577-80
 - c. Raleigh 1583
 - d. Hudson - Dutch 1609
- 6. Portuguese discoveries and explorations
 - a. Vasco da Gama - Reached Indies by way of Africa 1498
 - b. Diaz - Cape of Good Hope 1486
 - c. Prince Henry, The navigator

UNDERSTANDINGS TO BE DEVELOPED

1. The search for shorter and safer trade routes to the east resulted in the discovery of America.
2. Though a single individual may have the credit for a discovery many people have helped make it possible.
3. European powers struggled for supremacy in the New World.

4. Europe awakened to the fact that the New World was a place of opportunity for wealth, adventure, and expansion.
5. New inventions and scientific discoveries aided mariners in their search for the Indies.

INTRODUCING THE UNIT

1. Ask the children if they know what event is celebrated on October 12. Perhaps they would like to plan a Columbus Day program. Before such a program can be planned it will be necessary for them to find out all they can about Columbus.
2. Display pictures of explorers on bulletin board. Give children opportunity to look at them in detail and raise questions concerning them.

SUGGESTED ACTIVITIES

1. Write a letter that each of the following might have sent home to his King or Queen:
 - a. Sir Francis Drake, when he captured the Spanish Treasure ship.
 - b. DeSoto, when he discovered the Mississippi River.
 - c. Balboa, when he saw the Pacific Ocean.
2. Write a dialogue between:
 - a. Columbus and the King of Spain.
 - b. Columbus and his brother Bartholomew as they made maps.
 - c. Ponce de Leon and an old Indian he met in Florida.
3. Show on a large map of the American continent the lands claimed by Spain, France, England, and Portugal.
4. Trace on a globe the route of Magellan's expedition.
5. Trace the route of Columbus' first voyage and point out on a map the islands he discovered.

6. Make a chart of the early explorers and their discoveries.
7. Make a list of qualities you admire in the Spanish explorers. In another list place all the qualities which you do not admire.
8. Draw a frieze showing a scene such as the landing of Columbus.
9. Compare the time required by early explorers to make their voyages and the time required today to make the same trip.
10. Keep for a brief period a diary such as an explorer might have kept.
11. Make a model map of the Western Hemisphere and indicate by flags the territory claimed by each European country.
12. Arrange an exhibit of maps, pictures, and stories prepared by the class while studying this unit.

SUGGESTED EVALUATION

1. Do the children understand that:
 - a. The search for shorter and safer trade routes to the east resulted in the discovery of America?
 - b. Columbus reached east by sailing west?
 - c. European powers struggled to rule the New World?
 - d. Europe awakened to the fact that the New World was a place of opportunity for wealth, adventure, and expansion?
 - e. New inventions and scientific discoveries aided mariners in their search for the Indies?
 - f. A ship of Magellan's expedition made the first trip around the world and proved that the earth is round?
 - g. The New World was called America after the explorer Americus Vesputius?

2. Have the children grown in:

- a. Ability in learning how to select material for a report?
- b. Ability in skimming material for needed information?
- c. Increased ability in acquiring new words in their vocabularies?
- d. Ability to use the textbook intelligently and efficiently?
- e. Ability to arrange attractive bulletin board exhibits?
- f. Ability to use reference materials such as dictionaries and encyclopedias?
- g. Ability to answer questions that require some interpretation and organization of materials?
- h. Increased ability in effective participation as a committee member?

INSTRUCTIONAL AIDS**1. Pictures:**

- a. Discovery, Exploration, and Settlement - 48 plates \$4.50
- b. Voyage and Discovery - 24 plates \$2.95

Informative Classroom Picture Series
A. B. Rider and Associates
25 Huntington Avenue
Boston, Massachusetts

2. Lantern Slides:

- a. Yale Pageant of America Educational Lantern Slides
 - (1) 10 (1-224) one of Magellan's ships, the Victoria
 - (2) 11 (1-225) the Straits of Magellan
 - (3) 13 (1-226) Coronado's March through the southwest

(4) 19 (1-334) the Spanish admiral surrenders to
Drake

(5) 26 (1-680) LaSalle sails the first ship on
the Lakes

3. Moving Pictures:

Christopher Columbus - 4 reels, Si. Yale University
Press Film Service, 1923, \$7.50

TEACHER'S BIBLIOGRAPHY

Two books listed

CHILDREN'S BIBLIOGRAPHY

Fourteen books listed

UNIT 6 - CANADA

Approximate Time..Undetermined as yet

Grade Level.....Six

OVERVIEW

Canada is the largest country in North America. It reaches from the Atlantic Ocean on the east to the Pacific Ocean on the west. It is in the northern part of North America. The population of Canada is not great. The North is occupied by trappers, Indians and Eskimos. The southern part of Canada has the most people. Here farming is the chief industry. Stock raising and fishing are also of importance.

When we of New England speak of Canadians we usually think of French-Canadians though most of the people of Canada are of British descent, and a large proportion of them live along the southern border near the United States. This country is called the Dominion of Canada and is a part of the British Commonwealth of Nations.

Canada's great wealth lies in its natural resources and the future of the country depends chiefly upon the way in which these resources are used.

Canada herself has an extremely varied topography, including mountains, foothills, plains, and many interior lakes. The scenic wonders in this region attract many tourists every year, both in summer and winter.

Agricultural lands are the leading resource in Canada, while forests are second. From the standpoint of lumber resources, Canada ranks third in the world.

Fisheries, fur-trading, and mineral resources are all equally important in Canada, as is the fast-growing manufacturing industry.

We on this side of the border need to know more about Canada's history, geography, resources, industries and government. A study of the Canada today will help us to know our own land better because of the obvious comparisons. We two can cooperate for the common good of our citizens.

Suggested Content

1. Political Divisions

a. Called Provinces instead of States

(1) Maritime Provinces - east - 3

- (2) Others to the west - 6
 - b. Principal cities of these Provinces
- 2. Principal nationalities found in Canada
 - a. French
 - b. English
- 3. Historical Landmarks
 - a. Quebec City
 - (1) St. Anne de Beaupre
 - b. Ottawa, Canadian Capital
- 4. Geographical factors
 - a. Location
 - b. Climate
 - c. Topography
 - d. Population
- 5. Principal Occupations
 - a. Agriculture, leading occupation
 - b. Commerce
 - c. Dairying
 - d. Lumbering
 - e. Mining
 - f. Fishing
- 6. Comparison with United States - its southern neighbor

UNDERSTANDING TO BE DEVELOPED

- 1. Historically, the rightful claim to the founding of Canada was made by both France and England, resulting in a bitter dispute between the two.

2. Although the population of Canada is now concentrated in the southern area of the country, it is estimated that all of Canada, with her rich resources, could support 80 million people.
3. Canada is a place where early North American colonization took place.
4. Canada is a playground for American visitors.
5. Geographical factors determine the occupations and activities of its people.
6. Canada is a great lumbering and mining country, has extensive fisheries, and a great deal of fur-farming; but actually it is principally an agricultural country.
7. Canada is a part of the English Commonwealth of Nations.
8. England depends upon Canada for a considerable amount of its food supplies.
9. The great abundance of natural resources in Canada, including raw manufacturing material, is a good basis for the up-building of the manufacturing industry.
10. The Dominion of Canada is commercially the best foreign market for the United States, while Canada is also a source of supplies for the United States.
11. Canada is closer to us than any other country in her past history, her present problems, and her democratic ways of life.
12. Canada with her French and English extractions boasts of two official languages within her borders.

INTRODUCING THE UNIT

1. Display pictures of different sections of Canada, pertaining to its political divisions, physical features, agricultural, industrial, and historical aspects. From these lead into the unit of study through the natural curiosity of the children.
2. Have children bring articles they have at home that were obtained in Canada.

3. Have the children work out with the teacher map outlines, showing the provinces, the large farming centers, industrial centers, and historical centers.

SUGGESTED ACTIVITIES

1. Take the children on a "tourist trip" through Quebec and Quebec City.
2. Have the children make a comparison between Washington, D. C. and Ottawa.
3. Have them make a scrapbook with pictures of scenes in Canada, as compared with the United States.
 - a. The Fishing Industry there and at home
 - b. Vacation time, winter and summer
 - c. The two capitols
 - d. Various agricultural and mining activities as compared with U. S. methods
4. Make sectional maps of the nine provinces, showing products, occupations, etc.
5. Show by means of a keyed map the large centers of populations, and the small centers of populations - explain the reasons for the difference.
6. Bring in pictures of the French and English types of people who live in Canada.
7. Show the differences in climate in Canada by means of lines on graphs. This data may be gathered from almanacs, periodicals on climate, etc.
8. Explain the reasons for large French and large English populations in different regions of Canada.
9. Tell about the inhabitants of the northern cold regions.
10. Draw a map showing where these cold unpopulated regions are.
11. Have a quiz show bringing out differences and likenesses between the United States and Canada.

12. Have children bring in material and then compile a scrapbook on the life and work of Royal Mounted Police.
13. Construct plaster of paris relief maps of Canada.
14. Make line graphs and circle graphs showing types of crops produced in Canada.
15. Plot an imaginary aerial trip across Canada to sight historical and recreational national parks.
16. On a sandtable build a replica of a Canadian National Park.
17. Dramatize an episode showing the cooperative work between the "Mounties" in the United States and Canada.
18. Play games such as are played by the children in a Canadian school.
19. Dramatize a school day such as is carried on in a Canadian school, including school environment and costuming.
20. Collect tourist material; then set up an imaginary information booth, using pupils from other grades as travelers.
21. Set up one corner of the room as a museum and library, containing Canadian notebooks, literature, pictures, etc.

SUGGESTED EVALUATION

1. Do the children understand that:
 - a. Early French colonization was made in Canada?
 - b. French and English colonial disputes were over Canadian territory?
 - c. Canada is visited by many Americans each year?
 - d. Farming is the principal industry?
 - e. Mining and lumbering are important in Canada?
 - f. There are two nationalities living side by side in Canada?

- g. Canada is a part of the English Commonwealth of Nations?
- h. A great part of her trade is with the British?
- 2. Have the children grown in:
 - a. Ability in learning how to select their materials for their work on Canada?
 - b. Ability to pick out interesting and pertinent facts about Canada?
 - c. Ability to use books and reference material?
 - d. Ability to use maps and graphs?
- 3. Have the children developed:
 - a. An appreciation of our great Northern neighbor?
 - b. A greater interest in Canada and its people?
 - c. An appreciation of the British Commonwealth of Nations, Canada being a part thereof?
 - d. An appreciation of the friendliness between the two countries, United States and Canada?
- 4. Have the children shown:

A satisfactory understanding of this Great Dominion of Canada from tests built on understandings developed by this unit?

INSTRUCTIONAL AIDS

Audio-Visual Aids

- 1. Banff - Lake Louise, Sound 10 min., [1.50, also Silent 14 min., \$1.00
Cloud piercing peaks reflected in mirror lakes, ski runs, trout pools, wild creatures, Canada's gem of scenic beauty.

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2. Canada's High Spots, Sound 10 min., \$1.50, also Silent 14 min., \$1.00
General overview of the Dominion, historic landmarks of its famed cities, glorious mountain scenery at Banff and Lake Louise.
3. Dwellers in Cold Countries, Silent 14 min., \$1.00
Influences of Arctic and Antarctic on food, homes, clothing, and activities.
4. French - Canadian Children, Sound 10 min., \$1.00
The home, school, and community life of children in a French-Canadian farm family.
5. French Explorations in North America, Silent 14 min., \$1.00
Animated maps and actual photographs of routes of early explorers, traders, and missionaries.
6. Industrial Provinces of Canada, Sound 10 min., \$1.50
Presents the region as "The Heart of the Dominion".
7. Industrial Workers of Canada, Silent 14 min., \$1.00
Presents skill, specializations, and convenience of markets.
8. Maritime Provinces of Canada, Sound, \$1.50
A brief overview of the region, and animated scenes show the peopling of the region from 1700 to the present day; also the chief occupational activities, fishing, furs, forest products, etc.
9. Pacific Canada, Sound 10 min., \$1.50
Location, geographic characteristics and peopling of the region are briefly surveyed.
10. Peoples of Canada, Sound 21 min., \$1.50
Diversified races making up Dominion, democracy in the land of our friendly neighbor.
11. Province of Quebec, Silent 15 min., \$1.00
The Saguenay River, Lower St. Lawrence River, Cape Cuope, etc., and Montreal.

12. Wings for Victory, Silent 14 min., \$1.00
Canada's Conquest of the vast frozen north through air power. The northern route to Europe and Asia - the route that may bring practical air transportation in the future.

All above films may be obtained from the following source:

Visual Education Service (Vesco Film Library)
116 Newbury Street
Boston, Massachusetts

13. Canada, 15 min., Castle Films Inc., Frank Lane,
Little Bldg., Basement #5, Boylston and Tremont Sts.,
Boston, Massachusetts
14. Canadian National Railways, Pictures, etc.,
Boylston Street, Boston, Massachusetts.

TEACHER'S BIBLIOGRAPHY

Sixteen books listed

CHILDREN'S BIBLIOGRAPHY

Twenty books listed

UNIT I - THE MAKING OF THE AMERICAN NATION - 1492-1789**Approximate Time.....Four Weeks****Grade Level.....Eight****OVERVIEW**

Interest in the unknown has always driven men to explore and investigate. During the early years, the men who visited the New World were interested only in exploration. As time went on, men came to understand that these new continents would yield their greatest returns to those who made their homes in the New World.

The early settlers made permanent contributions to living that still affect the lives of people living in the same regions today. The ideas of freedom and self-government which had their beginnings in colonial days are still cherished. The geographical position of the American colonies gave the people a certain security in the enjoyment of their freedom and self-government. This bred a sense of independence which made the colonies impatient with the laws imposed by England. The great distance which separated England from America made it difficult for the mother country to force its will upon the colonies.

Belief in the cause for which they fought made it possible for the Americans to overcome very great handicaps and win their independence. This independence and freedom of the United States was preserved by the establishment of a strong government under the Constitution. The Constitution has remained a vital force in American life because it is rigid enough to provide a plan of government and, at the same time, flexible enough to permit changes to meet the changing needs of the people.

Suggested Content**1. The Period of Exploration and Discovery****a. Voyages before Columbus****(1) The Norsemen****(2) Early Portuguese voyages****b. Columbus's Four Voyages**

- c. Later Explorers
 - (1) The Spanish
 - (2) The French
 - (3) The English
- 2. The Period of Colonization
 - a. Spanish settlements
 - b. French settlements
 - c. The thirteen English colonies in America
 - d. The struggle for North America by England and France
- 3. The American Revolution
 - a. The principal causes of the war
 - b. The Declaration of Independence
 - c. Results of the war
- 4. The Making of the Constitution
 - a. The weaknesses of the Articles of Confederation
 - b. The Constitutional Convention
 - c. The Constitution of the United States - the framework of our government
 - (1) The three branches of government
 - (2) A government of checks and balances
 - (3) The Bill of Rights

UNDERSTANDINGS TO BE DEVELOPED

- 1. An intellectual awakening, together with dissatisfaction over the established trade routes to the East, stimulated Europeans to make westward voyages.

2. Englishmen built the strongest colonial empire in North America and American democracy began with its founding.
3. England finally won the leadership in North America from Spain and France.
4. The thirteen American colonies, by winning the Revolutionary War, became an independent nation.
5. The Constitution of the United States bound the states together into a strong central government.
6. The Bill of Rights guaranteed civil liberties.

INTRODUCING THE UNIT

From a wall map of the United States, discuss the extent of the country today; the number of states; population; principal occupation of the people. Has the United States always been as it is today? In this manner, lead the class to discuss how our country has grown from its discovery in the fifteenth century to the adoption of a new form of government.

Questions

1. Why should Marco Polo's travels in Asia be included in a history of America?
2. Name some people of today who are real makers of history, but whose names will never appear in history books. Are the members of your class history makers? Give a reason for your answer.
3. Are there any modern inventions which have done as much for the people of this earth as printing? Which ones would you include in such a list?
4. During the period of exploration, how much did Europeans find out about the New World in regard to: (1) natural waterways through the New World to the Pacific; (2) width of North America; (3) coast line; (4) rivers, plains, and mountains; (5) climate; (6) birds and animals; (7) forests and vegetation?
5. If Europeans had landed on the western coast of North America in what ways would their difficulties in exploration and colonization have increased? Decreased?

6. How did the Philippines come to belong to Spain? How long did Spain own them? What has happened to them since?
7. Why is Portuguese the language of Brazil?
8. Compare the trip of Admiral Byrd to the South Pole with the voyage of Sir Francis Drake. If Byrd had lived at the time of Drake, do you think he would have set out to explore the New World? Why?
9. How did it happen that the English were later than the Spanish in exploring the New World?
10. It has been said that the history of the United States begins with the defeat of the Spanish Armada in 1588. Why?
11. What was the Northwest Passage which so many explorers wished to find? Did they find it? Why was the search for this passage an important part of the history of our country?
12. Suppose you wished to follow the example of Drake or DeSoto, are there any places in the world which are unexplored? (Consult the National Geographic Magazine for hints.)
13. What various nationalities are represented in our class? If any of the pupils have ancestors who lived in colonial America, let them find out all they can about it and report to the class.
14. Compare the reasons for coming to America in colonial days with the reasons for coming in later years. What laws have been passed in regard to persons who wish to come to this country? Why have we passed such laws?
15. Do you think you would have come to America if you had lived in England in the 1600's? Why?
16. What did old France leave to us in modern America?
17. How do you think England's task in developing a colonial government compared with that of France and Spain? What evidence can you give which shows that England built the strongest colonies in the New World?

18. How are claiming, acquiring, and building lands different?
19. What beginnings of democracy were made in the New World?
20. Because of the policies of Hitler, many Germans fled to the United States before World War II. Compare their reasons with those which caused Pilgrims, Puritans, Quakers, and Catholics to leave England and come to make new homes in America.
21. How do you account for the fact that the Virginia colony succeeded in 1607, whereas Raleigh's colony failed in 1587?
22. Name some of the things which the English colonists learned from the Indians.
23. What rights of colonists would you guard most carefully if you were in charge of colonial affairs?
24. Today we all pay stamp taxes of some kind. For example, in 1944, a stamp was carried on the windshield of every automobile. Why did we not refuse to buy such stamps, as the colonists did in 1765?
25. With fewer advantages than England, how were the thirteen American colonies able to win the Revolutionary War?
26. How do you explain the fact that Washington's officers were ready to discard the principles for which they fought?
27. In what sense is it true that the American Revolution was a victory for English liberty as well as American liberty?
28. Do you think that in the terms of the peace treaty made with England in 1783 that the mother country was generous in her treatment of the United States? Why?
29. Compare the position of the American colonies in 1776 with that of India in 1947.
30. At the present time where are revolutions going on?

31. What attempts at union were made before 1787? Were any of these successful?
32. What liberties are protected by the Bill of Rights? Would you be willing to have any of them taken away? Compare the Freedom mentioned in the Bill of Rights with the Four Freedoms of President Franklin D. Roosevelt.
33. Why is religious freedom such an important matter?

SUGGESTED ACTIVITIES

1. Make a time line of the unit.
2. List the words which you should review in the unit.

alliance	frontier	palisade	ratify
aristocracy	impeach	persecute	repeal
blockade	indentured servant	petition	resolution
charter	indigo	pewter	revolution
compromise	intendant	Pilgrims	rivalry
convention	intolerable	plantation	scurvy
corporate	Loyalist	proprietor	Separatist
declaration	maize	Puritans	shillings
effigy	massacre	Quakers	tyranny

3. Persons and Places which you should recognize.

Group I.

Balboa	Cortez	LaSalle
Vitus Bering	Bartholomew Diaz	Leif Ericsson
John Cabot	DeSoto	Ponce de Leon
Cabral	Sir Francis Drake	Magellan
Cabrillo	Eric the Red	Marquette
Cartier	Vasco da Gama	Pizarro
Champlain	Prince Henry	Marco Polo
Columbus	Henry Hudson	Verrazano
Corenado	Joliet	Amerigo Vespucci

Group II.

John Alden	Sir Humphrey Gilbert	Powhatan
Sir Edmund Andros	John Harvard	Sir Walter Raleigh
Nathaniel Bacon	Thomas Hooker	John Rolfe
Lord John Berkeley	Anne Hutchinson	Father Juniper Serra
General Braddock	Massasoit	John Smith
William Bradford	Peter Minuit	Miles Standish
William Brewster	General Montcalm	Peter Stuyvesant
Cecil Calvert	James Oglethorpe	John White
Sir George Carteret	William Penn	Roger Williams
John Davenport	Pocahontas	John Winthrop
John Eliot	King Philip	General Wolfe
Count Frontenac		

Group III.

John Adams	General Sage	James Madison
Samuel Adams	General Gates	Francis Marion
Ethan Allen	George III	Robert Morris
Major Andre	Nathanael Greene	James Otis
Benedict Arnold	George Grenville	Thomas Paine
Daniel Boone	Nathan Hale	Molly Pitcher
Edmund Burke	Alexander Hamilton	William Pitt

General Burgoyne
Geo. Rogers Clark
General Clinton

John Hancock
Patrick Henry
General Howe

Pontiac
Paul Revere
General
Rochambeau

Lord Cornwallis
William Dawes
Admiral De Grasse

Thomas Jefferson
John Jay
John Paul Jones

Betsy Ross
Daniel Shays
Baron von
Steuben

Benjamin Franklin

Lafayette

George Washington

Places

Group I.

Bering Sea
Bering Strait
Brazil

Greenland
Haiti
Hudson Bay

Newfoundland
New Mexico
Northwest
Passage

Cathay
Constantinople
Cuba

Hudson River
Labrador
Mexico

Ohio River
Peru
St. Lawrence
River

Florida
Genoa
Cape of Good Hope

Mississippi River
Strait of Magellan

Venice
Vinland

Group II.

Acadia	Massachusetts Bay Colony	Plains of Abraham
Baltimore	The Middle Colonies	Providence
Boston	New Amsterdam	Quebec
Charleston	The New England Colonies	Roanoke Island
Deerfield	New France	Salem
Fort Duquesne	New Haven	Santa Fe
Hartford	New Orleans	Savannah
Hispaniola	New Netherland	St. Augustine
Jamestown	Plymouth	St. Louis
Louisiana Territory	Philadelphia	Great War-path
Manhattan Island		

Group III.

Bunker Hill	Trenton
Lexington and Concord	Valley Forge
Monmouth	Mt. Vernon
Princeton	Vincennes
Saratoga	Yorktown

Ticonderoga

4. Draw a map showing Marco Polo's route to China.
5. Make a map of the Old World and paste products or pictures of products that the Europeans wanted to get from the East.
6. Make a map showing the chief trade routes of the Middle Ages.
7. Make a map showing the probable route of Leif the Lucky to the New World.
8. Bring a compass to class and explain how it works. Is it different from the one used in Europe before Columbus sailed?
9. Give a floor talk on the subject: Trade between the East and the West before 1492. Illustrate by a map which you have drawn showing the trade routes.
10. Draw a pictorial map showing the voyages of Columbus.

11. Arrange paper cut-outs on a chart to illustrate how the boats used by Columbus compare with a modern ocean liner.
12. Recite the poem: "Columbus" by Joaquin Miller.
13. On a map of the world show the routes of the important explorations of the Europeans in the New World.
14. What present day reminders are there of the explorers who came to Cape Ann?
15. Draw a map of North America showing the parts claimed by England, France, and Spain at the end of the period of exploration. Show the principal settlements.
16. Give floor talks on any one of the interesting people mentioned in the unit.
17. Make an exploration chart. Place the names of explorers in one column, the country for which they explored in another column, the section of the New World which they explored in a third column, and the date of exploration in the fourth column.
18. Are there any present-day exploring expeditions? Report on any that you can find out about.
19. Give an illustrated talk on Spanish architecture in the New World.
20. Give a floor talk on the colony at Roanoke.
21. Make an interesting pictorial map of all the English colonies in America.
22. Make a chart on the thirteen colonies. Include the name of the colony, the date of settlement, the reason for settlement, and some interesting events in its history.
23. Make a chart to compare the French and English colonies in population, government, occupations, and location.
24. Draw a map to show the territory held by France, Spain, and England in North America at the close of the French and Indian War in 1763.

25. Imagine that you are an English trapper returning home from the forest, tell of your experiences with the French and the Indians.
26. Make a pictorial map showing the ways by which people made a living in colonial days.
27. Make a pirate map. Show where the haunts of the pirates were and what they did.
28. If you belong to the Boy Scouts, Girl Scouts, or Camp Fire Girls, what ceremonies, emblems, and ideals has your organization adopted from Indian life?
29. Make a report to the class on the interesting Indian history connected with Gloucester.
30. Give an illustrated talk on the Indian in literature, art, and music.
31. Give a floor talk on one of the American patriots of the pre-Revolutionary days.
32. Make a cartoon showing the Patriots' feelings toward the Loyalists.
33. Recite the poem: "Concord Hymn" by Ralph Waldo Emerson.
34. Make a map showing how the British expected to capture the Hudson Valley.
35. Draw a map of the United States and locate on it the chief battle sites of the American Revolution. Mark in red the places where the battles were won by the British, and in blue the places where the battles were won by the Americans. At one side list the prominent generals of the war. At the other side draw pictures of an American and a British soldier.
36. Give a floor talk on any of the famous people connected in any way with the American Revolution.
37. Make posters of Benjamin Franklin's sayings.
38. Draw a map showing the original boundaries of the United States.

39. Make a chart showing how the new Constitution divided the powers of the national government between the Congress, the President, and the Court.

SUGGESTIONS FOR TESTS

1. Matching Tests

Test 1

Put the number of the item on the right in the blank before the item on the left with which it is connected.

- | | |
|--|----------------------|
| ___ Explorer who discovered the mainland of North America in 1497 | 1. Balboa |
| ___ An Italian who went on a journey to China where he remained for twenty years | 2. John Cabot |
| ___ The discoverer of the Mississippi River | 3. Jacques Cartier |
| ___ The Italian sailor for whom the continents of the New World were named | 4. Columbus |
| ___ The Portuguese sailor whose expedition was the first to go around the world | 5. DeSoto |
| ___ The discoverer of the Pacific Ocean | 6. Sir Francis Drake |
| ___ The Portuguese sailor who found the water-route to India | 7. Vasco da Gama |
| ___ The Italian sailor who discovered America | 8. Henry Hudson |
| ___ The English sailor who discovered a bay which was named for him | 9. Ponce de Leon |
| ___ The man who commanded the British fleet which met the Spanish Armada | 10. Magellan |
| | 11. Pizarro |
| | 12. Marco Polo |
| | 13. LaSalle |
| | 14. Amerigo Vespucci |

Test 2

- | | |
|--|----------------------|
| ___ Colony founded by Roger Williams | 1. Acadia |
| ___ Colony of which Peter Stuyvesant was once governor | 2. Delaware |
| ___ First permanent English Settlement | 3. Georgia |
| ___ Colony founded to provide a home for unfortunate debtor prisoners | 4. Hispaniola |
| ___ First permanent French settlement in America | 5. Jamestown |
| ___ Colony founded as a home for persecuted Catholics | 6. Maryland |
| ___ Colony established by the Puritans, John Winthrop was its first governor | 7. Massachusetts Bay |
| ___ Oldest Spanish settlement in the United States | 8. New York |
| ___ Colony settled by the Swedes | 9. Pennsylvania |
| | 10. Quebec |
| | 11. Rhode Island |
| | 12. Roanoke |
| | 13. Santa Fe |
| | 14. St. Augustine |

Test 3

- | | |
|---|----------------------|
| ___ An American patriot who said, "I regret that I have but one life to give for my country." | 1. Samuel Adams |
| ___ The first signer of the Declaration of Independence | 2. Baron von Steuben |
| ___ The author of the Declaration of Independence | 3. John Burgoyne |
| ___ A trainer of American soldiers at Valley Forge | 4. Lord Cornwallis |
| | 5. Admiral De Grasse |

- | | |
|--|-------------------------|
| ___A French nobleman who helped
the American colonies | 6.Nathan Hale |
| ___A great American naval commander | 7.John Hancock |
| ___A British general who surrendered
at Yorktown | 8.Patrick Henry |
| ___A British general who surrendered
at Saratoga | 9.Thomas
Jefferson |
| ___Commander-in-Chief of the
American army | 10.John Paul Jones |
| ___A member of the House of
Burgesses who made a famous
speech against the Stamp Act | 11.Lafayette |
| | 12.Robert Morris |
| | 13.Thomas Paine |
| | 14.George
Washington |

The committee organized further tests called Recall Tests using thirty questions similar to the following two:

Place answers in the blanks.

1. What two countries claimed most of South America?

2. What country claimed the eastern part of North America because of Cabot's discovery?

The committee also used Multiple Choice Tests of two types. In the first you checked one statement out of a group similar to the following two. Twenty-five of these questions were used.

In each parenthesis, write the letter of the expression that best completes the statement.

1. Ratify means ()
 - a. to approve
 - b. to turn down
 - c. to ration
 - d. to rate

2. The Bill of Rights is the ()
- fifteenth amendment
 - first ten amendments to the Constitution
 - Preamble to the Constitution
 - thirteenth amendment

The second type of Multiple Choice Test was answered by the student underlining a word or phrase to complete the statement.

- The chief products the Europeans wanted from the East were
coal and iron cotton and rice spices and silk
wheat and corn
- The man who did much to advance voyages of exploration was Prince Henry of
Italy Portugal Spain France

The committee also listed a group of phrases about some of the things that interested European countries in America. After each item the student was to write the name of the countries interested.

- Finding Wealth
- Building Missions

Names of prominent historical personages were listed and the students were asked to state an important fact concerning them.

- George Washington
- Lafayette

In another test used the student wrote the name of the English colony beside the description which tells

something about that colony.

1. The settlers were called Puritans.
2. It was first settled by the Dutch.

In the last type of test used the students were asked to tell which event happened first and which happened last.

1. Settlement of Pennsylvania
Settlement of Jamestown
Settlement of Georgia
Settlement of Plymouth
2. Stamp Act
French and Indian War
Boston Port closed
Boston Tea Party

SUGGESTED EVALUATION

1. Do pupils understand that:
 - a. With the interference with their caravan trade by the Turks Europeans began to make westward voyages?
 - b. England built up the strongest colonial empire in the New World?
 - c. American democracy had its beginnings in the English colonies?
 - d. England finally won supremacy in North America over the Spanish and French?
 - e. At the close of the American Revolution, the thirteen English colonies became an independent nation?
 - f. The Constitution of the United States provided a strong central government for our country?
 - g. The Bill of Rights guarantees the civil liberties of the people of the United States?

2. Have the pupils grown in:

- a. Ability in a more efficient use of their texts?
- b. Ability in using references?
- c. Ability in skimming material for information?
- d. Ability in building up their social studies vocabularies?
- e. Ability in preparing oral reports?
- f. Ability in discussing questions that involve many more factors than the mere use of their textbooks?

3. Have the pupils developed:

- a. An appreciation of what it means to be an American?
- b. An appreciation of how our country has grown from the tiny settlements along the eastern seaboard to the greatest nation in the world today?
- c. An appreciation of the freedoms enjoyed by Americans when contrasted with the ideologies imposed upon the people of many other lands?

4. Have the pupils shown:

Satisfactory achievements on the tests evolved around the content and skills of the unit?

The committee also formulated a list of instructional aids and a bibliography for this unit.

APPENDIX 5

AN ABSTRACT OF

A study of the Gloucester plan of in-service training

Through observation, questionnaires completed by teachers, and examination of professional literature it became apparent that the Gloucester schools were not paying sufficient attention to the matter of teacher improvement. This was especially true among the older teachers, those married women who had returned to teaching during the recent war, and those who held no degrees. Self-study, travel, observation of excellent teachers, university courses, extension courses, and participation in the work of professional committees were deemed not to be of highest value in improving classroom instruction. Hence a program of local seminar-workshops was selected as the core of the Gloucester program.

The need, development, application, and evaluation of such a program are the four main topics developed in this thesis for the benefit of any school system which might be considering the introduction of such an in-service program. It purports to be a guide furnishing to interested school authorities detailed information on procedures and

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at the same time offering them samples of procedures insofar as space permits.

Chapter one defines and distinguishes in-service training from many other types of training which in the past were considered to be in-service teacher training procedures. The need for such a service is also discussed in this chapter.

Chapter two studies the development of these procedures and attempts to identify the difficulties that are and may be encountered.

Chapter three is a study of each committee at work on in-service activity in the formulation of courses of study.

Chapter four states the opinions expressed by both teachers and pupils on the program's application in the classroom and evaluates its worthwhileness.

Chapter five presents the progress achieved and suggests recommendations that might be followed in the future by those interested in attempting and continuing the setup of such a teacher in-service program in their community.

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Appended to the body of the thesis are the following:

1. Application blank for advanced salary ratings.
2. Questionnaire used in the study of teacher training.
3. Outline of social studies courses - Grade VIII.
4. Sample units - Grades 1, 5, 6, 8.
5. An Abstract of A study of the Gloucester plan of in-service training.

THE END