EDUCATIONAL LEADERSHIP is pleased to present in its first peacetime issue a series of articles on In-Service Education. By the end of the war, education in service had won so many friends throughout the nation that school people today are convinced this kind of learning must be continued and expanded on a permanent basis. To understand the in-service job, it is important to comprehend the current demands upon our schools and to see how they must inevitably affect the way we teach. Introducing this issue of the journal is Gordon N. Mackenzie of Teachers College, Columbia University, who discusses how modern school needs may be met through in-service education.

The In-Service Job

TODAY THE PLANNING of in-service education programs involves problems arising from social demands, changes in the school curriculum, and the need for more adequate aids to teachers in service. It is important to identify these problems if they are to be handled effectively.

Social Changes Bring New Emphasis

During the war years there was growing public pressure for modifications in the school program. Six of the most common suggestions related to social demands are presented for your consideration.

First, the war has renewed an emphasis on the importance of education, at least through the secondary school, for all Americans. Many youngsters have been missed entirely by our schools, and thousands of those who attended for varying periods failed to get a basis for effective citizenship. Yet citizenship in our democracy today calls for a high general level of enlightenment, and the technological character of our civilization requires more education, for peace or for war, than can come through limited schooling.

A second major need is the improvement of physical and mental health. Although we have prided ourselves on the health of our people, the war has revealed that many are forced to live under conditions where the attainment of satisfying physical and mental health is impossible. Unfortunately many schools have not yet squarely faced this problem as a part of their responsibility. Vocational orientation and preparation represent a third demand upon the schools. The multiplicity of types of occupations, the use of machines and non-human energy, labor organization, and the establishment of various requirements for employment have created entirely new situations. The years of depression and war have aided in clearly outlining the problem and defining, in broad terms, many things the schools can do. The task of "retooling" to meet current conditions is as yet unfinished.

A fourth demand, coming from many sources, calls for the schools to bolster the home. The family has lost many of its functions and family living has been subjected to many strains and changes with the advent of our power-industrial way of life. The importance of the home, as a guardian of personality, is clearly recognized and no adequate substitute seems to be available. Help has been sought from the school in aiding boys and girls to be effective home members at each stage of their development.

Education for citizenship is a fifth demand which grows in importance and popular recognition year after year. Although committed to this goal, the schools have been unwilling to launch out bravely and directly to meet the challenge. A preoccupation with the so-called fundamentals has often led to neglect of the schools' basic purpose.
Sixth, assistance for all in personal-social relations has been steadily gaining recognition as a suitable object of attention for the schools. While many difficulties have always centered in getting along with others, our tremendous lacks and deficiencies have been highlighted as we have sought to work cooperatively as a people in the democratic solution of our many problems. The significance of human relations has long been recognized in the occupational field where personal conflicts are a major reason for failure.

**Curriculum Trends**

To clarify further the problems for in-service education, the trend of curriculum changes is described briefly in the following paragraphs in the form of a few of the abilities expected of today's teachers. These tend to sharpen the responsibility of a program of education which is planned to help teachers assume broad responsibilities.

*Teachers should be able, alone or in cooperation with others, to guide boys and girls in attaining a balanced plan of living.* The home has ceased to perform many of its former functions and children are spending many hours of the day under the direction of other agencies. The school has increasingly recognized a responsibility to offer leadership in coordinating the various community services and otherwise to help each individual achieve a balance of such factors as work, rest, relaxation, stimulation, and nutrition.

The provision of such a program is much more complex than the mere teaching of certain prescribed subjects. The idea of grade standards in a narrow range of skills, which all should attain, is obviously out of keeping. Teachers are called upon to sense, or otherwise uncover, the problems faced by individuals and to aid them in working out solutions. They must learn to use any specialized training which they may have in the academic fields in guiding the development of boys and girls.

In working with individuals to provide a balanced program of living, there is always the problem of operating in accord with sound principles of learning. There is much evidence available to show that many educational practices in common use are wasteful if not actual obstacles to the attainment of goals sought. The teacher always faces the problem of bringing practice into harmony with research findings.

*Teachers should be able to lead children and youth in finding solutions to their immediate difficulties and in relating them to the broader social problems.* This is particularly important where values are concerned. One important test of the school is the extent to which pupils consistently apply their values and beliefs in making choices which involve both their immediate personal affairs and broad social decisions.

*Teachers should be able to guide children into much meaningful experience with the basic tools and methods of work.* The school program has long included the three R's, although their tool values have not always been recognized. The war revealed a seri-
ous deficiency here in that men had been taught skills without having grasped their meaning or significance.

Experience has shown the importance of fundamentals other than the three R's. Methods of study, problem-solving, getting on with others, and work in the sense of holding a job are suggestive of other basic tools with which the school should equip its students.

Teachers should be able to provide leadership for boys and girls in planning and directing their own activities. The best of our modern schools have fewer and fewer teachers who drive pupils to work or who must be present if pupils are to go about their school tasks seriously. Yet, too few teachers are well equipped to lead, to work cooperatively with pupils in planning what they will do and how they will do it, or to guide them in the careful evaluation of their efforts.

Teachers should be able to utilize the community as a laboratory. This calls for the teacher having new techniques at his command for community study, for cooperation with agencies and individuals, and for directing learning outside the classroom.

Teachers should be able to work cooperatively with other teachers in the planning and execution of a unified educational program. The importance of this point of view at once becomes evident when the emphasis in school shifts from teaching subjects to guiding boys and girls toward the development of certain kinds of behavior. As a result there is a problem of studying individual pupils continuously, being willing to modify personal interests and pleasures, and working with the total professional staff in providing for each child or youth.

These items alone serve to reveal the magnitude of the in-service education problem. The fact that curriculum change will probably be made continuously makes necessary a program of in-service education which is constantly being adapted to new demands. Fitting In-Service Education to Needs

There are many fundamental problems and issues to be met in making in-service programs of greater value to teachers. It is important to rethink in-service education techniques to bring them into harmony with sound principles of learning.

Programs of in-service education should focus directly on the various tasks involved in improving pupil learning experiences. Unfortunately, there are many programs which center on improving the teacher, sometimes through cooperative group effort, but all too often through the inspection, judging, and advising by a supervisor or administrator. If effective programs are to be developed, ways must be found to center attention on the educational program and the means for bettering it. Little drive can be built up for self-improvement just because some day it may be of value. When a staff becomes eager to improve any phase of its program, growth of the participants will come about as an inseparable accompaniment of getting a better conception of one's responsibility and developing the best possible means for discharging it.

Programs of in-service education should be built through cooperative staff activity. This does not mean that administrative stimulation is undesirable. Rather, the process is similar to that of teacher-pupil planning in which, after an initial and carefully developed interpretation of problems or issues, members of the group list possibilities and plan cooperatively for individual or group work. It is important that all staff members, regardless of position, work together with a mutual regard for one another. Those with leadership responsibilities should provide conditions under which a staff group can define its problems cooperatively, develop plans for solutions, and work out a program of action. Real education in service will result from such efforts.

Programs of in-service education should be flexible and should make possible a rich variety of activities. In many schools in-service education is almost synonymous with faculty meetings and is in bad repute. The whole in-service program must be recast to make possible a choice of activities to meet individual needs. Thus, trips, excursions, workshops, individual projects in arts or science laboratories and research in preparing resource units suggest just a few of the possible and desirable learning opportunities. Some members of the staff may wish to re-examine the definition of their job or may need help in clarifying the purposes of the educational program. Others may want assistance in studying the community Educational Leadership
or in meeting and working with citizens. Some may ask for aid in evaluating outcomes of instruction. A few may prepare resource units. It is important to make it possible to work on the specifics.

Too often, in-service education is regarded narrowly as a group enterprise in which all staff members contribute to the same general project. Rather, adaptation must be made to individual interests and needs, if each person is to work at tasks which are significant to him and on which he can make a contribution.

So-called in-service education has sometimes been centered entirely on a study of philosophy of education; at other times it has dealt with the mechanics of school operation as though it were appropriate to divorce this from the purposes of the school or from the life of the community. Some balance is needed. Staff groups should be encouraged to contact not only the professional materials in the basic areas of child development, learning, educational sociology, and philosophy, but they should also become familiar with the current social ideas and the traditional values which have operated in the development of our culture.

In-service education should involve participation with children, youth, and adults of the community. Many problems involving both the purpose and method of schooling cannot be adequately dealt with unless out-of-school adults and pupils are brought into the deliberations and planning. A continuous interchange of opinions and points of view between the professional staff and other community members will do much to keep in-service programs focused on significant issues and problems.

In-service education should lead to action in the form of improved practice. Leadership has an important responsibility to encourage the trial of carefully developed plans and to give support through the uncertain periods likely to accompany experimentation with new approaches. Modification of practice should be regarded as a vital means of in-service education as well as a logical outcome.

The variety of activity already proposed suggests flexibility of program. Certainly, if programs are to be established on a cooperative basis, to meet individual interests and needs, it should be possible to make changes speedily. Conditions should be such that new groups can be established easily and that old ones can be abandoned promptly if they do not prove useful.

The professional character of the illustrations just given is not an indication that the personal development of the staff member should be avoided. General reading, participation in civic, music and art activities, as well as travel and other broadening experiences, must also be regarded as significant elements of in-service education.

Programs of in-service education are worthy of specially scheduled time. Too often in-service activities have been relegated to after-school time when staff members have already devoted a full day to tiring activities. The public may need to be educated to the importance of in-service education, but this should not be difficult in view of the overwhelming evidence which can be presented in many communities. Certainly there is no objection to teachers carrying on in-service activities on their own time. They will and should. But scheduled provision should be made for major in-service activity as a regular part of the school day and year.

Several plans for doing this are becoming increasingly common: (1) scheduling staff meetings for several days before the opening or at the close of the school year, (2) using workshops conducted by a teacher-educating institution or by the school system itself, (3) planning staff meetings during the regular day by assembling teachers who are not working with children at a particular time or by dismissing children from school, (4) freeing staff members for work on special projects, (5) employing teachers on a twelve-month basis with a portion of the year given to in-service education.

Programs of in-service education should be regarded as an integral part of the total school program. Occasionally the assumption is made that in-service education can take place in isolation from the various conditions within the school. Nothing could be farther from the truth. It is difficult to conceive of an eagerly accepted in-service program where morale is low and there is general dissatisfaction. On the other hand, if in-service activity is properly handled it may aid greatly in building morale.
Probably the most vital single factor is administrative support and leadership. Often the success of faculty efforts is dependent on physical facilities, instructional supplies and materials, administrative arrangements for handling pupils, or a coordination of the activities of all groups. It is important that a staff group proceed with full knowledge of possible obstacles and that they have every possible opportunity to observe progress and success.

The Challenge to In-Service Education

Planning for in-service education in no way minimizes the importance of the pre-service program. Excellent preparation for teaching is of greater necessity today than ever before because of the increasing complexity of the educator’s responsibility. However, the use that is made of pre-service instruction and experience and the way in which they will be matured depends upon opportunities of the working situation in which the teacher functions. The education of teachers has never been completed on a pre-service basis and an increasingly dynamic and changing educational scene makes the in-service activities more significant than ever.

Surely a revolution is under way in classroom practices and procedures. The resources of knowledge and insight concerning the educational process have been greatly increased. The potential support for education is ample. The challenge to in-service education is clear. Hope lies in the ability of educators to successfully cope with the crucial problems of in-service education.

Topics for the Year

Educational Leadership, during 1945-46, will bring you articles on the following subjects:

October In-Service Growth: Problems and issues . . . Descriptions of practice as sponsored by school systems, organizations of teachers and administrators, and teachers colleges.

November Teaching the Basic Skills: Seeing the curriculum whole. . . . Examples of how we teach, illustrating problems of learning and showing possibilities for improved practices from nursery school through college.

December Experiments in Curriculum Development: The trends and their significance. . . . Descriptions of outstanding experiments throughout the country.


March Working with Individual Teachers: How working together works. . . . Meeting each other half way. . . . Case studies of teacher problems. . . . Teachers air their views.


May General Education for Twelve Years: Education for living. . . . The place of guidance in mental and physical growth. . . . Basic education as continuous learning.

Monthly Departments

Front Lines in Education—Henry Harap
The New—In Review—Sara M. Krentzman
The Importance of People—Ruth Cunningham
Tools for Learning—Guest Editors
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