

FACULTY MEETINGS IN SENIOR HIGH SCHOOLS
OF ARIZONA

by

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CHAPTER I

INTRODUCTION

Reasons for Interest

Comments of Associates: Members of the teaching profession participate in numerous discussions with their fellows. They talk of many phases of educational work. Often new light in the form of ideas and plausible solutions is cast upon troublesome school matters. Interest is rekindled in routine procedures that have grown dull; a realization of the worthwhileness of punctilious care of details and a deepening and broadening of interests are often traceable to these informal talks. One of the topics frequently brought into the conversation is faculty meetings because, as a topic, it never fails to assume an important place, and, a diversity of opinions to a pronounced extent results. A large majority of the persons concerned seem to fall into one of three groups, namely:

1. Those that feel faculty meetings are necessary but inherently uninteresting, time-consuming, frequently unprofitable, and attended only from a sense of duty.
2. Those who are of the consensus that faculty meetings are outmoded and a carry-over since before the time of the mimeograph, individual periodic literature, and full-time principals to advise teachers in private conferences.
3. A group that feels faculty meetings are highlights in the teaching program; that feels the values derived are varied and measurable in the solution of practical school difficulties and lead to a broader understanding of professional problems.

Those in this third group are enthusiastic for the merits of faculty meetings which were derived from active and enlightening discussions of both limited and broad educational topics and from the spirit of good fellowship that permeated their meetings and carried over into general staff interrelationships.

Desire to Learn What Educational Leaders Think About the Subject:

The divided opinions and occasional intimations that a study of the issue would be valuable, prompted a study of the subject. A means of clarifying some of the controversial aspects of the subject was to learn what educational leaders had to say on the subject. A bibliography was, therefore, compiled and some data gathered and arranged so that some contribution might be made to this apparently paradoxical issue. The paucity of material of a pragmatic nature on the subject was disconcerting. There were several short articles, stimulating but largely subjective and rather indefinite in their suggestions. A few studies¹ made included some findings on faculty meetings, but which findings were largely incidental to supervision, administration, or some other branch of school work. No exhaustive study was found which included any of the states of the Southwest.

This preliminary canvass of available data showed that if the attainments and possibilities of teacher-group meetings were to be determined, there must of necessity be a survey, a composite of the best available thought on the subject, and careful analysis and deductions of the data on the part of the investigator. The preliminary

1. Those studies of particular value are taken up in Chapter II.

study led to the following assumptions:

1. There are desirable ends being realized through faculty meetings in some school systems.
2. On the other hand the values derived from many other faculty meetings are meager.
3. Faculty meetings are not fulfilling their possibilities as instrumentalities for the improvement of the teaching staff.
4. There are reasons underlying this failure that are due to either the incompatibility or disorganization of the teaching personnel, or to the presence of local obstacles.
5. The problem of effective faculty meetings is one of importance to many administrators.
6. An inquiry into the manner and purpose of faculty meetings is the first step in ferreting out difficulties and upon which to base suggestions for remedial measures.
7. Making these data available by means of a thesis seems to be the best means of making a contribution to this phase of education.

The Problem

Delimitations of the Field of Study: The subject "Faculty Meetings" is obviously too broad for a single study; therefore, this study is delimited to one level of the school system, that is, the senior high school, and to one well defined geographical region, namely, the State of Arizona.

It is intended to make this study of a practical nature, by a summation of opinions obtained from school people in Arizona, and of student writers of the subject of faculty meetings.

Statement of the Problem: The problem of this thesis, therefore,

is to ascertain the effectiveness of faculty meetings in the senior high schools of Arizona and to make recommendations for their further study and improvement.

The problem falls into three sections:

1. An integration of the opinions of frontier thinkers on the subject.
2. An investigation of the present status of faculty meetings in senior high schools of Arizona.
3. A summary of practices in Arizona and of opinions of Arizona schoolmen in the light of other studies made and opinions given on the subject of faculty meetings.

The first section of this study is devoted to a survey of the opinions of frontier thinkers on the subject of faculty meetings. The second section is devoted to a survey of the present status of faculty meetings in senior high schools of Arizona. The third section is devoted to a summary of practices in Arizona and of opinions of Arizona schoolmen in the light of other studies made and opinions given on the subject of faculty meetings.

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1. "The Faculty Meeting in the Senior High School," *Journal of Educational Research*, Vol. 10, No. 1, 1917, pp. 1-10.

2. "The Faculty Meeting in the Senior High School," *Journal of Educational Research*, Vol. 10, No. 1, 1917, pp. 1-10.

3. "The Faculty Meeting in the Senior High School," *Journal of Educational Research*, Vol. 10, No. 1, 1917, pp. 1-10.

CHAPTER II

REVIEW OF RESEARCH STUDIES AND OPINIONS OF EDUCATIONAL LEADERS ON FACULTY MEETINGS

Research on Faculty Meetings

Group meetings of teachers for the purpose of improving instruction have been used by many educators for years. Arvin S. Orlin in 1895 made the statement that instruction of teachers in service by means of institutes was even at that time, not new.¹ In 1911, W. C. Ruediger stressed faculty meetings as an important agency for the improvement of teachers in service. He cited several instances of values derived from group meetings during the preceding century.²

"There has been relatively little special attention in educational literature to the high school teachers' meetings as a special problem."³ The studies by L. W. Smith in 1911 and by Earl Hudelson in 1921 were mentioned by Koos as the only exceptions of importance. Brief summaries of several of the more important studies on faculty meetings are made at this time.

1. "Instruction of Teachers Now at Work in the Schools by Teachers' Institutes." Proceedings of National Education Association, 1895, p. 166.
2. Ruediger, W. C. "Agencies for the Improvement of Teachers in Service." U.S. Bureau of Education, Bulletin No. 3, 65-82, (1911).
3. Koos, L. V. "High School Teachers Meetings." American School Board Journal, 69:35-36, (October, 1924).

Study on Faculty Meetings by Smith: Smith made the two following assumptions and based his study of faculty meetings upon them:

1. "Education is a continuous process, and the means of promoting it must necessarily be thoroughly integrated.
2. "...the high school faculty is a social machine...It cannot operate unless it acquires social solidarity by cooperative study of its problems." 4

Smith felt that the same general objectives should be held before all the teachers and the principal, and that common objectives are not possible without meetings and discussions. Objectives, he felt, would be made clear by weighing their values and showing their applications by means of faculty meetings. To derive the most benefit from a faculty discussion on a given topic, Smith recommended the following steps:

1. "First review some of the literature on the topic.
2. "Devote a major portion of the time to a concrete study of the topic as it applies to the various departments.
3. "Generalize departmental policies to show their places in the general plan of education." 5

Topics which Smith found to be of most interest were of a broad nature. Most of these topics fell under one of the following headings:

1. Administration of school routine and creation of interest in school traditions.

4. Smith, Lewis. W. "The High School Faculty Meeting." School Review, 27:426-40, (June, 1919).

5. Ibid.

2. Review of the fundamental principles of secondary education.
3. Study of new movements in education.
4. Consideration of proposed changes in education.

The conclusions drawn by Smith from his investigation are:

1. Teachers are interested in education topics.
2. Benefit is received from the study of educational topics.
3. The discussion of these topics can be formulated into a system.
4. Cooperative study of school problems bridges the gap between administration and instruction, coordinates activities and is a stimulus to united effort.

Study of Faculty Meetings by Hudelson: A questionnaire consisting of three parts was sent out in 1921 to one hundred and sixty principals in West Virginia by Hudelson. The number of questionnaires returned were: eighty-four from first-class high schools, seventeen from second-class high schools, six from third-class high schools, making a total of one hundred and seven questionnaires returned.

Hudelson's study was more detailed than any other that had been

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6. Other topics suggested by Smith are contained in Appendix A, p. 85.
 7. Smith, Lewis W. Op. cit., pp. 39-40.
 8. Hudelson, Earl. "The Profession of Principals." School Review, 30:15-23, (January, 1922).
 9. Only the second part of Hudelson's questionnaire dealt with faculty meetings and is pertinent to the problems of this thesis, "Faculty Meetings in the Senior High Schools of Arizona."

made prior to 1921. The questionnaires returned amounted to approximately sixty-six per cent of those sent out. Hudelson inferred that: "The natural tendency is for principals whose conditions are unfavorable to neglect to reply." In regard to some of the answers, Hudelson wrote:

"The meaning of some of the replies was so uncertain that they could not be interpreted at all . . . In other cases certain questions were left unanswered." 11

The conditions of faculty meetings shown to be most common by Hudelson's study were:

1. Teachers attended weekly meetings in over fifty per cent of the cases reported.
2. Most of the meetings were held on either Monday or Tuesday afternoon after school.
3. The principal presided in nearly all cases.
4. Fifteen to thirty minutes were devoted to announcements and thirty to sixty minutes to professional improvement.

Over ninety per cent of the teachers responding in Hudelson's study stated that they thought faculty meetings stimulated professional reading. About three-fourths of the teachers favored special reports by teachers. Ninety per cent did not believe faculty meeting committees were advisable.

Hudelson's study is of value because it may be used as a basis upon which to estimate the time devoted to faculty meetings. It provided a means of expressing preferences regarding time, duration

10. Hudelson, Earl. Op. cit., p. 16.

11. Ibid.

and practices by teachers, and it aroused further interest in the subject.

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Study of Faculty Meetings by Koos: Koos's study was made in 1924, three years after that of Hudelson. Four hundred high school teachers were consulted by means of a questionnaire in twenty-five high schools varying in size of staffs from two teachers to one hundred. The questionnaires were distributed by the principals. The schools were located in nine states all in the Midwest except one state in which only one of the twenty-five schools was located.

The questions on the questionnaire were chiefly of two types. One type dealt with existing conditions of faculty meetings, and a second type dealt largely with recommendations by the teachers for changes.

From the answers received, Koos concluded:

1. Most teachers desire a meeting that is one hour long.
2. Teachers want a definite opening and closing time.
3. Teachers believe in faculty meetings and are ready to attend once a month if the meetings are professionally constructive.
4. A great majority of the teachers prefer afternoon meetings.
5. Teachers prefer to have the principal or superintendent preside.
6. Devoting a part of the time at meetings for social purposes is not popular in large schools,

12. Koos, L. V. Op. cit., pp. 35-36.

but is considered rather desirable by schools in the smaller communities.

7. Only minor differences in opinion or practice could be traced to the size of the staff, extent of experience of teachers, or to the subjects taught.
8. There is a decided preference for meetings early in the week.
9. There is an aversion to the discussion of routine matters and a general preference for the discussion of problems pertaining to professional growth and improvement.
10. Teachers are nearly unanimous in stating that attendance at faculty meetings be a requirement.
11. The program should be planned and announced a reasonable length of time before each meeting.
12. Teachers want separate meetings for high school and grade teachers.

13

Study of Faculty Meetings by Wolfner: Letters with questionnaires were sent to the superintendents of schools of various cities in eastern United States. The superintendents passed the material on to their principals, who in turn distributed it to the teachers. A large part of the questionnaire was devoted to discovering topics actually discussed at faculty meetings and topics especially desired for discussion by teachers. Other questions asked by Wolfner were on frequency, duration, and manner of conducting the meetings.

Wolfner found the following procedures among the first ten in frequency of actual practice, and also among the first ten most desirable procedures as stated by teachers:

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13. Wolfner, Bessie J. "Faculty Meetings: A Bore or a Delight?" Junior-Senior High School Clearing House, 6:36-42, (September, 1931).

1. Administrative announcements.
2. Discussion of school policies.
3. Discussion of teachers' responsibilities.
4. Discussion of professional problems.
5. Social get-togethers.

Teachers expressed a desire to devote a greater part of the meetings to "Inspirational Talks", "Review of Current Educational Literature", and "Discussions of Parent Cooperation" than was being given to those topics.

Wolfner found that the most common interval for meetings following a time schedule to be a month. She found the most common length of teachers' meetings to be one hour. In over three-fourths of the meetings there was a definite time for convening, but in equally as many cases there was no set time for adjourning. The afternoon after school was by far the most common time for holding teachers' meetings. On almost two-thirds of the questionnaires, teachers stated that definite programs were planned in advance. In nearly all cases they were planned by the principal. On about two-thirds of the questionnaires, teachers said that they were not regularly informed of the topics to be taken up at the next meeting.

Many comments were made by teachers on the questionnaires returned to Wolfner. She evaluated those comments and using them as a basis made the following suggestions:

1. Faculty meetings should deal with problems concerning the entire faculty.

2. The principal must welcome criticism as well as should any other member of the faculty.
3. Teachers wish to be informed in advance of proposed topics.
4. There should be a definite purpose for each faculty meeting.
5. Reports on visits to other schools by members of the local faculty are interesting.
6. Talks by business men, professional men, and college instructors are valuable.
7. There should be a democratic spirit about faculty meetings; the principal must not hold himself aloof.
8. There should be a definite closing time.
9. A mimeographed outline of points to be discussed is helpful.
10. For every discussion that takes valuable time, there should be some conclusions drawn.
11. Debates between teachers on school policies are stimulating.
12. Reports by members on helpful courses taken at the universities are beneficial.
13. Good feeling is encouraged by an occasional faculty banquet. (Annual banquet is recommended).
14. The faculty should aim for a permanent organization providing for recreational as well as for professional activities.

In final conclusion Wolfner added the following general comments:

1. Teachers do not seem to feel that they are deriving benefit from their general teachers meetings commensurate with the time expended in attendance at them.
2. Lack of definite planning and failure to inform teachers of the nature of future meetings cause teachers to feel there is no definite purpose for the meetings.

3. Teachers seem anxious to participate in the formulation of policies if encouraged and their efforts appreciated by the principal or the superintendent. "Meetings should be professional, cheerful, interesting, cordial functions."

Study of Faculty Meetings Reported by E. G. Johnson:¹⁴ A

committee under President Switzer was appointed by the Michigan Department of High School Principals in the summer of 1934 to define more clearly the aims toward which secondary school practice should strive. This was to be learned by engaging the teachers of the various schools of the state in the definition and qualification of these aims.

The committee felt the chief service it could render was the stimulation of the widest possible discussion of the issues of secondary education with special emphasis on the implications for practical procedure focused on local problems.

A series of teacher meetings was launched in seventy-one of the senior high schools of the State. The seventy-one participating schools agreed to hold no less than five professional meetings during the year. Conclusions which were drawn from discussions by the teachers at these meetings, together with bibliographies, were sent to the central committee. These reports were then summarized by that committee.

To find out the success of "An Adventure in Cooperative Thinking", the central committee later sent questionnaires to the participating schools. The answers to the questions regarding the success of the

14. Johnson, E. G. "An Adventure in Cooperative Thinking." Educational Administration and Supervision, 23:343-353, (May, 1937).

study are tabulated as follows:

	<u>Yes</u>	<u>No</u>	<u>Doubtful</u>
1. Has the experience developed leadership among your faculty?	46	2	1
2. Did participation increase during the series?	43	7	1
3. Did experience tend to improve your faculty meetings?	44	3	2
4. Did the experience result in an increase of understanding among the various departments?	47	1	1
5. Did the experience result in an increase of understanding among individual teachers?	40	5	3
6. Was there a diminution of personal misunderstandings?	41	3	5
7. Was there evidence of growth in the power to isolate issues?	34	9	6
8. Was there evidence of vocabulary growth?	27	16	6
9. Was there evidence in the increase of understanding of the technique of group thinking?	35	9	5
10. Were curriculum changes made as a result of the discussions?	18	29	2
11. Did new faculty organizations or student organizations result from the discussions?	8	39	1
12. Did any change in time allotment result from your discussions?	14	35	0
13. Did desirable curricular emphasis result from the discussions?	42	4	5

The following comments stated on reports from teacher groups show the reasons for the success of the meetings in some cases:

"It . . . exerted a broadening influence on some members, increasing their understanding of and interest in departments other than their own."

"We did clarify our thinking on several important points of vital importance in relation to our work. We set up certain general aims or landmarks toward which we might shoot."

"Since each meeting was organized by a different chairman, leadership was developed in more than one case."

"It helped awaken various teachers to a keener consciousness of current trends in educational discussion."

"It stimulated outside reading . . ."

The Michigan Department of High School Principals concluded that the general feeling among the teachers of the schools participating was one of satisfaction in the professional growth shown as a result of the meetings. Although the central committee had completed the study, the meetings had proved of sufficient interest and profit to the participating schools that plans for their continuation were made.

Results of Study Made by the Division of Research of the National Education Association: A committee was appointed by the Division of Research to make a summary of research, theory, and practices in school supervision. Several sources of information were used, outstanding of which were the accumulated experience of the Division of Research of National Education Association, recent research studies published in leading periodicals, and studies made by the Department of Elementary School Principals of the National Education Association.

In one of the studies reviewed by this committee, several hundred principals rated teachers' meetings seventeenth out of

thirty items of supervisory procedure in time consumption, and fourth
 15
 out of the thirty items according to value as a supervisory device.

"Frequent Instructional Conferences with Teachers' Groups" was ranked eighth in importance out of thirty-six supervisory procedures. "Instructional Group Conferences with Teachers" was ranked third out of
 16
 the same thirty-six devices.

"Meetings of Teachers of Certain Grades and Subjects" was judged more valuable for supervisory purposes than general or committee faculty meetings by three hundred and seventy-seven elementary school teachers. These same teachers ranked this type of faculty meeting above class visitation, private conferences, or demonstration lessons
 17
 for supervisory purposes.

In one of the studies reviewed by the Department of Research of
 18
 the National Education Association, the following questions were mimeographed and submitted to the teachers of the school system to discover what topics would be most worth-while in faculty meetings:

1. In what particular phase of school work are you most interested?
2. What particular problem in your work most perplexes you?
3. List below the subjects that should be studied

15. A complete account of this study is contained in Seventh Year-book Department of Elementary School Principals Bulletin, pp. 189-302.

16. Ibid., p. 195.

17. This study was taken by the Division of Research from the Elementary School Principals Bulletin, p. 195.

18. "Teachers' Meetings". National Education Association Research Bulletin, 7:326-31, (November, 1929).

or worked upon in teacher committees.

4. List eight problems that you like to have as the general subjects of regular monthly teacher meetings.

In this way only topics of interest to the teachers of the system were taken up.

The Research Division of the National Education Association selected the following suggestions from "The Maryland School Bulletin", September, 1923, for procedure in faculty meetings:

1. Careful analysis of courses of study.
2. Well-organized and well-taught demonstration lessons.
3. Discussion of remedial work and tests.
4. Discussion of classification of pupils.
5. Seminar discussions.
6. Study of professional books together.
7. Evaluation of various types of lesson plans.
8. Opinions on community problems.
9. Evaluation of the Parent-Teachers Association-- its plans and teacher relationships.
10. General questions and criticism.

Garretson's Study:¹⁹ Beginning with the fundamental assumption that the principal's chief function is the improvement of instruction, Garretson prepared a check list covering five phases of the work of principals. One of these phases studied by Garretson concerned faculty

19. Garretson, O. K. "In Service Training of Teachers in High Schools in Oklahoma." School Review, 39:449-451, (June, 1931).

meetings. The check lists were sent to thirty-eight senior high school principals in Oklahoma and were based on the school year of 1929-1930. The main findings on faculty meetings selected from Garretson's study are:

1. Faculty meetings must be carefully planned so that there will be a cooperative effort toward achievement of common aims. Too often teachers are expected to sit passively listening to a verbose lecture by the principal.
2. The majority of the principals in the study followed the practice of submitting new policies to the faculty for discussion and approval.
3. In some cases a defense of aims and methods is expected by staff members at meetings.
4. Problems concerned with curriculum revision are discussed by most of the large schools during the meetings.
5. Discussion of marking systems seems to have been a popular topic.
6. Ninety-four per cent of the teachers reporting were required to attend faculty meetings.
7. The discussion of the problem of discipline is an important subject to many teachers.
8. The average number of topics discussed in faculty meetings during the school year of 1929-1930 was seven.

Some of the other topics which Garretson found to have been discussed quite frequently in meetings are mentioned in Appendix A.

Arguments and Opinions Concerning Teachers' Meetings Taken from Literature on the Subject

Value of Faculty Meetings: Before the time of studies of a pragmatic nature on faculty meetings, and parallel with these studies, administrators, university teachers, and the great host of the public

school classroom teachers had been considering ways that might lead to increasingly effective means of school operation. It has long been realized that there ought not be friction in the personnel, but, instead, there should be concentrated effort coordinated by the strong bonds of mutual interest and understanding and by a unity of purpose.

It is natural that teachers wish to help in the management of the group in which they find themselves. This desire should be encouraged. Asking teachers' advice on administrative problems is sound practice, for several minds working in harmony on the same problems result in better solutions. ²⁰ The democratic way of doing things consists, in great measure, of frequent conferences with those concern-
²¹ ed. By the interchange of ideas and the relating of experiences, members of a group may foresee and forestall errors.

Miss Gray of the schools of Hutchinson, Kansas, writes:

"Group treatment of school problems is essential, to the unifying of the teaching staff, and of the teaching, and is required for the dissemination of the best thought and practice. Usually this group work is best accomplished in teachers' meetings." ²²

Many small active groups, such as faculty meetings, that are busy with the consideration of educational policies are better than a few leaders dictating these policies. Discussion of policies by these small groups must be controlled, planned, and persistent.

20. Whitney, Frederick L. "The Growth of Teachers in Service," p. 38.

21. Lawson, J. F. "Conferences for Better Administration and Supervision of McKeesport Schools." School Board Journal, 92:241, (February, 1924).

22. Gray, Olive. "Making Teachers' Meetings Effective." Elementary School Journal, 26:410-427, (February, 1932).

Newlon states that in his opinion it is impossible to administer adequately a school without recourse to a continuous series of well-conducted faculty meetings. ²³ Most projects for improvement of ²⁴ teaching can be presented best at a group meeting.

There is a quite desirable social aspect to faculty meetings that should not be overlooked. This aspect tends toward the development of morale and good fellowship, and provides for an exchange of ideas in matters of mutual professional interest. An occasional dinner, enlivened by the services of a clever toastmaster, and by group singing, followed by informal conversation is a valuable aid to ²⁵ achieving the desirable social qualities mentioned.

The values derived from general faculty conferences within a system should correspond to those derived from a teachers council that takes in only the teachers of one school system. The purpose of such a teachers' organization in a school system is tersely expressed in the "Constitution of the Elementary Teachers Council of Oak Park, Illinois, 1923":

"The purpose of this organization shall be to utilize the knowledge and professional experience of all persons engaged as teachers in the Oak Park elementary schools in an effort to promote the instructional service in said schools, and establish satisfactory working conditions for both teachers and pupils."

Criteria for Judging Good Faculty Meetings: A summation of

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23. Newlon, J. H. "Principal and His Faculty Meetings." School Executives Magazine, 52:114-115, (November, 1932).
 24. Saul, E. L. "Professional Teachers' Meetings for High School." School Review, 30:371-377, (May, 1922).
 25. Martin, E. R. "Progressive Teachers Meetings." National Education Association Journal, 25:112, (April, 1936).

criteria for good faculty meetings obtained from the research studies, and from the opinions of educators based upon experience has been made. Good faculty meetings are those:

1. That are based upon teacher needs.
2. Which encourage teacher participation; where open-mindedness and tolerance are characteristic.
3. That are pleasant and where an atmosphere of cooperation and good-fellowship is formed.
4. That are characterized by activity.
5. That deal with vital school questions that are related and conveniently subdivided into specific problems for each meeting.
6. That are correlated with other supervisory devices for managing the school efficiently.
7. That reflect enthusiasm and a knowledge of present day trends, and a knowledge of outstanding educational problems, on the part of the leader.
8. That are intelligently organized and conducted to accomplish definite objectives.
9. That do not consist entirely of announcements, or of long lectures by the principal. 26
10. That follow a definite program or schedule.
11. That begin on time and end on time.
12. That articulate with other meetings, and are directly connected with the operation of the school.

Specific Recommendations: In order to aid in the achievement of the standards set up from authoritative sources, educational leaders make the following specific recommendations:

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26. Averill, F. G. "Teacher Meetings, Not Principals' Meetings." Junior-Senior High School Clearing House, 5:79-82, (October, 1930).

1. The general plans for faculty meetings for the ensuing year should be drawn up before the close of the preceding year.
2. The teachers should be notified in advance of the topic to be discussed. Gray recommends a syllabus and calendar to be passed out before each meeting. She adds that a summary or supplementary material ought to be included occasionally in the syllabus. 27.
3. Research problems may well be instigated in faculty meetings and their progress and final conclusions reported there. 28
4. Careful notes or minutes ought to be kept of the proceedings of all faculty meetings.
5. In larger school systems, general faculty meetings are supplemented by departmental meetings.
6. Recreational activities for the faculty meeting programs ought to be provided--a picnic, a dinner, a theater party, an excursion. One such activity about every two or three months is recommended.
7. An occasional address by an outside speaker is recommended. Suggestions for speakers include local business men, literary critics, authors, artists, travelers, economists, and philosophers.
8. It was recommended by the educational leaders that meetings be held about once a month, at a convenient time and in a comfortable room; that the meetings be about an hour in length and held at a regularly scheduled time, preferably early in the week.

A summary of the findings made by students of the subject of faculty meetings has been presented in the form of criteria and recommendations. The next step in the solution of the problem of this present study is to determine the status of faculty meetings in

27. Gray, Olive. Op. cit., pp. 410-427.

28. Cubberley, E. P. The Principal and His School, pp. 513-518.
Morgan, J. E. "The Faculty and Teacher Growth." National Education Association Journal, 23:18, (December, 1934).

Arizona senior high schools. Discourse with experienced teachers and administrators of the public schools of the State and with professors in the College of Education of the University of Arizona, gave definite points on the merits and defects of faculty meetings within their experiences. The information gathered from personal discussions, however, was insufficient. A means of securing samples of practices and opinions from the State teaching personnel was necessary.

-CHAPTER III

STUDY OF FACULTY MEETINGS BY MEANS OF A CHECK LIST TO PRINCIPALS OF SENIOR HIGH SCHOOLS OF ARIZONA

Devising the Check List

Information Deemed Most Valuable: The question of what data would best enable a fair appraisal of meetings as now held, is to be decided at this point. The most pertinent and therefore desirable aspects on which to collect information were decided to be:

1. Time devoted to faculty meetings.
2. Manner of conducting the meetings.
3. Plans for presenting problems for discussion.
4. Devices for discussion of the problems presented.
5. Topics frequently presented and those preferred by administrators and teachers from a standpoint of interest and value.
6. Reactions of the teaching personnel toward faculty meetings.
7. The basis for opinions and recommendations made by those questioned.
8. Suggestions for greater effectiveness, increased interest, and growth of desirable personal traits made by teachers in Arizona high schools.

From Whom Information was to be Obtained: It was decided that check lists were the only means feasible for gathering the necessary facts and opinions. One check list was devised for the one to whose lot it naturally befell to organize faculty meetings, if held, namely

the principal, and a second check list was devised for the classroom teacher. A copy of the first check list was sent to each of fifty-seven high school principals in the State. A copy of the second check list was sent to each of two teachers, a man and a woman in each of these same high schools. The returns were less than had been hoped for. Thirty-four out of fifty-seven principals' check lists were checked and returned, which was sixty per cent; and forty-eight of the one hundred and fourteen teachers' check lists, or approximately forty-three per cent, were checked and returned. It is to be supposed that some were not returned because faculty meetings were not held.

Present Status of Faculty Meetings Judged From Principals' Check Lists

The check lists that were returned by the principals were all carefully filled in and showed a genuine willingness to cooperate in the solution of the problem. A copy of the check list sent to the principals may be found in Appendix B.

Time Devoted to Faculty Meetings: The answers to question one under the first item which dealt with time devoted to faculty meetings indicates that a preference, at least in practice, is shown to meetings called only as occasion demands. Table I shows the number of responses to the question which concerns meetings on call as compared to meetings that follow a schedule.

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1. Fifty-nine high schools are listed in the most recent Arizona Educational Directory. Two small high schools were overlooked in mailing the check lists.

TABLE I

NUMBER OF PRINCIPALS ANSWERING "YES" OR "NO"
TO QUESTION "ARE FACULTY MEETINGS CALLED
ONLY FOR SPECIAL PURPOSES?"

Yes	:	No
24	:	10

There is a wide range of choice expressed in regard to frequencies of meetings for both called meetings and meetings that follow a time schedule. Recorded in Table II are the answers to the second question, "About how often are meetings called?"

TABLE II

NUMBER OF PRINCIPALS CALLING MEETINGS AT VARIOUS
TIME INTERVALS FOR SPECIAL PURPOSES

Twice a year	:	Every three months	:	Every six weeks	:	More often
2	:	5	:	12	:	5

Exactly fifty per cent of those who have meetings only for special purposes hold them about every six weeks.

In the ten schools where faculty meetings follow a regular schedule, there is less uniformity in frequency of meetings than in schools where meetings are held only on call. This diversity in practice is shown in Table III by the frequencies of the different answers to the question, "If faculty meetings follow a time schedule, at what intervals are they held?"

TABLE III
 FREQUENCIES OF REGULARLY SCHEDULED MEETINGS

Semiweekly	Weekly	Biweekly	Monthly	Bimonthly
1	3	2	3	1

Six out of ten who answered that there was a regularly scheduled program of meetings stated that meetings were held every two weeks or more often, and nine out of the ten said meetings were held at least once a month. On the other hand, since only five out of twenty-four of those holding meetings on call said they were not held more often than every six weeks, there is an indication that meetings that follow a regular time schedule are more frequent throughout the school year than meetings held only on call.

The length of time of each meeting most frequently reported is similar to that found in some other studies.² The question asked on the check list used here was, "What is the average duration of time of each meeting?"

TABLE IV
 DURATION OF TIME OF FACULTY MEETINGS PREFERRED
 BY VARIOUS PRINCIPALS

15 min.	30 min.	45 min.	60 min.	90 min.	120 min.
1	6	13	14	0	0

2. Studies on time devoted to faculty meetings were made by Earl Hudelson, L. V. Koos, and Miss Bessie Wolfner. These studies were discussed on pages 7, 9, and 10 of Chapter II of this volume.

There seems to be a definite avoidance of the long drawn out meeting. No meeting, it will be noted, lasted over one hour which was the mode of these answers. Twenty-seven out of thirty-four find forty-five minutes to an hour the most desirable length of time. The very short and frequently held meeting is not, at present, popular in Arizona.

The principals agreed well on the choice of the day of the week for meetings, whenever there was a day scheduled for them. The expressions of choice of the day of the meeting may be found in Table V containing answers to the question, "On what day are faculty meetings held?"

TABLE V

NUMBER OF SCHOOLS EXPRESSING CHOICE OF DAY
UPON WHICH FACULTY MEETINGS ARE HELD

Monday:	Tuesday :	Wednesday :	Thursday :	Friday:	Saturday:	No set day
16	5	1	0	1	0	11

The choice of the early part of the week for meetings is almost unanimous.

The next question of concern is, "At what time of day are faculty meetings held?" The time of day for holding meetings in Arizona, according to Table VI, conforms with the time found desirable in the earlier studies. Two principals said they used a morning and afternoon combination. Part of the meeting was held before school and it then was completed after school.

TABLE VI

NUMBER OF PRINCIPALS HOLDING FACULTY MEETINGS
AT DIFFERENT TIMES OF DAY

Before school	: Noon inter- mission	: After school	: In the evening	: Saturday morning	: No set time
4	0	26	1	0	1

There is a practice in some states, and it is suggested by some students of the subject, that time be taken from the regular school hours for faculty meetings. The question, "Is time taken from the regular schedule through shortening of the school day or by other adjustment to provide for the meetings?" was asked. All answers to this question on the check list stated that the time for meetings was always taken from that outside of school hours.

Manner of Conducting Faculty Meetings: The practice in some school systems is to rotate the chairmanship according to an established order. In some others the principal appoints a chairman for the entire year, or a new one for each individual meeting. In some cases the chairman is selected by the teachers. In answer to the question, "Do you preside?" thirty-two principals in Arizona answered that they did preside at faculty meetings. Two replied "No". In each of these two cases, the practice is for the principal to appoint a chairman for each meeting at the preceding meeting.

The keeping of records or minutes of faculty meetings seems not to be a common practice in Arizona schools. A majority of negative answers was received to a question on this matter. The answers are

given in Table VII.

TABLE VII

ANSWERS TO QUESTION "DO YOU HAVE A SECRETARY
KEEP A RECORD OF FACULTY ACTION?"

Yes	:	No
10	:	24

It was interesting to note that those keeping records, in general, discuss a larger number of professional topics and show more enthusiasm for the value of the meetings than those who do not keep records. In one instance the records are kept by the chairman and filed in the superintendent's office.

Plans for Presenting Problems for Discussion: Since some of the teachers who were consulted before devising the check list indicated that topics in which they were interested were seldom discussed, and principals who were consulted expressed their difficulties in determining what topics were of chief interest to the teachers in their school, it was decided to learn what plans were used for the selection of topics for faculty conferences.

Table VIII gives the questions and results of checks made in answer to them by the thirty-four principals returning the check lists.

Twelve principals used three or four of the plans jointly. No principal checked all five of the plans. Four did not check any of the methods nor did they list any other plans used. Five

TABLE VIII

NUMBER OF PRINCIPALS USING DIFFERENT PLANS FOR DETERMINING
DESIRABLE TOPICS FOR FACULTY MEETINGS

PLANS	Number Checking		
	Yes	No	Not Checked
(A) By talking with teachers before each meeting and indirectly drawing out problems through general conversation and observation	24	4	6
(B) By asking teachers directly for statements of pertinent problems to be taken up at the next meeting	17	6	11
(C) By suggesting that teachers make written notes of questions as they arise and bring them to you or to the chairman of meeting some time before the next meeting	7	12	15
(D) By sending a questionnaire to each of the teachers for his opinion on proposed problems for discussion	4	13	17
(E) By recommending that teachers make notes for themselves as questions arise and that they bring them up at faculty meetings	16	5	13

principals checked only "A", Table VIII. All four who checked "D" also checked either or both "A" and "B" indicating that conversation with, and observation of, their teachers likely formed the basis for the questionnaire sent out later.

A sixth question on the manner of presenting problems dealt with the use of program committees for faculty meeting discussions. It can be judged from Table IX that committees were little used.

Plans Used in Meetings: After a satisfactory method of raising questions and determining the preference of the teachers, the next logical concern of the principal is deciding upon the most suitable manner of dealing with these questions and interests. This section of the check list inquired into the practices used. The results are given in Table X.

TABLE IX
 NUMBER OF PRINCIPALS USING COMMITTEES
 FOR FACULTY MEETINGS

	Yes	No
(A) Do you have a program committee?	4*	30
(B) Is the committee appointed by you?	2	0
(C) Is the committee elected by the teachers?	1	0
(D) Does the same committee serve all year?	4	0

*One of the four neglected to say in what manner the committee was selected.

*One answering "No" to (A) added that a committee was placed in charge of a meeting occasionally for the discussion of special problems.

TABLE X

PLANS USED IN FACULTY MEETINGS AND NUMBER OF PRINCIPALS CHECKING EACH

Plans Suggested on Check List	No. Checking
(A) Talks on educational topics by principal	19
(B) Special talks prepared by teachers	18
(C) Talks by outsiders	11
(D) Discussion of topics of current interest	22
(E) Debates	0
(F) Panel Discussions	11
(G) Clinic following demonstration lesson taught at faculty meeting	3
(H) Opportunity of faculty meeting to make special announcements	25

Three schools did not check any items. Those schools had indicated earlier in the check list that faculty meetings were called not more frequently than twice a year and then only for discussion of Christmas holidays or some approaching event of an unusual character.

The tabulation according to the number of plans selected by each school is recorded in Table XI.

TABLE XI
NUMBER OF PLANS CHECKED BY EACH SCHOOL

Number of plans checked	:	Number of schools
0	:	3
1	:	2
2	:	7
3	:	9
4	:	6
5	:	3
6	:	3
7	:	1

It will be noted that three was the most frequently occurring number of plans used. These three usually consisted of "H"—Opportunity of faculty meetings to make special announcements; "D"—Discussion of topics of current interest; and either "A"—Talks on educational topics by principals; or "B"—Special talks prepared by teachers. No school suggested any plan in addition to or in place of the seven listed.

Topics Discussed at Faculty Meetings: Another consideration in this study is the topics which served as a basis for discussion during the past year, 1937-38. The principals were asked to star those topics which in their estimation were of greatest interest. The forty-two topics appearing on the check lists with the tabulation of the results are given in Table XII.

The results shown in Table XII indicate a stressing of the subject of discipline. "J"—Discipline—was checked by over eighty-

TABLE XII

TOPICS DISCUSSED IN FACULTY MEETINGS ACCORDING
TO PRINCIPALS

Topics as Listed on Check List	No. Starring Topic as of Un- usual Interest	No. who Discussed Topic	Rank in Fre- quency of Checks
A Assignments	2	19	6.5
B Athletics	0	16	11
C Care of building	1	14	13
D Changes in schedule	1	26	2
E Character education	3	10	19
F Class organizations	0	12	16.5
G Contact with parents	1	1	40.5
H Debates	0	3	36
I Declamations	0	5	32
J Discipline	3	28	1
K Discussion of books of a profession- al nature	0	9	23
L Discussion of books of interest to teachers from cultural view	0	3	36
M Discussion of current periodical literature	1	9	23
N Dramatic program	0	6	27.5
O Excursions to industrial plants	0	4	34
P General aims of education	3	13	14.5
Q General curriculum revision	4	21	4.5
R Guidance	3	19	6.5
S Home conditions of pupils	1	16	11
T Home rooms	3	16	11
U Improvement of grounds	1	9	23
V Local finance	1	1	40.5
W Marking systems	2	21	4.5
X Means of developing a scientific approach	0	3	36
Y Motivation by means of motion pictures	0	6	27.5
Z Nature trips for study of science	0	2	38
A' Office records and reports	0	10	19
B' Plans for individual promotion	0	6	27.5
C' Provision for individual differ- ences	1	9	23
D' Regulations for conduct in halls	0	22	3
E' School dances and parties	2	12	16.5
F' School supplies	0	9	23
G' Specific aims of a given subject	0	7	26
H' Stimulation of appreciation of music, art or literature	0	5	32
I' Subject matter selection	2	13	14.5

TABLE XII
(continued)

Topics as Listed on Check List	No. Starring Topic as of Un- usual Interest	No. who Discussed Topic	Rank in Frequency of Checks
J' Supervised study	2	17	9
K' Teachers' legislation	1	1	40.5
L' Tests and measurements	2	10	19
M' Textbooks and library books	2	18	8
N' Thrift and health programs	0	5	32
O' Types of recitation	0	6	27.5
P' Use of radio in teaching	0	1	40.5

two per cent. of the respondents while "D"—Regulations for conduct in halls—was checked by almost sixty-five per cent. They ranked first and third in frequency of checks. "D"—Changes in schedule—checked by over seventy-six per cent. was second in order of number of checks. The high per cent. checking "D" is likely due, in part, to the number of small schools that do not use bulletins or other mimeographed material for administrative purposes. However, some of these changes might have been of such a character that the principal wished to discuss them with his teachers before putting them into effect. "Q"—General curriculum revision—and "W"—Marking systems—were quite generally discussed, both having been checked by twenty-one or about sixty-two per cent. of the respondents.

It was expected that there would be a higher number of schools using time at faculty meetings to discuss "P"—General aims of education³; "L"—Tests and measurements; "R"—Guidance; and "M"—

3. See Table XII, page 54.

Discussion of current periodical literature. These items are of general interest and discussions of them have proved of value in some other studies.⁴ Such topics as "H"—Stimulation of appreciation of music, art or literature; "O"—Excursions to industrial plants; and "X"—Means of developing a scientific approach—though quite important are probably thought to be of an individual character and better taken up in personal conferences.

Reactions to Faculty Meetings

Effectiveness of Faculty Meetings Based on Answers to Specific Questions: Only partial success was realized in attempting to get personal reactions in the form of constructive criticisms, suggestions, and evaluations of various aspects of the entire subject of faculty meetings. The question was asked whether or not the respondent felt that faculty meetings are the most effective means of caring for the school problems checked as shown in Table XII, page 34. The responses are shown in Table XIII.

TABLE XIII

FREQUENCY OF "YES" AND "NO" ANSWERS TO THE QUESTION, "DO YOU FEEL THAT FACULTY MEETINGS ARE THE MOST EFFECTIVE MEANS OF CARING FOR THE SCHOOL PROBLEMS LISTED IN TABLE XII?"

Yes	:	No	:	Not Answered
25	:	7	:	2

4. Koos, L. V. "High School Teachers' Meetings." American School Board Journal, 69:35-36, (October, 1924).

Some made note on the check lists that peculiarities of the problem would influence the choice of approach to its solution. In some instances a general treatment of the problem at a faculty meeting would be satisfactory but in other instances personalities would compel an individual handling of the matter.

For cases in which faculty meetings were thought not the best method of dealing with the problems, six suggestions were made on the check list from which to select other methods of treatment. These suggestions with the number of principals checking each are arranged in Table XIV.

TABLE XIV

METHODS WHICH PRINCIPALS FEEL WOULD BETTER ACHIEVE THE
DESIRED ENDS THAN FACULTY MEETINGS

Method	Number of Principals Checking
(A) Individual teacher conferences with principal according to a regular schedule.....	16
(B) Supervisor makes notes of teachers' problems both observed (by supervisor) and stated by the teacher and presents them to the principal to be taken up in detail by the principal.....	5
(C) Committees of teachers are appointed by principal to study definite problems and to report to him.....	8
(D) Informal social gatherings of principal and teachers.....	14
(E) General faculty bulletins sent to teachers by principal as occasion demands.....	12
(F) Individual teacher memorandum notes.....	7

There were seven⁵ principals who felt faculty meetings could be dispensed with entirely in favor of one or more of the suggested plans given in Table XIV. All others implied or expressed opinions that only certain of the items checked earlier and recorded in Table XII are handled better by other than faculty meetings. The general consensus is that faculty meetings need to be supported as an agency of school administration by one or more of the plans listed in Table XIV. Fourteen did not check any of the suggested plans listed in Table XIV implying that faculty meetings, if properly planned and divided into groups on occasion, would eliminate the need for further methods. Some did not check "A"--Individual teacher conference with Principal according to a regular schedule--because they objected to the "Regular Schedule" restriction.⁶

The answers to questions concerning the extent to which faculty meetings aid teachers in professional growth are significant in their agreement in the affirmative. In Table XV are given the tabulations.

5. See Table XIII, p. 36.

6. This restriction was placed in the statement because it was felt that individual conferences now and then were practically certain in a system, and information concerning them would be of no value in the study.

TABLE XV

NUMBER OF PRINCIPALS WHO FEEL FACULTY MEETINGS ENCOURAGE
PROFESSIONAL GROWTH ON THE PART OF THE TEACHERS IN THE
DIFFERENT WAYS

Various Plans Listed on Checklist	:Number of Principals Checking			
	: Yes :	No :	Per- : haps :	Not : Checked
(A) By increasing professional reading..:	19 :	12 :	2 :	1
(B) By bringing educational problems to their attention..... :	28 :	2 :	1 :	3
(C) By arousing a critical attitude toward phases of their own teaching..... :	28 :	3 :	0 :	4
(D) By interesting teachers in the problems of administration and securing advice..... :	26 :	3 :	0 :	5
(E) By informing teachers of educa- tional policies and securing their greater cooperation..... :	30 :	0 :	1 :	3

With the exception of, "Increasing the professional reading," a very high percentage of affirmative answers was made. Even in that case the responses showed that over fifty-five per cent of the respondents thought that professional reading was stimulated as a result.

It was desired to learn to what extent in the estimation of the principals, they were better able to judge definite personal qualities in their teachers through faculty meetings. Table XVI gives the number of principals checking each of the qualities.

TABLE XVI

NUMBER OF PRINCIPALS ANSWERING "YES" OR "NO" TO QUESTION,
 "DO YOU THINK THAT FACULTY MEETINGS ENABLE YOU TO BETTER
 JUDGE IN YOUR TEACHERS SUCH QUALITIES AS THOSE LISTED?"

Qualities to be Judged	: Number of Principals		
	: Checking		
	: Yes	: No	: Not answered
(A) Social poise (lack of embarrassment, etc.)	: 17	: 8	: 9
(B) Emotional balance and control	: 22	: 4	: 8
(C) Ability to express ideas	: 29	: 3	: 2
(D) General interest in school problems	: 30	: 5	: 1
(E) Knowledge of current affairs	: 12	: 10	: 12
(F) General attitude toward teaching	: 29	: 5	: 2
(G) Attitude toward pupils	: 28	: 5	: 3
(H) Attitude toward parents	: 24	: 5	: 5
(I) Willingness to cooperate	: 29	: 2	: 3
(J) Open-mindedness	: 29	: 5	: 2
(K) Interest in community problems	: 24	: 6	: 4

There is definitely a prevailing opinion in the minds of the majority of principals that faculty meetings do enable them to judge personal and professional qualities in their teachers. "E"—Knowledge of current affairs—is an exception being favored by only a little over half of the principals. The extent to which this quality might be judged would depend much upon the type of meetings held.

In the estimation of their teachers' interest in faculty meetings, the principals were with few exceptions moderate in their opinions.

That only a small per cent took an extreme view is shown in Table XVII.

TABLE XVII

DEGREE TO WHICH THE MAJORITY OF THE TEACHERS SHOW INTEREST IN
FACULTY MEETINGS ACCORDING TO PRINCIPALS

Enthusiastic	Definitely Interested	Mildly Interested	Not Interested
1	18	11	4

Over eighty-five per cent said that the teachers in their system were interested to some extent. The participation of teachers in discussions at meetings throws light on the general interest. That these amounts are crude estimates by the principal in each case must be borne in mind. Table XVIII itemizes the answers.

Do the principals or the teachers talk the more at faculty meetings? The data received regarding the proportion of time taken up by discussion of teachers are given in Table XVIII.

TABLE XVIII

NUMBER OF PRINCIPALS ESTIMATING VARIOUS PROPORTIONS
OF DISCUSSIONS CARRIED ON BY TEACHERS AT FACULTY
MEETINGS

Less than One-fourth	One-fourth	One-half	Three-Fourths	More than Three-fourths
0	4	13	16	1

The proportion of time taken up by the teachers would lead one to believe the group meetings are active and spirited.

In respect to the interest on the part of the principals in teachers' gatherings for professional purposes, the answers shown in Table XIX reflect their feelings toward approaching meetings.

TABLE XIX
NUMBER OF PRINCIPALS SHOWING VARYING DEGREES OF ANTICIPATION
OF FACULTY MEETINGS

Definitely look forward to meetings	:	Find them interesting	:	Sense of duty	:	Not answered
13	:	14	:	7	:	2

The large proportion of principals checking the first two items of Table XIX would clearly indicate an interest in teacher conferences at least commensurate with other administrative and supervisory devices.

Besides the individual benefits to be considered from any enterprise, there is also the effect it has on group feeling and action. Ability to work together as a social cooperative group is especially to be desired among teachers. Table XX gives some data on this phase of the subject.

TABLE XX

NUMBER OF PRINCIPALS APPRAISING RELATIVE VALUES OF FACULTY
MEETINGS IN ENCOURAGEMENT OF GOOD FELLOWSHIP

To large extent	:	to small extent	:	Not at all	:	Cause hard feelings	:	Not answered
15	:	14	:	3	:	1	:	3

The fact that twenty-seven out of thirty-four principals feel that there is in faculty meetings a noticeable force toward welding the various members of the teaching corps together is an item not to be underestimated. In attempting to evaluate a practice of an organized group responsible for the operations of a large enterprise this factor is important.

The estimated effectiveness of faculty meetings, as viewed by high school principals, may be judged by the data presented in Tables XIII to XX. When devising the checklist it was hoped that statements to support the answers given would be made by the principals. A space for such remarks was provided. Twenty-two principals obligingly added further information or made recommendations for the improvement of faculty meetings.

Comments of Principals on Effectiveness of Faculty Meetings:

It appears logical at this point in the presentation of the findings of this study to quote these personal opinions of the principals for the improvement of group action in the teaching corps in which they, who

were thoughtful enough to make such suggestions, are working.

Importance of Meetings Opined by Principals:

"Faculty meetings are superior to other plans; they stimulate slack teachers."

"They (faculty meetings) are convenient and informal. All six suggestions (Table XIV) are used in addition to faculty meetings."

"Faculty meetings are less trouble greater teacher expression."

"Faculty meetings are best for large problems, but committees are better for most things." (This answer was from one of the largest high schools in the state.)

"Faculty meetings are superior to other means for group understanding and cooperation. I like 'D'—Informal social gatherings of principals and teachers—and 'E'—General faculty bulletins sent to teachers by principal as occasion demands—in addition."

"Faculty meetings are superior because they provide for broad understanding and cooperation."

"I believe faculty meetings are better than other methods but must be held regularly."

"If the meetings are well planned and democratic, they are the best way of deciding action."

"Faculty meetings are better than any other plan because of their unifying effects."

"They do away with aloofness, aid in supervision, and create friendliness."

"I prefer a program of regular meetings plus called meetings for special purposes."

"Faculty meetings are more stimulating than any other plan."

"Faculty meetings are indispensable for a few things. However, 'C'—Committees of teachers are appointed by principal to study definite problems and to report to him—'D'—Informal social gatherings of principal and teachers—

and 'E'—General faculty bulletins sent to teachers by principal as occasion demands (Table XIV)—are helpful."

"The direct discussion and suggestions from the teachers make faculty meetings the best plan. I suggest supplementing them with 'A'—Individual teacher conferences with principal according to a regular schedule—'C'—Committees of teachers are appointed by principal to study definite problems and to report to him—and 'F'—Individual teacher memorandum notes, Table XIV."

"For individual problems, 'A'—Individual teacher conferences with principal according to a regular schedule—and 'E'—General faculty bulletins sent to teachers by principal as occasion demands, Table XIV—are valuable but most problems need to come before the group."

"Individual conferences should supplement the general meetings."

"Faculty meetings enable one to reach a faculty well."

"The value of general conferences is largely professional, particular problems are best taken care of by private discussion."

"Prefer individual conference to faculty meetings."
(Checked "A" and "F" in Table XIV.)

"The spirit in our school is good without faculty meetings. We held a meeting on Labor Day to introduce each other. Most teachers' meetings are lethal; I emancipated my teachers." (Checked "A"—Individual teacher conferences with principal according to a regular schedule—and "D"—Informal social gatherings of principal and teachers, Table XIV.)

"Teachers come to meetings because they are required. Often they are not interested." (Checked "A"—Individual teacher conferences with principal according to a regular schedule—"C"—Committees of teachers are appointed by principal to study definite problems and to report to him—and "E"—General faculty bulletins sent to teachers by principal as occasion demands, Table XIV.)

"Faculty meetings are not a successful solution and I can't figure out a good one for handling the problem." (Didn't check any other plans.)

"There were personal opinions given at the close of the checklist by twenty-two principals. It will be noted that eighteen favored group conferences of reasonable frequency while four expressed the opinion or implied that the school system could get on as well, or perhaps better, without any group meetings at all. Only one of these four administrators failed to select a plan from those listed or to give an original plan of his own to supplement or replace faculty meetings, when none of those listed were selected.

The contents of the checklists returned by principals in the state have been presented in this chapter. A recapitulation of these data can be better made after the data obtained by means of checklists from classroom teachers have been presented. Chapter IV contains an evaluation of the checklists returned by Arizona teachers in the senior high schools.

CHAPTER IV

STUDY OF FACULTY MEETINGS IN SENIOR HIGH SCHOOLS IN ARIZONA BY MEANS OF A CHECKLIST TO TEACHERS

Plan for Securing the Data

Selection of Teachers: Checklists were sent to two teachers in each of fifty-seven senior high schools¹ listed in the "Arizona School Directory", 1937. A man and a woman teacher were selected in each case. A science and an English teacher were selected unless both were men or both women. In those instances, a social science teacher was selected. Forty-eight usable checklists out of the one-hundred and fourteen were returned.²

Means of Increasing Reliability of Data: In order that the study would be wider in its scope, thirty-eight additional checklists for teachers were distributed to and returned by fellow students in education classes at the University of Arizona during the first term of the summer session of 1938. Only those checklists returned by teachers who had taught in senior high schools in Arizona during the past school term were tabulated. This restriction eliminated fourteen of the checklists leaving only twenty-four usable ones. This made a total of seventy-two in all.

Character of the Checklist: The checklist sent to teachers was

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1. The time of year that the checklists were received (May) perhaps reduced the number of returns.
 2. It seems reasonable to believe those having least interest in the subject also took least interest in the checklist.

intentionally made shorter than the one sent to principals. A copy of the checklist may be found in Appendix C. It was thought that the success or failure of a device for personal or professional growth within a group is dependent to a greater extent on the ability of the leader than upon any other single consideration. The mechanics of the meetings were felt to be a matter of concern to the principal and dependent upon his ideas and efforts. The general reactions to meetings within the experiences of the teachers and their suggestions for the improvement of meetings based upon existing practices were the chief data desired from class-room teachers.

**Existing Conditions Concerning Faculty Meetings as
Reported by Arizona Teachers**

Attendance at Faculty Meetings: The first question concerned the matter of compulsory or optional attendance.³ The facts obtained are stated in tabular form in Table XXI.

TABLE XXI

**NUMBER OF TEACHERS ATTENDING FACULTY MEETINGS
REGULARLY**

	:	Yes	:	No
Is attendance compulsory?	:	54	:	115
If not compulsory, do you attend regularly?	:	13	:	2

3. It was felt that the principals would not require attendance if they did not believe in faculty meetings; it was also thought that teachers would not attend voluntarily unless they found the meetings either interesting or of value.

It is interesting to note that in later questions on the values of faculty meetings, several found the meetings boring yet attended voluntarily. This apparent inconsistency is likely explainable in that attendance is considered the ethical thing to do or the hope existed before each meeting that it would be more worthwhile than the previous meetings. At any rate, the per cent of attendance is high.

Procedure at Faculty Meetings: It was deemed pertinent to the solution of this problem to learn the manner of procedure in meetings. The results arranged in Table XXII show the preferences of teachers in this matter.

TABLE XXII

NUMBER OF TEACHERS SHOWING PREFERENCES IN
FACULTY MEETING PROCEDURES

Procedures	Number Checking
(A) Talks on educational topics by the principal.....	26
(B) Special talks prepared by teachers.....	19
(C) Talks by outsiders.....	17
(D) Discussion of topics of current interest as a forum.:	39
(E) Debates.....	3
(F) Panel discussions.....	28
(G) Clinic following a demonstration lesson taught at a faculty meeting.....	2
(H) Opportunity for special announcements.....	31

Debates and demonstration lessons are not popular among the teachers questioned in this study. Both of these plans have proved popular in some systems.⁴ General discussion groups, discussion by

4. Duff, J. C., "Whatever You Do, Don't Miss the Seminar," Junior-Senior High School Clearing House, 422-3, (March, 1932).

selected members of the group, i. e., "Panel Discussions," and announcements and talks by the principal and others all seemed to be fairly popular. Although it was hoped that some teachers would avail themselves of the space provided on the questionnaire for addition of other feasible plans, none did so.

Number of Topics Presented by Teachers: To determine to what extent the teachers contributed to the discussions, the number of topics brought up by individual teachers was thought to throw light on the question. In Table XXIII are tabulated the number of topics brought up by the different teachers.

TABLE XXIII

FREQUENCY OF CHECKS DESIGNATING NUMBER OF TOPICS
INTRODUCED IN FACULTY MEETINGS BY VARIOUS
TEACHERS DURING YEAR 1937-38

None	One	Two	Three	Four	Five	Six	More than six	Not Answering
10	5	15	6	6	5	1	8	20

There would appear to be a discrepancy between the estimated participation of teachers by the principals and these data offered by the teachers themselves. The only answer is that the discussion is chiefly carried on by a few teachers or that the teachers are perfectly willing to take an active part in the general discussion after the subject has been introduced by some one else. Just why a high per cent failed to answer the question is difficult to determine.

Topics Interesting to Teachers and Their Particular Preferences:

The same list of topics was submitted to the teachers as was submitted to the principals. Certain preferences are outstanding as is also the unpopularity of several topics as shown in Table XXIV.

TABLE XXIV

NUMBER OF TEACHERS EXPRESSING PREFERENCE FOR VARIOUS
TOPICS FOR DISCUSSION IN FACULTY MEETINGS

Topics as listed on checklist	Number starring topic as of unusual interest	Number Checking topic
A. Assignments.....	2	18
B. Athletics.....	4	17
C. Care of building.....	1	22
D. Changes in schedule.....	2	25
E. Character education.....	9	19
F. Class organizations.....	4	15
G. Debates.....	0	2
H. Declamations.....	0	0
I. Discipline.....	13	13
J. Discussion of books of a professional nature.....	1	1
K. Discussion of books of interest to teachers from cultural view.....	0	0
L. Discussion of current periodical literature.....	5	5
M. Dramatic program.....	1	1
N. Excursions to industrial plants.....	2	2
O. General aims of education.....	2	2
P. General curriculum revision.....	4	4
Q. Guidance.....	11	11
R. Home conditions of pupils.....	4	4
S. Home rooms.....	7	7
T. Improvement of grounds.....	1	1
U. Local finance.....	1	1
V. Marking systems.....	8	8
W. Means of developing a scientific approach.....	2	2
X. Motivation by means of motion pictures.....	7	18
Y. Nature trips for a study of science..	0	7
Z. Office records and reports.....	2	18

TABLE XXIV (cont'd.)

Topics as listed on checklist	:	:	:
	: Number starring	: Number	: Number
	: topic as of	: checking	: checking
	: unusual interest	: topic	: topic
A'. Plans for individual promotion.....:	1	:	5
B'. Provision for individual differ- ences.....:	5	:	18
C'. Regulations for conduct in halls.....:	4	:	38
D'. School dances and parties.....:	4	:	28
E'. School supplies.....:	1	:	9
F'. Specific aims of a given subject.....:	4	:	12
G'. Stimulation of appreciation of music, art or literature.....:	1	:	7
H'. Subject matter selection.....:	1	:	7
I'. Supervised study.....:	8	:	26
J'. Tests and measurements.....:	3	:	13
K'. Textbooks and library books.....:	2	:	17
L'. Thrift and health programs.....:	2	:	9
M'. Types of recitation.....:	1	:	8
N'. Use of radio in teaching.....:	2	:	5

In addition to the topics contained on the checklist, further topics were contributed by the teachers as having been of interest in their faculty meetings. Topics pertaining to the Arizona Teachers' Association were mentioned by three of the teachers. Teachers' retirement program and proposed legislation regarding it were of interest to the faculties of two schools. One teacher mentioned that there was considerable interest in the reports of members of the teaching staff who had visited other schools. A detailed comparison of the topics selected by the principals, tabulated in Table XII (page 34), and the teachers' choice as shown in Table XXIV above will be made in Chapter V.

Reactions of Class-room Teachers to Faculty Meetings

Importance of Teachers' Reactions: In devising the checklist for teachers, chief consideration was given to it as a means of discovering the teachers' personal feelings in regard to faculty meetings. In drawing final conclusions to this study, considerable importance will be attached to teachers' reactions. The reason for this importance is that the chief basis for judging the effectiveness of faculty meetings lies in the increased proficiency of the teachers themselves, for they are the recipients of whatever benefits may be derived for the meetings.

Interest of Teachers in Faculty Meetings: The appraisal of the worthwhileness of a practice is largely tempered by amount of interest in the practice in question. It seems fitting, then, to learn of the interests of teachers in faculty meetings. What proportion of the teachers are interested? To what extent are they interested? By consulting Table XXV, a comparison of the numbers of teachers showing different degrees of interest may be made.

TABLE XXV

NUMBER OF TEACHERS SHOWING VARYING DEGREES OF
INTEREST IN FACULTY MEETINGS

Very enjoyable	Sometimes interesting	Usually boring	Not answered
19	41	7	5

It can be seen from Table XXV, that over one-fourth of the teachers find faculty meetings "very enjoyable". More than one-half find them of interest at least part of the time. Almost one out of ten finds them boring. About one out of fifteen did not care to commit himself.

Effectiveness of Teachers' Meetings as Judged by Teachers:

Besides the interest teachers show in faculty meetings, it is desirable to ascertain how successful teachers think the meetings are in achieving goals. Their estimation of the effectiveness of teachers' meetings is shown in Table XXVI.

TABLE XXVI

HOW TEACHERS ANSWERED THE QUESTION, "DO YOU THINK THAT FACULTY MEETINGS ARE THE MOST EFFECTIVE MEANS OF DISCUSSING PROBLEMS AT PRESENT?"

Yes	No	Not answered
59	25	8

The table shows opinion divided fairly evenly with about fifty-five per cent expressing their confidence in faculty meetings.

Suggested Plans for Replacing or Supplementing Faculty Meetings:

If faculty meetings are not the best plan, the logical question arises as to what plan or plans are better. Seven plans were included on the checklists to be checked by the teachers who thought those plans more practical than faculty meetings in solving problems or for discussing topics listed in Table XXIV, (pages 51-52). The same list of plans

was submitted to teachers as had been submitted to principals. The teachers' selections are tabulated in Table XXVII.

TABLE XXVII

NUMBER OF TEACHERS WHO FEEL CERTAIN PLANS ARE MORE EFFECTIVE
THAN FACULTY MEETINGS IN SOME CASES

Suggested plan	Number of teachers checking
A. Individual teacher conferences with principal according to a regular schedule.....	25 *
B. Supervisor makes notes of teacher problems both observed (by supervisor) and stated by teacher and presents them to the principal to be taken up in detail by the principal with teacher.....	13
C. Committees of teachers are appointed by principal to study definite problems.....	8
D. Informal social gatherings of teachers and principal.....	19
E. General faculty bulletins sent to teachers by principal as occasion demands.....	17
F. Individual teacher memorandum notes.....	7

* The "Regular schedule" was felt to be important. See footnote No. 6, page 38. Several teachers did not check "A" because of that restriction.

Five teachers who answered "Yes" to the question, "Do you think faculty meetings are the most effective means of discussing problems at present" also checked some of the plans enumerated in Table XXVII.

Of the teachers answering "No" to the question on the effectiveness of faculty meetings—Table XXVI—nineteen checked two of the six plans listed in Table XXVII. One of these said the problem was still unsolved as far as he was concerned; the other made the following comment under Suggestions for other plans, "Professional advancement committee reporting to whole group on special procedures and techniques developed by teachers of this school."

In no case were all six suggestions in Table XXVII checked by any single teacher. The most common combinations of the plans selected from the list were:⁵

1. "A" and "E" which were checked by eleven teachers.
2. "A" and "D" which were checked by nine teachers.
3. "D" and "E" which were checked by nine teachers.
4. "A", "D", and "E" which were checked by five teachers.

Criticisms of Faculty Meetings by Teachers: The teachers were encouraged to be frank in their criticisms of faculty meetings. Fifty-two teachers made comments that were helpful both in determining the present effectiveness of meetings in Arizona and in making recommendations for their improvement. The comments of the teachers who feel faculty meetings are failing as a means of teacher improvement constituted about one-half the number of comments made. The remarks of teachers, which in the main, show dissatisfaction with the meetings that they are now attending are quoted at this time.

5. Refers to Table XXVII on preceding page.

"Individual conferences are more satisfactory as they are more confidential."

"In faculty meetings, too much time is spent on subjects that do not interest the greatest number in the group."

"I prefer mimeographed bulletins. As a rule the faculty meetings are unorganized and we ramble on for hours and get nowhere."

"There is too much dissention in faculty meetings and too much time wasted in futile arguing." (This teacher also found them very enjoyable!)

"I like the idea of faculty bulletins that can be read at leisure. Teachers are usually too tired after school for faculty meetings. I also like the individual memorandum notes as they save time. An occasional talk by some outsider is desirable although these are usually given at the Parent-Teacher meetings."

"Often faculty meetings are not prepared for by the principals, and discussions become argumentive. There are not many definite things accomplished during such meetings. Indoctrination is often attempted."

"Individual problems are usually more definitely worked out in a much shorter time when they are discussed with the principal than when they are openly discussed at faculty meetings."

"Meetings often demand note taking which may not be ably and completely done, whereas memorandum notes would take care of that. Occasionally a meeting might interfere with important school work."

"Other plans are superior to faculty meetings because of diversity of problems in a large group of teachers."

"Faculty meetings could be best planned for caring for school problems but principals do not encourage an open discussion of school problems. They may often show a very dictatorial attitude toward solving school problems which curbs teacher planning and progress."⁶

"Specific problems of one person or department are not of interest to the entire faculty."

"Other plans are better than faculty meetings because more is accomplished in less time."

6. This comment and the preceding one came from teachers in the same school.

"In teacher conferences it is possible to discuss vital, necessary topics of immediate interest to the teacher rather than faculty meetings."

"A 'professional advancement committee' reporting to whole group on special procedures and techniques developed by teachers of the system is better."

"I feel that anything compulsory tends to decrease interest. From personal experience, I get much more out of individual conferences with the principal and other teachers."

"Other plans are better because they really help the teacher and do not take any more of the principal's time or effort."

"Departmental meetings are to be preferred in a large system."

"The group might compile statistics from a survey. The general run of school teachers is not capable of intelligent discussion of anything."

"In a school the size of ours (small) I believe formal faculty meetings are unnecessary except when special problems arise. The issuance of bulletins is best as this gives the teacher something definite to which he may refer."

"Too few teachers participate during a faculty meeting. For ten years I have attended meetings with little participation. Difficulties in the school organization are not ironed out here because of fear of offending others. Many teachers also feel self-conscious and will not get up and talk."

"I believe personalities enter into general discussions at faculty meetings more than into teacher-principal discussions. Also there are sometimes points to be discussed which it is better for the entire faculty not to know."

"Several topics were mentioned or discussed but nothing definite, interesting or helpful derived. Our faculty meetings are pure waste of time. We meet every two weeks and sit listening to circulars which have come in, or some announcements. Problems of discipline or school problems may be brought up but if there is anything decided, it is very unusual. Usually we know

no more than we did before. A few times we have had reports from teachers who have been in summer school."

"In my estimation no two teachers have exactly the same problems. So why wouldn't it be better to have teachers meetings say once a month or as the need arises, to discuss general problems, and devote the rest of the time to teacher-principal conferences (definite schedule) and informal social gatherings to which an outside or local speaker is invited?"

The following comments taken from checklists returned by teachers are of a more favorable strain toward faculty meetings.

"Inasmuch as we have only a couple of faculty meetings a year, I like them as a means to thrash out current problems in our school."

"Faculty meetings are not personal; they leave the individual free to join in. A common interest led by one conversant with the topic should be valuable. Here's for more and better faculty meetings!"

"General faculty meetings are superior and desirable because other plans may tend to disorganize the continuity of the school by creating divided departments, little, if at all, concerned with each others work."

"This entire question rests upon the type of principal. A good principal should make meetings pleasant experiences."

"Faculty meetings are best for setting up school policies and formulating plans for carrying them out."

"Because our principal has faculty meetings only when he has special announcements to make, I feel that the teachers have missed a great deal in not getting together to discuss the common problems. Where school policies or community policies are in question, panel discussions help greatly to clear the questions."

"I feel that our faculty meetings are not suitable for use in a thesis. Although we have them every two weeks, discussions are scarcely ever initiated by the teachers; we usually get our orders and go home."⁸

7. This comment and the preceding one came from teachers in the same school.

8. Ibid.

"I like special conferences an general group conferences."

"Individual conferences tend to scare the teacher, thus not allowing the free flow of knowledge to pass out. In the faculty meetings the teacher is ready to express opinions when he or she knows that certain others have the same reactions. Indocrination through propoganda should be avoided." (This teacher found meetings boring!)

"Faculty meetings are fine if short and snappy."

"Faculty meetings are superior because they are more professional. Reactions of other teachers produces the right atmosphere for professional growth."

"I think that faculty meetings are best for small high schools."

"One business meeting held at the beginning of each term coupled with regular discussion meetings is the best plan for a small high school."

"In our school we find them (meetings) valuable for special emergencies. We hold them therefore, rarely."

"Some faculty meetings will always be needed, but they are best supplemented with bulletins and committee meetings because:

- (1) bulletins and special committee meetings consume less time,
- (2) the bulletins may be referred to again and again,
- (3) each teacher is not concerned with every detail in a large school,
- (4) because it works well here to use bulletins and committee meetings."

"The principal too often uses the time at meetings to discuss what he only is interested in. If he would allow the teachers to choose the subject and handle it in their own way, they would be interested and faculty meetings would contribute much to the smooth operation of the system."

9. This comment and the preceding one came from teachers in the same school.

"An informal discussion group gets results. Only in individual personal difficulties need private conference be necessary."

"I believe that for better organization, faculty meetings are necessary. However, I think that in order for a teacher to comprehend the problems, bulletins and personal conferences are both requisites."

"I have found faculty meetings helpful and interesting."

"We could not run our school smoothly without faculty meetings."¹⁰

"Too many meetings are wasteful. A few to bring the group together in their work does what no other device can do because the personal contact is necessary."

"Faculty meetings are needed to insure coordination of subjects, and a more personal atmosphere. The needs of each pupil can be discussed and provided for more easily."

"Faculty meetings provide the most effective means of arriving at complete understanding and cooperation among the teachers and their principal."¹¹

"Informal meetings make it easier to discuss plans. Meetings with a principal should be only for problems not of general school interest."

"Faculty meetings are superior as they provide a means for discussing school policies."

"In my experience, teacher conferences are well worth while as a supervisory device."

"The informal faculty conference is good. Every effort should be made to keep them informal and to get general participation."

"Faculty meetings are a time saver in that they do away with needless repetition."

10. This comment and the preceding one came from teachers in the same school.

11. Ibid.

Twenty-three unfavorable and twenty-nine favorable comments were made on the seventy-two checklists returned by Arizona high school teachers. All comments were listed here with exception of those coming from sources not included in this study and four cases in which the comments merely reiterated a fact contained earlier in the checklist and one not showing the respondent's personal evaluation of teachers meetings as an agency through which the teaching staff might improve.

All the teachers who returned checklists showed an interest in the subject and many gave the impression that they considered the subject of genuine importance and one in which they were particularly interested. The criticisms, as a whole, were sincere whether the criticisms showed sound faith in the merits of faculty meetings or expressed disapproval of them as they are held at present and skepticism of their improvement in the future. A comparison of the criticisms made by teachers with those made by the principals will be taken up in the following chapter.

CHAPTER V

COMPARISON OF RESPONSES ON PRINCIPALS AND TEACHERS CHECK LISTS

Prevailing Conditions

The replies in this study, though limited in number, represent current practices in all parts of the State.¹ A concise arrangement of the data obtained in answers to the specific questions on both principals' and teachers' check lists will aid in determining the effectiveness of the high school faculty meetings now held. Such a compendium is made here.

1. About twice as many faculty meetings are called for special purposes than follow a regular schedule.
2. The average frequency of meetings on call is every six weeks.
3. Meetings following a regular time schedule are held more frequently than meetings on call.
4. Forty-five to sixty minutes is the duration of most meetings.
5. There is a general preference for meetings early in the week.
6. Most meetings are held in the afternoon after school.
7. The principal presides over the meetings in nearly all cases.
8. The practice of having a secretary keep minutes of the meetings is done by less than one-third of the schools reporting.

1. Check lists were returned from high schools of each of the three classes in Arizona and from every county in the State.

9. Most problems are brought up for discussion through one of two ways. One method is by the principals talking with teachers and indirectly or directly finding out their interests and questions; the second plan consists in recommending that the teachers make notes between meetings as topics come to mind.
10. Program committees are little used. Those used are appointed by the principal or elected by the teachers, and serve all year.
11. Procedures in meetings used most extensively and also preferred by teachers are:
 - a. Opportunity for special announcements.
 - b. Discussion of topics of current interest as a forum.
 - c. Talks by the principal.

A larger per cent of the principals indicated a practice of having talks by teachers than was preferred by teachers themselves as a procedure.
12. "General discipline" and "Regulations for conduct in halls" stood at the top of the list of topics most frequently discussed according to principals as a practical procedure, and to teachers as desirable topics.
13. Discussions pertaining to changes in schedule stood high in practice according to the principals.
14. Teachers expressed a desire for more discussion of general curriculum revision, school social events, guidance, home rooms, and marking systems than exists in practice.
15. Over one-third of the principals look forward to faculty meetings with enthusiasm; an additional one-third find them interesting. About one-fourth consider them merely as a duty.
16. The greater number of the principals feel that their teachers show a considerable degree of interest in faculty meetings. The teachers themselves indicated, in over eighty-three per cent of the responses, that they found the meetings interesting.

17. Over eighty-five per cent of the principals opined that one-half to two-thirds of the discussion was carried on by the teachers. Twenty-five per cent of the teachers said they contributed four or more topics for discussion. Seven per cent contributed none and fourteen per cent failed to answer the question. It might be inferred that a large per cent of the topics are contributed by a small per cent of the faculty members.
18. The consensus of opinions of the principals is that faculty meetings contribute to the building of an "Esprit de corps".
19. There is almost a unanimous assent among the principals that faculty meetings stimulate professional growth and personal adjustment.
20. Over seventy-three per cent of the principals feel faculty meetings are the most effective way of solving general school problems of concern to the teachers, while only fifty-four per cent of the teachers think faculty meetings the most effective means.
21. About one-half the principals and a little over one-third of the teachers favor individual conferences between principal and teacher according to a regular schedule to supplement general faculty meetings as a means of straightening out difficulties of a personal nature.
22. "Informal social gatherings of teachers and principals" was checked as a suitable means of ironing out many school difficulties by over forty-six per cent of the principals and by about twenty-seven per cent of the teachers.
23. General faculty bulletins were third in order of preference by both teachers and principals as an aid for either relieving faculty meetings of their less interesting aspects or for reducing their frequency.

An attempt was made in the preceding statements to present a picture of the meetings as they are now planned and conducted in Arizona. The succeeding division of this Chapter will be given over to a resume of the comments made by teachers and principals.

Suggestions and Recommendations Made by Members of
the Arizona High School Faculties

A Brief of the Unfavorable Comments:

1. Faculty meetings are not sufficiently confidential in nature.
2. Material presented in mimeographed bulletins is better organized than when presented in faculty meetings.
3. There is often dissention in faculty meetings.
4. Bulletins may be read at leisure and do not tire the teacher as much as meetings.
5. Meetings are apt to become aimless and time consuming.
6. Notes are not taken at meetings and therefore the announcements made there are not always effective.
7. It is not easy to provide for diversity of interests in faculty meetings.
8. The manner of handling some faculty meetings does not encourage a discussion of the interests of any other person than the principal.
9. It is easier for a principal to suit his manner of expression to a single listener than to a group.
10. Some teachers do not feel that they should be compelled to attend professional meetings on their own time.
11. There is a reluctance on the part of some teachers to speak out in faculty meetings for fear they may seem unable to handle their duties and appear incompetent.
12. Social gatherings plus individual conferences or bulletins care for all needs and are less trouble than group meetings according to some teachers.

A Brief of the Favorable Comments: That a comparison of the comments may be made, a survey of the favorable comments is made below:

1. The best means for clarifying current problems satisfactorily is through group meetings.
2. Individual conferences as a policy results in lack of appreciation and sympathy with the problems of other teachers and tends to disorganize the teaching staff.
3. Teachers feel that they are being rated by the principal during individual conferences and therefore are reluctant to appear critical. Attention is not focused on a single teacher in group conferences.
4. Many teachers may be of a similar frame of mind on a policy, but not knowing this to be true, refrain from discussing the subject with the principal. To discover reactions to particular phases of the school program is one of the purposes of faculty meetings.
5. Professional growth is stimulated in the atmosphere of faculty meetings.
6. Individual conferences take too much of the principal's time--there is needless repetition.
7. Coordination of the specific objectives of the various curricula with the general aims of education is, at least in part, insured.
8. There is personal satisfaction obtained from participation in school policies. Participating members of the faculty are united by a feeling of fellowship.
9. Group conferences aid in the enrichment of the personalities of the individual teachers.
10. Cooperative action directed toward bettering disciplinary measures, insuring smooth school routine, and in attacking other problems concerning the entire school is more attainable through group meetings than through other means.

Summary

It was interesting to note that the teachers opinions from the same schools were very much alike. Since there was a special request in the personal letter accompanying the check list that the teacher check the list without comparing notes, there is good basis for believing that the reactions of more of the teachers in a system would have been similar. That not more teachers commented lessened the dependability of generalizing on this point. Then, too, some comments did not have any means of identification.

The evidence for or against faculty meetings as an instrumentality for the improvement of the teaching personnel is more evenly divided in the case of the teachers than in the case of the principals. The adverse criticisms² of the principals seemed to be that the teachers attend meetings because attendance is a requirement, and that they are bored by the meetings. This boredom, according to one principal, even reached the point of near asphyxiation in the case of the "lethal" meetings. That this "lethal" condition is reparable to some extent is evidenced by the responses of other principals. The rather common opinion that some of the plans suggested in Table XIV are excellent supplementary devices in caring for individual problems is in sympathy with opinions of several outstanding administrators in other sections of the country who have published articles on the subject.

2. These criticisms are given on pages 44 and 45 in Chapter III.

The teachers are far from agreed on the values of group meetings, at least so far as their experiences are concerned. Table XXVI shows that only thirty-nine think teachers' meetings to be the best plan for solving ordinary school problems. However, Table XXV shows that sixty found the meetings interesting at least to some extent. Teachers' criticisms of faculty meetings seem chiefly to center about the lack of effectiveness of the meetings rather than about a lack of interest. This is not in agreement with the opinions of the three principals who indicated that teachers, in general, find teachers' meetings uninteresting. From Table XVII, there is evidence that a definite majority of principals do feel that their teachers are interested in the proceedings of the meetings. Only ten per cent of the principals stated that they thought their teachers were not interested in the meetings.

The dissatisfactions voiced by means of the unfavorable comments is based on valid objections and expresses, for the most part, honest opinions of conscientious teachers in search of improved means of greater efficiency in the schools' teaching personnel. Can these defects be remedied? An attempt to answer this question will be made by a summary together with recommendations in the succeeding chapter.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Digest of Previous Studies on Faculty Meetings

There were pronounced similarities in the conclusions of the studies reviewed. The authors of the studies agree that carefully and wisely conducted faculty meetings result in unity of purpose, cooperation, better professional spirit, and improved personal qualities. The leaders feel that the meetings are economical of time and result in a better articulated school system. They believe the good teacher of today is a student. Therefore, he desires enlarged vision; he welcomes avenues that lead to increased knowledge and broader understanding; he readily avails himself of facilities which enable him to be more skillful in the various teaching techniques which lead to greater proficiency. They feel that since good group meetings provide a means for continued professional progress, faculty meetings have a definite place in the school program.

There is general accord among the writers consulted that meetings

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1. Perkins, E. V. "High School Faculty Conferences." Journal of Education, 114:203-205, (October, 1931).
 2. "Vitalized Group Study and Faculty Meetings." National Education Association Journal, 21:134, (July, 1932).
 3. Bacon, Francis L. "Improving Education Through Discussion Groups." School and Society, 46:225-231, (August 21, 1936).
 4. "Vitalized Group Study and Faculty Meetings." Op. cit., p. 504, (November, 1932).

of teachers reflect the professional outlook and show the qualities
 5
 of leadership of the principal.

Despite their agreement concerning the values to teachers to be derived from faculty meetings, the writers feel that a large number of the meetings are failing to realize these values. There is general accord that the reasons for the failure are concerned directly with personal short-comings of the members of the faculty. These short-comings fall under the following headings:

1. Poor leadership
2. Indifference
3. Smug conservatism
4. Blind following
5. Lack of social consciousness
6. No intelligent philosophy
7. Failure to recognize the possibilities of education
8. Timidity of teachers and administrators instead of aggressiveness and positive action. 6

Effectiveness of Faculty Meetings in Senior High Schools of Arizona

After grouping the answers to specific questions and analyzing the expressions of approval and disapproval contained in the check lists returned by administrators and teachers, those seeming most

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5. Brown, L. P. "Teachers Meetings." School Executives Magazine, 50:236, (January, 1931).
 6. Morgan, J. E. "The Faculty and Teacher Growth." National Education Association Journal, 23:18, (December, 1934).

significant in ascertaining the effectiveness of faculty meetings in the senior high schools of the State were selected.

According to this evaluation of the check lists, a cross-sectional view of faculty meetings now held is presented by the following statements:

1. A meeting that is one hour in length, and usually held in the afternoon on Monday.
2. A meeting that is called about every six weeks.
3. A meeting that is presided over by the principal, and is attended by the entire faculty in all but the larger systems.
4. A meeting in which provision is not made for keeping of minutes or for any record of proceedings.
5. A meeting that does not have a definite time for adjourning but does have a definite time for convening.
6. A meeting in which some time is set aside for announcements, for the discussion of topics of current interest as a forum, and for talks by the principal.
7. A meeting in which the following topics are frequently discussed:
 - a. Problems of discipline
 - b. Proposed changes in schedule
 - c. Curriculum revision
 - d. Pupil guidance
 - e. Assignments
 - f. Marking systems
8. A meeting in which the problems discussed are not announced in advance.
9. A meeting that is supplemented as a supervisory

and administrative device in thirty to forty per cent of the cases by such plans as individual conferences, and informal social gatherings.

10. A meeting that encourages good fellowship among the teachers only to a small extent in about half of the cases.
11. A meeting, the professional value of which is questioned by about half of the classroom teachers.

According to the opinions of slightly over two-thirds of the principals returning check lists, faculty meetings are in most respects effective. The teachers, on the other hand, in only half of the cases feel that faculty meetings in the State are effective.⁷ Of those classroom teachers who feel that there is considerable lacking in effectiveness of the meetings which they are attending, approximately four-fifths indicated that they believed the faculty meetings could be made more effective for improving the teaching personnel and indirectly the quality of instruction if more effort and time were put in on planning the meetings and in working out a feasible program for several months in advance.

Recommendations of Principals and Teachers

The most desirable type of faculty meetings preferred by the greatest number of teachers and administrators in Arizona senior high schools as expressed by them on the check lists returned is a

7. This statement is based on the facts that almost half of the teachers stated that they did not think faculty meetings the most effective means of solving school problems and that nearly half of the comments made by teachers were, in part at least, unfavorable toward the meetings they attended during the past year.

meeting:

1. Held monthly or bimonthly.
2. Held according to a regular time schedule.
3. That is forty-five minutes to an hour in length.
4. That is held in a comfortable room.
5. That has a definite opening and closing time.
6. That is conducted in an informal manner.
7. That has a part of its program devoted to recreational interests of the faculty, and to a fostering of good fellowship.
8. That is held at a convenient time of day.
9. That is held on Monday, or at least not later than Tuesday.
10. In which the time consumed by routine matters is reduced to a minimum.
11. That encourages the discussion of professional topics.
12. In which one of the topics frequently discussed is curriculum revision.
13. Which provides for a discussion of educational aims.
14. During which proposed changes in policy or schedule are presented and discussed.
15. In which advance knowledge of the topics for discussion has been provided for by the administrators.
16. In which the principal is the motivating force according to the following aspects:
 - a. He plans purposefully, for the meetings well in advance of their occurrence.
 - b. He uses devices for facilitating the disposal of routine matters.

- c. He secures voluntary teacher participation in meetings resulting in spirited discussions that are pertinent, that progress to logical conclusions, and that do not cause dissention among the members.
- d. He observes and inquires into the preferences of teachers for topics, and he ascertains the various difficulties of his faculty, thereby enabling him to make the meetings interesting and profitable.

Conclusions

In Arizona, senior high school faculty meetings have been effective in solving local school problems of concern to the faculty as a group. They have been ineffective as an instrumentality for the improvement of the teaching personnel.

The meetings can be made an effective means for stimulating professional growth through a carefully planned program. In carefully planned meetings, such problems as classroom management, motivation, diagnosis of pupil difficulties, effective presentation of material, supervised study, growth of desirable personalities in pupils, progressive education movements, and public relations are discussed. In the adequately planned program, there are discussions of problems concerning curriculum revision, philosophy of education, understanding of children through their succeeding periods of development, the qualities of a good teacher, and parent-teacher relationships. The teachers who participate in such progressive meetings cannot help but become aware of existing problems confronting educators and to become skilled in the scientific method of solving these and similar problems.

Faculty meetings in the senior high schools of Arizona have been largely ineffective as a means of building good fellowship. The cooperative study of the above problems fosters good will. It is further encouraged by attention to the social interests of the teachers. Light refreshments served at the opening of the meeting is an aid to relaxation and brings about a favorable frame of mind in those present. An active recreational program is a part of a series of successful faculty meetings. Schools employing over ten teachers ought to have a women's group and a men's group organized for the pursuit of the recreational interests of each. An outing or party at intervals of every six weeks or two months comprised of both groups forms a nucleus for a recreational program around which complete plans may be worked out. In the small staff, a single group is sufficient.

The faculty meetings must be planned in accordance with the preferences of the teachers both as regards the mechanics of the meetings and the subjects discussed. The program should be initiated by the principal as the professional leader. Under certain circumstances more successful meetings may be secured by the appointment of a faculty meeting chairman or committee. Those schools in which the principal feels that making arrangements for faculty meetings is not one of his accomplishments; or in which he finds the duty distasteful or cannot find sufficient time for such arrangements, the appointment by him of such a chairman or committee is suggested.

Important, however, as the quality of the leadership is to

the success of faculty meetings, they must have the whole-hearted support of the staff or they will result in meager benefits and show but little progress.

Valuable outcomes will result from faculty meetings in a better feeling of fellowship, improved professional growth, more thorough teaching, and greater pupil achievement; but these desirable outcomes occur in proportion to time and effort devoted to the meetings by both principal and teachers.

Recommendations for Further Study

For the purpose of motivating discussions of a broad professional nature in faculty meetings, a cooperative study plan consisting of seminars in the various schools might be introduced by the Arizona Education Council. Suggestions for topics would be made by a central committee. This same committee would evaluate conclusions of studies made by the groups and present its report of the discussions to the Arizona Council. Upon advice of the council, the report could then be presented at the State meeting of the Arizona Education Association or in a professional publication.

For a comprehensive survey of faculty meetings throughout several states, together with conclusions and recommendations, might be made by an institution having adequate research facilities. This could be made possible by the aid of a grant by one of the large foundations for the study of education. Two notable foundations from which such aid might be obtained are, "The Carnegie Foundation for the Advancement of Teaching" and "The General Education Board of the

Rockefeller Foundation."

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A P P E N D I X

APPENDIX A

TOPICS OF A BROAD NATURE FOR DISCUSSION IN FACULTY MEETINGS SUGGESTED BY O. K. GARRETSON, J. H. NEWLON, L. W. SMITH, AND OTHERS 1

1. High school extension activities and possibilities.
2. Reports on national and state conventions.
3. Education of the masses to prevent unrest.
4. Reports by department heads on phases of work in the departments and the relation of those phases to general education.
5. Encouragement of initiative and a problem solving attitude in students.
6. Correlation and fusion of courses.
7. Development of personality in the pupils.
8. Validating objectives by a study of needs and deficiencies.
9. Clarifying teaching aims—discussion of any or all the Cardinal Principles.
10. Guidance—exploration and differentiation.
11. Evaluation of the extracurricular program on the basis of expense, pupil time, and its ultimate values.
12. School finance and its relation to the local situation.
13. What is good teaching?
14. Upon what principles should a school be organized and administered?
15. What is the function of education in American life?
16. What are the educational trends of our times?
17. What is our philosophy of education?

1. Other topics, some of which are of a more specific nature, may be found in Table XXIV, p. 51.

18. Pupil-teacher relationships.
19. The activity program.
20. The points for judging a good lesson.
21. Personal experiences involving travel or hobbies.
22. Reviews of books read or recent courses studied.
23. Proper use of leisure time.
24. Relation of interest to learning.
25. Problems of articulation within the school work.
26. Possible excursions of both teachers and pupils.
27. Interpreting democracy in its relation to education.
28. State supervision and control of education.
29. Public relations of the school.
30. Supplementary teaching material in the community.
31. Classroom management.
32. The relation of the federal government to education.
33. What constitutes good discipline and means of maintaining it.
34. Classroom devices--radio and visual aids.
35. Treatment of maladjustment (not individual cases) due to indolence, emotional instability, lack of sustained interest on incorrigibility.

APPENDIX B

CHECK LIST ON FACULTY MEETINGS IN SENIOR HIGH SCHOOLS IN ARIZONA

For Senior High School Principals

1. Time devoted to faculty meetings.

A. Are faculty meetings called only for special purposes? Yes ___ No ___

B. About how often are they called?

Twice a year ___ Every three months ___ Every six weeks ___
Oftener ___

C. If faculty meetings follow a time schedule, at what intervals
are they regulary held? Semi-weekly ___ Weekly ___ Monthly ___
Bimonthly ___

D. What is the average duration of time of each meeting?
15 min. ___ 30 min. ___ 45 min. ___ 60 min. ___ 90 min. ___ 120 min. ___

E. On what day are meetings held?

Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Friday ___ Saturday ___

F. At what time of day are faculty meetings held?

In the morning before school? ___

During the noon intermission? ___

In the afternoon after school? ___

In the evening? ___

On Saturday morning? ___

If at any other time, please note.

or

Is time taken from the regular schedule through shortening of
of the school day or by other adjustment to provide for the
meetings? Yes ___ No ___

2. Conduction of faculty meetings.

A. Do you preside? Yes ___ No ___

B. When you do not preside, do the teachers take turns according
to a scheduled order? Yes ___ No ___

C. Is there a permanent chairman or faculty meeting chairman
appointed by you? Yes ___ No ___

D. Is there a permanent chairman elected by the faculty?
Yes ___ No ___

E. Is there a chairman appointed for each meeting? Yes___
No___

F. Is there a chairman elected for each meeting? Yes___
No___

G. Do you have a secretary keep a record of faculty action
at each meeting? Yes___ No___

3. Plan for presenting problems for discussion.

Do you plan the program according to one of the following plans:

A. By talking with teachers before each meeting and indirectly
drawing out problems through general conversation and ob-
servation? Yes___ No___

B. By asking teachers directly for statements of pertinent
problems to be taken up at the next meeting? Yes___ No___

C. By suggesting that teachers make written notes of questions
as they arise and bring them to you or to the chairman of
meetings some time before the next meeting? Yes___ No___

D. By sending a questionnaire to each of the teachers for his
opinion on proposed problems for discussion? Yes___ No___

E. By recommending that your teachers make notes for themselves
as questions arise and that they bring them up at faculty
meetings? Yes___ No___

F. Program committee for faculty meetings.

(1) Do you have a program committee? Yes___ No___

(2) Is the committee appointed by you? Yes___ No___

(3) Is the committee appointed by the chairman of the
faculty meetings? Yes___ No___

(4) Is the committee elected by the teachers? Yes___ No___

(5) Does the same committee serve all year? Yes___ No___

(6) Is a new program committee used for each individual
meeting? Yes___ No___

If you use any other or a combination of the above plans,
please explain:

4. Plans used in meetings. Please check any of the following which you have used in your meetings:

- A. Talks on educational topics by principal___
- B. Special talks prepared by teachers___
- C. Talks by outsiders___
- D. Discussion of topics of current interest as a forum___
- E. Debates___
- F. Panel discussions___
- G. Clinic following a demonstration lesson taught at faculty meeting___
- H. Opportunity of faculty meetings to make special announcements___

5. Topics. Please check any of the following topics which have served as a basis for your faculty meetings this year and star those of greatest faculty interest.

- A. General aims of education___
- B. Specific aims for a given subject___
- C. General curriculum revision___
- D. Subject matter selection for specific courses___
- E. Types of recitation (Socialized, Dalton, Winnetka or others)___
- F. Tests and measurements___
- G. Discipline___
- H. Regulations for conduct in halls___
- I. School supplies___
- J. Improvement of grounds___
- K. Care of building___
- L. Changes in schedule___
- M. Text books and library books___
- N. Office records and reports___
- O. School dances and parties___
- P. Character education___
- Q. Provision for individual differences___
- R. Guidance___
- S. Home conditions of pupils___
- T. Athletics___
- U. Thrift and health programs___
- V. Plans for individual promotion___
- W. Debates___
- X. Declamations___
- Y. Class organizations___
- Z. Discussion of books of a professional nature___
- A' Discussion of current periodical literature___
- B' Discussion of books of interest to teachers from purely cultural view___
- C' Home rooms___
- D' Marking systems___
- E' Supervised study___
- F' Assignments___

- G' Stimulation of appreciation of music, art, or literature___
- H' Means of developing a scientific approach to everyday problems___
- I' Dramatic programs___
- J' Motivation by means of motion pictures___
- K' Use of radio in teaching___
- L' Excursions to industrial plants___
- M' Nature trips for study of science___
- N' Please list any other topics you have found worth while:

For High School Principals

6. Reactions to faculty meetings.

- A. Do you feel that faculty meetings are the most effective means of caring for the school problems checked in #5 above? Yes___
No___
- B. Do you think that discussions and programs at faculty meetings encourage professional growth on the part of the teachers in any of the following ways:
- (1) By increasing professional reading? Yes___ No___
 - (2) By bringing educational problems to their attention? Yes___ No___
 - (3) By arousing a critical attitude toward phases of their own teaching? Yes___ No___
 - (4) By interesting teachers in the problems of administration and securing their advice? Yes___ No___
 - (5) By informing teachers of educational policies and securing their greater cooperation? Yes___ No___
- C. Do you think that faculty meetings enable you to better judge in your teachers such qualities as:
- (1) Social poise (Lack of embarrassment, self-confidence)
Yes___ No___
 - (2) Emotional balance and control. Yes___ No___
 - (3) Ability to express ideas Yes___ No___

- (4) General interest in school problems Yes___ No___
- (5) Knowledge of current affairs Yes___ No___
- (6) General attitude toward teaching Yes___ No___
- (7) Attitude toward pupils Yes___ No___
- (8) Attitude toward parents Yes___ No___
- (9) Willingness to cooperate Yes___ No___
- (10) Open-mindedness Yes___ No___
- (11) Interest in community problems Yes___ No___
- D. To what degree does the majority of your teachers show interest in meetings? Enthusiastic___ Definitely interested___ Mildly interested___ Not interested___
- E. What proportion of the discussion do you think is carried on by the teachers at your meetings? Less than 1/4___ 1/4___ 1/2___ 3/4___ More than 3/4___

For High School Principals

- F. Do you personally look forward to faculty meetings? Definitely so___ Find them interesting___ Attend them merely from a sense of duty___
- G. To what extent do you feel faculty meetings encourage good fellowship among the staff members? To a large extent___ To a small extent___ Not at all___ Frequently cause hard feelings___
- H. If you feel that faculty meetings are not the most effective means of caring for school problems, please check any plans below that you feel would better achieve the desired ends:
- (1) Individual teacher conferences with principal according to a regular schedule. Yes___ No___
- (2) Supervisor makes notes of teacher problems both observed and stated by the teacher and presents them to the principal to be taken up in detail by the principal with teacher. Yes___ No___

- (3) Committees of teachers are appointed by principal to study definite problems and to report to him.
Yes ___ No ___
- (4) Informal social gatherings of teachers and principal.
Yes ___ No ___
- (5) General faculty bulletins sent to teachers by principal as occasion demands. Yes ___ No ___
- (6) Individual teacher memorandum notes. Yes ___ No ___
- (7) Other plans:

Will you please state the reason uppermost in your mind why faculty meetings are either superior or inferior to another plan:

APPENDIX C

CHECK LIST ON FACULTY MEETINGS IN SENIOR HIGH SCHOOLS IN ARIZONA

For High School Teachers

1. Attendance.

- A. Is attendance at faculty meetings compulsory? Yes ___ No ___
- B. If not compulsory, do you attend faculty meetings regularly?
Yes ___ No ___

2. Procedures in faculty meetings.

Check the procedures which you most prefer in faculty meetings:

- A. Talks on educational topics by the principal ___
- B. Special talks prepared by teachers ___
- C. Talks by outsiders ___
- D. Discussion of topics of current interest as a forum ___
- E. Debates ___
- F. Panel discussions ___
- G. Clinic following a demonstration lesson taught at faculty meeting ___
- H. Opportunity for special announcements ___
- I. Any other plans:

3. Topics in faculty meetings.

- A. How many topics have you been instrumental in having discussed at meetings? One ___ Two ___ Three ___ Four ___ Five ___ Six ___
More than six ___
- B. Check any of the following topics which you have found interesting in faculty meetings and star those which you found in your experience to have been most valuable:
 - 1. General aims of education ___
 - 2. Specific aims for a given subject ___
 - 3. General curriculum revision ___
 - 4. Subject matter selection for specific courses ___
 - 5. Types of recitation (Socialized, Dalton, Winnetka or others) ___
 - 6. Tests and measurements ___
 - 7. Discipline ___
 - 8. Regulations for conduct in halls ___

9. School supplies _____
10. Improvement of grounds _____
11. Care of building _____
12. Changes in schedule _____
13. Text books and library books _____
14. Office records and reports _____
15. School dances and parties _____
16. Character education _____
17. Provision for individual differences _____
18. Guidance _____
19. Home conditions of pupils _____
20. Athletics _____
21. Thrift and health programs _____
22. Plans for individual promotion _____
23. Debates _____
24. Declamations _____

Please check those of interest and star those of most value of the following topics which were taken up at your faculty meetings:

25. Class organizations _____
26. Discussion of books of a professional nature _____
27. Discussion of current periodical literature _____
28. Discussion of books of interest to teachers from purely cultural view _____
29. Home rooms _____
30. Marking systems _____
31. Supervised study _____
32. Assignments _____
33. Stimulation of appreciation of music, art, or literature _____
34. Means of developing scientific approach to every day problems _____
35. Dramatic programs _____
36. Motivation by means of motion pictures _____
37. Use of radio in teaching _____
38. Excursions to industrial plants _____
39. Nature trips for study of science _____
40. Please list any other topics you have found worthwhile:

4. Reaction to faculty meetings.

- A. To what extent do you enjoy faculty meetings? Very enjoyable _____ Sometimes find them interesting _____ Usually boring _____
- B. Do you think that faculty meetings are the most effective means of discussing problems at present? Yes _____ No _____

C. If not, please check any of the following plans that you feel would be more effective in some cases:

- (1) Individual teacher conferences with principal according to a regular schedule. Yes___ No___
- (2) Supervisor makes notes of teacher problems both observed and stated by the teacher and presents them to the principal to be taken up in detail by the principal with teacher. Yes___ No___
- (3) Committees of teachers are appointed by principal to study definite problems and to report to him. Yes___ No___
- (4) Informal social gatherings of teachers and principal. Yes___ No___
- (5) General faculty bulletins sent to teachers by principal as occasion demands. Yes___ No___
- (6) Individual teacher memorandum notes. Yes___ No___
- (7) Other Plans:

Will you please state the reason why you think faculty meetings superior to other plans or why you think one or more of the other plans are superior to faculty meetings in caring for school problems.

C. If not, please check any of the following items that you feel would be more effective in some cases:

(1) Individual teacher conferences with principal according to a regular schedule. Yes No

(2) Supervisor makes notes of teacher problems both observed and stated by the teacher and presents them to the principal to be taken up in detail by the principal with teacher. Yes No

(3) Descriptions of teachers are appointed by principal to study definite problems and to report to him. Yes No

(4) Informal social gatherings of teachers and principal. Yes No

(5) General faculty bulletin sent to teachers by principal on occasion demands. Yes No

(6) Individual teacher research notes. Yes No

(7) Other Plans:

Will you please state the reason why you think teacher meetings are important to school improvement in your school? In cases for school improvement.