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Date April 25, 1975

IN-SERVICE AND (OR) PROFESSIONAL GROWTH PLANNING SUGGESTIONS FOR ART TEACHERS IN GREAT FALLS, HELENA, AND SURROUNDING AREA

by

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ABSTRACT

This study alerted teachers to the possibilities for art in-service and (or) professional growth education. It emphasized the teacher as an individual seeking self-improvement and continuance of education. The study concentrated on the preferences of the Helena, Great Falls and surrounding area art teachers regarding the various areas of concern in developing successful in-service and (or) professional growth programs. The art teachers' suggestions were tallied from the questionnaires which each art teacher in Helena, Great Falls, and the surrounding area received. The questionnaire asked about the type of training wanted, when and where the training should take place, who should give the training, if merit was desired, and what were the preferred areas and materials to be studied.

The group favored the programs to be in the form of workshops held within their community. They wanted merit to be granted in the form of college credit and to have artisans and craftsmen conduct the training. The prevailing area of interest was sculpture with strong emphasis being placed on the areas of design and painting. The preference for scheduling included released time during school or in the evenings. If given in the day, approximately one day a month for four hours a day was favored. As a result of these conclusions, the investigator recommended further research regarding the feasibility of released time and merit for participation in such programs.

The population was chosen because of its central location and its relationship to each others position for future studies. Of those actively involved in the study sixteen were males and twelve were females. Their teaching experience ranged from a half year to twenty-six years. The majority were married with sixteen of them having children at home or in school.

Chapter 1

INTRODUCTION

Personal involvement of the art teacher is the prime prerequsite for a successful in-service education and professional growth program for art teachers. Emphasis has been fixed on the point which determines what the art teacher feels is helpful for him to further his professional growth. By adopting the main priorities of teachers involved in art education, a sound basis for a successful art in-service and (or) professional growth program may be facilitated. These teacher resources will provide a flexible art in-service and (or) professional growth program which is needed in a maturing society. Art teachers are recognizing the fact that there is a definite want for a carefully planned art in-service and (or) professional growth education program. Such a program will enable those involved to keep abreast of advances in teaching methods, trends and equipment. This study presents recommendations from Helena, Great Falls, and surrounding area art teachers as guidelines for art in-service and (or) professional

growth education and to direct attention to ways in which the scope and worth of art in-service and (or) professional growth education may be advanced.

Statement of the Problem

The problem of the study is to determine Helena, Great Falls and surrounding area art teachers recommendations for art in-service and (or) professional growth education based on the concept that the in-service and (or) professional growth education is a self directed endeavor for individual and group professional growth.

Need or Purpose of the Study

The assistant to the State Superintendent of Public Instruction, Cheryl S. Hutchinson, expressed the interest of the State Superintendent's office in regard to the topic for this study.(Appendix B) The State Superintendent's office wishes to incorporate the results of this research into their statewide planning activities for art education. Moreover, it is the concern of this study to focus on the fact that it is the art teacher who realizes that he must be current in regard to

innovations and trends in the field of education as well as in the field of art in order to present an effective art program to his students. Therefore, he must be able to search out the possibilities for art in-service education and weigh their worth and present his views according to his findings. Enabling the teachers to develop their own programs for development and growth helps to insure a successful program. Once the art teacher has identified the needs and goals in his special area, he will be able to participate in developing the plans for the art in-service and (or) professional growth education program. Consulting those who are involved in the art in-service and (or) professional growth program and utilizing the information from these consultations assures a more positive attitude from those consulted and adds to the success of the art in-service and (or) professional growth education program. The possibilities of the variety of art in-service and (or) progrowth education programs are innumerable and therefore will be flexible from year to year as will be the art teaching staff. Therefore the purpose of this study is to indicate the prefer-

ences and suggestions of the Helena, Great Falls, and surrounding area art teachers for a contemporary art in-service and (or) professional growth education program. Each art teacher chose those activities which met his needs and interests in a development program. In doing so, he continues to grow through his own self direction and provides experiences which encourage the sharing of ideas and skills with others as well as creating an environment of self-motivation. The art teacher aids in initiating guidelines for future art in-service programs and professional growth programs.

General Questions Answered

This study elicited choices and suggestions from art teachers in Helena, Great Falls and surrounding area concerning the following areas of and questions about art in-service and (or) professional growth education.(Appendix A) Identification questions were also included in this same study which were thought might be useful in interpreting the responses.

1. What type of education is wanted:

   workshops, conferences, curriculum

   preparation time, visiting other

teachers at work, university extension courses, institutes, use of professional organizations, internships and interinstitutionsl programs;

2. Where and when should the training be given;
3. If college credit or extra duty salary is wanted for participation in the art in-service and (or) professional growth education;
4. Who should teach the in-service and (or) professional growth education;
5. What are the preferred areas of interest and materials to study;
6. What type of in-service format is wanted, for example, required or voluntary attendance;
7. What time of the day is best;
8. How many days should it last; and
9. How many hours per day?

Identification questions included:

1. Sex;
2. Years of teaching experience;
3. Marital status;
4. Parent of children at home and (or) in school.

General Procedure

The Helena, Great Falls and surrounding area art teachers were contacted and asked to complete and return a questionnaire based on the general questions already stated concerning the art teachers' suggestions for art in-service and (or) professional growth education. The Helena and Great Falls teachers were contacted personally while the other areas were reached by mail. The responses of these teachers were compiled and inferences made from the data of this population regarding suggestions for the art in-service and (or) professional growth education program.

Limitations

The study is restricted to the art teachers in the public

schools of Helena, Great Falls, and surrounding area, therefore, generalizations concerning priorities of art teachers outside of the base study area are not made and would be considered only speculative. Since a teacher's performance is never fixed, the importance of continuous professional growth lies in the fact that it too must be ever changing to keep up with the changing world, therefore generalizations based on this research concern-art in-service and (or) professional growth education during any other year would likewise be speculative.

Definition of Terms

Art teachers as used in this study are those teachers who are specially trained to teach art and employed as art teachers in the public schools of Helena, Great Falls, Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend and Three Forks.

Art in-service and (or) professional growth education includes all activities the art teachers undertake to contribute to their continuous growth and education and their success in teaching art.

Summary

The problem of the study was to determine Helena, Great Falls, and surrounding area art teachers' recommendations for art in-service and (or) professional growth education. This study is of interest to the State Superintendent of Public Instruction's office for their statewide planning activities for art education. The teacher involvement in determining needs, format, etc. in regard to the art in-service and (or) professional growth education is assumed to help insure teacher interest and commitment once the learning program is launched. It alerts the teachers to the possibilities for art in-service and (or) professional growth education emphasizing the teacher as an individual seeking on his or her own initiative self-improvement and continuance of education. The study pays particular attention to the teachers' suggestions. The art teachers' suggestions and preferences were tallied from the questionnaires received. The questionnaire asked about the type of training wanted, when and where the training should take place, who should give the in-service training, if college credit or extra duty salary should be requested, and what were the pre-

ferred areas and materials to be studied. It is necessary to note that the study is limited to the art teachers in the public schools of Helena, Great Falls, Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend, and Three Forks and to only those art teachers who are specially trained to teach art and who are presently teaching only art in the Helena, Great Falls and surrounding area public schools.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a short resumé of the history of professional growth and in-service teacher education from its conception until present day. It compares the past and present purposes and intentions of teacher in-service and professional growth education programs which give teachers the maximum opportunity for expansion. Special emphasis is given to the fact that a successful program will permit teachers to design the format for the in-service and (or) professional growth education so that they will be working in areas which are of interest to them. Importance is placed on the utilizing of resources and of developing a environment in which teachers feel comfortable and ambitious while working in their specialized areas. Of particular importance is the relating of the in-service and (or) professional growth education to the on-going programs of the universities.

Resume of the History of In-Service Teacher Education

In the past one hundred and twenty-five years, the aspirations of the American people have recurrently changed, as also did their social, political, economic, and intellectual life. Taking into perspective the history of the United States, it is possible to see the reasons for the continual change of educational theories and practices. Taking all this into account, it is reasonable to discuss the history of teacher in-service and professional growth education.

"The history of in-service teacher education in the United States is complicated by the influence of various factors contributing to the gradual structuring of the total educational program, of which the promotion of continuing professional growth on the part of teachers has been only a small, although an important, part. The history of in-service education is further complicated by the fact that it's development has not been uniform, either as among or within states. In the course of their development, in-service programs have reflected the differences in the educational programs of the several states, differences that arose from the freedom of each state to shape its own educational enterprise and from the efforts that were made by all states to meet the needs of different groups such as city dwellers, on the one hand, and countryfolk on the other."[9]

The history of teacher in-service and professional growth education reveals the everpresent shadow of the much needed

remedial teacher education of the eighteen hundreds and early nineteen hundreds. The teacher of that era was, for the most part, only modestly educated and very few were professionally trained. As teachers move into the middle nineteenth and early twentieth centuries, they realized the enormous need for acceptable preparation in order to meet the surge of social and educational demands being made upon them. Eventually these demands brought about an incredible ascent of teacher education, which yielded well trained teachers with professional status.

Through the early twentieth century, teacher in-service and professional growth education was remedial to correct deficiencies in the pretraining of teachers. At that time there was an apparent need for this type of in-service training due to the lack of professionally trained personnel in the teaching profession. Therefore, the in-service and professional growth programs through the nineteen thirties were designed to fill gaps in college degree requirements rather than to discover new teaching concepts.

"Much of the current paraphernalia and practice in in-service education has grown up haphazardly and without a co-

herent rationale over a half century or more. It grew in response to a situation in which teachers were, to a large degree, not well prepared. They required supervision and every possible exhortation to bring themselves up to a minimum level of competence. This condition has changed drastically over the past fifty years. In-service education has not. It now needs to be brought into harmony with the current competence of teachers."[1]

Present day teacher in-service and professional growth education no longer needs to correct deficiencies of the education and pretraining of teachers due to the rapid upgrading of teacher education programs. However, the persistence of the traditional concepts of teacher in-service and professional growth education has greatly impaired a progressive pattern for present day in-service and professional growth education. Current in-service and professional growth education has become routine and tedious rather than exciting and energetic; yet a new concept has recently been emerging to include ideas of educational growth and continuous education for the maturation of the entire staff.

Intent of In-Service and (or) Professional Growth

The aim or intent for the future of teacher in-service and (or) professional growth education will no longer be seen as remedying teaching infirmities and short comings, but rather, it will be viewed as a support and encouragement to each teacher

who inquires to enhance his capability and development. According to this point of view, the incentive for learning more about teaching concepts in general or about a particular area in the teaching field is no longer to cure the teacher of a personal shortcoming as a teacher but to secure some of the vast knowledge at hand in order to receive greater gratification as a teacher through varied experiences.

"From this point of view the motive for learning more about teaching is not to repair a personal inadequacy as a teacher but to seek greater fulfillment as a practitioner of the art. Consequently, I have chosen to call this point of view the "growth" approach to in-service training. I realize that growth is a "good" word and defect a "bad" one, the first implying health, and the second sickness... Actually, there is also some value in keeping the concepts of health and sickness in mind as we think about in-service training, for at the heart of the topic is the question of whether the majority of teachers are really suffering from an ailment requiring emergency treatment or whether, like the children with whom they work, they simply have a lot more growing to do. Our choice of either the health or sickness metaphor has profound implications for the way in which we, the outside "experts" and consultants might function in in-service work. If, on the one hand, the patient is really sick, the need for professional help is obvious. If, on the other hand, the task is to facilitate normal development, the role of the outside expert becomes much more ambiguous."[3]

If in-service education and professional growth activities are to be effective, the master plan behind its organization

must be geared toward learning, change and fulfillment. Therefore, organized plans for conducting in-service and (or) professional growth education programs must be based on knowledge obtained through careful investigation and survey while keeping in mind the freedom of learning.

Planning for Teacher In-Service and (or) Professional Growth Education

The main purpose of in-service and professional growth education is viewed from a growth perspective. The teacher wishes to be sensitized to what is happening in his specialized field of education. He is no longer filling a gap in his education but continuing to educate himself so that he may initiate fulfilling experiments and support his efforts with artful innovations and discoveries. It is the teacher who is the center of planning for teacher in-service and (or) professional growth education, so he is therefore the primary resource person to involve in the planning of the teacher in-service and (or) professional growth education. The participation of the teacher in the governing of continuing education program is a neces-

sity to insure effective cooperative work among teachers. The teacher is not an incompetent learner. He is able to perceive that which will allow him and provide him with the most effective service. The positive psychological effect of the teacher's active participation in the planning of the direction for the in-service and (or) professional growth education will enhance his active participation in the shaping of his own growth.

"We learned something of great importance to in-service education of teachers: that the constructive involvement of teachers in attacking real educational problems that they face is a powerful instrument of continuing education."[10] "Finally, it may be suggested that the development of an in-service training program focused on the continual problem solving process of the school system be managed by an in-service education team, with a coordinator to facilitate its plans. The team would be charged with identifying the needs for training as they grow out of the action-research program, designing the scope and sequence of a particular year's training activities for the school system, and identifying the kinds of resources needed to staff such an in-service education program.

A team, rather than an individual, is recommended so that there may be several lines of communication between the persons or groups actually engaged in problem-solving activities and those responsible for supporting such activities with the necessary in-service education."[6]

While considering sucessful plans for teacher in-service and (or) professional growth education, it is necessary to provide for sufficient time allotments in order to be involved in

a total program. Normally programs are scheduled after a school day from four until five in the afternoon. Undoubtedly the programs receive only passive participation from the teacher audience. It is of prime importance to schedule teacher in-service and (or) professional growth education, conflicts can be minimized so that teachers will not be drained of creativity and the zeal to learn.

"I see absolutely no hope for the future of in-service education unless we are willing to pay for what we want. If we are going to pay more than lip service to the goal of helping teachers make sense of what they are doing, we must be prepared to face the fact that the costs of education could well double in the process. Teachers who now have twenty or thirty contact hours a week with their students should probably have half that many. In addition to cutting down-hopefully, cutting in half-the teaching hours per week, we also need to supply teachers with assistance to relieve them of many of the mundane and clerical duties associated with their work. If these goals, or ones close to them, are too unrealistic to contemplate, then I think we should stop kidding ourselves by holding conferences on the reform of in-service education and turn instead to the more manageable task of redesigning the cumulative folder or enlarging the hot lunch program."[3a]

"With regard to the specific questions of where in-service training should be carried on, who should do it, who should determine the objectives and the methods, and when it should take place, I suggest that in-service education properly conceived is not a monolithic entity carried on in one place, designed by one individual or group following a common pattern. It needs to be a much more varied, carefully thought through, and realistic program than it now is. A substantial amount of

in-service education will be carried on daily, weekly, and monthly in the context of the school situation where the experienced teacher is working. There will be short conferences, workshops in various parts of the country that individuals may wish to attend. Short and longer training periods in colleges and universities and in some of the new regional laboratories will undoubtedly be the site for some in-service education. The important point is not so much where it will take place as whether or not it is effectively designed and executed. There is probably no one best time or place. In-service training must permeate the whole educational experience and take place for shorter and longer periods of time according to the nature of the needs."[1a]

Summary

The history of teacher in-service and professional growth education gives the reasons for the current and inadequate in-service and professional growth programs. It is obvious that the present in-service and professional growth plans are a product of past concepts of the usefulness and aims of teacher in-service and professional growth education. What is important is to view what lies ahead and to be able to contrast the past and future intents. In-service and professional growth education will no longer be able to employ the retraining techniques of the past but, rather, it will create and develop a continuous growth program. In-service and professional growth education will become a means of special expansion for the teacher by his

continual search to learn more about his profession. It is essential to look with confidence to the future because the true value of in-service and professional growth education is yet to be born. Therefore, it is necessary to lay the foundation for this progressive, and continuing education program by making the necessary preparations and plans. It is important for the individuals affected by said plans to participate in the decision making for the in-service and professional growth program and to have the opportunity to share in the planning.

If the in-service and (or) professional growth program is to be successful, it must be designed in such a way that each teacher will have suitable time and resources at his disposal. Prime learning time must be utilized for the in-service and (or) professional growth education program in order to allow it to be fruitful. Above all, the teacher shall be the main contributor to the plans of the teacher in-service and professional growth education.

Chapter 3

PROCEDURES

Introduction

The problem under investigation was to determine the recommendations from the Helena, Great Falls, and surrounding area art teachers for guidelines for art in-service and (or) professional growth education and to direct attention to ways in which the scope and worth of art in-service and professional growth education should be advanced. The problem of the study was based on the concept that the in-service and professional growth education should be a self directed endeavor for individual and group professional maturation.

The study obtained information concerning art teachers preferences for in-service and (or) professional growth training regarding the type of education wanted, where and when the training should be held, if college credit or extra duty salary is wanted, who should give the training, what are the preferred areas of interest and materials to study, what type of in-service and (or) professional growth format is wanted, what time of day, how many days and how many hours per day.(Appendix A)

The obtaining of this information indicated teacher preferences and suggestions. The art teacher was able to choose those activities which fit his needs and interests and write in his comments and other suggestions.

This chapter covers population description, description of method of collecting data, the method of organizing data, the analysis of data and the chapter summary.

Population Description

This study surveyed the Helena, Great Falls, and surrounding area art teachers assigned to art positions in the public school systems. This population included four junior high school teachers and four senior high school teachers in Helena; seven high school teachers and fourteen junior high school teachers plus one elementary teacher in Great Falls; one art instructor in Boulder; in Cascade one are instructor; in Dutton one art instructor; one art instructor in Fort Benton; one art instructor in Havre; in Vaughn one art instructor; in White Sulphur Springs one art instructor; in Townsend one art instructor; and one art instructor in Three Forks.

The names of these teachers were obtained from the art coordinators in Helena and Great Falls and from the Office of the Superintendent of Public Instruction.

The geographical location of Helena, Great Falls, Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend, and Three Forks, their proximity to each other, their size, their central location and accessibility to the investigator influenced the resulting choice of the population studied. The accessibility factor held importance since the investigator personally administered the questionnaire in Helena and Great Falls. The study was limited to only those teachers in the school district directly influenced by art in-service and (or) professional growth training and to those whose main teaching responsibility it is to teach art for the Helena, Great Falls, Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend, or Three Forks public schools.

Categories of Investigation

The questionnaire included the definition of in-service and professional growth training and it stressed the need for

teachers as resource people in order to present recommendations for a flexible in-service and (or) professional growth program. Such recommendations included the categories of the type of training, time, place, credit, pay, instructor, interest areas, format and the number of hours and number of days. The questionnaire also included spaces for other ideas and a separate sheet for comments. Due to the construction of the instrument, the number of choices selected was not limited and the teacher was able to choose as many items as desired on each question of the questionnaire besides having an area for other ideas and additional comments. Identification questions regarding sex, years of teaching experience, marital status, and the number of children at home and (or) in school were also included to enable proper interpretation of the instrument and to aid future studies.

Method of Collecting Data

The questionnaire was developed by reading several art in-service and professional growth training programs and noting areas which needed to be revised or improved according to the

investigator. While developing the questionnaire, The Helena and Great Falls Art Coordinators reviewed the instrument for content and direction and offered their suggestions.

A short letter of introduction and explanation accompanied the instrument including reasons for teachers as resource people in determining the needs for art in-service and (or) professional growth training. The letter was followed by several questions containing items to be checked. The teacher was not limited to the number of items that he or she wished to select. These selections together with the item marked "other" and the "comment" section determined the teachers suggestions for art in-service and (or) professional growth training. This instrument was prepared to gain information in each of the following areas; type of education, time, place, number of days, credit, pay, instructor, materials to study, and format. A sheet entitled comments accompanied the instrument for any additional information. Identification questions were included for interpretation.

The questionnaire was presented personnally by the in-

vestigator to the Helena and Great Falls art teachers in the Fall during the school year 1974-1975. The Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend, and Three Forks art teachers received their questionnaires by mail in the Fall of the 1974-1975 school year.

Being a very concise instrument it took only a short time period in which to complete so that the investigator was able to receive the return of the questionnaire from the Helena and Great Falls art teachers the same day it was presented. For those art teachers not present at the meeting for presentation of the questionnaire, arrangements were made with the art coordinators to have the remaining questionnaires mailed to the investigator. A three month time limit was set for receipt of the mailed questionnaires.

Method of Organizing Data

The investigator organized all data in the form of tables. (Tables Chapter 4) The total number of responses to each item in the question was recorded. At the end of each table the other suggestions were recorded. The table consists of two

columns, one under the heading "Number of responses" and the other under the heading "Title of Response". The "Number of responses" column referred to the total number of checks each item received. The "Title of response" column referred to the individual item under each question. A table number was assigned to each question to insure accurate and speedy reading.

Analysis of Data

The information was tallied in the form of tables. Each table was assigned a number corresponding to the number of the question. The total number of responses from the questionnaires for each item was recorded under the column headed "Number of responses". Next to the column "Number of responses" is "Title of response" column which restates the items under each question.

Summary of Procedure

The study surveyed the Helena and Great Falls and surrounding area art teachers who are teaching art in the public school system and assigned to art positions. The purpose of the survey was to determine the recommendations from the Helens, Great

Falls and surrounding area art teachers concerning art in-service and professional growth training. The primary concerns investigated were the type of training, the time, the place, the credit, the pay, the instructor, the interest areas, the format, the number of hours, the number of days, other ideas, comments, sex of participant, years of teaching experience, marital status and the number of children at home and (or) in school. A questionnaire was presented to the art teachers. It included a letter of introduction followed by several questions containing items to be checked. A space for other suggestions was included for each of the questions and a page for comments accompanied the questionnaire. The data was collected, tallied in the form of tables and analyzed. All information was manually double checked and an adding machine was employed.

Chapter 4

RESULTS OF QUESTIONNAIRE

Introduction

This chapter reports the results of the tally of responses (Tables at the end of this chapter) to the questionnaires administered to the Helena, Great Falls and surrounding area art teachers as described in chapter three. Each teacher was requested to indicate his preference or preferences to each of the twelve questions concerning art in-service and (or) professional growth education. Identification questions and comments were asked for at the end of the questionnaire.

Of the thirty-eight distributed questionnaires twenty-eight of them were returned to the investigator.

Type of Education (Table 1)

The popular response to the question concerning what type of art in-service and (or) professional growth education was wanted recorded twenty-six in favor of workshops. The two successive ratings in order of priority were twenty preferring University extension courses and twelve choosing teacher exchange. The response receiving the least acceptance was In-

terinstitutional programs. There were no "other" responses.

Where to Hold Training (Table 2)

The popular response to the question concerning where the training should be given recorded twenty-two in favor of staying within the community. The two successive ratings in order of priority were eleven preferring where presently teaching and six choosing on a college campus. The response receiving the least acceptance was out of state. There were no "other" responses.

Merit for Participation (Table 3)

Twenty-four of the participants responded with a yes answer and four with a no answer to the question asking if merit was desired for participation.

Type of Merit Desired (Table 4)

The popular response to the question concerning what type of merit was desired recorded twenty in favor of college credit. The two successive ratings in order of priority were thirteen preferring cumulation of points for the salary schedule and nine choosing extra duty pay. The response receiving the least

acceptance was no merit desired. There were no "other"responses.

Who Should Give the Training (Table 5)

The popular response to the question concerning who should give the in-service and (or) professional growth training recorded twenty-four in favor of artisans-craftsmen. The two successive ratings in order of priority were twenty preferring college professors and seventeen choosing local artists. The response receiving the least acceptance was advanced high school student demonstrators.

The "other" responses included:

1. Bring in qualified talent from another area so new ideas are filtered.
2. Anyone who is qualified.
3. Make a unified effort on the part of everyone concerned-for instance-one person take so much time to present a theme, another a portion of the topic, etc. until it has been thoroughly broken down and every portion of the topic covered by different views and people.
4. Community art teachers giving in-service or curriculum workshops for local elementary school teachers to promote primary development of art basics.

Preferred Areas of Interest and Materials (Table 6)

The popular response to the question concerning the preferred areas of interest and materials to study recorded nineteen in favor of sculpture. The two successive ratings in order of priority were eighteen preferring design and seventeen choosing painting. The response receiving the least acceptance was art history. The "other" responses included:

1. Textiles
2. Fibers
3. Photography
4. Oil vs. Acrylics

In-Service and (or) Professional Growth Format (Table 7)

Twenty-four respondents favored a voluntary format while four desired a required format. There were no "other" responses.

Part of the Year (Table 8)

The popular response to the question concerning when the training should be given recorded twenty in favor of released time during school. The two successive ratings in order of priority were fifteen preferring PIR days and ten choosing Fall. The response receiving the least acceptance was special vacations. The "other" response stated anytime.

Time of Day (Table 9)

The popular response to the question concerning what time of day was best recorded thirteen in favor of evening. The two successive ratings in order of priority were ten preferring from eight a.m. until twelve a.m. and nine choosing after school. The response receiving the least acceptance was before school. The "other" responses included:

1. 9am-5pm
2. Have each person design his own time schedule.
3. I believe that the course or training should be given on a once a week-all day long schedule-possibly a six hour day with a lunch break. We should feel like we are getting involved and eliminate any hurry-hurry we can.

Number of Days (Table 10)

The popular response to the question concerning how many days the training should last recorded eleven in favor of one day a month. The two successive rattings in order of priority were eight preferring three days and seven choosing two days. The responses receiving the least acceptance were tied with a half day and four days.

The "other" responses included:

1. Depends on the type of program.
2. Have program flexible so persons can judge for themselves.
3. Depends on subject matter.
4. Depends on area.
5. One day a quarter.
6. As many as necessary
7. Seven one-half day workshops.
8. Once a week for five or six meetings.

Hours per Day (Table 11)

The popular response to the question concerning how many hours a day recorded eight in favor of four hours a day. The two successive ratings were tied with seven preferring two hours a day and seven choosing six hours a day. The responses receiving the least acceptance were one hour, five hours, seven hours and eight hours. They all received only one check. The "other" response indicated that it depended on the requirements of the area.

Return of Results (Table 12)

In response to receiving the results of the questionnaire, it was necessary to mark yes and supply the name and address. Thirteen participants responded yes and supplied the needed

information.

Identification Questions (Tables 1a thru 4a)

Identification questions released detailed information regarding the participants. Included in the study were sixteen males and twelve females. Their range of teaching experience was from half a year to twenty-six years. Twenty-five of the participants were married, two were not and one was widowed. Sixteen of the participants had children at home or in school while twelve did not. There identification differences revealed no apparent trend in their answers.

The comments were few but enthusiastic and meaningful.

Table 1

Responses to question 1 of questionnaire.

What type of art in-service and (or) professional growth education is wanted?

Number of responses	Title of response
26	Workshops
4	State Conferences
3	Regional Conferences
4	City Conferences
9	Curriculum preparation time
11	Visiting other teachers at work
20	University extension courses
3	Institutes
10	NAEA mini courses
3	Use of professional organizations
4	Internships
12	Teacher Exchange
1	Interinstitutional programs
0	Other (specify)

Table 2

Responses to question 2 of questionnaire.

Where should the training be given?

Number of responses	Title of response
6	On a college campus
22	Within the community
11	Where you teach
3	Out of town
1	Out of state
0	Other (specify)

Table 3

Responses to question 3 of questionnaire.

Is merit desired for participation?

Number of responses	Response
24	Yes
4	No

Table 4

Responses to question 4 of questionnaire.

What type of merit is desired?

Number of responses	Title of response
20	College Credit
13	Cumulation of points for the salary schedule
9	Extra duty pay
5	None
0	Other (specify)

Table 5

Responses to question 5 of questionnaire.

Who should give the in-service and (or) professional growth training?

Number of responses	Title of response
3	Book companies
17	Local artists
7	Art associations or clubs
4	Graduate students

Table 5 Con't

Number of responses	Title of response
12	Local teachers
11	Out of town teachers
20	College professors
24	Artisans-craftsmen
7	Resources within the community
2	Advanced High School Student demonstrators
6	Paint and art shop consultants
4	Other (specify)

Responses to "**other**".

1. Bring in qualified talent from another area so new ideas are filtered.

2. Anyone who is qualified.

3. Make a unified effort on the part of everyone concerned-for instance-one person take so much time to present a theme, another a portion of the topic, etc. until it has been thoroughly broken down and every portion of the topic covered by different views and people.

4. Community art teachers giving in-service or curriculum workshops for local elementary school teachers to promote primary development of art basics.

Table 6

Responses to question 6 of questionnaire.

What are the preferred areas of interest and materials to study?

Number of responses	Title of response
9	Art in general
8	Art curriculums
4	Art History
16	Jewelry
16	Ceramics
17	Painting
19	Sculpture
16	Printmaking
18	Design
6	Commercial art
15	Carreer art education
11	Environmental Design
4	Other (specify)

Responses to "other"of question 6.

1. Textiles
2. Fibers
3. Photography
4. Oil vs. Acrylics

Table 7

Responses to question 7 of questionnaire.

What in-service and (or) professional growth format is wanted?

Number of responses	Response
4	Required
24	Voluntary
0	Other

Table 8

Responses to question 8 of questionnaire.

When should the training be given?

Number of responses	Response
10	Fall
8	Winter
5	Spring

Table 8 Con't

Number of responses	Response
9	Summer
15	PIR Days
1	Special vacations
3	In school time only
20	Released time during school
1	Other (specify)

Response to "other"of question 8.

1. Anytime

Table 9

Responses to question 9 of questionnaire.

What time of the day is best?

Number of responses	Response
0	Before school
10	8am-12am
9	After school
13	Evening
3	Other (specify)

Responses to "other" of question 9.

1. 9am-5pm

2. Have each person design his own time schedule.

3. I believe that the course or training should be given on a once a week-all day long schedule- possibly a 6 hour day with a lunch break. We should feel like we are getting involved and eliminate any hurry-hurry- we can.

Table 10

Responses to question 10 of questionnaire.

How many days should it last?

Number of responses	Response
3	½
6	1
7	2
8	3
3	4
5	5
11	One day a month
8	Other (specify)

Responses to "other" of question 10.

1. Depends on the type of program.
2. Have program flexible so persons can judge for themselves.
3. Depends on subject matter.
4. Depends on area.
5. One day a quarter
6. As many as necessary
7. Seven one-half day workshops.
8. Once a week for 5 or 6 meetings.

Table 11

Responses to question 11 of questionnaire.

How many hours a day?

Number of responses	Response
1	1
7	2
2	3
8	4
1	5

Table 11 Con't

Number of responses	Response
7	6
1	7
1	8
1	Other (specify)

Response to "other" of question 11.

1. Depends on the requirements of the area.

Table 12

Responses to question 12 of questionnaire.

I am interested in receiving the results of this questionnaire.

Number of responses	Response
13	Yes(supplied name and address)
7	Yes (omission of name and address.)
6	No
2	No comment

Table 1a

Response to identification question 1.

Sex

Number of responses	Response
16	Male
12	Female

Table 2a

Response to identification question 2.

Years of teaching experience.

Number of responses	Response
1	½
1	1 1/3
5	2
1	2½
3	3
1	5
5	6
2	7

Table 2a Con't

Number of responses	Response
1	8
1	9
2	10
1	11
1	11½
1	18
1	20
1	26

Table 3a

Response to identification question 3.

Married

Number of responses	Response
25	Yes
2	No
1	Widow

Table 4a

Response to identification question 4.

Children at home and (or) in school?

Number of responses	Response
16	Yes
12	No

Table 5a

The following are the additional comments received from the participants in the questionnaire.

1. "There may be a strong possibility of setting up workshops in Elementary art for Elementary Teachers in Havre in the future (possibly this summer). Can we get help from the State Dept. as far as personnel, reference materials, etc..?? We plan on using the local talent yet an outside source may prove extremely beneficial."
(This was forwarded to the State Department of Public Instruction.)
2. "I think that a general art course is needed every year for the addition of credits and a refreshening of the mind. Everytime I meet with my art classes, I seem to have forgotten some bit of information or need to know just a little more about something else."
3. "A good format for in-service training was the M.A.E.A. workshop at camp Rotary this fall."
4. "Very well put together."
5. "Let's do it!"

Chapter Summary

This chapter presented an overview of the results of the thirty-eight distributed questionnaires completed by twenty-eight of the art teachers in Helena, Great Falls and the surrounding area. The majority of this group favored their art in- service and (or) professional growth education to be presented in the form of workshops held within their community. They wished to be granted college credit for such activities and to have artisans and craftsmen conduct the training. The most widely popular area of interest was sculpture with strong emphasis beign placed on the areas of design and painting. The preferred scheduling of the in-service and (or) professional growth training included released time during school or in the evenings. If given in the day, approximately one day a month for four hours per day was favored.

The identification questions indicated that the group consisted of sixteen males and twelve females with teaching experience ranging from a half year to twenty-six years. The ma-

jority were married with sixteen of them having children at home or in school.

Chapter 5

SUMMARY

Introduction

The State Superintendent's Office of Public Instruction expressed interest in the topic for this professional paper in their correspondence dated July fifteen, nineteen hundred and seventy-four. They plan to incorporate the results of this research in their statewide planning activities for art education. The study determined Helena, Great Falls and surrounding area art teachers' recommendations for art in-service and (or) professional growth education based on the concept that only through them and their suggestions can such programs be successful and meaningful.

A questionnaire was distributed to thirty-eight art teachers in the towns of Helena, Great Falls, Boulder, Cascade, Dutton, Fort Benton, Havre, Vaughn, White Sulphur Springs, Townsend, and Three Forks. Their proximity to each other, their size, their central location and accessibility to the investigator determined the population studied. The study was restricted to only those teachers in the public school system whose main

teaching responsibility it is to teach art.

The questionnaire sought answers to questions about teacher preferences concerning the type of training, time, place, credit, pay, instructor, interest areas, format and the number of hours and days in regard to art in-service and (or) professional growth training. The questionnaire also included a letter of introduction, spaces for other ideas and a separate sheet for additional comments. Identification questions regarding sex, years of teaching experience, marital status, and the number of children at home and (or) in school were also included to enable clear interpretation of the instrument and to aid future studies.

The questionnaire was administered in the Fall of 1974 to the population studied. Of the thirty-eight questionnaires distributed, twenty-eight of them were returned to the investigator. A three month time limit was set for receipt of the mailed questionnaires. Those questionnaires administered in person were received the same day since it was a very concise instrument and took only a short time to complete.

The results were organized in the form of tables. A

table accompanied each question and the total number of responses to each item in the question was recorded. The total number of responses from the questionnaires for each item was recorded under the column headed "Number of responses" and next to it was the column titled "Title of response" which restated the items under each question. At the end of each table the "other" suggestions were recorded. The number of tallies recorded were manually double checked and a third check was made with the use of an adding machine.

Conclusions

Based on the information obtained from the responses to the questionnaire, the following conclusions can be derived. The majority of the group favored the art in-service and (or) professional growth education to be presented in the form of workshops held within the community. They wished to be granted college credit for such activities and to have artisans and craftsmen be the main instructors of the training. Sculpture headed the list as the area most sought with the areas of design and painting close behind. The preferred scheduling of the

in-service and (or) professional growth training included released time during school or in the evenings. Should the training be given in the day, preference was given to one day a month for four hours a day.

The identification questions revealed that the group consisted of sixteen males and twelve females with teaching experience ranging from a half year to twenty-six years. The majority (twenty-five) were married with sixteen of them having children at home or in school. There was no apparent correlation between the preferences of those participating in this questionnaire in regard to their sex, marital status, size of family, or years of teaching experience.

The comment section was limited to only a few responses. These responses were enthusiastic and meaningful.

Recommendations

Based on the information obtained through this study, the investigator offers the following recommendations:

1. Work shops, University extension courses, and teacher exchange programs should be developed under the supervision of the art teachers affected by in-service and (or) professional growth programs.
2. The programs should be offered within the community with special attention paid to continuing education courses presently being offered through the University system.
3. Merit for participation in such programs should be awarded in the form of college credit, cumulation of points for the salary schedule or extra duty pay.
4. The programs should be conducted by artisans-craftsmen, college professors or local artists.
5. Planning should take into consideration the fact that interests change as well as the staff of any art faculty; therefore such programs should be constantly updated.

6. Stated as main interests in this study were the programs involving sculpture, design, or painting.
7. The programs should be on a voluntary basis.
8. Prime learning time should be utilized for the success of such programs paying special attention to released time during school, PIR days and during the Fall session.

Summary

By referring to the section on the review of literature it is obvious why the present in-service and professional growth plans are inadequate. Professional growth need no longer be remedial but a means of special professional expansion. Necessary plans and preparations are recognized needs by all those concerned from the art instructor to the State Department of public Instruction. Most important is that the individuals affected by said plans participate in the decision making for the in-service and (or) professional growth training and that these plans are kept constantly updated.

In order to guarantee success, the in-service and (or) professional growth program must be assured of prime teacher learning time. Further research in the area of the feasibility of released time and merit for participation should be considered.

APPENDIX A

Dear Colleague,

Thank-you for giving up a few minutes of your time to allow me to introduce this questionnaire. Hopefully its results will lead the way to improvement of activities which provide for the continuous professional growth and success of art teachers.

Your viewpoints on the following questionnaire will be helpful to the State Department of Education and your school district in determining the main priorities for you and your fellow art teachers in regard to a flexible and successful in-service art education program and major offerings for your professional growth program. The art teacher involved in such programs is the most important resource person available, therefore emphasis is directed toward what the art teacher feels is helpful to him to further his professional growth.

When the results from this questionnaire have been tallied, I will share them with you.

Thank-you again for your time and effort. It is greatly appreciated.

Sincerely,
Susan H. Smelko
Art Instructor

QUESTIONNAIRE

Instructions: For each of the questions below, please check your preference or preferences.

Questions:

1. What type of art in-service and (or) professional growth education is wanted?

__Workshops

__Conferences: a. State

__ b. Regional

__ c. City

__Curriculum preparation time

__Visiting other teachers at work

__University Extension Courses

__Institutes

__National Art Education Association's mini-courses

__Use of professional organizations

__Internships

__Interinstitutional programs

__Other (specify)

Con't

2. Where should the training be given?

__On a college campus

__Within the community

__Where you teach

__Out of town

__Out of state

__Other (specify)

3. Is merit desired for participation

__Yes

__No

4. What type of merit is desired?

__College Credit

__Cumulation of points toward movement on the salary schedule

__Extra duty pay

__None

__Other (specify)

5. Who should give the in-service and (or) professional growth training?

__Book Companies

Con't

__Local artists

__Art associations or clubs

__Graduate students

__Local teachers

__Out of town teachers

__College professors

__Artisans-craftsmen

__Resources within the community

__Advanced high school student demonstrators

__Paint and art shop consultants

__Other (specify)

6. What are the preferred areas of interest and materials to study?

__Art in general

__Art curriculums

__Art History

__Jewelry

__Ceramics

__Painting

Con't

__Sculpture

__Printmaking

__Design

__Commercial art

__Career art education

__Environmental design

__Other (specify)

7. What in-service and (or) professional growth format is wanted?

__Required

__Voluntary

__Other

8. When should the training be given?

__Fall

__Winter

__Spring

__Summer

__PIR Days

__Special vacations

Con't

__In school time only

__Released time during school

__Other (specify)

9. What time of the day is best?

__Before school

__8am-12am

__After school

__Evening

__Other (specify)

10. Who many days should it last?

__½ __4

__1 __5

__2 __One day a month

__3 __Other (specify)

11. How many hours a day?

__1 __5

__2 __6

__3 __7

__4 __8 __Other (specify)

Con't

12. I am interested in receiving the results of this questionnaire:

__Yes (supply name and address)

__No

Identification questions: answers to these questions will enable me to accurately interpret this questionnaire.

1. Sex

__Male

__Female

2. __Years of teaching experience

3. Married

__Yes

__No

4. Children at home and (or) in school

__Yes

__No

ADDITIONAL COMMENTS

APPENDIX B

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

July 15, 1974

Mrs. Susan H. Smelko
301 Hedges North
Montana State University
Bozeman, Montana 59715

Dear Susan:

Thank you for advising me of the topic you are proposing for your professional paper. The area of inservice training for art teachers is indeed of interest to the State Superintendent's office, and we shall be pleased to incorporate the results of your research in our statewide planning activities for art education.

As you know, I have been and intend to continue working with the leadership of the Montana Art Education Association and the Montana Arts Council in a cooperative, coordinative effort to

- assess statewide needs in art education,
- sponsor training events,
- disseminate art resource information (human, as well as print and non-print references), and
- identify funding sources available for art programs.

Your focus on recommendations from art teachers regarding in-service opportunities, therefore, complements many of the concerns currently being addressed at the state level.

Your comments about the assistance our office has provided in the past are very much appreciated, and I trust that you know of our continued willingness to cooperate as your paper progresses. As your studies proceed, I hope you will not hesitate to communicate periodically.

Sincerely,

Cheryl S. Hutchinson

CHERYL S. HUTCHINSON
Assistant to the State Superintendent

CSH:el

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