A STUDY OF CONFERENCE GOALS AS RELATED

TO THE PLANNING AND EVALUATION OF

EDUCATIONAL CONFERENCES

Thesis for the Degree of Ed. D.

MICHIGAN STATE UNIVERSITY

James Donovan Jackson

1956

This is to certify that the

thesis entitled

A Study of Conference Goals as Related to the Planning and
Evaluation of Educational Conferences

presented by

James Donovan Jackson

has been accepted towards fulfillment
of the requirements for

___Ed.D.___ degree in __Guidance__ and Counseling

Walter F. Johnson
Major professor

Date __May 9, 1956__

O-169

A STUDY OF CONFERENCE GOALS AS RELATED TO THE

PLANNING AND EVALUATION OF

EDUCATIONAL CONFERENCES

BY

JAMES DONOVAN JACKSON

An Abstract

Submitted to School for Advanced Graduate Studies of Michigan State
University of Agriculture and Applied Science in partial
fulfilment of the requirements
for the degree of

Doctor of Education

Department of Educational and Administrative Services

1956

Major in Counseling and Guidance

Approved _Walter F. Johnson_

ABSTRACT

The educational conference has become a significant medium for the professional growth of public school teachers in Michigan. The literature on conferences, while extensive and comprehensive, has lacked research that would focus attention on the components of conference methodology with relationship to the conference as a total learning situation.

The principle purpose of this study was to analyze and compare the conference goals of teachers who attended and those unable to attend, a selected group of educational conferences at Michigan State University. Relationships between the expressed goals of the teachers and certain biographical characteristics were presented; planning, administrative, and evaluative procedures were analyzed, and the ways in which individual goals were met as a result of attending the conference were examined.

Methods and Procedures

After conducting two pilot studies, five educational conferences for public school teachers, meeting annually at Michigan State University, following similar conference program design, and similar in administrative structure and educational purpose, were selected for the final investigation. Four measuring instruments were devised: (1) a pre-conference questionnaire was administered to the conference participants; (2) a similar questionnaire was mailed to the non-participants; (3) an evaluation form was administered to the participants; and (4) a questionnaire was completed by planning committee members of the participating conferences.

Analysis of the Data

While the participants represented a younger portion of the sample, the group presented a rather uniform age distribution. A majority of the sample represented class A schools and taught in the southern half of the state. One-third of the participants attended the conference of their professional organization for the first time while an equal percentage of the non-participants had not yet attended a conference of their teacher organization. Little variation between participant and non-participant attendance at conferences for teachers was noted.

The participants and non-participants were in close agreement concerning individual and over-all conference goals. The members of the planning committees were in closer agreement with the goals of the participants than with the non-participants. The attraction of a name speaker and administrative support were important influences in the individual decision process. The sample reflected confidence in their respective planning committees for the recognition of membership needs and interests in planning the conference. The preferred meeting arrangement consisted of speakers and group discussions on a single topic. The unstructured meeting was least preferable. The data revealed little evidence of procedures for planning committee orientation to conference methodology. Three-fourths of the participants made no planning preparation for conference participation. A majority of the sample favored the provision for conference reporting to the local staff.

Most program personnel were briefed as to over-all conference purposes and were selected, for the most part, on the basis of merit

and experience. The conferences were planned by a committee appointed by the organization governing body, and made decisions by majority vote. Indecision was noted on the part of the planning committee as to their conference evaluation provisions.

The participants showed great satisfaction with the role of the conference in achieving personal and professional goals. Goal satisfaction was related to benefits from group discussions, information related to the topic, suggestions received from the speakers, and an inspiration to do a better job.

Conclusions

The findings reflect the existence of a profession of teachers rather than arbitrary divisions known as conference participants and non-participants. The identity and import of conference goals motivating participant attendance were substantiated while certain weaknesses in planning, administrative, and evaluative procedures were shown. Evidences of positive goal satisfaction as a result of attending the conference were confirmed.

A STUDY OF CONFERENCE GOALS AS RELATED TO THE

PLANNING AND EVALUATION OF

EDUCATIONAL CONFERENCES

BY

JAMES DONOVAN JACKSON

A Thesis

Submitted to School for Advanced Graduate Studies of Michigan State
University of Agriculture and Applied Science in partial
fulfilment of the requirements
for the degree of

Doctor of Education

Department of Educational and Administrative Services

1956

Major in Counseling and Guidance

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to
Dr. Walter F. Johnson, chairman of the doctoral guidance committee,
whose devoted interest and inspiration contributed so much to the
completion of the study.

Acknowledgment is given to the members of the guidance committee,
Dr. R. L. Hatch, Dr. William R. Sur, Dr. Cecil V. Millard, and
Dr. Clyde M. Campbell for their constant encouragement and assistance
during the entire doctorate program.

To the members of the staff of University Conferences, Michigan
State University, and in particular Dr. William A. Jones, the writer
is indebted for many helpful suggestions and comments which aided
significantly in the planning and execution of this study.

The writer is also indebted to Miss Esther Belcher, of the
Michigan State Department of Public Instruction, and Dr. Charles Westie,
of the Department of Sociology and Anthropology, Michigan State
University, for invaluable assistance in the preparation of the
measuring instruments and constructive ideas pertaining to the over-
all thesis design and content. The writer further acknowledges the
members of the five teacher organizations whose interest and cooperation
made this study possible.

The writer wishes to express his gratitude to the family whose
understanding and encouragement were so vitally important to the
completion of this investigation.

TABLE OF CONTENTS

Page

Table

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Our American system of education is often regarded as the backbone of our democratic society. Throughout our history we have witnessed the adaptation of new educational concepts to better prepare our people for a changing and complex world.

Up to the first half of the nineteenth century our schools were guided by a classical concept of the curriculum. The free school movement, coupled with the developing frontier and increased democratic consciousness, signaled the end of conventional educational methods. The laboratory method slowly but surely evolved, along with a more thorough approach in the curriculum to realistic problems. Within a relatively brief period of time our public schools were stressing the importance of real problems, situations or interests as the basis for learning. The formal classroom approach, as a total instructional philosophy and practice, was soon modified by the adaptation of real-life experiences and the practical application of subject matter.

If such changes were being noted in the curriculum development of our public schools, complimentary ideas and concepts of teacher training likewise were being advanced. One of these was the introduction and development of the conference.

While it is logical that our early educators may have utilized some of the principles and methodology of the present day conference, the first organized professional activity for teachers, under the name of a workshop, was conducted at Ohio State University in 1936 (18:251).

This workshop brought about such marked changes in the ideas and practices of the participants that a meeting of a second group of 126 teachers was held the following year on the campus of Sarah Lawrence College in Bronxville, New York (17:251).

This second workshop was noteworthy for a second development. City school systems began the practice of sending delegates of key-teachers to spend their time planning and preparing for some change in the educational program of their schools. A further important development was the opportunity for everyone to live and dine on the campus, and the many provisions for group participation in the solving of problems of mutual interest (17:251).

In 1940 the Commission on Teacher Education of the American Council on Education instituted a workshop program for the college and university faculty members associated with their study of teacher education. By the summer of 1940, 14 colleges and universities had participated actively in the experimental program, "that workshops might well take their place as a normal part of the graduate programs of our leading universities" (17:251).

Vickery (36:293) observed that the "workshop way of learning" was fairly well defined by 1942. He states further:

> But there was often a great difference between what workshops were supposed to do and what intergroup education workshops did in 1942. In trying to translate principles into practice leaders sometimes fumbled, for they had not been trained in the skills workshop leadership requires.

It may be thus observed, by these references to several of the first organized workshops for teachers that, "they represented concern for the needs of teachers and a willingness to use whatever combination

of experiences and methods contributing to the personal and professional growth of the teacher" (17:251). However, much needed to be learned about workshop mechanics and techniques. Most of the consequent literature was, and still is, devoted to satisfying this need.

Origin of the Study

The development of the conference program at Michigan State University has been prominently characterized by its quantitative growth. The existence of such a remarkable facility as the Kellogg Center for Continuing Education has given great support to the establishment of Michigan State University as a leading educational conference center. Such a situation seemed to offer considerable opportunities for research in the conference area.

This investigation received its main impetus from the need for a research program relative to the activities of the Department of Special Courses and Conferences of the Continuing Education Service. Its quantitative growth assured, it was increasingly apparent that some measurement and evaluation of the qualitative factors of the conference program was imperative. The intriguing question of why people attend conferences had been of increasing interest and concern to the department. It was felt necessary to answer this question in order to proceed with an evaluation of the effectiveness of the conference program in satisfying the needs and problems of conference participants as well as providing the best possible learning experiences. It was further recognized that such a research procedure might well contribute to the information and understanding relative to the role of the conference as an educational learning procedure.

After discussing the proposed research study with the staff and
dean of the Continuing Education Service the writer decided to investi-
gate the plausibility of the area of conference goals as a worthy subject
for a doctoral dissertation. Interviews were held with staff members
of the Michigan State Department of Public Instruction who had partici-
pated extensively in conference planning and operation. The writer also
met with the Committee on Conferences of the Curriculum Planning Committee
sponsored by the Michigan State Department of Public Instruction. Both
sources were enthusiastic over the merit and educational implications
of the research, and offered support and assistance to the study.

Upon reporting the conclusions of the preliminary investigations
to the head of the Department of Special Courses and Conferences and
the dean of the Continuing Education Service, a financial grant appli-
cable to the study was approved. The writer then proceeded to develop
plans for two pilot studies as a first step in determining the merit
of a full investigation into the area of conference goals.

Statement of the Problem

The educational conference has now achieved a prominent position
among the many educational opportunities for our citizens. Whether
the problem area of concern is the development of policies and proce-
dures, problem identification, program development, clarifying issues
or the dissemination of information, a conference will usually be
considered as a possible means of achieving the objectives and goals
that have been identified for solution. Whether the conference is the
most effective means of attaining the aforementioned purposes is the
question at hand.

Experience and research are continually adding to the resevoir of relevant knowledge as to the learning process. It was such research, and the consequent emphasis upon the practical application of knowledge, that advanced new ideas and methods of instruction, one of which was the conference. The resultant development of procedures and techniques related to conference operation, while logical and needed, has lacked research that would tend to focus attention from such techniques per se to their utility and worth to a conference as a total learning situation. The problem, as related to this investigation, was thus to tie together the several facets that make up the components of conference methodology, planning and organization, and present research that would entail the complete scope of the conference as a procedure for the achievement of educational objectives and purposes.

Specifically, the study was concerned with: (1) an analysis of the conference goals of teachers who attended a selected group of educational conferences at Michigan State University and the conference goals of teachers who were members of the teacher organization sponsoring the conference, but who were unable to attend; (2) a comparison of the expressed goals of the membership with the planning committee expression of the goals of the membership; (3) an examination of possible relationships between the conference goals and certain biographical characteristics of both participants and non-participants; (4) an examination of the planning and administrative procedures of the planning committees; (5) the evaluation of the respective conferences in terms of the ways in which individual conference goals were met as a result of attending the conference.

Need for the study. The popularization of the conference has
created numerous problems for public school administrators and teachers
alike. The number of conferences of professional interest to teachers
is increasing with startling rapidity. For school administrators,
conference attendance by the teaching staff, represents a considerable
investment in time and expense with attendant problems of budget allot-
ments for conference expenses; the development of policies regarding
in-service education; the status of conference attendance in such
policies and the serious shortage of qualified substitute teachers to
replace those teachers attending a conference. These matters have
caused many administrators to question not only the value of conferences,
but to seek ways and means of either reducing the number of conferences
through group action or restricting the number of conferences to be
attended by staff members by control at the local level.

An example of such opposition is present within the Michigan
Association of School Administrators. The adoption of the Cushman
Committee Report by this organization constitutes a grave situation
facing teacher organizations sponsoring conferences and those confer-
ence programs of colleges of education of institutions of higher
learning and the Michigan State Department of Public Instruction. With
this situation existing in Michigan, it is timely and logical that
research be conducted to examine and evaluate a selected group of
educational conferences for teachers.

A survey of the literature reveals little in the way of published
research on conferences. However, three recently completed doctoral
dissertations discussed topics related to the conference field.

Robert G. Van Duyn (50) reported on 808 conferences, workshops, and conventions held for school administrators in Michigan during the three-year period from October 1, 1947 through September 30, 1950. Arnold R. Meier (99) reported on the use of the Work-Group Conference Method in testing a group of teachers and staff members of the Citizen Education Study in Detroit. James R. Mitchell (106) identified those characteristics of the workshop which distinguish it from other in-service education procedures.

This lack of research in the conference field does not mean that there is little in the literature about conferences. However, such literature is concerned with suggestions for workshop mechanics, group processes, and other methodology. As heretofore mentioned, the paucity of research related to the areas of goals, planning and the conference methods makes this study useful and desirable.

Besides the need for more research, there appears a further need for a particular kind of conference information. This need is aptly expressed by Parsey (27:1) who concludes:

> Although much has been learned about conference effectiveness, many conferences are still planned around inappropriate problems, directed towards improbable goals, and conducted in unsatisfactory ways.

Beem and Savage (33:1) support this position by stating, "our basic problem is concerned with the degree to which these conferences attain their purposes." Carskadon (86:2) also asks:

> How do we make sure that our conference programs really met the immediate realistic concerns, the questions in the minds of many people they seek to reach, both attendees and non-attendees.

The literature is replete with emphases upon the need for the identification of objectives and goals of a conference based in turn on the needs and interests of the group. The Issue Committee of Adult Leadership (38:7) summarized this viewpoint by stating:

> The over-all goals must include persistent purposes important to each individual taking part in it. Furthermore he must recognize that his purposes are present in the larger common purposes of the meeting.

Haiman (41:81) concurs by saying, "the individual is in the group because he seeks to satisfy some specific needs, and he feels that being a part of this group may help him fulfil those needs."

While authorities may agree that it is desirable for conferences to be thus conceived, research is needed to not only reveal the existence and nature of conference goals, but to explore the possible relationships between these goals and the ways in which the conference satisfied the goals.

Referring to the Van Duyn Study, Beem and Savage (33:2) state that, little evidence was found that the meetings for school administrators were designed to give help in solving problems. Nor were the planning, organization, and reporting of the meetings calculated to take advantage of known procedures to facilitate learning. Thus, there is a need for a study that would concern itself to the make-up, selection, and training of the planning committee itself together with an analysis of planning procedures. As Beem and Savage (33:1) pose the question: "In the light of what is known about the learning process, how well do educators in their own meetings design programs to result in real in-service growth?"

Additional support to the need for the study comes from the Michigan State Department of Public Instruction. Records show (107) that in 1948, a sub-committee on Evaluation and Improvement of Conferences of the Curriculum Planning Committee of the Michigan State Department of Public Instruction was appointed to develop a policy report on conferences and workshops. Such a report was approved by the Curriculum Planning Committee on June 6, 1950. The motivation for this procedure was a report in 1948 of the Committee on Professional Meetings of the Michigan Association of School Administrators under the chairmanship of Superintendent C. W. Bemer of Muskegon. The committee was formed because of growing opposition within the Michigan Association of School Administrators to conference attendance by teachers.

In 1952, the Committee on Professional Meetings issued a report on the findings of a study of In-Service Training Policies in Michigan conducted in 1951 by Superintendent Benton Yates of Battle Creek Lakeview.

In 1954, the Committee on State-Wide Meetings, formerly known as the Committee on Professional Meetings, issued a report to the Michigan Association of School Administrators recommending adoption of a series of six proposals relative to the conference problem. As a result of this action an ad hoc committee on Evaluation and Improvement of Conferences of the Curriculum Planning Committee was appointed by Clair L. Taylor, Superintendent of the Michigan State Department of Public Instruction, to study conferences and workshops for teachers held in Michigan and submit a comprehensive set of recommendations to the Curriculum Planning Committee and Superintendent Taylor.

The writer was invited to meet with this committee and participate in the meetings. At the January 14, 1955 meeting of the committee, held at the Union Building, Michigan State University, the writer presented an outline of this investigation. The committee expressed great interest in the goals and conference planning, administrative and evaluation approach of this study as representing areas of much concern to the committee and the Michigan State Department of Public Instruction.

The problem of the conference method of learning is important when viewed from another vantage point. Many public school systems are interested in developing a professional program of in-service education to help solve educational problems of local interest. MacDonald (49:19) states that in order to carry on a successful in-service program in a school system, definite written policies are essential. Such policy statements should recognize the place of state and regional conferences in the in-service education program and provide controls to the end that conferences serve the local in-service program. MacDonald stated that the East Lansing, Michigan schools use conference and workshop procedures constantly in working together at the local level. Heywood (34:1) affirms the point by his conclusion that most school administrators today are encouraging and initiating in-service training programs for their teaching staffs. Heywood states further that a variety of means is employed in school systems to provide in-service training for teachers to include conferences and workshops.

In the opinion of the Michigan State Department of Public Instruction (60:1):

Those concerned with the development of personnel policies will be guided best, if they remember that the purpose, and

therefore the basis of validation of all personnel policies is the protection, growth, and development of children and adults.

With this increasing interest in the utilization of conferences in the promotion of local program improvement by our public school systems this study is of particular utility and worth.

Basic Assumptions

In undertaking this investigation, the writer made six basic assumptions.

First, that conferences, to be educationally functional and desirable, must be planned according to principles and procedures that are educationally sound and effective.

Second, the conference, as a method of learning, should be designed, planned, and structured to serve the needs and interests of the people directly concerned.

Third, the individual teacher attends a conference motivated by certain professional goals for which he seeks satisfaction.

Fourth, the conference as a whole should be evaluated in terms of participant goal satisfaction as well as the evaluation of individual features, methods or techniques included in the conference design.

Fifth, the planning committee must appropriately represent the membership and be oriented to the various educational procedures that are applicable to the conference method of learning in order to effectively plan an educational conference for teachers.

Sixth, that the membership of the five teacher organizations represented the parent population of public school teachers in Michigan,

and that they could be combined into one total sample of teachers for the purposes of this investigation.

Scope of the Study

The tabulation of the data revealed an unanticipated situation regarding no-responses. However, a careful analysis of the no-response problem did not present conclusions which might invalidate the particular data concerned. The questions in Section I of the participant and non-participant questionnaires relating to biographical information, contained few no-responses with the exception of those questions concerned with conference attendance. In Section II, the open-ended question, "what planning did you do," was answered by 21 per cent of the participants and 12 per cent of the non-participants. In this case, the no-responses would indicate that the individual did not engage in any planning activity before attending the conference.

Section III, Conference Goals, which contained questions on individual goals, influences, and conference methods, presented data considered to be the heart of this study. It was, however, deemed necessary to word each question in such a manner so as to insure a sincere, relevant, and pertinent response. Consequently, it was not advisable or proper to insist that the respondent answer each question completely if by so doing he may reply solely to fulfil such a request. It was considered most important to obtain only those expressions reflecting the conscious and sincere needs and attitudes of each individual. While it may not be possible to conclude that the resultant no-responses could be attributed solely to lack of relevancy in the

individual decision process, it was the decision of the writer to report the data in terms of responses and discuss the no-responses whenever considered pertinent and appropriate.

Limitations of the Study

The educational organizations which participated in this study represented public school teachers from the state of Michigan. The secondary, junior high, and elementary areas were represented although no attempt was made to obtain representative distribution.

The five conferences meet annually at the Kellogg Center for Continuing Education at Michigan State University. No recognition was given to conference groups meeting at various camp sites such as the St. Mary's Lake, Clear Lake, Higgins Lake, and Haven Hill camps. Some teacher organizations, in planning a meeting, prefer a camp site setting which provides for informality, together with a wide variety of recreational possibilities such as camping, hiking and swimming. The general nature of this type of facility seems to lend itself also to unstructured meetings, and a casual, informal and relaxed atmosphere. To include teacher groups meeting outside Kellogg Center may have resulted in the introduction of questionable environmental variables into the data.

Furthermore, the conferences meeting at Michigan State University follow a prescribed organizational procedure which requires the assumption, to some degree, of planning, operational and administrative responsibilities by Michigan State University faculty and staff personnel. Groups meeting at camp sites, and at many institutions of higher learning in Michigan, usually assume full responsibility for the planning, organization and operation of the conference.

Definition of Terms

Conference - is a planned program of meetings of a group of
people interested in a common problem or set of problems designed for
the purpose of improving instruction by professional contacts, discussion
of mutual problems, and explanations of work being done in various fields
of instruction. The program format usually includes a keynote speaker,
group discussions on the theme or selected problems of concern to the
group, and other methodology applicable to the goals and purposes of
the conference. The length of a conference varies from one to three
days. Attendance is usually open to anyone with legitimate interest
in the conference.

// Workshop - an educational procedure in which participants work
to identify and solve problems of common concern or cooperatively
undertake the development of plans, policies, procedures, and materials
utilizing resource materials and resource persons for guidance and
stimulation. Participants are generally admitted on the basis of pre-
determined standards. The duration of a workshop is usually from several
days to one month.

Convention - a meeting of delegates and/or members of an organi-
zation concerned primarily with information, decisions, policies,
relations, and activities of the organization. Control of the program
and policies is usually exercised by officers or authorized representa-
tives of the organization. Attendance is usually confined to delegates
or members and specially invited guests.

Teachers - as used in this study refer to those public school
teachers who attended the conferences participating in this study, and

those of the membership of each organization who were invited to attend
but were unable to do so.

Participants - those teachers who attended one of the five
conferences.

Non-participants - those teachers who were members of the educa-
tional organizations sponsoring the conference but who were unable to
attend the conference.

Planning Committee - those members of the sponsoring organization
who, along with appropriate Michigan State University representatives,
were responsible for planning the conference.

Organization of the Study

The thesis is divided into six chapters.

Chapter I, Introduction, includes the origin of the study, basic
assumptions, scope of the study, limitations of the study, definition
of terms, and plan of organization.

Chapter II presents a review of the development, philosophy,
structure and operation of the conference program at Michigan State
University.

Chapter III is concerned with a review of the literature which
includes the historical background of conferences, conference group
discussions, conference planning, conference evaluation and the related
research that is pertinent to this investigation.

Chapter IV includes the methods and procedures used in carrying
out the study including a description of the pilot studies, preparation

of the measuring instruments, selection of participating conferences, procedure for the collection of data, and the tabulation of the data.

Chapter V presents the analysis of the data. Discussed is the analysis and comparison of the biographical characteristics of the conference participants and non-participants, an analysis and comparison of the conference goals of the participants and non-participants, the relationship of conference goals to selected biographical characteristics, the analysis of over-all conference goals, and an analysis of certain conference influences. Also presented is a discussion concerning accepted principles of effective conference planning both by the planning committees and the individual participant, a summary of planning committee administrative procedures, and an analysis of the data related to conference evaluation.

Chapter VI includes the summary, conclusions and implications for further research.

CHAPTER II

THE CONFERENCE PROGRAM AT MICHIGAN STATE UNIVERSITY

It was mentioned in Chapter I that this study was concerned with conferences meeting at the Kellogg Center for Continuing Education, Michigan State University. It would seem advisable to present a brief overview of the conference program at Michigan State University in order to picture the framework under which the conferences participating in the study were planned and administered. Such a discussion might also set the stage for the analysis of the data to follow.

The Continuing Education Service was created by the State Board of Agriculture in 1948, to facilitate and coordinate certain programs of Michigan State College, both on and off-campus, not directly performed by the Cooperative Extension Service. The basic philosophy of the conference program, like that of the Continuing Education Service, was a manifestation of the Land-Grant philosophy of making available the total resources of the college to the people of the state of Michigan. In seven years this program has grown in the number of citizens served, and in the quality of educational experience (104:1).

The conference program of the Continuing Education Service was first administered by the Department of Special Courses and Conferences. This department was also responsible for the operation of all on-campus programs of the Continuing Education Service, and aided in the development of conference programs of campus schools and departments.

During the initial year of operation, 1950-1951, 157 conferences were held. In the fiscal year, 1952-1953, the Department of Special

Courses and Conferences assisted in planning and facilitating 245 conferences involving 38,994 participants. The number of conferences held at Michigan State College during 1953-1954 increased to 326 in which 45,731 people participated. In 1954-1955, 57,900 people registered for 361 conferences. It is expected that another significant increase will be noted in both the number of conferences held and the attendance at conferences during 1955-1956.

The function of the Department of Special Courses and Conferences was two-fold. First, it cooperated actively in program planning and design with representation of the sponsoring group and the related campus instructional departments. Second, it served as a coordinating agency to procure needed facilitating services and personnel. The department was also responsible for the operation of special courses and workshops planned by campus departments and other departments of the Continuing Education Service.

The responsibility for the actual planning, organization and conduct of conferences at Michigan State College was assigned to a staff of conference coordinators, each of which for the most part, served a specified subject matter area. After the initial planning with the planning committee the coordinator served as the liaison between the group involved and the college. Besides lending his experience and skills in conference planning the coordinator thus became intimately involved in the creation of desirable public relations with the conference group which would reflect to the best interests of Michigan State College.

As the conference program progressed, the amount of facilitating services increased requiring additional staff and constant improvements

in organizational structure. Too, as skills and services achieved
greater competencies and maturity, new techniques and ideas were
constantly emerging to more efficiently fulfil assumed responsibilities.
Soon, the Department of Special Courses and Conferences was able to
offer complete facilitating services for conferences to include regis-
tration, mailing and mimeographing, facility arrangement, secretarial
assistance, program printing, budgeting, audio-visual arrangements,
and a host of supervisory and other services of significant import to
efficient and complete conference operation.

The total concept of the conference program required the assist-
ance and cooperation of the staff and services of the Kellogg Center.
The administrative structure of the Continuing Education Service did not
provide for jurisdiction over either the physical operation of the
Kellogg Center or the housing and dining functions serving conference
guests. This division of authority required careful and constant liaison
between the Kellogg Center staff and the Continuing Education Service
conference coordinators, sharing the common philosophy of serving the
conference group in the best manner possible. Weekly staff meetings
were arranged to provide and exchange information pertaining not only
to conference plans but in the development of policies of mutual interest
affecting the conference program as well as the Kellogg Center operation.

The year 1951 witnessed the completion of the W. K. Kellogg
Center for Continuing Education. This unique facility was the first
building of its kind in the United States and was designed to provide
housing, meeting and banquet facilities for the Continuing Education
Service conference program. Funds for the construction of the building

were donated largely by the W. K. Kellogg Foundation together with a grant from the American Hotel Association to aid in the establishment of the Division of Hotel, Restaurant and Institutional Management.

On November 12, 1955, an extensive remodeling program was completed along with significant physical additions to the Kellogg Center building financed through an additional grant from the W. K. Kellogg Foundation. These improvements added much needed meeting and dining room space as well as a larger conference registration area to provide better facilities for conference groups. The growth of the conference program had often made it necessary to request the use of other on-campus meeting and dining space with attendant problems of parking, separation from housing accommodations and arrangement inequities. It was necessary, during the summer months, to utilize residence hall facilities. Many groups, however, were too large to be accommodated at the Kellogg Center, while others preferred a residence hall setting often for reasons of economy and informality.

On September 1, 1955, a reorganization of the Continuing Education Service was affected which dissolved the Department of Special Courses and Conferences and formed in its place a program of University Conferences. The objective of the reorganization, as it affected University Conferences, was for each college, and the related instructional department within the college, to assume wider responsibilities in sponsoring and planning conferences. A staff position in the office of the dean of each college was created to serve as the key person for the development and coordination of continuing education programs in that college and to secure planning and program personnel to represent

appropriate departments in the performance of planning and program functions.

It may thus be understood that the conference program at Michigan State University has been an undertaking of considerable educational significance. As Vice-President Varner (104:1) stated:

> Not content with teaching and research on the campus, this university has accepted as an integral part of its educational responsibility the development of programs that service the needs of the people wherever they might be.

Since its inception it has been the objective of university conference programs to emphasize the role of the conference as providing the finest possible learning experiences. It is assumed that the main purpose of the people attending a conference is to learn, and that it is the responsibility of Michigan State University, as a public institution, in cooperation with the conference group, to provide the resources of our university to insure the most logical learning opportunities possible in line with the needs, interests and goals of the group being served.

With this overview of the development, philosophy, purposes and structure of the conference program, the reader may be able to better analyze and interpret the succeeding portions of this study.

CHAPTER III

REVIEW OF THE LITERATURE

In Chapter I it was pointed out that most of the published
literature on conferences was concerned with conference techniques and
methodology. Information pertaining to conference mechanics, group
processes, planning procedures and other components of the methodology
has usually appeared in totality within a report, summary, or synopsis
of a particular conference.

In presenting the review of the literature the writer has
selected references which illustrate, for the most part, philosophy and
principles that may be helpful in serving as guideposts for decisions.
Such references, in the opinion of the writer, are representative of
the available literature on conferences and are presented in four parts:
Historical Background of Conferences, Conference Group Discussions,
Conference Planning, and Evaluation.

Historical Background of Conferences

It has been mentioned in Chapter I that a conference for teachers,
as an organized activity, found its origin at Ohio State University in
1936 where 35 teachers of science and mathematics discussed curriculum
problems of mutual interest. This meeting was followed by a second
workshop of 126 teachers from a wider range of subject fields at Sarah
Lawrence College, Bronxville, New York in 1937 (17:251).

Additional impetus and cognizance to the growing use of workshops
was given by the General Education Board which set up four workshops in

1938 and by the Commission on Teacher Education of the American Council on Education for the Cooperative Study on Teacher Education in 1940 (17:252). This cooperative study was an experimental program that workshops might well be recognized as a normal part of the graduate programs of our universities and colleges.

Barr (52:613), in stating his impressions of the educational implications underlying the adaptability of workshops to both formal classwork and field services, made the observation in 1941:

> There are ordinarily some basic needs, principles, and conditions underlying the discovery and application of new techniques and devices. For some time college instruction, including work in professional education, has been under attack as formal and academic and divorced from practice.

Vickery (36:293) indicated that there were often wide differences between the objectives of workshops at this time and what was actually accomplished. He states, however, that the workshop was fairly well defined by 1942.

In 1943 the Department of Education of Kentucky, in cooperation with the Council on Public Higher Education, the University of Kentucky, the state teacher's colleges, the private colleges, and city and county superintendents, set up an emergency program for the education of teachers in service. An important part of this program was the educational workshop (53:7). Barr, Burton, and Brueckner (14:713) relate this observation:

> A visitor who had never seen a workshop in operation visited the curriculum workshop at the University of Maine during the summer of 1944 composed of 172 Maine teachers, supervisors, superintendents, and normal school staff members scattered at long

tables, working as individuals or in groups....Groups broke up, reformed, changed membership; the scene was one of movement, bustle, freedom.

Anderson and Long (54:209) describe a further application of the conference. Through a cooperative plan shared in by the Oregon State System of Higher Education and the Portland, Oregon Public Schools, the teachers of Portland in 1944, attended summer workshops in the school environment in which they worked, learned and solved their problems by on the spot analysis.

Haskew and Smith (56:205) provide an account of the notable and widely quoted Atlanta, Georgia workshops which represented one of the first references to the importance of conference planning. These workshops, in the spring of 1944 and October of 1945, were studies of planning contrast. The first workshop was planned by a steering committee of teachers and administrators during the conduct of the workshop. From this experience the October workshop was planned by teachers alone through committee pre-planning. This second workshop, attended by 300 teachers, concluded in its evaluation, that although teachers can plan and will plan to meet their own problems, the success of planning "engenders more planning by more people."

This brief overview of some of the early workshops for teachers presents much encouragement for the literature on conference methodology that followed. The several references to actual workshops conducted during the first 10 years of the history of workshops for teachers further illustrate a relatively successful attempt to experiment with new techniques which Kelley (26:Foreward IX) describes as "a more effective method of putting into practice the truths that have become

known about how people learn...and to enable groups of people to learn from each other and help each other toward the solution of common problems."

Conference Group Discussions

In presenting this section on Conference Group Discussions the writer has selected significant references relating to pertinent operational principles and philosophy. For information concerning the myriad of organizational details related to group discussions and the several types of group processes, the reader is invited to refer to the bibliography.

The development of a literature of methodology came as a result of the experimental ideas of interested educators who were seeking more effective ways of achieving certain educational objectives. The workshops that pioneered this new learning environment were also symbolic of the growing acceptance of democratic procedures. Anderson (17:253) summarizes a popular and representative opinion when he states:

> Those of us who have participated in workshops for several years do not consider them panaceas for all aspects of professional education...It (a workshop) provides a unique opportunity to learn to use democratic group processes in attacking practical problems.

The heart of the conference and the core of the workshop is the group discussion. Dickerman (34:21) states, "the basic unit of production in the work conference is the small work group." There are many references in the literature to the advantages and benefits of this technique. Typical of the comment is the following related by Simmons and Senkewitz (2:4) who list the benefits from group discussions as follows:

1. Participation

2. Pooling experiences

3. Covers wide areas of problems

4. Self-confidence

5. Respect for democratic processes

6. Developes logical thinking habits

7. Leadership training

8. Promote the individuals "sense" of sharing.

Erwine and Fordyce (16:712) list these advantages for the workshop:

1. It is conceived with the felt needs of participants.

2. The participants develop individually, socially, emotionally, as well as professionally.

3. It provides an opportunity for participants to make a constructive contribution on the educational frontier.

4. It provides a means of supplying more practical assistance to field workers.

5. It provides easy access to competent assistance.

6. It provides individual attacks upon educational problems.

7. It furnishes a stimulation to continued professional growth in service.

8. The materials and ideas developed in workshops are useful in school situations.

The two foregoing lists of advantages indicate the two basic emphases to which the benefits of the workshop seem to be directed: (1) the workshop as a learning situation to be evaluated on its educational achievements, and (2) as a learning situation to be evaluated in

terms of the intrinsic human values benefiting both the group and the

individual through individuation and **socialization**. Hall and Nugent

(43:22) describe this dualism as follows:

> The participant is a person with ideas, knowledge, desires,
> and the right of participation. This right, however, implies a
> concomitant responsibility, which obligates the participant to
> recognize the group goal as his own. He then is able to share with
> the group his personality, ideas, knowledge, and desires in a way
> constructively effective in accomplishing group objectives.

This view is expressed and assumed in countless ways in the literature.

Zeleny (31) expresses the opinion that the only method of training

group leaders is through the experience of the group process. Hall and

Nugent (43:18) state three specific and measureable benefits to the

participant through the medium of the group process:

1. The opportunity for growth and leadership is implicit
   in the group process.

2. The exchange of information is one of the greatest
   benefits of group discussion.

3. The feeling of belonging, of being a member, or partici-
   pant, in a common endeavor is one of the most gratifying
   experiences a man can have.

Hall and Nugent (43:6) point out three rather common practices which

are a detriment to the effectiveness and reputation of group meetings:

1. Laissez-faire - the group has no direction, no infor-
   mation and no responsibility.

2. Controlled group meeting - the group has little or
   nothing to say about the decisions which are made, the
   policies which are formulated, or the plans which are
   constructed.

3. The Manipulative process - the leader goes into the
   group with his own solutions and decisions already

formulated. Through manipulation of discussion he proceeds to "lead" the group to his decisions.

Bradford and French (63:70) point out that "the method of group discussion is an extremely complex educational process." Jenkins (62:60) outlines the following principles:

If it is to be an effective producing unit, a discussion group must give attention to its mechanics of operation. Awareness of its direction and goal, its rate of progress, present location or its path, use of the members potential ability and its ability to improve itself are important factors which lead to increased efficiency.

There are other operational principles that abound in the literature several of which will be mentioned here. Kelley (26:12) suggests that each group should be made up of not less than 10 or more than 15 members, who have similar interests and who want to work on similar problems. Eckellberry (6:22) comments that groups must begin their discussion at a point clearly defined and sufficiently advanced. Haiman (41:33) points out that one cannot understand the dynamics of a small group without understanding the psychology of individuals. The success of a group discussion is largely dependent upon the leadership of the discussion leader. Such leadership is not only based on knowledge of the subject matter area but his familiarity with principles of inter-action, role playing, and other facets of group processes.

A considerable proportion of the literature on group processes is made up of philosophy, concepts and objectives particularly the values and benefits the individual teacher should expect to receive from participation in a well conducted group discussion. Barnard (22:273) illustrates this point by stating:

Workshops (groups) are places where there is an interaction which challenges each participant to develop a working philosophy of education. He is challenged to test the validity of his beliefs in relation to the cultural setting in which the educational program is conceived and in relation to what is known about the nature of the learning process....If we accept changed behavior as a desirable objective, the learning by doing feature of the workshop has possibilities. Workshops are places where the spirit of inquiry, research, critical thinking, and creative endeavor are natured.

Benne, Bradford, Brownell, and Hallenbeck (71:41) discuss certain values which seem to result when people participate actively.

Sheats, Jayne, and Spence (24:91) made this observation:

Active people in various agencies, and organizations, group workers, and educators have become increasingly convinced that workshops and work conferences, in which the emphasis is on group thinking and decision by all participants, on problems defined by participants, offer distinct advantages over information-giving sessions in which conference leadership assumes responsibility for defining the problems considered and for getting "experts" in to give "the answers" to conference members.

Included in conference methodology are several relatively new techniques each of which is useful according to its particular ability to meet a certain need or objective. These include such procedures as psychodrama, socio-drama, problem census, panels, and Phillips 66. Psychodrama and socio-drama, as devised by Moreno (100), are quite involved encompassing a wide latitude of operational principles. Thelen (61:191) summarized a valuable critique in the use of techniques as follows:

A technique is in itself neither good nor bad, but it can be used effectively, with little consequence, or disastrously. Role playing out of place can be gruesome; buzz grouping when there is nothing to talk about can be downright embarrassing; discussion by a panel of "experts" who have had no experience relevant to the needs of the group is simply maddening; problem censuses before

people feel able to formulate their "real problems" stick them with goals they will reject later...The critical technical questions are:

1. What is the main thing this technique should accomplish?

2. Under what conditions does it work that way?

3. What are the other things it does, too, that may not be desirable?

4. What part of the technique is "given" and what things about it are modified in accordance with each particular situation?

Conference Planning

More and more emphasis is being placed upon the planning aspect of conferences. Much of the criticism of conferences stems from evidences of ineffective planning procedures. Hall and Nugent (43:22) state the problem in this way:

Preparation for meetings has received much attention, and rightly so. Upon this foundation, to a large extent, is built the initial attitude of those who will attend the meeting, as well as the ultimate effectiveness of the meeting.

While it is not always possible to develop a chronological sequence of planning procedures authorities are generally agreed that the determination of goals is the first step. Raven (21:318) points out that:

In a workshop, as in any concerted group endeavor, it is important that those involved be aware of fairly specific group goals. It is the formulation of these goals which is then the first task of the planning committee.

Anderson (17:255) illustrates the importance of individual goals by stating:

Each workshopper continuously evaluates his progress in terms of the purpose for which he came or the goals he sets for himself in the workshop....The purposes of a workshop should be in keeping with the expressed needs of the participants rather than on what someone says they should have.

Parsey (27:2) reaffirms this viewpoint by suggesting: "The planning committee might take as its first task the setting up of objectives for the conference."

Cooperative planning is another important principle for effective conference planning. The Issue Committee of Adult Education (40:24) suggests, "one way to improve the quality of meetings is to involve all concerned." Anderson (17:256) points out that careful pre-planning should be done in advance with reference to those who will participate. Hall and Nugent (43:5) state: "The meeting....is, or should be, a process by which all individuals are given ample opportunity to share their specialized preparation, experience, and individual ideas in planning."

Luke, Anderson, Beckhard, and Smith (82:13) concur by saying, "delegates (participants) are likely to work harder and to assume more responsibility for the aims of a conference if they have a part in planning it." Parsey (27:2) suggests a preliminary survey to identify:

1. Specific problems within the general area to be considered at the conference.

2. The major needs, interests, the background, and other characteristics of potential participants.

3. Leaders, resource persons, and other consultants.

4. Materials and other resources.

Parsey states further that this preliminary survey, plus the experience

and insights of the planning committee, are the basic ingredients of the conference plan. It is Parsey's opinion that if the outlining of objectives, content, experiences, and procedures has been adequate there should be relatively little difficulty in setting up a tentative conference schedule and making preliminary decisions regarding speakers, consultants and discussion leaders.

Related to the principle of cooperative planning is the need for pre-conference orientation of the prospective conference participant. Jack (13:18) comments, "every one of the participants should be advised, well in advance, regarding the purpose of the program, how they are to participate, the time element, the type of audience, and other pertinent information." Benne and Demorest (31:9) describes three types of conference attendees as the tourists, expatriates, and the learners. A conference planning committee should begin to work against "tourist" reaction by early pre-conference communications. Anderson, Davis, Johnson, and Sillars (35:23) also mention the trend toward pre-conference correspondence between the planning committee and potential participants to give planners "essential information about the people who are going to come to the meetings..."

Carskadon (36:3) emphasizes the need for **pre-conference** communications with the entire group by stating:

> We can see that our thinking, planning, and acting must begin long before the conference gets under way; must consider the needs of all the people it concerns, not just those who can attend...

Carskadon further suggests the need to send materials to all concerned in advance for reading and study. Coffey and Golden (33:18) suggest a

pamphlet be sent all prospective participants outlining goals, procedures, problem areas, organization, and a description of the learning process.

The significance of facilities in planning a conference is emphasized by Luke, Anderson, Beckhard, and Smith (32:15). Anderson (17:257) presents a representative summary of suggestions:

1. Comfortable and even beautiful surroundings, if possible away from distracting influences.

2. Dining and housing arrangements in the conference center.

3. Rooms and laboratories for small groups, general sessions, display....recreation.

4. Movable furniture for various kinds of informal group work.

5. A quiet place to study, think, and write.

6. Adequate equipment and supplies.

7. Community resources.

Jack (13:14) suggests another facet of conference planning certain to increase in prominence in the literature on conferences by stating, "the benefits a teacher derives from a convention in the final analysis depend upon what that teacher carries to a convention." Hall and Nugent (43:29) lists five specific responsibilities of the participant in relation to pre-meeting duties.

Benne and Demorest (31:10) list three suggestions for pre-conference planning by participants:

1. Choose groups carefully - assess your own needs.

2. Consult staff on possible home problem areas.

3. Clarify conference solutions to these areas before applying back home.

Directed to the selection and make-up of the planning committee is a comment by Thelen (61:323) who writes, "probably the best method of selection of members depends upon the specific functions of the planning committee." Luke, Anderson, Beckhard, and Smith (52:15) suggest three criteria for selecting the planning committee.

The foregoing references to conference planning are representative of the literature concerned with the major concerns of conference planning. The bibliography contains extensive resources pertaining to the many details and general aspects of this area.

Conference Evaluation

The area of conference evaluation is generally considered to be an essential part of the conference organizational process (23:237). As such, conference planners should recognize that the purpose and method of evaluating an educational meeting are directly related to the purpose and method of the meeting itself (43:25). Knowles (71:39) states:

> Program evaluation means determining how successfully the program has accomplished its objectives. Evaluation is a process that begins with objectives and ends with objectives...it is an integral part of the planning process and should be built right into it.

The Issue Committee of Adult Leadership substantiates this point by stating, "it is important that the purposes of the meeting and the collection of data about its success be planned together."

Lippitt and Schmidt (72:11) list four evaluation tools but cautions, "members must feel sure something will happen as a result of their effort to comply with evaluation requests." Kelley (26:37-39) suggests three areas of evaluation; self-evaluation, small-group evaluation, and total-group evaluation. Rice (20:278) points out the necessity of pre-planning evaluation as basic to the over-all conference plan.

Hall and Nugent (43:25-27) outline responsibilities of an evaluation committee which they suggest be created by the planning committee as an integral part of the conference work plan.

The foregoing references comprise the most relevant contributions in the field of conference evaluation. The general purpose of these references was to acquaint the reader with principles and techniques adaptable to the needs or purposes to be served.

Related Research

The studies presented in this section represent the research in the conference field relevant to this study. Evaluation studies were often reported within the context of a reference dealing with a particular conference.

The first study related to this study was an investigation by Meier (99) who studied the use of the work-group conference in testing a group of teachers and staff members of the Citizen Education Study of Detroit in promoting the examination of certain curriculum areas and planning, executing, and evaluating specific experimental curriculum changes. Meier concluded:

1. The aspirations, expectations and sensitivity of group members to the problem under consideration are important factors in determining a groups' success.

2. When orientation to the method was not sufficiently complete, the expectations of the group members or sub-groups tended to be confused.

3. The work-group conference method was helpful when there was group agreement about the existence of a problem, but did not function well as a vehicle for "shock" techniques used by one sub-group to increase the sensitivity of another sub-group to certain ideas.

4. When a sub-group attempts to superimpose a purpose which is not developed by the entire group, there is likely to be resistance and group cleavage.

5. The acceptance by the group of lengthy, involved formulations submitted by individuals or sub-groups is not lasting unless it is the subject of considerable total group activity.

6. Use of the work-group conference method increased teachers' professional interests and led, in the absence of threats to personal or professional security, to decision making based more on educational theory and values than on personal loyalty and expediency.

Van Duyn (50) interpreted and evaluated 308 conferences, workshops and conventions held for school administrators in the state of Michigan from October 1, 1947 through September 30, 1950. The major instrument was an interview schedule used with the persons who, because of their positions, were most likely to have the most complete and accurate information about the meetings. Benne and Savage (33) summarized the findings of the study as follows:

The study revealed little evidence of problem solving opportunities; objectives of the meetings seemed seldom to be defined; planning sessions were often monopolized by such leaders as executive secretaries, sponsoring organizations, or small power groups; the meetings were concerned with seeking support for

established ideas rather than re-thinking ideas and developing new concepts; there was little effort for formal motivation; since objectives were generally vague, evaluation was indefinite. The study concluded that social fellowship was a major attraction.

Mitchell (106), in reporting on the characteristics of the workshop which distinguish it from other in-service education procedures, concluded that the major factor in the success of a workshop was its staff. The staff must possess competencies and personal characteristics desired for educational work of this nature. Mitchell also stated that there is danger in overdoing the workshop by making it too common an experience. The workshop must retain its freshness, pioneering spirit and uniqueness.

Summary

The review of the literature revealed that most of the literature was concerned with philosophy and operational practices dealing with group discussions, conference planning, and evaluation. The general character of the references illustrates the fact that a sound philosophy and a defined body of principles have evolved dealing with the aforementioned areas.

The review of related literature also showed that there is a scarcity of available research in the conference field. The study by Meier (99) presented pertinent conclusions relative to the utility and helpfulness of the work-group conference method. Van Duyn's Study (50) of the conferences, workshops and conventions held for school administrators in Michigan has limitations of applicability and relevancy to a particular situation since the study did not differentiate between types

of meetings. However, the Van Duyn Study did reveal problem areas of concern which require further analysis and research. Mitchell's Study (106) revealed significant findings regarding workshop characteristics and principles useful in workshop planning.

CHAPTER IV

METHODS AND PROCEDURES

It was mentioned in Chapter I that considerable preparation had gone into the pre-planning of this study before the final decision was made to propose the study for consideration. Included were extensive consultations with conference authorities in the Michigan State Department of Public Instruction, Continuing Education Service Staff members, and the Committee on Conferences of the Curriculum Planning Committee of the Michigan State Department of Public Instruction. A first step in determining the potential merit of this investigation was the planning and conduct of two pilot studies. It was hoped not only to illustrate the presence of factors which might substantiate the existence of individual conference goals but to identify them and the status importance of certain influences that may, to some degree, motivate a decision to attend the conference in question. The results from the pilot studies were, in part, the bases of the questionnaires used for the final study.

Pilot Studies. On September 23, 1954, the Eastern Michigan Section of the Association for Childhood Education held its second annual conference at the Kellogg Center.* Twelve personal interviews were conducted during which 10 questions were asked to reveal the above information.

The interviews revealed interesting results since all 12 teachers interviewed reflected personal or professional needs as evidenced by the desire for new teaching ideas and trends, professional problems to be discussed, interest in the profession, and common group interests.

---

*The outline and results of this study are presented in Appendix A

On November 20, 1954, the writer conducted a second pilot study during the Second Annual Basketball Coaches Clinic held at Michigan State University.* The results of this pilot study, like the first, revealed a near complete expression of needs and problems which, it may be assumed, motivated a coachs' attendance to the clinic.

The results of the two pilot studies helped form the basic format for the questionnaires which were devised for the final study.

Preparation of the measuring instruments. In order to fulfil the purposes of this investigation four questionnaires were designed:

1. A questionnaire was designed to secure information from the teachers attending the conference. This instrument was called the participant questionnaire.

2. A similar questionnaire was devised for distribution to those members of the sponsoring teacher organization who were unable to attend.

3. An evaluation form was made up to be administered to conference participants at the conclusion of the conference.

4. A questionnaire was designed for the respective planning committees of each of the five conferences participating in the study.

The items used in each questionnaire were obtained from the following sources:

1. The results from the two pilot studies.

2. Interviews with representatives of the sponsoring teacher organizations.

---

*The outline and results of this study are presented in Appendix A

3. Suggestions from staff members of the Continuing Education Service.

4. Some of the items were selected from measuring instruments used by the Michigan State Department of Public Instruction.

5. A member of the Committee on the Evaluation and Improvement of Conferences of the Michigan State Department of Public Instruction, who is trained in the area of conference methodology and who has had wide experience designing and working with conferences for teachers and public school systems, assisted in the design and content of the questionnaires. The professional opinions and recommendations expressed were most helpful in the selection of words, in the content, and in the format.

Selection of the participating conferences. For the purposes of this study the teacher organizations which participated in this investigation represented public school teachers of Michigan. It was desirable to obtain an adequate sampling of teachers which would provide a state-wide representation. The conferences selected represented elementary and secondary teachers with varied subject matter specialties.

It was furthermore decided to choose conferences which followed a similar conference program design. All five conferences began their programs with a night session; used keynote speakers; provided organized social recreation; and had, as a prominent feature, group discussions. The five conferences utilized the two basic types of group discussion: (1) those discussing one general theme or topic, and (2) groups discussing several different problems or topics.

All of the conferences would thus lend themselves readily for comparative study because of their similarity in administrative structure and educational purpose. At the same time, the sampling would not prevent the conclusions and recommendations from being applied to other teacher organizations sponsoring conferences with similar design and purposes.

Procedure for the collection of data. This study was carried out during the calendar year 1955. The participant questionnaire was administered at the first session of each conference prior to any other portion of the conference program. The Department of Elementary School Principals of the Michigan Education Association, April 12-13, 1955; Metropolitan Detroit Bureau of Cooperative School Studies, April 21-23, 1955; and Michigan Association for Supervision and Curriculum Development of the Michigan Education Association, November 3-4, 1955, were administered the participant questionnaire at the conclusion of the opening dinner.

The Michigan Speech Correction Association,* May 13-14, 1955; and the Michigan Counselors Association, October 31-November 1, 1955, began their respective conferences with an evening session. The participant questionnaire was completed by the group before the opening general session. Oral explanation of the purposes and methodology of the research, together with a statement of full support for the study by the cooperating teacher organization, was provided by a conference representative in all cases.

The evaluation form was distributed to the participants at the conclusion of each conference.

---

* Now identified as the Michigan Speech and Hearing Association.

Table 1 presents the summary of participant questionnaires and
evaluation forms completed by each conference participating in the study.

TABLE 1. SUMMARY OF CONFERENCE PARTICIPANT QUESTIONNAIRES AND EVALUATION
FORMS COMPLETED BY EACH PARTICIPATING CONFERENCE

Conference	Number of Questionnaires	Number of Evaluation Forms
Department of Elementary School Principals	309	353
Metropolitan Bureau of Cooperative School Studies	92	74
Michigan Speech and Hearing (Correction) Association	67	30
Michigan Counselors Association	239	145
Michigan Association for Supervision and Curriculum Development	208	209
Total	915	366

The non-participant questionnaire was mailed to all members of
each of the five educational organizations who were unable to attend the
conference of their particular group. Those members unable to attend
were determined by comparing the conference registration list with the
total membership list.

Three mailings were completed to members of each conference not
attending the conference. The first mailing consisted of a non-
participant questionnaire, a letter from the writer explaining the

purposes of the study, a letter from a representative of the sponsoring group in support of the organization's participation in the investigation, and a self-addressed stamped envelope. The second and third mailings consisted of a letter from the writer and a post card upon which the individual could request a non-participant questionnaire be sent him.

Most of the planning committee questionnaires were completed by the members of each conference planning committee at the beginning of the conference. In several instances, the questionnaires were mailed to those members of the planning committee who were unable to attend the conference.

Table 2 shows the record of the three mailings, the number of questionnaires returned, and the percentage return in each category.

An examination of Table 2 shows the complete mailing record of questionnaires, explanatory letters, and return post cards sent to each non-participant. A total of 2,355 questionnaires were mailed with 490 returned. The percentage of return varied from 28 per cent from the Michigan Speech Correction Association to 49 per cent return from the Department of Elementary School Principals. The average return for the five participating teacher organizations was 42 per cent.

A summary of Tables 1 and 2 reveals a total of 915 participant questionnaires completed and 490 non-participant questionnaires returned. The total sample of 1,405 teachers represented the five teacher organizations which participated in the study.

TABLE 2. MAILING SUMMARY OF NON-PARTICIPANT QUESTIONNAIRES TO FIVE SELECTED TEACHER ORGANIZATIONS

Name of Conference	First Mailing	Second Mailing	Third Mailing	Total Sent	Total Received	Percentage Return
Department of Elementary School Principals	513	336	279	1,128	254	49
Metropolitan Bureau of Cooperative School Studies	106	81	60	247	43	45
Michigan Speech and Hearing (Correction) Association	158	127	101	386	45	23
Michigan Counselors Association	141	32	68	291	52	37
Michigan Association for Supervision and Curriculum Development	223	154	127	504	91	41
Total	1,141	730	635	2,556	490	42

Tabulation of the Data

Information on the questionnaires was first coded in anticipa-
tion of application to IBM Machine tabulation. The open-end questions
were recorded, classified, and coded. Information recorded on the
evaluation forms was tallied and the responses to the essay-type ques-
tion pertaining to goal satisfactions were classified and coded. All
questionnaires were assembled by conference grouping, numbered, and the
coded data key-punched on IBM cards.

CHAPTER V

THE ANALYSIS OF THE DATA

As an aid to the reader the purposes and methodology presented
in Chapters I-IV will be reviewed here.

It was pointed out in Chapter I that this study was concerned
with an analysis of the conference goals of public school teachers
attending five educational conferences at the Kellogg Center for Contin-
uing Education, Michigan State University and those teachers who were
members of the sponsoring teacher organization but who were unable to
attend. Such analyses included an analysis of biographical character-
istics of teacher participants and non-participants with appropriate
comparisons and relationships; the relationship of conference goals to
certain biographical characteristics; planning committee evaluation of
such conference goals; and an evaluation of the participating confer-
ences in terms of individual and over-all conference goal satisfaction.

A further objective of the study was to analyze the several
conference methods or types of program format in terms of participant,
non-participant and planning committee preferences.

Statistical procedures and techniques were used to aid in the
interpretation of the data, and to assist in the analysis and comparison
of conference goals with selected biographical characteristics of the
participants and non-participants.

In order to accomplish these objectives, five educational confer-
ences for teachers meeting at the Kellogg Center for Continuing Education,
Michigan State University, were selected to be administered the measuring

instruments. All five participating conferences followed a similar
program format and shared common over-all conference goals and educa-
tional objectives. Each conference was sponsored by an active teacher
organization representing a particular subject matter area or grade
classification.

A pre-conference questionnaire was administered to the conference
participants at a time preceding the official beginning of the conference
program. A similar instrument was mailed to each member of the sponsor-
ing teacher organization unable to attend the conference. A third
questionnaire was designed for the planning committee of each conference
and administered to each planning committee member during the meeting.
An evaluation form was completed by the participants at the conclusion
of each conference.

The data was coded and tabulated on IBM cards with consequent
opportunities for prompt treatment of quantitative data and convenient
cross-tabulation of pertinent variables.

Analysis of the biographical characteristics of the conference
participants. The following table presents information concerning the
age and sex of the conference participants.

Table 3 shows that 35 per cent of the participants responding
were between 25 and 50 years of age with the largest percentage being
between the ages of 45 and 50. Forty-six per cent of the participants
were under 40 years of age.

However, Table 3 reveals a rather even distribution between the
age class limits, especially between 25 and 55 years. The smallest
percentage of attendance was between the ages of 20 and 24 years. The

TABLE 3. DISTRIBUTION OF CONFERENCE PARTICIPANTS BY AGE AND SEX

Class Interval	F	% N	Cum. % N	F-Male	Cum. % Male	F-Female	Cum. % Female
20-24	39	5	5	3	3	31	0
25-29	98	13	13	62	19	36	18
30-34	104	14	32	84	41	19	23
35-39	103	14	46	66	53	33	33
40-44	94	12.5	58.5	54	72	40	44
45-49	124	16.5	75	10	83	84	66
50-54	114	15	90	45	95	69	85
55-over	74	10	100	20	100	54	100
Total	750	100		379		371	

Median age-group - 41.15

Median age-females - 47.1

Median age-males - 37.15

median age, or that age which divides the participants into two equal groups, was 41.15 years.

It is interesting to note that when the group is divided into male and female characteristics a different picture is presented. Seventy-two per cent of the male participants responding were under 45 years of age as compared to 40 per cent of the female participants. The modal class interval for males was 30 to 34 years while the largest number of females were between 45 to 49 years of age. This variation is

further illustrated by the numerical difference between the medians.
The median age for males was 37.15 while the median age for females was
47.1.

Of the total number of 915 participants, with one no-response,
403 or 44 per cent of the group were males and 511 or 56 per cent were
females.

Table 9 reveals that 59 per cent of the participants reported
they were teaching in Class A schools; 28½ per cent in Class B schools;
9 per cent in Class C; 2 per cent in Class D; and 1½ per cent in Class E.
Eighty-six per cent reported they taught in a school located south of
the Grand Rapids - Port Huron line, while 14 per cent of the participants
taught in schools above this line of division. Eleven teachers attended
the conferences from the upper peninsula.

Table 4 shows the tabulation of the conference participants
according to the number of years in the teaching profession.

The data presented in Table 4 shows that there was a fairly even
distribution of frequencies with a range from 7 to 19 per cent. Slightly
over half, or 52 per cent of the group responding, had taught 20 years
or less. The modal interval contains 19 per cent of the frequencies,
but the variation between class intervals is relatively small. The
median number of years in teaching for participants was 18.25.

TABLE 4. DISTRIBUTION OF CONFERENCE PARTICIPANTS BY YEARS IN TEACHING

Class Interval	F	% N	Cum. % N
0-4	99	11	11
5-9	168	19	30
10-14	83	10	40
15-19	102	12	52
20-24	119	14	66
25-29	128	15	81
30-34	101	12	93
35-over	59	7	100
Total	864	100	

Median number of years in teaching for participants - 18.25

Table 9 shows the distribution of marital status and sex of the conference participants. Sixty-two per cent were married while 38 per cent were single. Of the 569 married participants, 370 or 65 per cent were male and 199 or 35 per cent female. Of the 345 single participants, 10 per cent were male and 90 per cent female.

One of the interesting aspects of the study was to determine the amount of conference attendance by teachers. Both the participants and non-participants were asked to state the number of conferences they had attended in the past five years of the organizations participating in this study, and also the number of conferences they had attended of

other organizations during the same period of time. The question requested that local teachers' meetings and general curriculum meetings not be included in order to facilitate a commonness of interpretation of the question.

The reader will recall in Chapter I that the Michigan Association of School Administrators had expressed concern and opposition to the apparent large number of teachers attending conferences. This question pertaining to conference attendance by teachers was intended, in part, to reveal information regarding this subject.

The information pertaining to the number of conferences attended by teachers, both of the organizations participating in the study and other organizations, is presented in Table 5. The data is shown by numerical frequency and the percentage of the total found in each class interval.

An examination of Table 5 shows that the median number of conferences of organizations participating in this investigation attended by the conference participants during the past five years was 1.93. The median number of conferences of other teacher organizations attended by the participants responding was 6.12.

The writer separated the zero to two class interval to point out the number of participants attending the conference of their professional organization for the first time which amounted to 264 or 29 per cent of the total group. It is interesting to point out that only 59 teachers or 7 per cent of the participants responding had not previously attended a conference of any teacher organization.

TABLE 5. DISTRIBUTION OF PARTICIPANTS ACCORDING TO CONFERENCE ATTENDANCE IN PAST FIVE YEARS

Class Interval	Organ. Part. in Study F	% F	Cum. % F	Other Teacher Organ. F	% F	Cum. % F
0	264	28.9	28.9	59	7	7
1-2	226	24.7	53.6	127	14	21
3-5	393	42.9	96.5	225	26	47
6-8	25	2.7	99.2	141	15	63
9-11	7	.8	100.0	151	17	80
12-14	-	-	-	22	2	82
15-over	-	-	-	156	18	100
Total	915	100		881	100	

Median number of conferences of teacher organizations participating in this study attended by participants during past five years - 1.98

Median number of conferences of teacher organizations not participating in this study attended by participants during past five years - 6.12

Approximately 54 per cent of the participants had attended two or less conferences of their organization which participated in this study in the past five years as compared to 21 per cent who had attended the same number of conferences of other teacher organizations. Another interesting comparison is that 96.5 of the participants attended five or less conferences of their professional teacher organization while 63 per cent had attended eight or less conferences of other teacher organizations in the past five years.

An analysis of the biographical characteristics of the conference non-participants. The conference non-participants have been identified as those teachers who were members of the organization sponsoring the conference, but who were unable to attend. The questionnaire administered to the teachers attending the conference and the instrument completed by those not in attendance provided the same biographical data. The frequency distribution of the conference non-participants is shown in Table 6.

TABLE 6. DISTRIBUTION OF CONFERENCE NON-PARTICIPANTS BY AGE AND SEX

Age Class Interval	F	% N	Cum. % N	F-Male	Cum. % Male	F-Female	Cum. % Female
20-24	16	4	4	3	2	14	5
25-29	37	8	12	23	15	14	10
30-34	41	9	21	23	22	18	16
35-39	54	12	33	31	46	23	24
40-44	59	13	46	24	60	35	37
45-49	80	17	63	20	72	60	53
50-54	96	21	84	25	86	71	83
55-over	73	16	100	24	100	49	100
Total	457	100		173		234	

Median age non-participants - 45.75

Median age non-participant females - 47.55

Median age non-participant males - 40.35

Table 6 shows a progressive increase in the number of frequencies of the group as the age variable increases, with the exception of the last age class interval of 55 years or older. Thus, the non-participants are not evenly distributed throughout the class intervals, but rather show a skewed distribution. Fifty-four per cent of the non-participants were 45 years of age or older. The median age of the non-participants was 45.75 years.

A comparison of the numbers of non-participant males and females shows that 60 per cent of the males and 38 per cent of the females were 44 years of age or younger. The non-participant males were rather evenly distributed throughout the age class intervals while the females showed an increasing number of frequencies with each corresponding age increase with the exception of the last age class interval of over 55 years of age.

Table 9 shows the distribution of conference non-participants by marital status and sex. Sixty per cent of the non-participants were married and 40 per cent were single. Of the 295 married non-participants, 55 per cent were males and 45 per cent were females. Of the 193 single non-participants 7 per cent were males and 93 per cent females.

Fifty-seven per cent of the non-participants taught in Class A schools, 31 per cent in Class B schools, 10 per cent in Class C, and 2 per cent in Class D. Eighty-five per cent taught in schools located in the southern half of the lower peninsula of Michigan.

To illustrate the years in teaching category of the non-participants, the tabulated data is shown in Table 7.

TABLE 7. DISTRIBUTION OF CONFERENCE NON-PARTICIPANTS BY YEARS IN TEACHING

Years in Teaching	F	% F	Cum. % F
0-4	35	7	7
5-9	73	15	22
10-14	35	7	29
15-19	58	12	41
20-24	66	14	55
25-29	90	19	74
30-34	74	15	89
35-over	51	11	100
Total	482	100	

Median number of years in teaching for non-participants - 22.94

An examination of Table 7 reveals considerable variation of the responses between class intervals. However, the amount of variation between class limit frequencies is quite small. The median number of years taught by the non-participants was 22.94. The modal class interval is from 25-29 years in teaching containing 19 per cent of the responses.

Table 7 also shows that 41 per cent of the non-participants had taught 20 years or less with 25 per cent teaching over 25 years. The lowest frequencies were found within the zero to four and 10-14 class intervals.

The factor of conference attendance of non-participant teachers is presented in Table 8. The zero to two class interval is sub-divided

to point out the number of non-participants who would have attended the conference of their professional organization for the first time and those teachers not having previously attended a conference of any other teacher organization.

TABLE 8. DISTRIBUTION OF NON-PARTICIPANTS ACCORDING TO CONFERENCE ATTENDANCE IN PAST FIVE YEARS

Class Interval	Organ. Part. in Study F	% F	Cum. % F	Other Teacher Organ. F	% F	Cum. % F
0	161	33	33	59	12	12
1-2	143	29	62	78	16	28
3-5	180	37	99	112	23	51
6-8	6	1	100	72	15	66
9-11	-	-	-	59	12	78
12-14	-	-	-	12	2	80
15-over	-	-	-	98	20	100
Total	490	100		490	100	

Median number of conferences of teacher organizations participating in this study attended by non-participants - 2.24

Median number of conferences of teacher organizations not participating in this study attended by non-participants - 5.41

Table 8 shows that 62 per cent of the non-participants had attended two or less conferences of their professional teacher organization in the past five years and 33 per cent of the group had not attended

a conference of this group before. However, only 12 per cent of the group had not attended a conference of any teacher organization. Thirty-four per cent had attended over nine conferences during the past five years with 20 per cent attending over 14 conferences. It is of further interest to note that 80 per cent of the 490 non-participants attended less than eight conferences during the past five years with the median number being 5.41 conferences.

Summary Comparison of Biographical Characteristics of Participants and Non-Participants

Comparison by age. A comparison of the data shown in Tables 3 and 6 shows that 46 per cent of the participants were 39 years of age or less as compared to 33 per cent of the non-participants. Fifty-four per cent of the non-participants were over 44 years of age while 41 per cent of the participants were over 44 years of age. Since the teachers attending the conferences had a median age of 41.15 as compared to 45.75 for the non-participants, the participants represented a somewhat younger portion of the total teaching sample.

A composite tabulation of five biographical characteristics: sex, marital status, marital status by sex, class of school, and geographic location of your school is presented in Table 9.

Comparison by sex. Table 9 shows that 44 per cent of the participants were males as compared to 56 per cent females. The non-participants had a higher ratio of females - 54 per cent to 36 per cent males. A further comparison shows that the group of teachers unable to attend contained 8 per cent less males and 8 per cent more females than did the group of teachers attending.

TABLE 9. DISTRIBUTION OF PARTICIPANTS AND NON-PARTICIPANTS BY PERCENTAGE OF SEX, MARITAL STATUS, CLASS OF SCHOOL AND GEOGRAPHIC LOCATION

	Sex		Married			Single			Class of School					Geographic	
Group	Male	Female	Group	Male	Female	Group	Male	Female	A	B	C	D	E	North	South
Participant	44	55	62	55	35	33	10	90	59	22.5	9	2	1.5	14	86
Non-Participant	36	54	60	55	45	40	7	93	57	31	10	2	-	15	85

Comparison by marital status. An examination of Table 9 shows that 62 per cent of the conference participants were married as compared to 60 per cent of the non-participants or a difference of only 2 per cent. Of the married participants, 65 per cent were male while 55 per cent of the married non-participants were male. The reverse situation was true as regards the females since 35 per cent of the participants were female and 45 per cent of the non-participants were female.

Comparison of years in teaching. Fifty-five per cent of the non-participant teachers had taught less than 25 years as compared to 66 per cent of the participants. Fifty-two per cent of the teachers attending had taught 20 years or less in comparison with 41 per cent of the teachers unable to attend. The median number of years in teaching of the participants was 18.25 years as compared to 22.94 for the non-participants.

Comparison of attendance at conferences. Tables 5 and 8 show the conference attendance of participants and non-participants relative to the conferences participating in this study and conferences not included in this investigation. Nearly 29 per cent of the participants attended the conference of their professional organization for the first time, while 33 per cent of the non-participants had not attended a conference of the group of which they were a member. Another interesting comparison occurs within the class limits of three to five conferences of the participating teacher organizations. Nearly 43 per cent of the participants had attended from three to five conferences while 37 per cent of the non-participants had attended the same number. The 161 teachers reporting they had not attended a conference of the teacher

organizations participating in this study represented 11 per cent of the total sample of 1,405 teachers.

Twelve per cent of the non-participants had not attended a conference of other teacher organizations as compared with 7 per cent of the participants. However, 39 per cent of the non-participants had attended from one to five conferences of other teacher organizations while 40 per cent of the participants had attended from one to five conferences of other groups. Thus, the distribution of conference attendance of participants and non-participants shows little variation within the class limits.

Comparison of years in teaching to conference attendance. An examination of Table 10 reveals that of the participants attending the conference of their professional organization for the first time, the largest or modal group had taught from five to nine years. However, when considering the percentage of the total number of teachers within each class interval who were attending the conference for the first time, the zero to four years in teaching class interval contained the largest such percentage. Fifty-four per cent of the teachers who had taught zero to four years, attended the conference of their professional organization for the first time. Of the 177 participants who had attended all five conferences of their professional teacher organization, 140 had taught at least 20 years. Twenty-one per cent of the participants had attended all five conferences of their organization.

The non-participants reflect a somewhat different pattern of information. The modal group of non-participants had taught from 25-29 years. The five to nine years in teaching class interval contained the

TABLE 10. DISTRIBUTION OF PARTICIPATION AND NON-PARTICIPATION IN CONFERENCES SPONSORED BY TEACHER ORGANIZATIONS INCLUDED IN THIS STUDY BY YEARS IN TEACHING

Years in Teaching	Participants — Conferences — This Organization											Non-Participants — Conferences — This Organization										
	0	1	2	3	4	5	6	7	8	9	Total	0	1	2	3	4	5	6	7	8	9	Total
0-4	53	17	12	6	4	4	1	1	1	0	99	23	3	2	5	1	1	0	0	0	0	0	35
5-9	39	23	29	26	11	3	0	0	1	1	193	32	16	12	6	5	1	0	0	1	0	0	73
10-14	36	12	9	3	9	12	3	0	0	0	99	11	7	7	4	4	1	0	1	0	0	0	35
15-19	28	18	23	14	11	13	2	0	3	0	102	19	7	10	6	11	5	0	0	0	0	0	53
20-24	23	11	17	13	12	27	2	0	2	3	115	24	9	14	5	10	4	0	0	0	0	0	66
25-29	20	13	12	18	19	14	1	0	1	0	123	19	12	14	13	16	9	1	0	0	0	0	93
30-34	16	8	5	11	12	40	2	0	2	3	100	17	10	3	13	17	7	1	0	1	0	0	74
35-over	5	7	1	6	6	22	0	0	1	0	57	16	8	27	0	0	0	0	0	0	0	0	51
Total	255	110	98	109	84	177	11	1	11	6	862	161	72	94	57	64	28	2	1	3	0		482

largest percentage of teachers within each class interval who had not
yet attended a conference of the organization of which they were a
member. Forty-four per cent of the teachers who had taught five to nine
years, had not attended a conference of their professional organization.
Only 6 per cent of the non-participants had attended all five state
conferences of their professional organization.

Table 11 reveals the information as regards to conference attend-
ance at conferences of other teacher organizations.

An examination of Table 11 shows that a majority of the partic-
ipants and non-participants within each class interval with the exception
of the zero to four class interval, had attended from three to five
conferences of other teacher organizations in the past five years. The
teachers in the five to nine years in teaching class interval attended
the largest percentage of conferences of other teacher organizations as
compared to teachers included within the remaining class intervals.
Otherwise, the table does not reveal information that might indicate
significant variations of the data within the years in teaching class
intervals of either the participants or non-participants.

TABLE 11. DISTRIBUTION OF PARTICIPATION AND NON-PARTICIPATION IN CONFERENCES SPONSORED BY TEACHER ORGANIZATIONS NOT INCLUDED IN THIS STUDY BY YEARS IN TEACHING

Years in Teaching	Participants Conferences – Other Organizations								Non-Participants Conferences – Other Organizations							
	0	1-2	3-5	6-8	9-11	12-14	15-over	Total	0	1-2	3-5	6-8	9-11	12-14	15-over	Total
0-4	12	37	26	16	3	6	5	99	4	13	12	3	2	1	0	35
5-9	15	22	52	33	33	4	12	163	5	20	14	9	3	5	17	73
10-14	10	15	18	17	13	0	13	89	2	10	9	6	3	0	5	35
15-19	5	10	21	11	24	4	27	102	7	4	13	11	10	1	12	58
20-24	10	10	23	22	24	5	25	119	7	8	15	7	6	9	14	66
25-29	14	10	32	19	27	2	24	123	6	9	22	18	15	4	16	90
30-34	9	10	24	18	14	1	35	104	9	7	12	10	13	4	19	74
35-over	12	5	14	6	8	2	11	59	5	6	10	9	6	4	12	51
Total	87	121	210	134	143	20	153	363	45	77	107	72	59	23	95	432

Comparison of class of school and geographic location. It is
interesting to note in Table 9 the similarity of percentages of partic-
ipants and non-participants representing each class of school and each
geographic division. It is equally as interesting, and perhaps signif-
icant, that nearly three-fifths of the total sample of teachers taught
in Class A schools. Thirty-one per cent of the non-participants and
28.5 per cent of the participants taught in Class B schools, while only
9 and 10 per cent of the participants and non-participants respectively
taught in Class C schools. Two per cent of both groups taught in Class
D schools, leaving 1.5 per cent of the participants to represent the
Class E schools.

Fourteen per cent of the participants and 15 per cent of the non-
participants taught in schools located above a line extending from Port
Huron west through Grand Rapids, dividing the lower peninsula of Michigan
into two rather equal geographic divisions. The remainder, or 86 and 85
per cent of the participants and non-participants taught in schools
located south of the aforementioned geographic line.

It may be of interest to know of the conference attendance of
those teachers attending the conference of their professional organiza-
tion for the first time, but who may have attended conferences of other
teacher organizations. This information is presented in Table 12.

Two hundred and sixty-six participants stated that this conference
was the first such meeting they had ever attended, while 141 non-
participants had not attended a previous conference of their professional
organization. Table 12 shows that only 30 participants or 3 per cent of
the total number of participants had not attended a conference before.

TABLE 12. DISTRIBUTION OF TEACHERS ATTENDING THE CONFERENCE OF THE
ORGANIZATIONS PARTICIPATING IN THIS STUDY FOR THE FIRST TIME IN
RELATION TO ATTENDANCE AT CONFERENCES OF OTHER TEACHER ORGANIZATIONS

	N	0	1-2	3-5	6-8	9-11	12-14	15-over
Participant	266	30	69	70	31	35	3	23
Non-Participant	141	20	33	34	22	15	7	24

This compares to 20 non-participants or 4 per cent of the total that had

not yet attended a conference. Hence, most of the teachers in the sample

had had previous conference experience.

An Analysis of Conference Goals

It was pointed out in Chapter I that conferences arose at a time

when educators were questioning the purported values of the formal class-

room approach to learning. The methodology used in the teaching of

subject matter, as such, was no longer considered valid, so that there

soon became an awareness and acceptance of the practical application of

subject matter to real-life problems and experiences based upon individual

needs and interests.

Compatibile with these changes in educational thought was the

philosophy of the conference way of learning with its emphasis upon

participation, problem-solving, fellowship, informality, democratic

values, needs and interests, and the many other facets now particularly

identified with a well planned conference. Hence, within a comparatively

short period of time, conferences and workshops have emerged to assume
a significant role in the constant search for more effective methods of
practicing known learning principles.

The paucity of research in the conference field has posed serious
problems which have threatened present and future conference programs of
professional interest to teachers in Michigan. Educators are in great
need of research on conferences and in the particular area of conference
goals which may typify or portray the needs and problems of potential
teacher participants. It is then possible, as well as necessary, to
analyze the effectiveness of the conference in terms of meeting and
satisfying individual conference goals. The conference, like any other
educational learning method or process, must stand the test of research;
it must provide for effective learning experiences based upon known and
accepted procedures to facilitate learning; and be planned according to
sound educational principles. If research and evaluation justifies the
many benefits and values claimed for the conference, the teaching profes-
sion, our entire educational system, and our democratic society may
benefit immeasurably from unlocking the potential storehouse of learning
experiences through effective application of the conference method of
learning.

Source of the data. In Chapter IV it was stated that each goal
was obtained through one or more of the following sources:

1. Results of the two pilot studies.

2. Personal interviews with planning committee members of
each sponsoring teacher organization.

3. Personal interviews with a Michigan State Department of Public Instruction conference specialist.

4. Consultations with Continuing Education Service staff members.

Methodology. Each participant was asked to check any of a series of 11 conference goals which may have described their reasons to attend the conference. Each non-participant was asked to check any of the same goals which would have described their reasons for attending the conference. Each planning committee member was asked to note their evaluation of which of the goals motivated the attendees to come to the conference. The terms "very important," "somewhat important," and "of minor importance" were used to describe the relative significance attached to each goal. The question did not ask or infer that each goal was to be evaluated. It was deemed desirable and proper for the omission of those goals not considered valid in the individual situation. However, the resultant no-responses were not considered large enough to warrant special consideration. The question also permitted opportunity for each respondent to specify a goal which was meaningful to him, but not listed in the question proper.

In order to compare the rating of the conference goals by the participant, non-participant and planning committee groups, the means were computed showing the relative value attached to each goal. Table 13 illustrates the distribution of goal preferences by participant, non-participant and planning committee categories.

Comparison of conference goals. An examination of Table 13 shows that general agreement existed between the goal preferences of the

TABLE 13. DISTRIBUTION OF GOAL PREFERENCES BY PARTICIPANTS, NON-PARTICIPANTS AND PLANNING COMMITTEE CATEGORIES

Goal A — Group Identification

Category	1	%	2	%	3	%	X
Participant	276	42	237	36	141	22	1.81
N-Participant	122	37	124	38	82	25	1.88
Planning Comm.	11	35	16	52	4	13	1.77
Total	409	40	377	37	227	23	

Goal B — Renew Contacts

Category	1	%	2	%	3	%	X
Participant	258	42	236	38	124	20	1.78
N-Participant	114	37	110	35	88	28	1.91
Planning Comm.	10	32	14	45	7	23	1.90
Total	382	40	360	37	219	23	

Goal C — Other Schools Are Doing

Category	1	%	2	%	3	%	X
Participant	549	71	183	24	39	5	1.34
N-Participant	262	66	109	28	23	6	1.39
Planning Comm.	16	50	11	34	5	16	1.66
Total	827	69	303	25	67	6	

Goal D — Academic Stimulation

Category	1	%	2	%	3	%	X
Participant	318	51	220	36	81	13	1.55
N-Participant	166	49	133	39	38	12	1.62
Planning Comm.	16	49	12	36	5	15	1.67
Total	570	54	365	34	124	14	

Goal E — New Ideas – Trends

Category	1	%	2	%	3	%	X
Participant	562	75	157	21	33	4	1.29
N-Participant	325	81	61	15	15	4	1.22
Planning Comm.	4	12	12	38	16	50	2.37
Total	891	75	230	20	64	5	

Goal F — Renew Friendships

Category	1	%	2	%	3	%	X
Participant	160	27	216	36	219	37	2.10
N-Participant	58	19	106	36	136	45	2.26
Planning Comm.	19	59	11	34	2	7	1.47
Total	237	23	433	42	357	35	

Goal G — Aid With Inst. Problems

Category	1	%	2	%	3	%	X
Participant	558	74	147	20	44	6	1.31
N-Participant	301	79	67	18	15	3	1.25
Planning Comm.	28	85	4	12	1	3	1.18
Total	887	76	218	19	60	5	

Goal H — Get Away From School

Category	1	%	2	%	3	%	X
Participant	50	11	47	9	399	80	2.70
N-Participant	11	4	13	5	228	91	2.86
Planning Comm.	0	0	2	7	27	93	2.93
Total	61	7	62	8	654	85	

Goal I — Professional Growth

Category	1	%	2	%	3	%	X
Participant	670	83	124	15	12	2	1.16
N-Participant	345	82	65	15	12	3	1.18
Planning Comm.	24	73	8	24	1	3	1.30
Total	1039	82	197	16	25	2	

Goal J — Materials – Publications

Category	1	%	2	%	3	%	X
Participant	244	39	263	42	118	19	1.80
N-Participant	163	48	135	40	42	12	1.64
Planning Comm.	5	17	15	52	9	31	2.14
Total	412	41	413	41	169	18	

Goal K — New Job Opportunities

Category	1	%	2	%	3	%	X
Participant	34	7	39	9	387	84	2.77
N-Participant	8	4	17	7	211	89	2.86
Planning Comm.				No Reply			
Total	42	6	56	8	598	86	

participants, non-participants, and planning committee. The participants and non-participants reflected a close agreement throughout with the widest variation occurring within goals F, H and J. However, the variation of 8, 9 and 11 per cent respectively was not large enough to merit detailed analysis. A comparison of mean values for each goal likewise showed general agreement.

One of the purposes of this investigation was to compare the goals of the membership, or the total sample of teachers, with the goals of the membership as judged by the planning committee. The objective of this procedure was to determine the degree and ways in which the planning committee members of the respective conferences were cognizant of the goals of their own membership.

A comparison of goal preferences of the participants, non-participants and planning committee members shows a wide variation occurring between the planning committee members and the participants and non-participants relative to goals C, E, F and J. Goal C, "I wanted to find out what other schools were doing," was rated very important by 71 per cent of the participants and 66 per cent of the non-participants. This compares with 50 per cent of the planning committee members. This goal was deemed important to participants and non-participants as shown by the low mean values of 1.34 and 1.39 respectively.

Goal F, "I wanted to be informed of new teaching ideas and trends," illustrated the largest variation between the planning committee members and the participants and non-participants. Seventy-five per cent of the participants and 81 per cent of the non-participants responding considered this goal as very important. This compares to only 12 per cent of the

planning committee. Furthermore, only 14 per cent of the teachers considered goal E of minor importance as compared to 50 per cent of the planning committee members.

Goal F, "I wanted to renew acquaintances with friends," was considered very important by 59 per cent of the planning committee members. Only 27 per cent of the participants and 19 per cent of the non-participants considered goal F as very important. This comparison was further illustrated by the mean values. The participant and non-participant mean values were 1.10 and 0.96 respectively while the planning committee mean value was 1.47.

The variation between the groups rating goal J, "I wanted to find out about new materials and publications," was not quite so pronounced but worthy of note. Thirty-nine per cent of the participants and 43 per cent of the non-participants considered goal J as very important. This compares to 17 per cent of the planning committee.

When the goals were ranked in order of preference by the three groups using the mean values for each goal, and the Spearman Rank Correlation Coefficient (105:467) applied, the following results appeared:

Participant - Non-Participant $r_r = .96$

Planning Committee - Participant $r_r = .56$

Planning Committee - Non-Participant $r_r = .56$

Thus, while the groups showed wide percentage differentiation in only four goals and relatively small differences within the remaining goals, the correlation coefficients showed the amount of agreement in terms of the ranking of the mean values to be more noteworthy of analysis. The general agreement noted between the participants and non-participants as

revealed by the percentage of responses to the rating of 1 - very important, 2 - somewhat important and 3 - of minor importance, is substantiated by the high correlation coefficient obtained of .94. While the rank correlation index of .56 between the planning committee and both participants and non-participants indicates moderate agreement, the apparent difference between the two indexes would merit opening the question of planning committee representation of membership goals to further study.

Identification of conference goal preference. An examination of Table 13 reveals the number of responses in each of the 1 - very important, 2 - somewhat important and 3 - of minor importance categories, the percentage of the response in each category, and the mean value of the participant, non-participant and planning committee member goal preferences. The following discussion will analyze the five top ranking goals. Goal I, "I felt the conference provided opportunities for professional growth," received the largest number of very important responses - 679 participants and 345 non-participants, and the lowest mean value - 1.16 for participants and 1.18 for non-participants.

The second largest number of very important responses was found under goal E, "I wanted to be informed of new teaching ideas and trends," with 562 participants and 325 non-participants responding. The participant mean value for goal E was 1.29 while the non-participant mean value was 1.22. Ranking third in the number of very important responses was goal G, "I wanted to learn more effective ways of dealing with instructional problems," with 553 participants and 301 non-participants. The goal G participant mean value was 1.31 while the non-participant mean value was 1.25.

Fourth in rank in the number of very important responses was goal C, "I wanted to find out what other schools were doing," representing 549 participants and 262 non-participants. The participant mean value of goal C was 1.34 as compared to 1.39 for the non-participants.

The fifth largest goal in terms of very important responses, was goal D, "I felt a need for academic stimulation and inspiration," accounting for 319 participant responses with a mean value of 1.55 and 166 non-participants with a mean value of 1.62.

It is also interesting to note that the five goals receiving the largest number of very important responses were identically ranked in order by the participants and non-participants.

It may be of interest to the reader to point out the two lowest ranked goals. Goal K, "I wanted to find out about new job opportunities," received the least number of very important responses with 34 participants and eight non-participants responding. The participant mean value was 2.77 and the non-participant mean value was 2.36. The second lowest ranked goal was goal H, "I wanted to get away from school routines," receiving 50 very important participant responses with a mean value of 2.70 and 11 non-participant responses with a mean value of 2.36.

It was mentioned in Chapter III that the Van Dyn Study (50) concluded that social fellowship was a major attraction of the 203 meetings, conferences, and conventions held for public school superintendents in Michigan from 1947 to 1950. Goal F, "I wanted to renew acquaintances with friends," was the third lowest ranked goal by both participants and non-participants. The mean value for goal F was 2.10 for participants and 2.26 for non-participants.

Relationship of goals to selected biographical characteristics.

A further purpose of the study was to examine possible relationships between the conference goals and certain biographical characteristics. Do the goals of younger teachers differ from the goals of other age categories? Do goals vary or change according to years in teaching? How do the goals of married teachers compare with goals of single teachers? What is the agreement between the goals of male teachers as compared to female teachers? These are some of the interesting questions often arising when discussing the possible reasons why teachers attend conferences. Suppositions are often made but research has not been available to deny or confirm hypothetical predictions.

Relationship of conference goals to age of conference participants and non-participants. It was anticipated that the tabulation of conference goals by age class intervals might reveal changes in the goal preferences between certain age classes, a shift in the mean values within certain goals, or disclose certain differences between participants and non-participants. Tables 14 and 15 reveal the numerical responses, rating each goal in terms of 1 - very important, 2 - somewhat important and 3 - of minor importance with percentage and mean values also computed. The same data is also presented in a series of eight histograms following the tables. The percentage of responses of 1 - very important, 2 - somewhat important and 3 - of minor importance is shown for both participants (diagonal lines) and non-participants (no marking).

Goal I, "I felt the conference provided opportunities for professional growth," exhibited the least variation for both participants and non-participants with a range of mean values from 1.11 to 1.23 for

TABLE 14. DISTRIBUTION OF PARTICIPANT GOALS TO AGE

Age	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
20 - 24	10	36	11	39	7	25	1.89	12	44	10	37	5	19	1.74	21	64	11	33	1	3	1.39
25 - 29	27	36	31	42	16	22	1.85	22	31	25	36	23	33	2.01	62	74	17	20	5	6	1.32
30 - 34	27	33	28	34	28	33	2.01	24	29	37	46	20	25	1.95	63	67	27	29	4	4	1.36
35 - 39	31	39	30	37	19	24	1.82	31	44	30	42	10	14	1.70	60	67	23	26	6	7	1.39
40 - 44	32	41	27	35	19	24	1.83	29	39	29	39	16	22	1.82	57	72	19	24	3	4	1.32
45 - 49	36	44	31	38	15	18	1.74	34	46	28	38	12	16	1.70	84	81	18	17	2	2	1.21
50 - 54	38	49	22	29	17	22	1.73	33	42	30	39	15	19	1.77	71	72	25	25	3	3	1.31
55 over	30	60	15	30	5	10	1.50	24	50	15	31	9	19	1.69	46	75	14	23	1	2	1.26

Age	Goal D Academic Stimulation							Goal E New Ideas - Trends							Goal F Renew Friendships						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
20 - 24	20	63	8	25	4	12	1.50	31	89	4	11	0	0	1.11	6	23	12	46	8	31	2.08
25 - 29	47	58	22	27	12	15	1.57	64	72	21	23	4	5	1.32	14	20	22	31	35	49	2.29
30 - 34	41	46	36	40	12	14	1.67	67	76	15	17	6	7	1.31	13	16	29	36	39	48	2.32
35 - 39	40	49	28	35	13	16	1.67	57	65	25	28	6	6	1.42	20	28	23	32	29	40	2.12
40 - 44	42	57	24	33	7	10	1.52	57	72	16	20	6	8	1.35	19	27	26	37	26	36	2.10
45 - 49	51	55	34	36	8	9	1.53	83	83	15	15	2	2	1.19	18	26	30	44	21	30	2.04
50 - 54	46	57	25	31	10	12	1.55	70	75	18	19	5	6	1.30	21	28	28	37	27	35	2.08
55 over	35	69	10	19	6	12	1.31	39	70	17	30	0	0	1.30	15	37	16	39	10	24	1.88

TABLE 14 (Continued)

Age	Goal G Instructional Problems							Goal H Away From School							Goal I Professional Growth						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
20 - 24	25	76	7	21	1	3	1.27	2	8	3	12	21	80	2.73	30	88	2	6	2	6	1.18
25 - 29	56	67	20	24	8	9	1.43	5	8	7	12	48	80	2.71	71	79	17	19	2	2	1.23
30 - 34	68	75	15	16	8	9	1.34	7	9	8	11	61	80	2.71	76	81	17	18	1	1	1.20
35 - 39	65	73	20	22	4	5	1.31	8	12	8	12	49	76	2.63	81	88	11	12	0	0	1.12
40 - 44	61	72	19	22	5	6	1.34	9	14	4	6	53	80	2.67	67	80	15	18	2	2	1.23
45 - 49	81	79	15	15	6	6	1.26	1	2	6	11	49	87	2.86	96	87	13	12	2	1	1.15
50 - 54	69	75	20	22	3	3	1.28	2	4	2	4	43	92	2.87	81	80	19	19	1	1	1.21
55 over	45	85	5	9	3	6	1.21	3	11	4	14	21	75	2.64	54	89	7	11	0	0	1.11

Age	Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
20 - 24	17	55	8	26	6	19	1.64	8	28	5	18	15	54	2.25
25 - 29	27	36	30	40	19	24	1.89	3	5	11	19	45	76	2.76
30 - 34	28	34	40	48	15	18	1.84	3	5	10	15	53	80	2.76
35 - 39	23	31	37	51	13	18	1.86	4	7	4	6	54	87	2.81
40 - 44	24	34	29	41	18	25	1.91	4	7	2	3	55	90	2.80
45 - 49	35	44	35	44	9	12	1.67	6	11	3	6	45	83	2.72
50 - 54	22	31	32	46	16	23	1.91	1	2	0	0	43	98	2.95
55 over	25	53	16	34	6	13	1.59	3	11	1	4	22	85	2.73

TABLE 15. DISTRIBUTION OF NON-PARTICIPANT GOALS TO AGE

Age	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X
20 - 24	3	21	7	50	4	29	2.07	6	44	2	14	6	43	2.00	7	50	5	36	2	14	1.64
25 - 29	6	21	11	50	8	29	2.07	7	43	12	43	9	32	2.07	21	70	9	30	0	0	1.30
30 - 34	10	31	10	31	12	38	2.06	13	24	7	24	10	33	1.90	24	67	12	33	0	0	1.33
35 - 39	9	25	17	47	10	28	2.03	12	43	15	43	8	23	1.88	31	69	10	22	4	9	1.40
40 - 44	13	32	17	43	11	27	1.68	11	44	19	44	13	30	2.05	28	61	15	32	3	7	1.46
45 - 49	22	41	18	34	13	25	1.83	19	27	12	27	14	31	1.89	42	68	19	31	1	1	1.34
50 - 54	30	49	22	36	9	15	1.65	24	35	22	35	16	26	1.87	52	68	19	25	5	7	1.38
55 over	23	53	11	26	9	21	1.67	16	39	24	39	6	17	1.72	36	60	18	30	6	10	1.50

Age	Goal D Academic Stimulation							Goal E New Ideas - Trends							Goal F Renew Friendships						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X
20 - 24	6	40	7	47	2	13	1.73	14	93	1	7	0	0	1.07	3	21	3	21	8	58	2.36
25 - 29	17	59	10	34	2	7	1.48	27	88	2	6	2	6	1.19	6	21	12	41	11	38	2.17
30 - 34	14	42	16	49	3	9	1.66	30	81	7	19	0	0	1.27	4	14	12	43	12	43	2.28
35 - 39	18	51	13	37	4	12	1.60	34	76	8	18	3	6	1.31	6	17	12	34	17	49	2.31
40 - 44	24	54	15	33	6	13	1.60	40	83	7	15	1	2	1.19	5	13	10	24	25	63	2.50
45 - 49	24	43	24	43	8	14	1.71	52	79	10	15	4	6	1.27	7	17	16	39	18	44	2.27
50 - 54	30	49	25	43	6	10	1.60	62	84	9	12	3	4	1.20	14	24	20	35	24	44	2.17
55 over	23	55	14	33	5	12	1.57	45	78	12	20	1	2	1.24	9	27	11	32	14	41	2.15

TABLE 15 (Continued)

Age	Goal G Instructional Problems							Goal H Away From School							Goal I Professional Growth						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
20 - 24	11	73	4	27	0	0	1.26	0	0	2	17	10	83	2.83	10	77	3	23	0	0	1.23
25 - 29	23	74	6	19	2	7	1.32	0	0	1	4	24	96	2.96	24	80	5	17	1	3	1.23
30 - 34	32	89	3	8	1	3	1.22	2	8	2	7	23	85	2.78	27	73	10	27	0	0	1.27
35 - 39	30	72	9	21	3	7	1.40	1	3	5	16	24	81	2.76	38	79	9	19	1	2	1.23
40 - 44	39	80	10	20	0	0	1.20	1	3	2	5	35	92	2.89	40	77	12	23	0	0	1.23
45 - 49	47	77	10	16	4	7	1.29	0	0	0	0	37	100	3.00	59	86	7	10	3	4	1.19
50 - 54	56	79	14	20	1	1	1.22	4	9	1	2	40	89	2.80	74	89	7	8	2	3	1.13
55 over	43	81	6	11	4	8	1.26	0	0	0	0	22	100	3.00	51	84	8	13	2	3	1.16

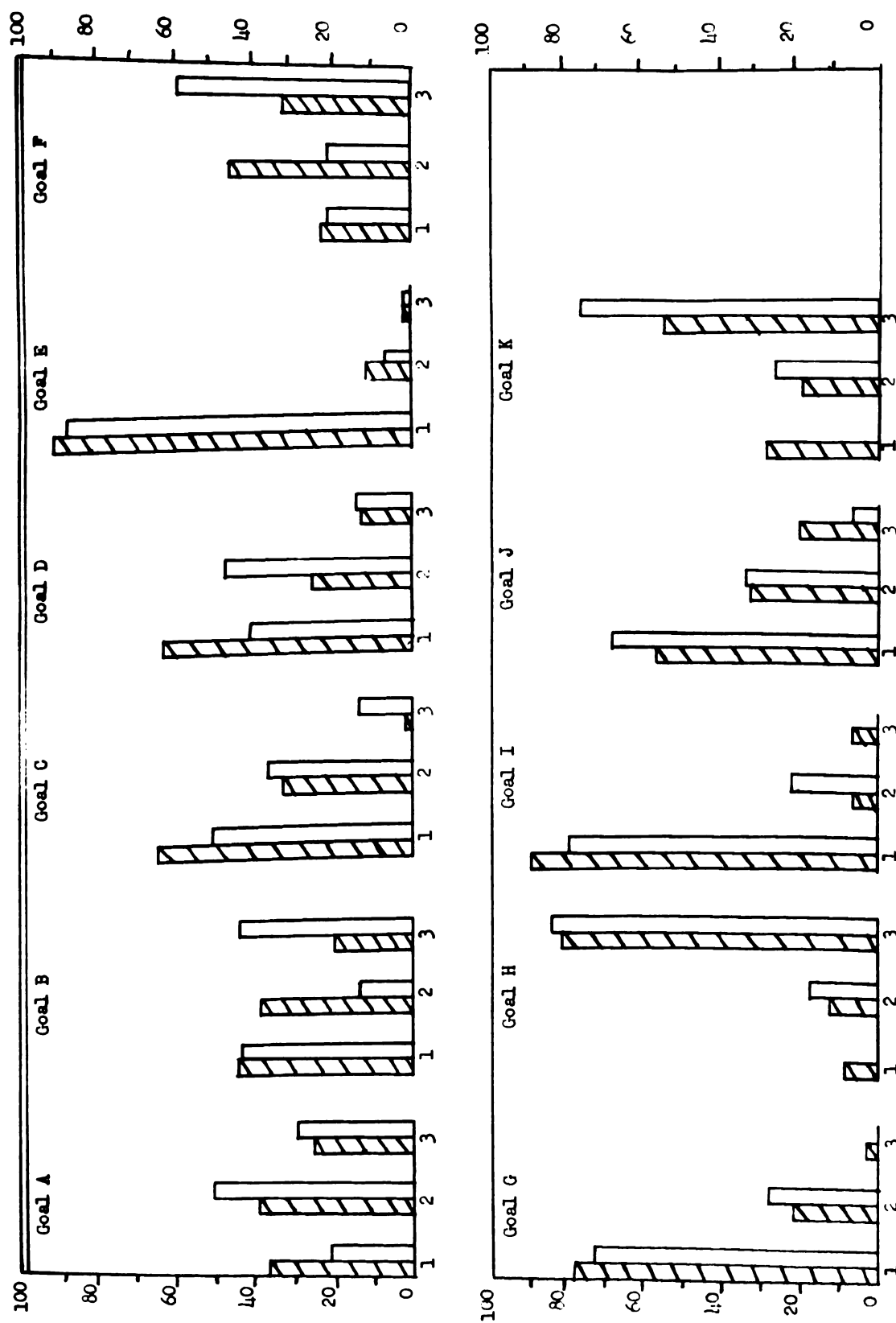| Age	Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
20 - 24	10	67	4	27	1	6	1.40	0	0	3	25	9	75	2.75
25 - 29	17	57	10	33	3	10	1.53	3	12	1	4	22	84	2.73
30 - 34	14	40	14	40	7	20	1.80	0	0	3	11	25	89	2.89
35 - 39	20	53	13	34	5	13	1.60	1	4	1	4	25	92	2.88
40 - 44	21	48	14	32	9	20	1.73	0	0	1	3	31	97	2.96
45 - 49	26	46	21	38	9	16	1.69	1	3	1	3	35	94	2.91
50 - 54	23	38	33	54	5	8	1.70	0	0	4	10	36	90	2.90
55 over	22	54	18	44	1	2	1.48	1	5	1	5	18	90	2.85

Figure 1. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval
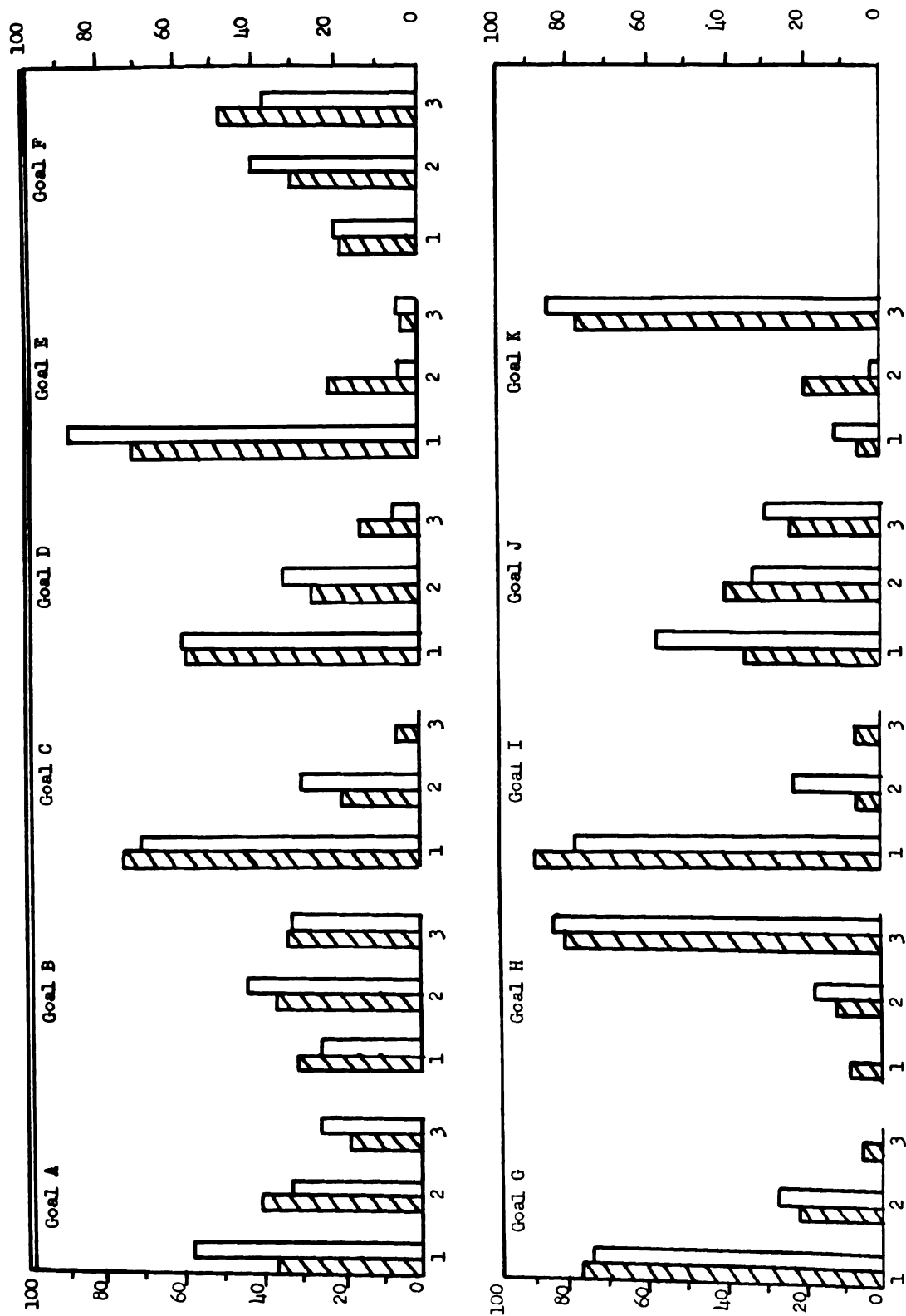20-24 years

Figure 2. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval 25-29 years

Figure 3. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval 30-34 years

Figure 4. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval
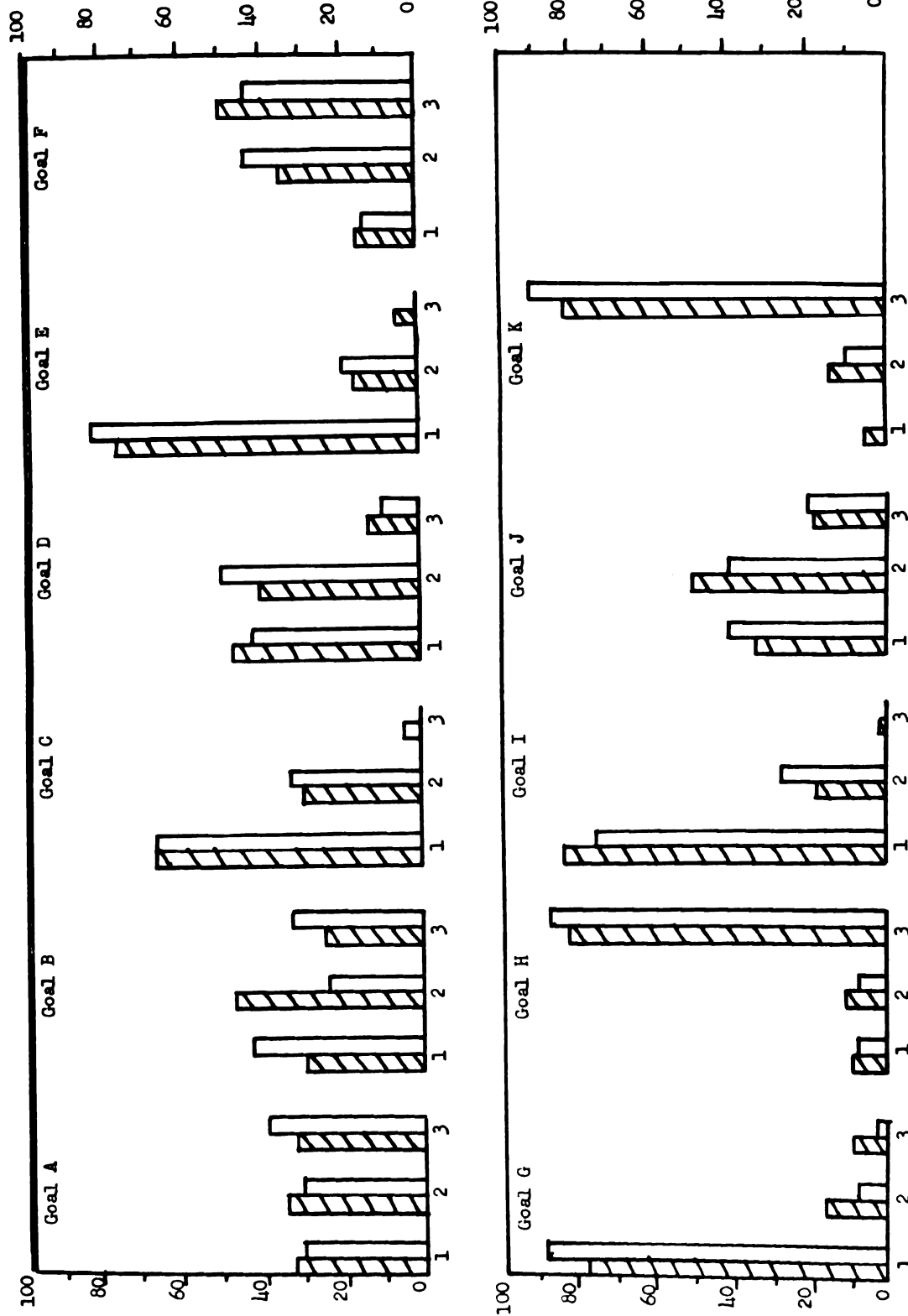35-39 years

Figure 5. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval
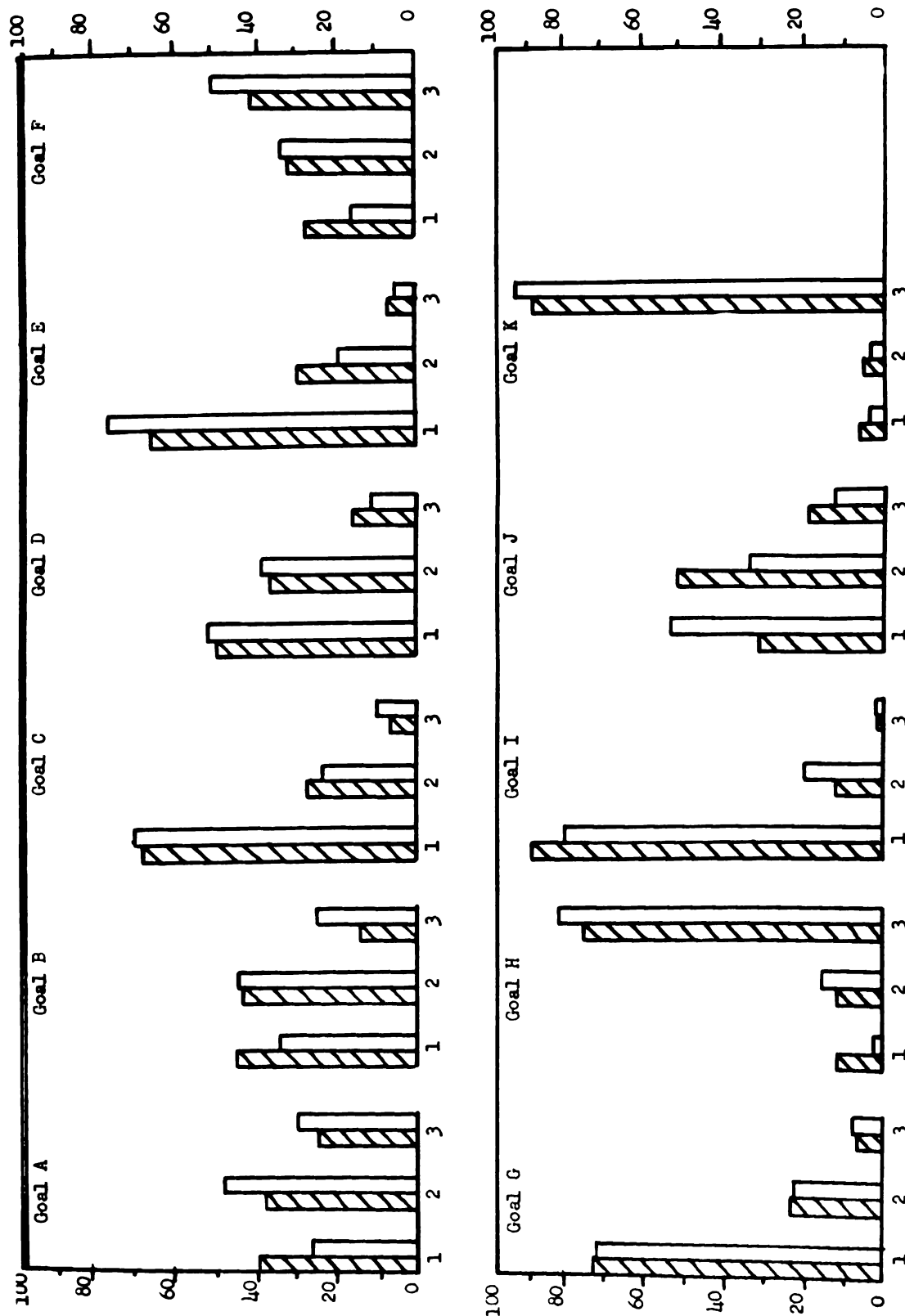40-44 years

Figure 6. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval
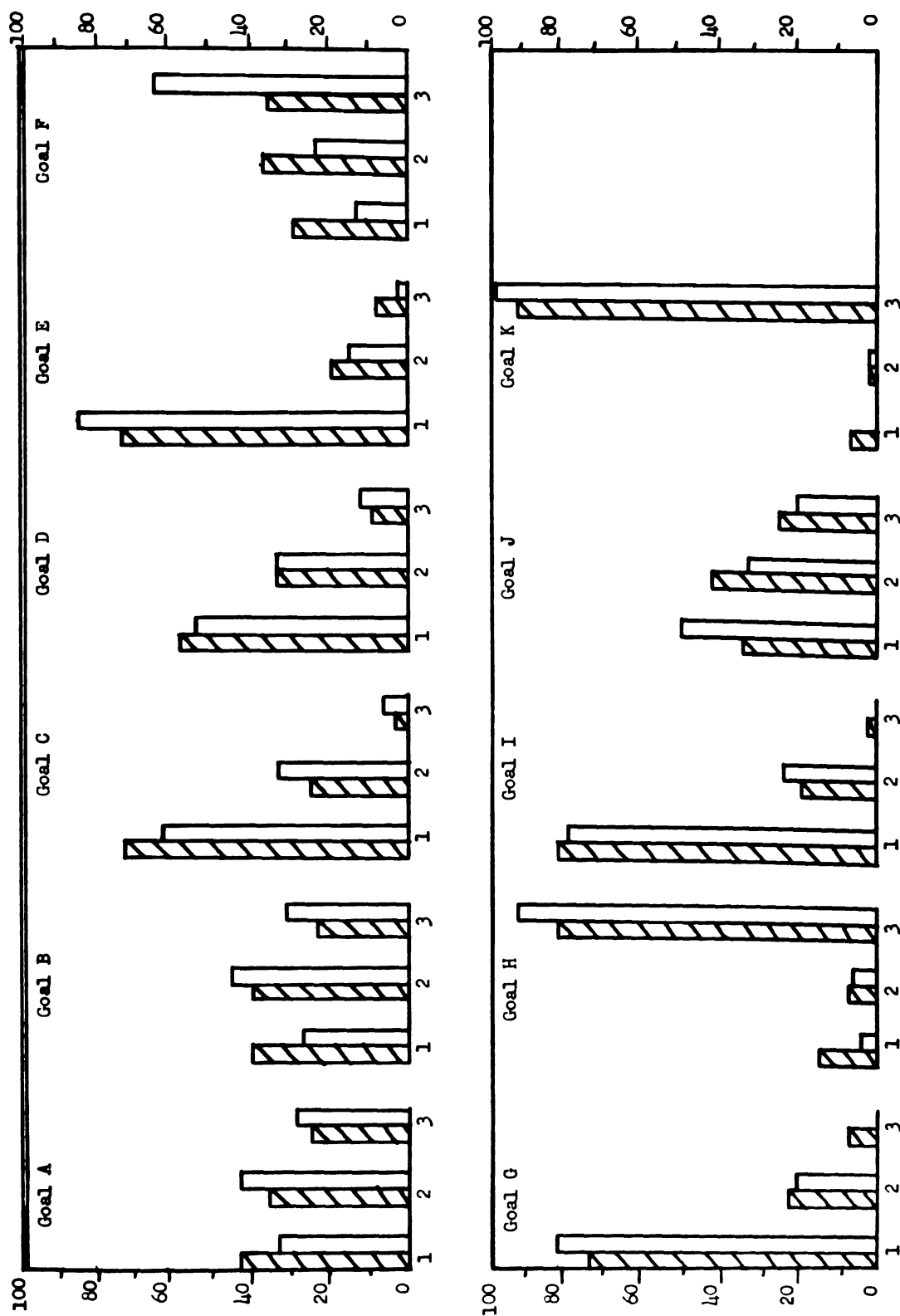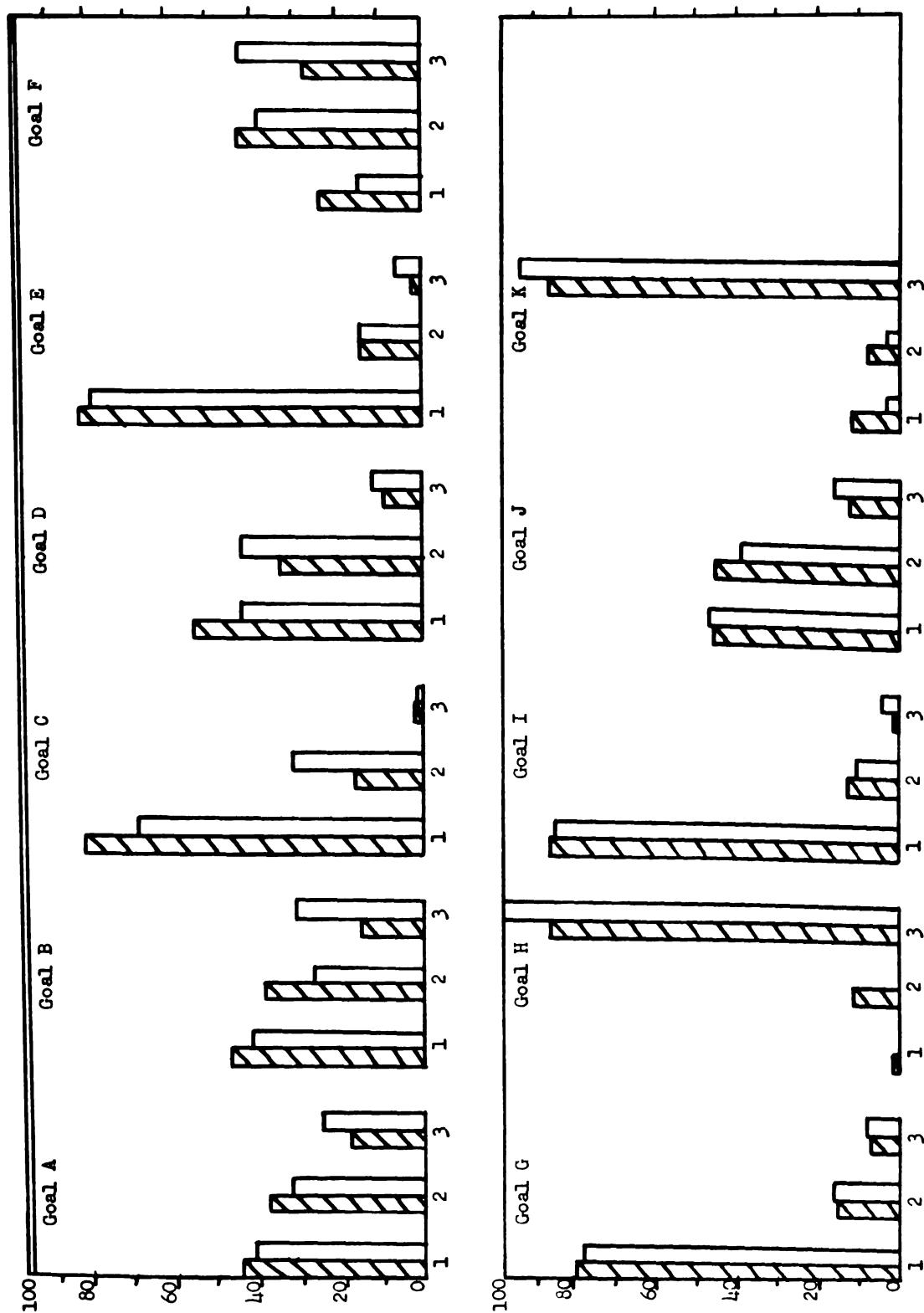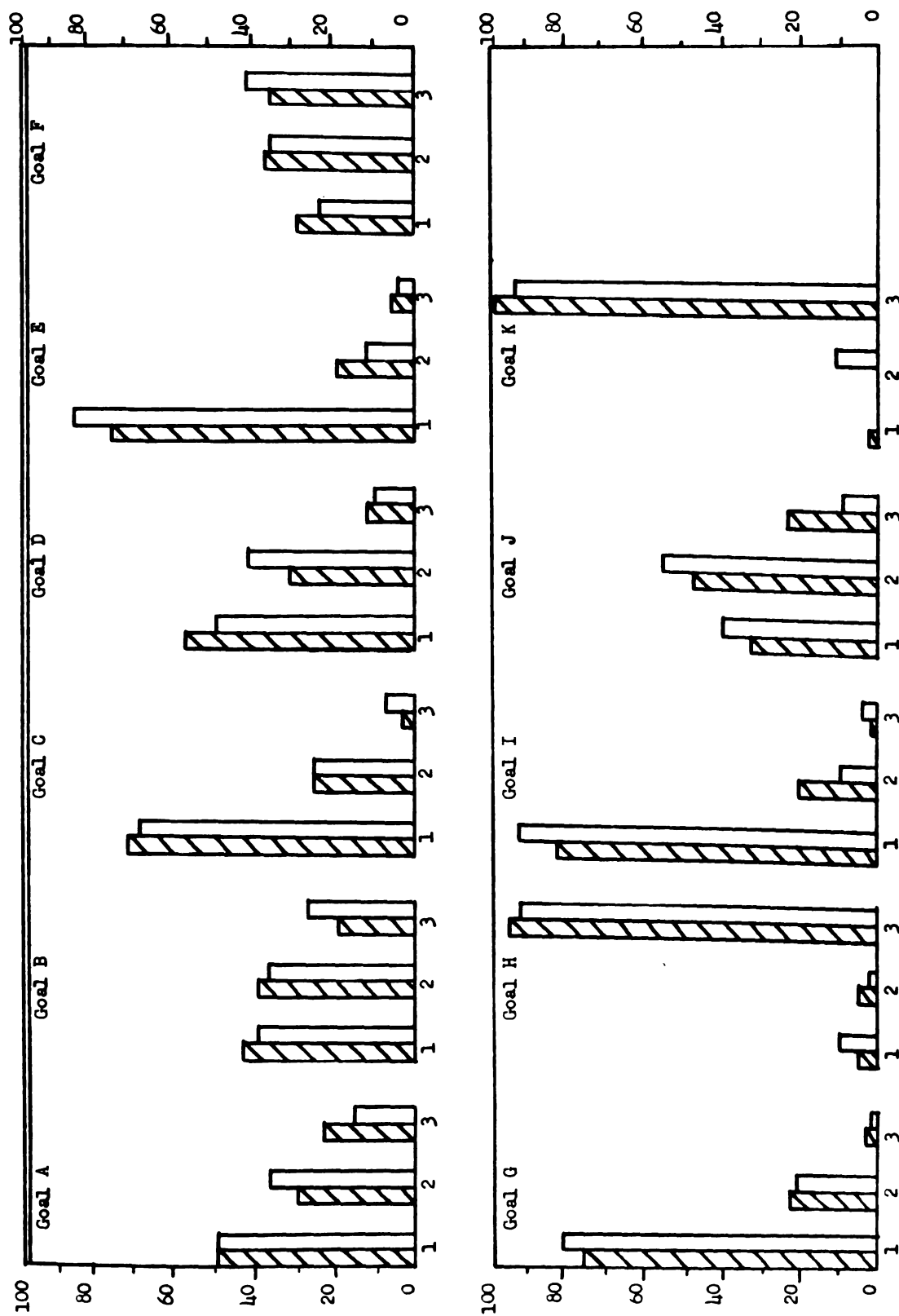45-49 years

Figure 7. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval 50-54 years
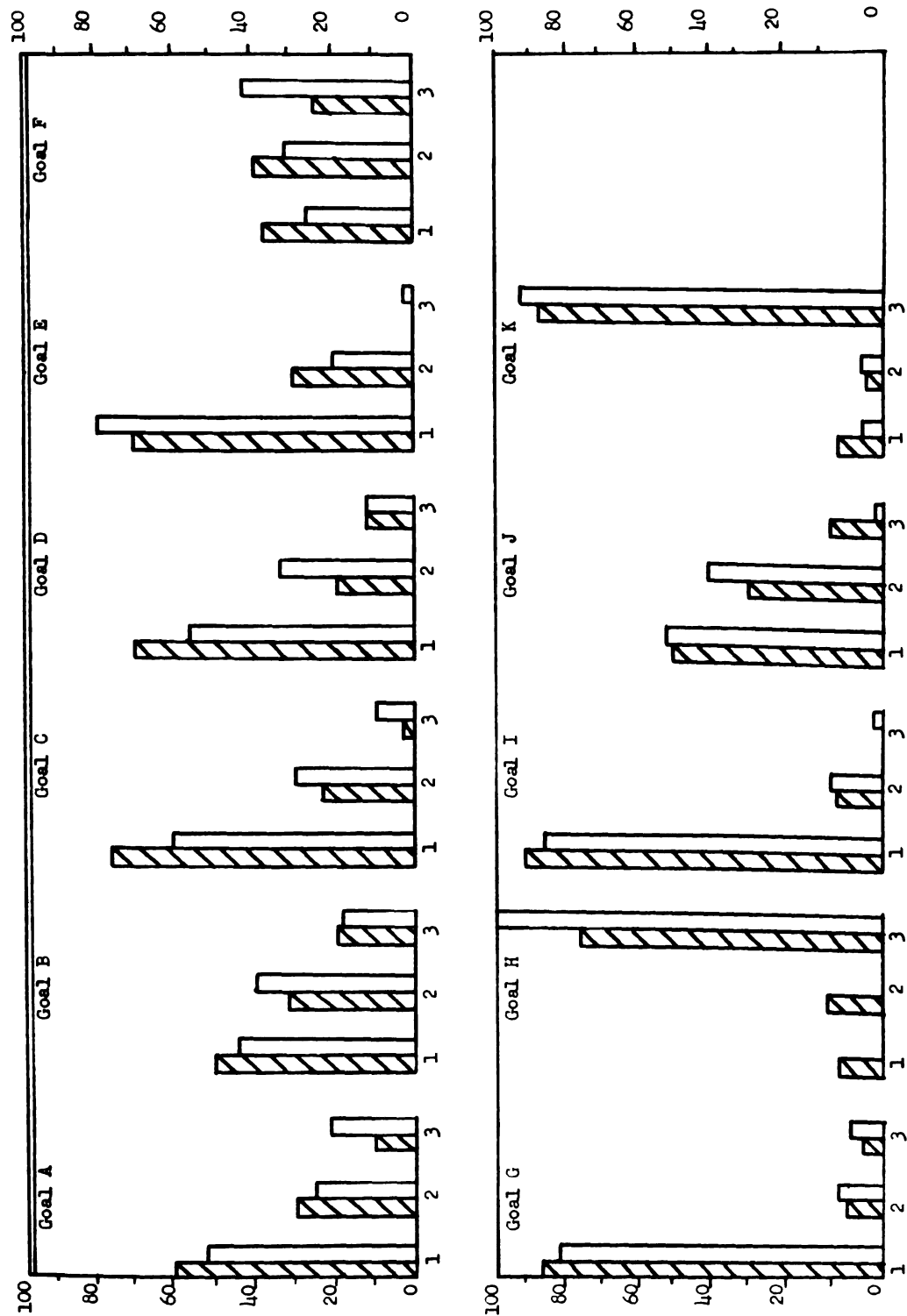
Figure 8. Percentage of Participant and Non-Participant Conference Goal Responses According to Age Class Interval
55 over years

participants and 1.13 to 1.27 for non-participants. Goal I also contained the lowest mean values for both groups. The percentage range of 76-79 per cent for participants and 73-86 per cent for non-participants within goal I for the eight age class intervals also pointed out the close agreement among all age class intervals as to the significance of the goal to both groups.

The factor of internal agreement for participants and non-participants is further illustrated by examining goal G, "I wanted to learn more effective ways of dealing with instructional problems." The range of the mean values is 1.21 to 1.43, showing again the acceptance of goal G as representing a prominent goal to all of the age classes for both teacher groups.

Goal K, "I wanted to find out about new job opportunities," represents the goal with the widest range between mean values of the age class intervals of participants. The age group 20-24 had a mean value of 2.25 while the highest mean value of this goal was found in the age class interval of 50-54 years which had a mean value of 2.95. However, this variation did not reveal any observable pattern of goal change or rating. The non-participants rated goal A, "I wanted to be more identified with this group," with a mean value range of 1.65 to 2.07. It is interesting to note that group identification was least important to the younger teachers, with a large decrease in mean values after the 35-39 age groups.

It may be significant to point out that the age class interval of 55 or over for participants contained the lowest mean value in seven of the 11 goals and was second lowest in two other goals. Of the non-participants, the age class interval of 25-29 contained the lowest mean

value in four goals and the age class interval of 20-24 was lowest in three goals.

An examination of the individual goal histograms revealed but one goal which seemed to indicate any evidence of possible goal change. Goal A, "I wanted to be more identified with this group," indicated that group identification seemed to become more important to the group of non-participants with each increase in the age class interval. The age group 20-24 had a mean value of 2.07 which scaled down to 1.67 for the 55 or over age class interval. Thus, group identification was more important to the non-participants over 40 years of age than to the teachers from 20-40 years of age.

The third objective of the study, concerned with the relationship of conference goals to age, was to examine possible differences between the participant and non-participant age class intervals. An examination of Figures 1-3 reveals but one goal which seems to illustrate some degree of difference between the participant and non-participant responses. Goal F, "I wanted to renew acquaintances with friends," showed variation within the 20-24, 35-39, 40-44, 45-49 and 55 or over age class intervals. Otherwise, the comparison of age class intervals of participants and non-participants showed consistent close agreement.

Relationship of conference goals to marital status of conference participants and non-participants. Table 9 revealed that 62 per cent of the participants and 60 per cent of the non-participants were married with 38 per cent of the participants and 40 per cent of the non-participants being single. This close division of both groups poses the interesting question as to whether differences exist between the goal selections of

married teachers and single teachers, between married participants and non-participants, and between single participants and non-participants. Tables 16 and 17 illustrate the conference goal preferences of married and single participants and non-participants respectively. Included in the data are the number of responses in each of the 1 - very important, 2 - somewhat important and 3 - of minor importance categories, the percentage of responses in each category, and the mean value of each category.

The data in Table 16 shows only three goals that show a difference in mean values to exceed .10, with goal J, "I wanted to find out about new materials and publications," noting the largest mean difference of .16. Table 17, depicting goal preferences of married and single non-participants, also shows close agreement between single and married categories with the exception of goals A, H and J. Goal H, "I wanted to get away from school routines," showed the single non-participant mean value to be 2.44 while the married non-participant mean value was 2.31. Both values, however, indicate that goal H was of minor importance to the group. The married and single participants also considered goal H of minor importance with mean values of 2.71 and 2.70 respectively.

The writer next computed Spearman's Rank Correlation Coefficients (105:467) to determine the amount of agreement between the selection of the 11 conference goals by married and single participants and non-participants.

Married - single participants	r_r =	.97
Married - single non-participants	r_r =	.93
Married participants - non-participants	r_r =	.97
Single participants - non-participants	r_r =	.93

TABLE 16. DISTRIBUTION OF PARTICIPANT GOALS TO MARITAL STATUS

Marital Status	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing							Goal D Academic Stimulation						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Married	176	44	155	36	98	23	1.82	168	41	155	38	85	21	1.79	353	70	120	24	30	6	1.36	239	54	141	32	59	14	1.59
Single	100	45	81	32	43	23	1.78	91	42	84	39	40	19	1.76	195	73	63	24	10	3	1.31	153	61	77	31	19	8	1.46

Marital Status	Goal E New Ideas - Trends							Goal F Renew Friendships							Goal G Aid With Inst. Problems							Goal H Away From School						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Married	358	74	99	20	26	6	1.31	99	25	140	36	152	39	2.14	357	74	91	19	32	7	1.32	33	10	30	10	268	80	2.71
Single	204	76	58	22	7	2	1.27	60	29	76	37	68	34	2.04	201	75	56	21	12	4	1.29	15	9	18	11	130	80	2.70

Marital Status	Goal I Professional Growth							Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Married	444	82	82	16	6	2	1.19	150	36	183	44	81	20	1.83	21	7	27	9	261	84	2.78
Single	254	84	43	14	6	2	1.18	94	45	80	38	37	17	1.67	13	8	12	9	126	83	2.75

TABLE 17. DISTRIBUTION OF NON-PARTICIPANT GOALS TO MARITAL STATUS

Goal A — Group Identification

Marital Status	1	%	2	%	3	%	X̄
Married	64	33	72	37	60	30	1.98
Single	58	44	52	39	22	17	1.69

Goal B — Renew Contacts

Marital Status	1	%	2	%	3	%	X̄
Married	69	36	68	36	54	28	1.92
Single	45	37	42	35	34	28	1.91

Goal C — Other Schools Are Doing

Marital Status	1	%	2	%	3	%	X̄
Married	153	65	67	28	17	7	1.42
Single	108	69	42	27	6	4	1.35

Goal D — Academic Stimulation

Marital Status	1	%	2	%	3	%	X̄
Married	100	50	77	39	23	11	1.61
Single	65	48	56	41	15	11	1.63

Goal E — New Ideas - Trends

Marital Status	1	%	2	%	3	%	X̄
Married	193	80	40	17	9	3	1.24
Single	130	83	21	13	6	4	1.21

Goal F — Renew Friendships

Marital Status	1	%	2	%	3	%	X̄
Married	33	18	62	35	84	47	2.28
Single	24	20	44	37	52	43	2.23

Goal G — Aid With Inst. Problems

Marital Status	1	%	2	%	3	%	X̄
Married	185	78	43	18	8	4	1.25
Single	115	84	24	16	7	10	1.26

Goal H — Away From School

Marital Status	1	%	2	%	3	%	X̄
Married	7	5	11	7	136	88	2.84
Single	4	4	2	2	92	94	2.44

Goal I — Professional Growth

Marital Status	1	%	2	%	3	%	X̄
Married	204	81	44	16	8	3	1.22
Single	139	83	24	14	4	3	1.19

Goal J — New Materials

Marital Status	1	%	2	%	3	%	X̄
Married	93	44	85	40	33	16	1.72
Single	71	55	50	38	9	7	1.52

Goal K — New Job Opportunities

Marital Status	1	%	2	%	3	%	X̄
Married	5	4	11	7	134	89	2.86
Single	3	3	6	7	77	90	2.86

The general agreement of goal preferences by comparison of mean values previously described is further confirmed by the high correlation coefficients obtained both within the participant and non-participant categories and between both categories.

Conference goal preferences and the sex biographical characteristic. In order to answer the question of whether male and female teachers might attend educational conferences motivated by different goals or show a variation in the degree of importance attached to a particular goal, Tables 18 and 19 were devised. Included in each table are the numerical responses to each goal in terms of 1 - very important, 2 - somewhat important and 3 - of minor importance, the percentage of each response in terms of the same categories, and the mean values of each category.

Table 18 shows that the conference goal mean values of the female participants were lower than male participants in 10 of the 11 goals. However, the female participants indicated a higher percentage of very important responses for all 11 conference goals.

This condition was not in evidence as far as the non-participants were concerned. As revealed in Table 19, the conference goal mean values of the female non-participants were lower than male non-participants in five goals, and exceeded the mean values of male participants in five goals. However, the female non-participants noted a higher percentage of very important responses in nine goals, with a small variation between the percentage of very important responses of the remaining two goals.

To determine the agreement between goal preferences of participant males and females; non-participant male and females; participant and non-participant males; and participant and non-participant females, Spearman's

TABLE 18. DISTRIBUTION OF PARTICIPANT GOALS BY SEX

Sex	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing							Goal D Academic Stimulation						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
Male	122	38	114	36	84	26	1.88	112	37	124	41	66	22	1.84	255	70	90	25	17	5	1.19	155	50	109	32	49	18	1.66
Female	154	46	122	37	57	17	1.71	144	46	113	36	58	18	1.73	293	72	93	22	22	5	1.33	232	62	111	30	32	8	1.47

Sex	Goal E New Ideas - Trends							Goal F Renew Friendships							Goal G Aid With Inst. Problems							Goal H Away From School						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
Male	245	73	74	22	23	5	1.35	71	24	105	35	120	41	2.16	242	71	75	22	26	7	1.37	23	9	25	10	204	81	2.72
Female	316	77	83	21	10	2	1.25	88	30	111	37	99	33	2.04	316	78	72	18	18	4	1.26	25	11	23	9	194	80	2.69

Sex	Goal I Professional Growth							Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$	1	%	2	%	3	%	$\bar{X}$
Male	287	80	68	18	6	2	1.22	91	31	134	46	68	23	1.92	14	6	24	10	202	84	2.78
Female	381	86	58	13	6	1	1.16	153	46	129	39	51	15	1.69	20	9	15	7	186	84	2.75

TABLE 19. DISTRIBUTION OF NON-PARTICIPANT GOALS TO SEX

Sex	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing							Goal D Academic Stimulation						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Male	44	33	47	38	35	29	1.95	43	35	49	40	30	25	1.89	97	66	43	29	7	5	1.39	55	45	52	42	17	14	1.69
Female	81	40	77	38	47	22	1.83	71	37	61	32	58	31	1.93	164	67	66	27	16	6	1.39	110	52	81	38	21	10	1.58

Sex	Goal E New Ideas - Trends							Goal F Renew Friendships							Goal G Aid With Inst. Problems							Goal H Away From School						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Male	111	76	28	19	7	5	1.28	20	16	47	42	48	42	2.24	109	78	26	19	5	3	1.25	8	8	7	7	86	85	2.77
Female	212	84	33	12	8	3	1.19	37	20	59	32	88	48	2.28	192	79	41	17	10	4	1.25	3	2	6	4	142	94	2.92

Sex	Goal I Professional Growth							Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
Male	118	77	30	19	6	4	1.27	52	40	56	43	22	17	1.77	5	5	7	7	85	88	2.82
Female	226	85	35	13	6	2	1.18	111	53	79	37	20	10	1.57	3	2	10	8	126	90	2.94

Rank Correlation Coefficients (105:467) were computed as follows:

Participant male – female $r_c = .81$

Non-Participant male – female $r_c = .85$

Participant male – non-participant male $r_c = .81$

Participant female – non-participant female $r_c = .89$

The correlation coefficients show strong relationships in all four categories with the only discrepancy of note being between the participant and non-participant males. However, the latter two groups were in agreement in the ranking of six conference goals.

Another interesting observation is concerned with the percentage of the very important responses. Both the participant males and females expressed a higher percentage of very important responses in eight of the 11 conference goals in comparison with the non-participant males and females.

Relationship of conference goals to years in teaching. The foregoing discussion, concerned with the relationship of conference goals to certain biographical characteristics, has been presented in recognition of the influence of such characteristics upon the process of determining the goals of a conference group. The last of these biographical characteristics to be analyzed in this study is the "years in teaching" characteristic. The data presented in Tables 20 and 21 is also presented for comparative purposes in a series of eight histograms. Figures 9-16 show the percentage of conference goal responses by years in teaching class intervals. Participant responses are marked with diagonal lines, while the non-participant responses are unmarked.

TABLE 20. DISTRIBUTION OF PARTICIPANT GOALS TO YEARS IN TEACHING

Years in Teaching	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 – 4	29	38	28	38	17	24	1.39	27	37	22	31	23	32	1.94	57	69	23	28	3	3	1.35
5 – 9	40	30	54	41	39	29	1.99	44	35	52	42	28	23	1.87	102	68	40	27	8	5	1.37
10 – 14	27	42	23	35	15	23	1.81	19	33	27	48	11	19	1.88	50	67	19	26	5	7	1.39
15 – 19	36	47	25	33	16	20	1.75	31	45	25	36	13	19	1.74	63	73	16	19	7	8	1.35
20 – 24	28	35	34	42	19	23	1.88	35	43	32	39	15	18	1.75	72	74	22	23	3	3	1.29
25 – 29	50	57	26	29	12	11	1.57	42	54	28	36	8	10	1.56	76	72	26	25	3	3	1.30
30 – 34	29	44	24	36	13	20	1.76	24	37	31	48	10	15	1.78	59	66	25	28	5	6	1.39
35 over	25	63	11	27	4	10	1.47	22	51	11	26	10	23	1.72	39	81	7	15	2	4	1.23

Years in Teaching	Goal D Academic Stimulation							Goal E New Ideas – Trends							Goal F Renew Friendships						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 – 4	46	58	25	31	9	11	1.54	76	85	12	13	2	2	1.18	19	13	20	29	36	52	2.33
5 – 9	72	52	49	35	18	13	1.61	105	72	34	23	7	5	1.33	24	19	47	37	56	44	2.25
10 – 14	36	54	21	32	9	14	1.59	50	67	18	24	7	9	1.43	11	19	22	38	25	43	2.24
15 – 19	39	52	24	32	12	16	1.64	57	70	18	22	6	8	1.37	22	33	23	34	22	33	2.00
20 – 24	47	57	27	33	8	10	1.52	71	76	18	19	5	5	1.29	28	36	27	35	23	29	1.93
25 – 29	62	61	31	31	8	8	1.46	83	83	15	15	2	2	1.19	16	21	33	43	28	36	2.15
30 – 34	36	51	27	38	8	11	1.60	55	66	27	32	2	2	1.37	17	29	24	42	17	29	2.00
35 over	29	71	7	17	5	12	1.44	35	80	8	18	1	2	1.23	15	43	14	40	17	6	1.74

TABLE 20 (Continued)

Years in Teaching	Goal G Instructional Problems							Goal H Away From School							Goal I Professional Growth						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X
0 - 4	67	76	19	22	2	2	1.26	2	3	5	9	51	88	2.86	77	87	9	10	3	3	1.17
5 - 9	97	69	30	21	14	10	1.41	11	9	17	15	89	76	2.66	121	80	29	19	2	1	1.22
10 - 14	59	75	16	20	4	5	1.30	6	11	6	11	44	78	2.68	64	80	15	19	1	1	1.21
15 - 19	60	73	18	22	4	5	1.32	7	13	4	7	45	80	2.68	79	89	9	10	1	1	1.12
20 - 24	69	70	24	24	6	6	1.36	6	9	5	8	55	83	2.74	88	85	13	13	2	2	1.16
25 - 29	84	84	12	12	4	4	1.20	5	8	5	8	50	84	2.75	91	80	21	18	2	2	1.22
30 - 34	56	72	17	22	5	6	1.35	4	11	5	14	28	75	2.65	73	74	21	22	4	4	1.30
35 over	43	88	4	8	2	4	1.16	2	9	1	4	20	87	2.78	46	90	5	10	0	0	1.10

Years in Teaching	Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X
0 - 4	39	49	27	34	13	17	1.67	9	14	10	16	44	70	2.55
5 - 9	41	32	60	46	28	22	1.90	4	4	13	13	83	83	2.79
10 - 14	20	30	33	50	13	20	1.89	2	4	4	7	46	89	2.85
15 - 19	26	38	33	48	10	14	1.77	2	4	2	4	48	92	2.88
20 - 24	30	37	33	41	18	22	1.85	5	8	4	7	52	85	2.77
25 - 29	38	46	29	35	16	19	1.73	6	10	2	3	51	87	2.76
30 - 34	12	22	33	61	9	17	1.94	1	3	0	0	29	97	2.93
35 over	24	69	8	23	3	8	1.40	3	14	0	0	19	86	2.73

TABLE 21. DISTRIBUTION OF NON-PARTICIPANT GOALS TO YEARS IN TEACHING

Years in Teaching	Goal A Group Identification							Goal B Renew Contacts							Goal C Other Schools Are Doing						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 - 4	5	19	14	54	7	27	2.08	9	34	9	33	9	33	2.00	17	61	9	32	2	7	1.46
5 - 9	15	25	21	35	24	40	2.15	17	29	22	38	19	33	2.03	48	72	18	27	1	1	1.30
10 - 14	6	25	13	54	5	21	1.95	9	45	7	35	4	20	1.75	18	60	9	30	3	10	1.50
15 - 19	17	47	14	39	5	14	1.66	15	39	13	34	10	27	1.87	32	70	10	22	4	8	1.39
20 - 24	11	27	17	43	12	30	2.02	12	32	14	36	12	32	2.00	34	67	14	27	3	6	1.39
25 - 29	28	44	22	35	13	21	1.76	21	36	16	28	21	36	2.00	47	64	24	32	3	4	1.40
30 - 34	25	53	14	30	3	17	1.64	18	40	19	40	9	20	2.02	42	76	11	20	2	4	2.00
35 over	14	48	8	28	7	24	1.76	10	44	9	39	4	17	1.74	21	55	14	37	3	8	1.53

Years in Teaching	Goal D Academic Stimulation							Goal E New Ideas - Trends							Goal F Renew Friendships						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 - 4	17	63	9	33	1	4	1.41	23	77	6	20	1	3	1.26	8	30	9	33	10	37	2.07
5 - 9	24	39	31	50	7	11	1.72	55	81	10	15	3	4	1.23	56	81	10	15	3	4	1.23
10 - 14	16	62	7	27	3	1	1.50	23	77	6	20	1	3	1.27	26	76	6	18	2	6	1.29
15 - 19	18	45	18	45	4	10	1.65	35	75	10	21	2	4	1.30	5	14	10	28	21	58	2.44
20 - 24	24	56	15	35	4	9	1.53	40	82	7	14	2	4	1.22	2	6	14	42	17	52	2.45
25 - 29	30	46	26	40	9	14	1.68	61	81	9	12	5	7	1.25	11	20	19	35	25	45	2.25
30 - 34	24	53	16	36	5	11	1.58	45	79	11	19	1	2	1.23	13	31	16	38	13	31	2.00
35 over	11	42	10	39	5	19	1.77	33	83	6	15	1	2	1.20	7	29	6	25	11	46	2.17

TABLE 21 (Continued)

Years in Teaching	Goal G Instructional Problems							Goal H Away From School							Goal I Professional Growth						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 - 4	24	80	5	17	1	3	1.23	1	4	2	9	20	87	2.83	22	76	6	21	1	3	1.27
5 - 9	55	81	10	14	3	5	1.23	3	6	3	6	48	88	2.83	52	77	15	22	1	1	1.25
10 - 14	24	77	7	23	0	0	1.22	0	0	0	0	23	100	3.00	23	74	6	19	2	7	1.32
15 - 19	34	76	9	20	2	4	1.29	3	10	5	16	23	74	2.64	45	87	6	11	1	2	1.15
20 - 24	40	77	10	19	2	4	1.27	0	0	1	3	30	97	2.96	42	75	13	23	1	2	1.27
25 - 29	51	76	13	19	3	5	1.28	1	2	1	2	42	96	2.93	72	91	6	8	1	1	1.10
30 - 34	42	86	7	14	0	0	1.14	3	9	0	0	29	91	2.81	49	82	8	13	3	5	1.23
35 over	27	75	5	14	4	11	1.36	0	0	0	0	14	100	3.00	36	85	4	10	2	5	1.19

Years in Teaching	Goal J New Materials							Goal K New Job Opportunities						
	1	%	2	%	3	%	X̄	1	%	2	%	3	%	X̄
0 - 4	20	69	7	24	2	7	1.34	2	9	3	13	18	78	1.91
5 - 9	28	44	26	41	10	15	1.71	2	4	5	9	47	87	2.83
10 - 14	12	48	8	32	5	20	1.72	1	5	0	0	18	95	1.94
15 - 19	20	51	12	31	7	18	1.66	0	0	2	8	24	92	2.92
20 - 24	21	46	20	43	5	11	1.65	1	3	1	3	29	94	2.90
25 - 29	26	42	27	44	9	14	1.72	1	2	2	5	38	93	2.90
30 - 34	22	50	21	48	1	2	1.52	0	0	2	8	23	92	2.92
35 over	12	45	13	48	2	7	1.62	1	7	1	7	12	86	2.78
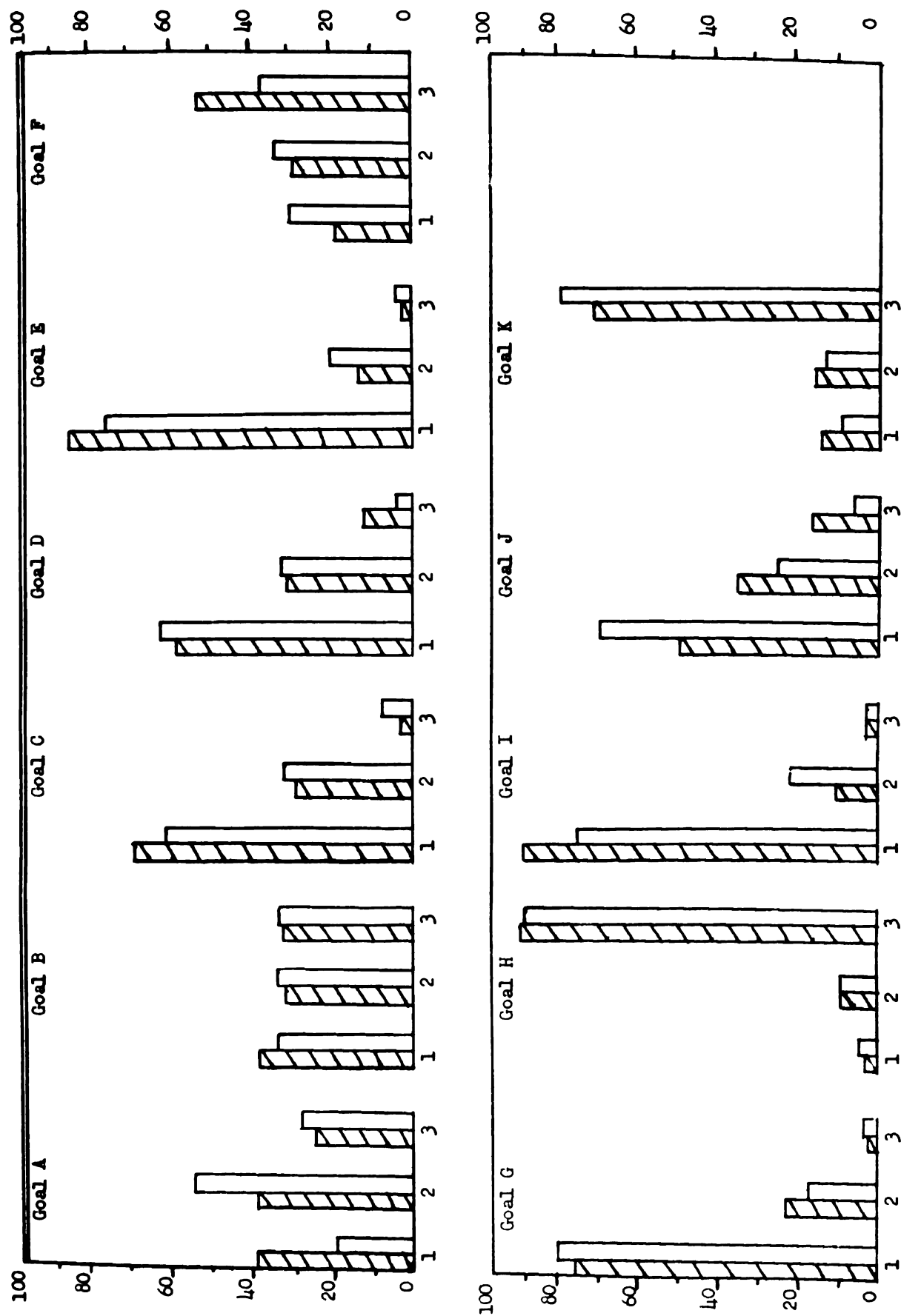
Figure 9. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 0-4 Years
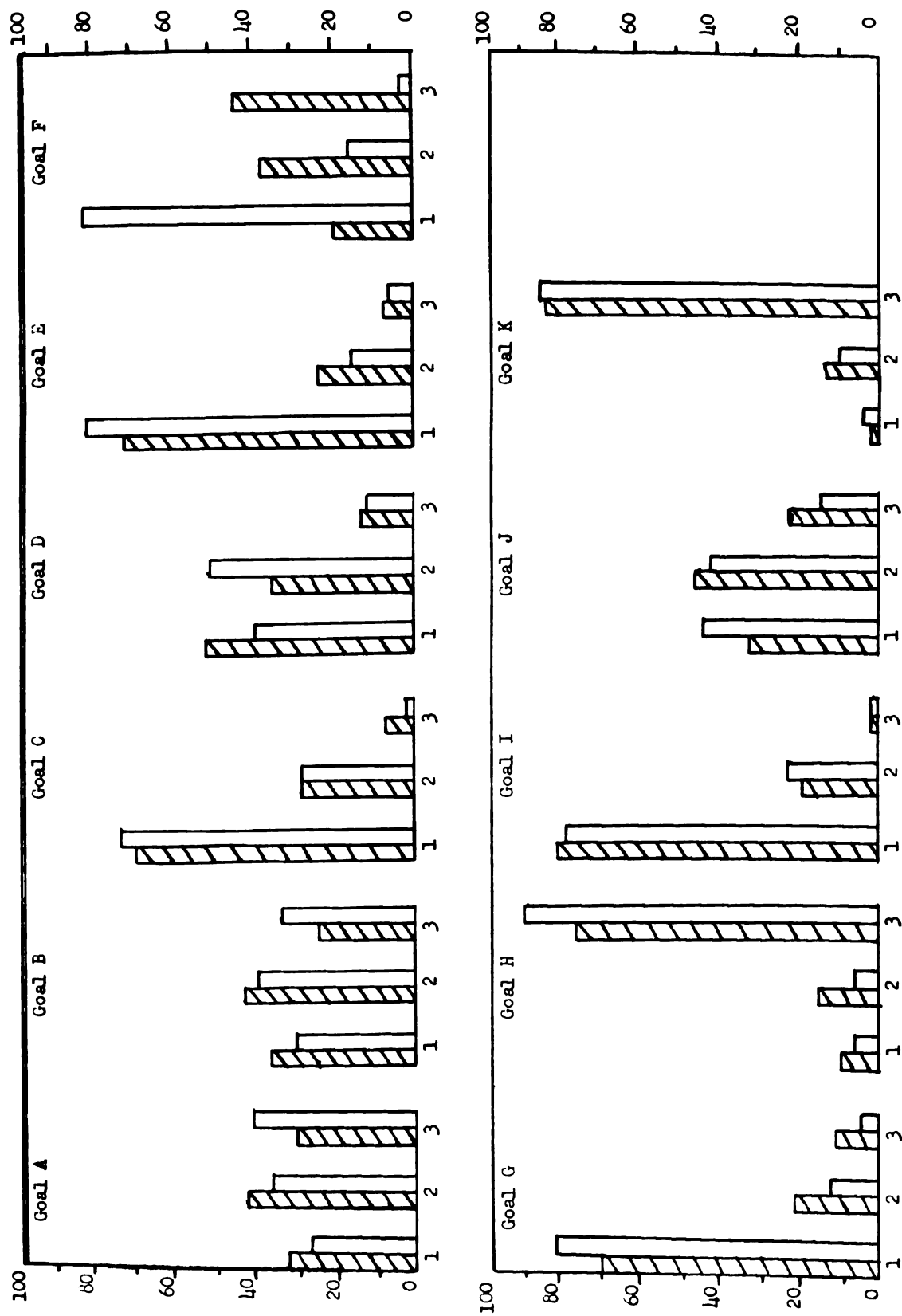
Figure 10. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 5-9 Years
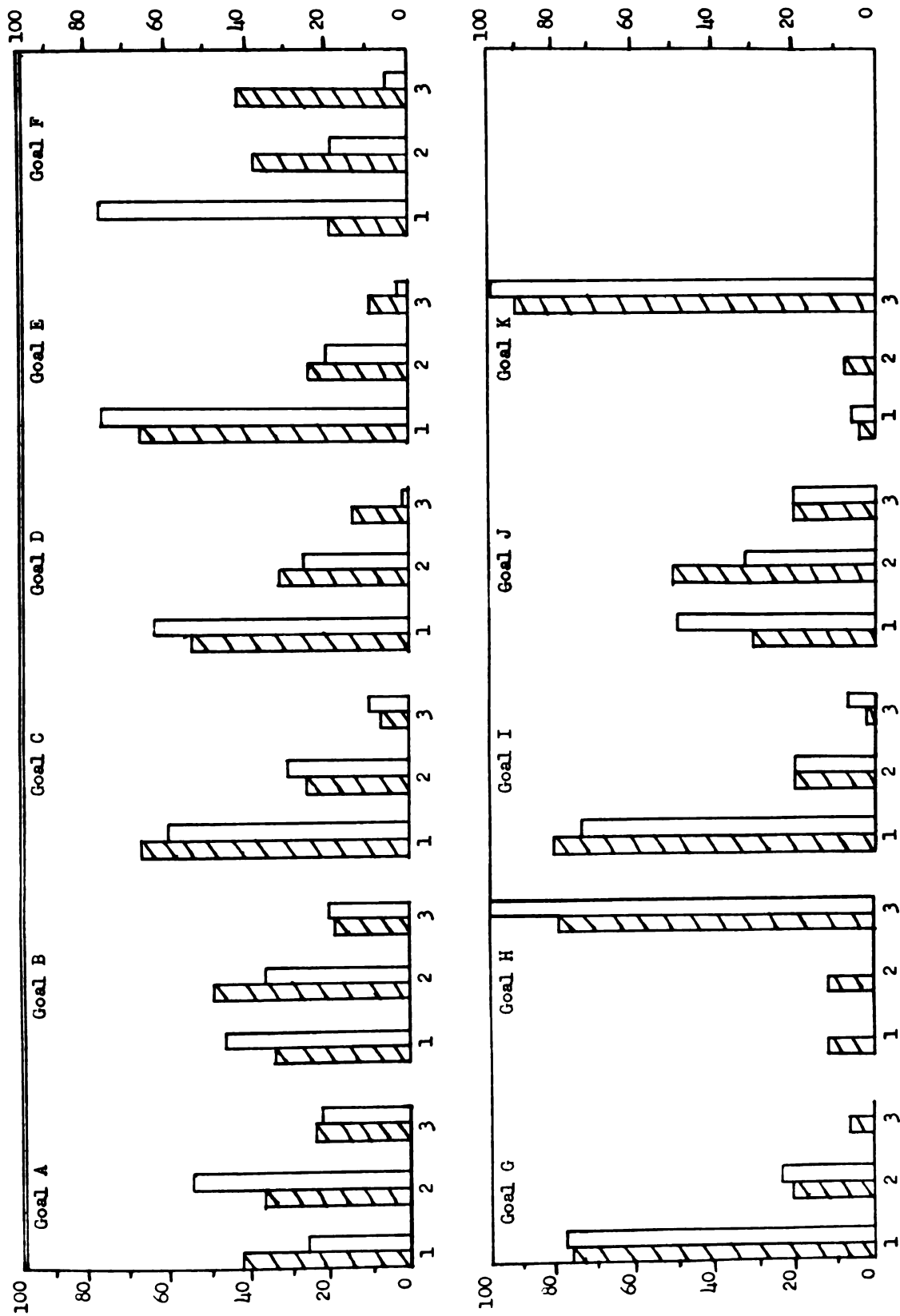
Figure 11. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 10-14 Years
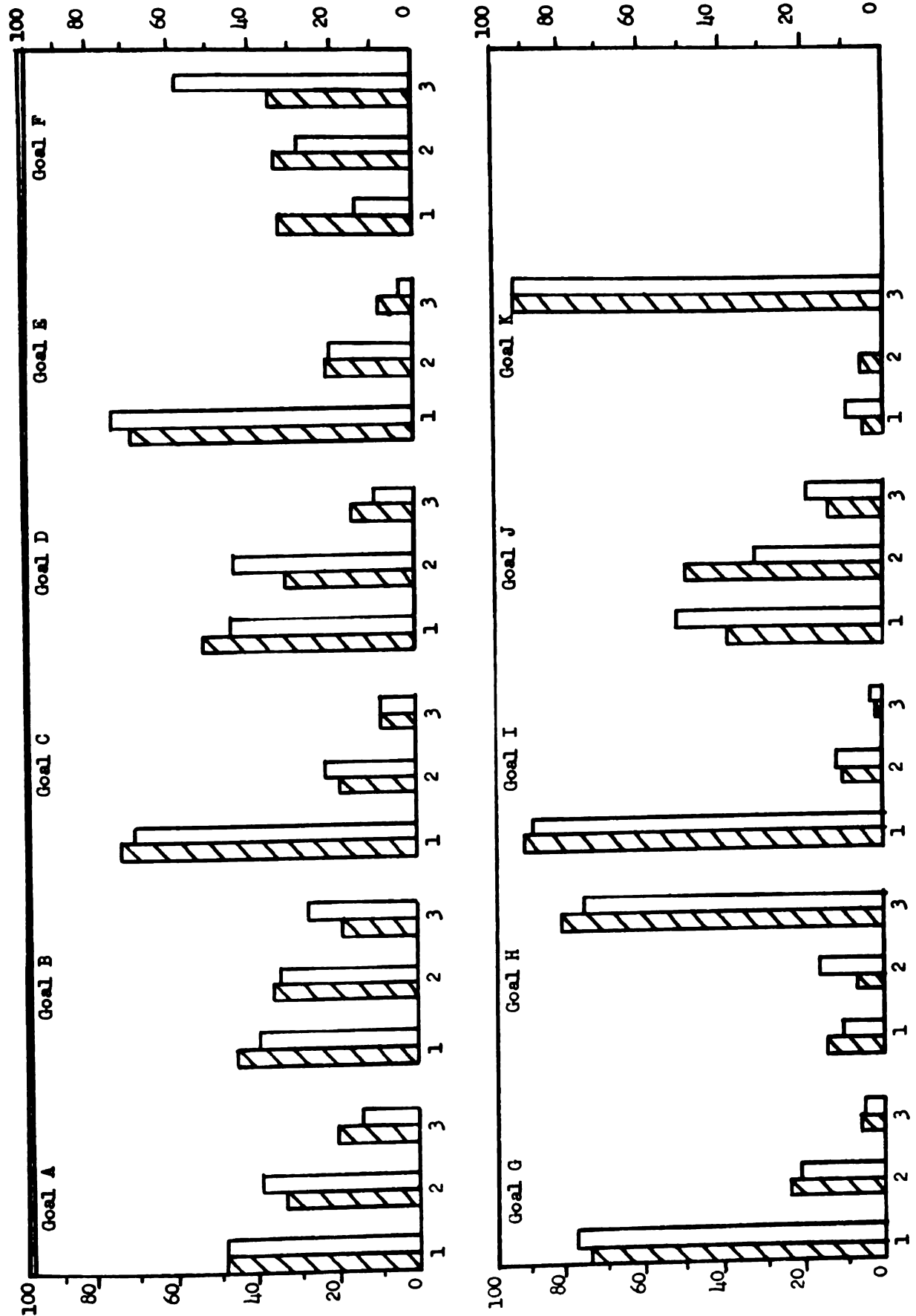
Figure 12. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 15-19 Years
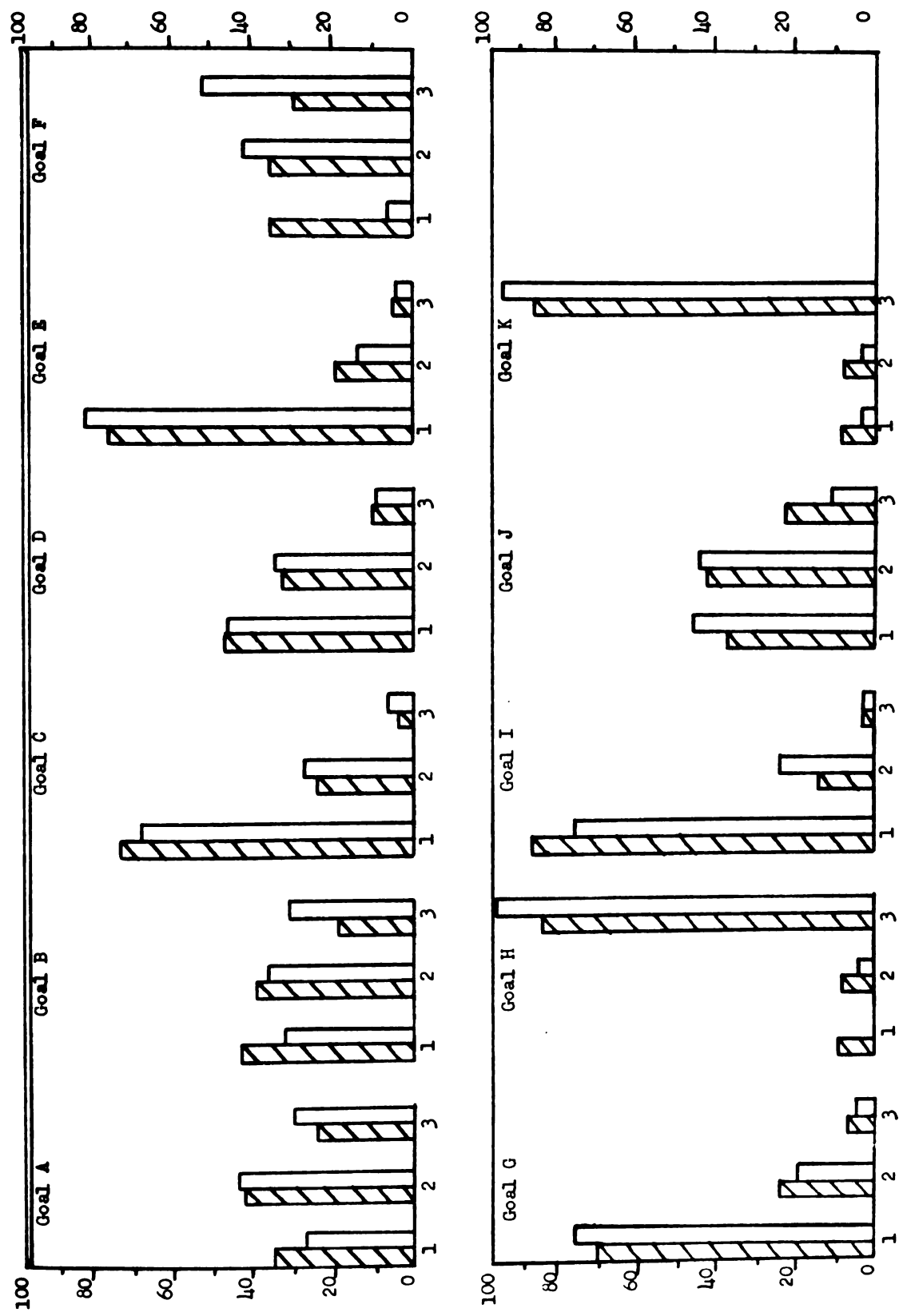
Figure 13. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 20-24 Years
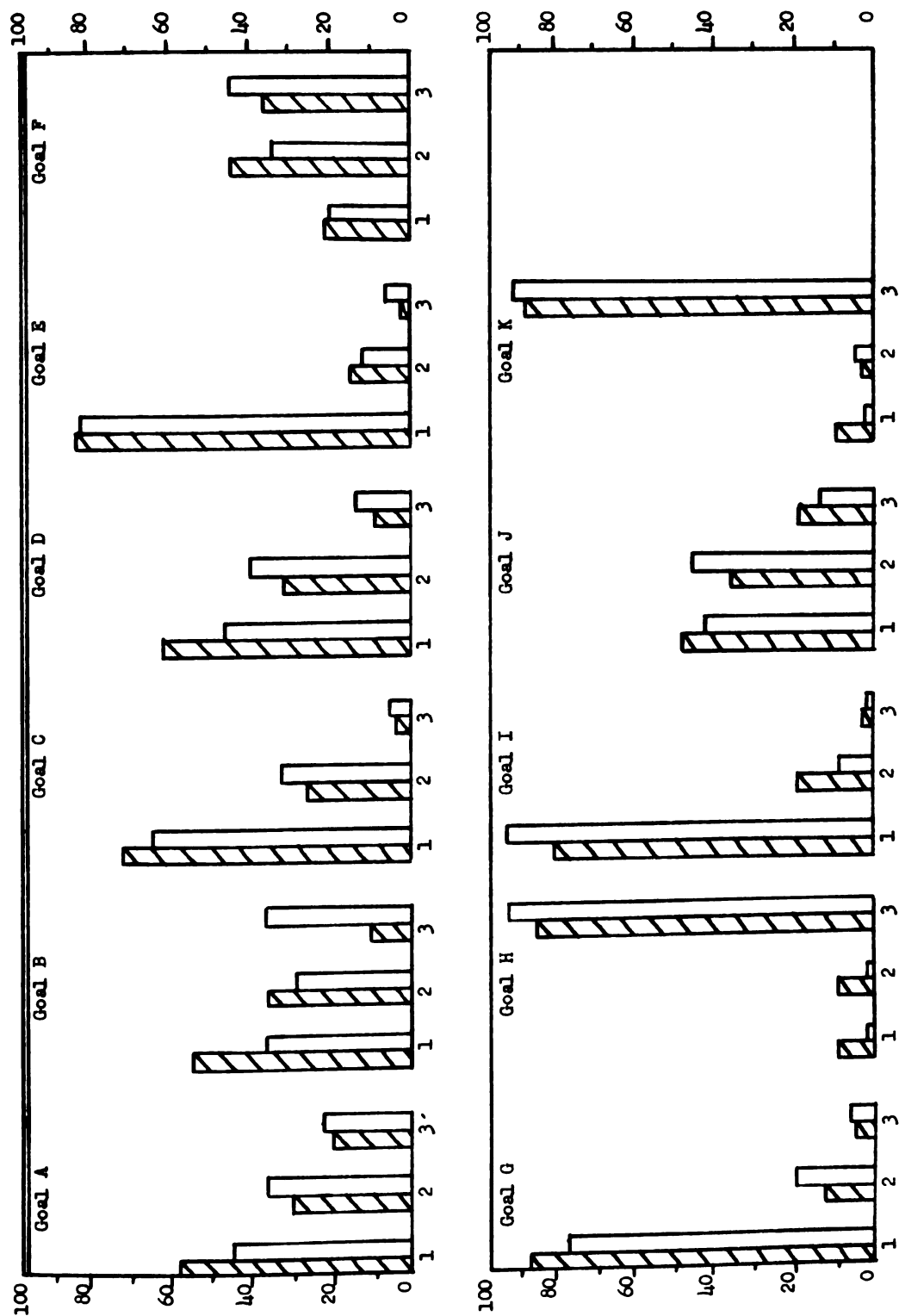
Figure 14. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 25-29 Years
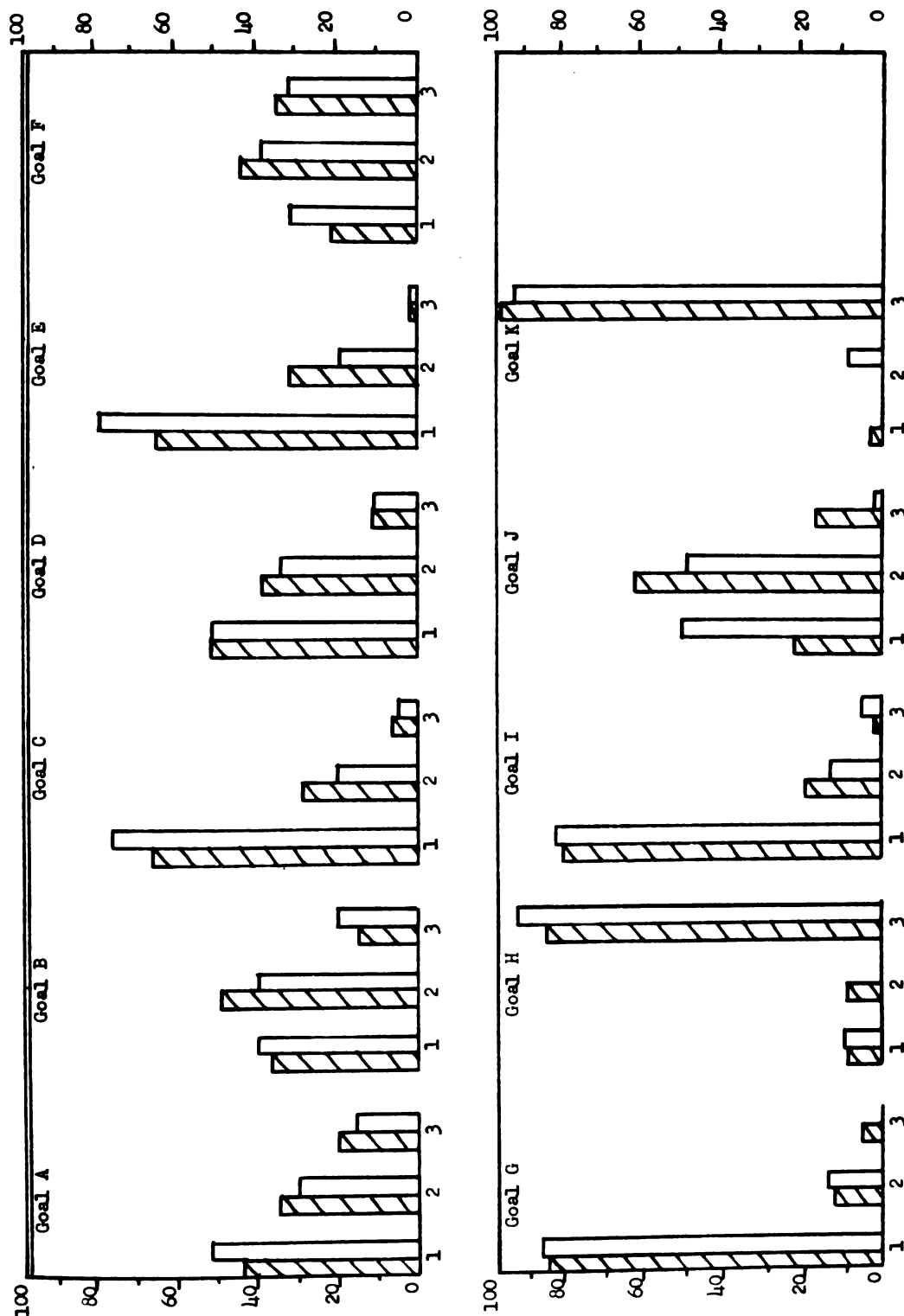
Figure 15. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 30-34 Years
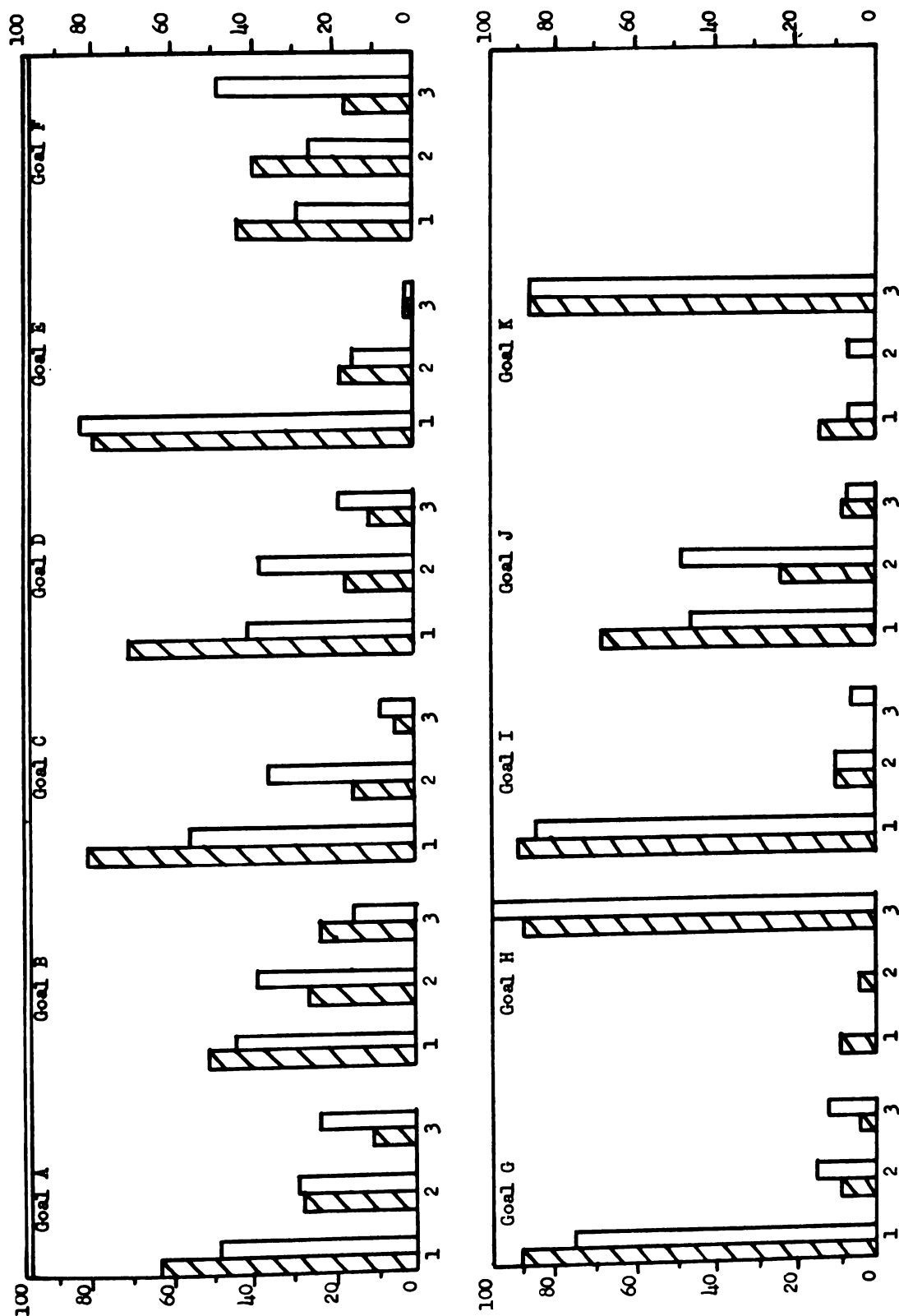
Figure 16. Percentage of Participant and Non-Participant Conference Goal Responses According to Years in Teaching Class Interval 35 over Years

Tables 20 and 21, showing the mean values within each goal and representing each years in teaching class interval for both participants and non-participants, offer no indication of a pattern of goal changes. The mean values fluctuate at random within each of the 11 goals.

The writer ranked the mean values of each goal by class interval to determine the possible changes in goal preferences by rank. Here again the ranking of each goal showed no evidence of goal change in any way. The five to nine and 10-14 years in teaching class intervals showed the highest average ranking of the conference goal mean values in comparison with the other class intervals. The class intervals 25 or over and 25-29 contained the lowest mean values.

An examination of the histograms show general agreement for the participants and non-participants for each of 1 - very important, 2 - somewhat important and 3 - of minor importance responses. Goal F, "I wanted to renew acquaintances with friends," showed the largest variation. Eighty-one per cent of the non-participants rated goal F very important as compared to 19 per cent of the participants within the five to nine class interval. Seventy-six per cent of the non-participants and 19 per cent of the participants rated goal F very important within the 10-14 years in teaching class interval.

Analysis of over-all conference goals. The foregoing discussion has been concerned with the analysis of conference goals of the membership of each teacher organization sponsoring a conference participating in this study. It is likewise important to determine the over-all goals and objectives of the conference.

To ascertain the goals of the conference, as expressed by the participants, non-participants and the planning committee members, the following question was asked: "What in your opinion are the goals or desirable outcomes of this conference?" The responses to this question are presented in Table 22.

TABLE 22. TALLY OF RESPONSES IN ANSWER TO THE QUESTION "WHAT IN YOUR OPINION ARE THE GOALS OF THIS CONFERENCE"

Over-all Conference Goal	Part.	% Part.	Non-Part.	% Non-Part.	Plng.	% Plng.
Information on the theme	237	34	59	26	17	44
New ideas - trends	99	14	42	13	6	15
Share and discuss information	89	13	36	16	6	15
Contacts - fellowship	61	9	12	5	1	3
Inspiration - stimulation	97	13	25	11	4	10
Learn what other schools are doing	15	2	16	7	0	0
Unify our profession - raise standards	38	6	16	7	4	10
Wanted to hear the speaker	11	1	7	3	0	0
Improvement of classroom instruction	52	8	16	7	1	3
Total	689	100	229	100	49	100

It has been the usual function of the theme of an educational conference for teachers to represent the general instructional area of concern to the group. Thus, a conference group may feel that "supervision" symbolizes the problem area of greatest interest to the membership. Many of the opinions listed in Table 22 are appendages to the topic or theme of the conference. However, such opinions are entities within themselves and deserve to be recognized as such.

The statement, "Information on the theme," received the highest percentage of responses from each of the three groups. The second largest expression, as representing a goal of the conference, was "New ideas - trends" with 14 per cent of the participants, 13 per cent of the non-participants, and 15 per cent of the planning committee responding. "Share and discuss information" and "Inspiration - stimulation" were goals next in rank.

Generally, the participants, non-participants and planning committee were in fairly close agreement, with the groups heavily favoring goals reflecting professional needs and problems.

Conference Goals Summary

The analysis of the data on conference goals was carried out by several methods. First, a comparative analysis was made between the goals of the participants, non-participants and the planning committee. The participants, non-participants and planning committee were asked to check which goals motivated the individual to attend the conference by marking 1 - very important, 2 - somewhat important and 3 - of minor importance, beside each goal. The percentage of the response in each

category was determined and the mean value of the three categories calculated. The goals were then ranked in order of preference by the participants, non-participants and planning committee and the Spearman Rank Correlation Coefficient (105:467) applied.

The findings showed that general agreement existed between the conference goal preferences of the participants, non-participants and planning committee members. In comparing the mean values and the percentages of the very important responses of the several goals, it was found that wider variation occurred between the planning committee and participant and non-participant goal preferences relative to goals C, E, F and J with goal F, "I wanted to be informed of new teaching ideas and trends," illustrating the largest percentage differentiation.

When the goals were ranked in order of preference by the three groups using the mean values, and the Spearman Rank Correlation Coefficient (105:467) applied, the general agreement noted between participants and non-participants was substantiated by the correlation coefficient of .96. A correlation coefficient of .56 was obtained when comparing the ranking of goals by the planning committee with that of the participants and non-participants.

Goal I, "I felt the conference provided opportunities for professional growth," received the largest number of very important responses for both participants and non-participants with mean values of 1.16 and 1.13 respectively. The five goals receiving the largest number of very important responses - goals I, E, G, C and D were ranked in identical order by both participants and non-participants.

The writer then cross-tabulated the goals with a series of pertinent biographical characteristics to examine possible relationships

that may exist. The first biographical characteristic to be presented was age. Only one goal, goal A, "I wanted to be more identified with this group," seemed to indicate any evidence of goal change. All mean values were randomly distributed throughout the eight age class intervals for the remaining 10 conference goals. Also, with the possible exception of goal F, "I wanted to renew acquaintances with friends," the comparison of age class intervals of participants and non-participants showed consistent close agreement.

The relationship of conference goals to marital status of conference participants and non-participants was next analyzed. The conference goal mean values of the female participants were lower than male participants in 10 of the 11 goals and indicated a higher percentage of very important responses for all 11 conference goals. However, the conference goal mean values of the female non-participants were lower than male non-participants in five goals, but noted a higher percentage of very important responses in nine goals.

Spearman's Rank Correlation Coefficients (105:467) were computed to determine the agreement between goal preferences of participant and non-participant males and females; participant and non-participant males; and participant and non-participant females. The participant females and non-participant females received the highest correlation coefficient of .99 with the participant male and non-participant males lowest with a correlation coefficient of .71.

The participants and non-participants were in general agreement as to the nature of the over-all conference goals or desirable outcomes of the conference. The planning committee members were in closer agreement

with the participants than with the non-participants. "Information on the time" received the highest percentage of responses from each of the three groups with "New ideas - trends" second in preference.

Conference Influences

It has been often a matter of conjecture that there might be factors which may tend to influence a decision to attend a conference but which may not be associated with a conference goal. Such factors have been known to be the mitigating circumstances in the individual decision process.

From the results of the pilot studies, and from direct observation and experience, the writer presented a number of these factors or influences which were rated by the participants and non-participants, 1 - significant, 2 - fairly significant and 3 - not significant, according to the degree to which each factor may have influenced an individual's decision to attend the conference of their professional organization. Table 23 discloses the distribution of the responses.

It is interesting and perhaps significant to note that the factor which received the largest number of responses from both the participants and non-participants was, "Influence of your school's acceptance and support of the conference as in-service education." Sixty-four per cent of the participants and 66 per cent of the non-participants responding rated this item as significant. The second most prominent influence was, "Influence of the prominence of the speaker," which received 61 per cent of the participant and 63 per cent of the non-participant significant responses.

TABLE 23. DISTRIBUTION OF FACTORS FAVORABLY INFLUENCING A DECISION TO ATTEND THE CONFERENCE

Category	Factor A Administrative Superior							Factor B Report At Staff Meetings							Factor C Influence Of A Friend							Factor D Being On The Program						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X
Participant	73	14	65	13	366	73	2.58	61	13	73	15	345	72	2.38	84	16	102	20	326	64	2.47	63	14	22	5	373	81	2.68
N-Participant	124	42	78	27	91	31	1.89	41	16	88	34	129	50	2.34	30	11	77	30	152	59	2.47	77	31	33	13	139	56	1.69
Total	197	25	143	18	457	57		102	14	161	22	474	64		114	15	179	23	478	62		140	20	55	8	512	72	

Category	Factor E Payment Of Expenses							Factor F Fellowship							Factor G Prominence Of Speaker							Factor H School Support Of Conference						
	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X	1	%	2	%	3	%	X
Participant	56	11	128	26	315	63	2.52	186	34	249	45	118	21	1.88	388	61	165	26	78	13	1.51	423	64	153	23	82	13	1.48
N-Participant	77	28	69	26	125	46	2.18	60	21	133	47	89	32	2.10	208	63	90	27	32	10	1.47	224	66	77	23	37	11	1.42
Total	133	17	197	26	440	57		246	29	382	46	207	25		592	62	255	27	110	11		647	65	230	23	119	12	

Forty-two per cent of the non-participants responding indicated that support from their administrative superior would have influenced their decision to attend the conference. It is also interesting to note that 31 per cent of the non-participants showed that the "Influence of being on the program" would have influenced their decision to attend.

Conference Planning

In Chapter I, mention was made that the factor of conference planning is receiving much attention in the literature. Evidences of ineffective conference planning were revealed by the Van Dusen Study (50) while much of the criticism of conferences can often be traced to poor planning procedures. For the convenience of the reader a brief review of the literature with reference to principles of conference planning will be presented here.

Hall and Nugent (43:20) stated that preparation for meetings establishes the foundation upon which is built an effective meeting. Raven (21:310), Anderson (17:255), and Parsey (27:2) concurred with the principle of establishing over-all conference goals and the determination and recognition of individual goals. The principle of cooperative planning was effectively outlined by the Issue Committee of Adult Education (40:24) while Anderson (17:256), and Hall and Nugent (43:5) pointed out the values received from utilizing the ideas and experiences of the prospective participants.

Parsey (27:2) suggested a preliminary survey to identify specific problems and needs as well as the background, experiences and other characteristics of potential conference attendees. Pre-conference

communication with the entire group was another principle stressed by
Carmichael (06:3), and Coffey and Golden (03:13). Jack (13:10), Benne
and Demorest (31:9), and Anderson, Davis, Johnson, and Millers (05:23),
emphasized the significance of pre-conference orientation of the group.
Benne and Demorest (31:10), Jack (13:14), and Hull and Nugent (45:90)
mentioned the importance of conference pre-planning by participants.

To ascertain planning procedures used by the planning committees
of the five conferences which participated in this investigation, a
questionnaire was devised and administered to each planning committee
member.

The questions in the planning committee questionnaire related to
conference planning, were designed to reveal information that might
illustrate the application of accepted principles of effective conference
planning. Many of these principles, outlined by prominent authorities
in the conference field, have been presented in detail in Chapter III.

Pre-conference survey. In answer to the question, "Did the
committee survey the membership to determine membership goals before
planning the conference," 31 committee members said yes and three replied
no. The tally of the ways in which the planning committee surveyed their
particular membership is reflected in Table 24.

While the question specifically asked for techniques used to
survey the membership, the only replies which indicate personal contact
with the membership are, "Contact at regional meetings," "Inquiries
by key people in each district," and "Letter to key persons." These
techniques were mentioned by five committee members. The use of "Last
year's evaluation sheet" proved to be the most widely used method to
determine individual needs and problems.

TABLE 21. TECHNIQUES USED BY CONFERENCE PLANNING COMMITTEES TO CHECK
THE MEMBERSHIP TO DETERMINE MEMBERSHIP GOALS

Technique	Number of Responses
Sentiment at regional meetings	1
Last year's evaluation sheet	23
Inquiries by key people in each district	3
Letters to key persons	1
Planning committee representative of the group	3
Total	31

Recognition of membership goals in making out the conference program. The function of the pre-conference survey just presented is to reveal needs and problems of the membership, the satisfaction of which may motivate the individual to attend a conference. The ways in which these goals were recognized and considered in designing the conference program are of utmost significance if the conference was to meet the needs of the participants.

Hence, the writer asked this appropriate question: "In what ways were the goals of the membership recognized or considered in making out the conference program?" The results are in Table 25.

The data presented in Table 25 indicate, that for the most part, the planning committees gave considerable attention to the conference goals of the membership. The writer, in order to determine the circum- stances of each membership goal consideration, interviewed 12 planning

TABLE 25. WAYS IN WHICH MEMBERSHIP GOALS WERE RECOGNIZED OR CONSIDERED
BY PLANNING COMMITTEE IN DESIGNING THE CONFERENCE PROGRAM

Response	Number of Responses
Theme related to work of membership	6
First choice of attendees at 1954 meeting	8
Involved as many people on program as possible	1
Speaker and topics built around needs of group and discussed by the planning committee	15
Only as they were informally observed	1
Total	32

committee members representing all five participating conferences. The
consensus of opinion was that the 1954 conference evaluation forms, where
used, plus knowledge by the committees of their membership, were sufficient
bases for appropriately recognizing membership goals. If an effective
evaluation form was not used, the committee relied on their collective
interpretation of membership needs and problems.

A natural follow-up of the expressions from the planning committee
relative to the recognition and consideration of membership goals was to
include the following question in the participant and non-participant
questionnaires: "Do you feel this conference was planned to meet the
needs of the majority of the members of this organization?" The results
of the tally of responses are presented in Table 26.

TABLE 26. RESPONSE TO THE QUESTION "DO YOU FEEL THIS CONFERENCE WAS PLANNED TO MEET THE NEEDS OF THE MAJORITY OF THE MEMBERS OF THIS ORGANIZATION?"

Category	Yes	%	No	%
Participants	671	98	13	2
Non-Participants	297	96	14	4
Total	968	97	27	3

It would appear from the examination of Table 26 that the total conference membership had full confidence in their respective planning committees in planning the conference to meet the needs of the group. Ninety-seven per cent of the responses replied affirmatively to the question with only 3 per cent responding negatively.

Techniques of conference planning. Another significant principle of conference planning is that both the conference membership and conference planning committee should be cognizant of the merits, content, and mechanics of the several techniques of conference planning and the relative adaptability and utility of each technique to the individual and over-all conference goals. It was consequently deemed important to this study to determine which techniques of conference planning best met the goals of the participants as viewed by the planning committee members, participants and non-participants. The techniques selected for evaluation were those prominently used by teacher organizations as suggested by a survey of conferences for teachers held at the various camp sites and at the Kellogg

Center. The data thus assembled is presented in Table 27. Each particiipant, non-participant and planning committee member was asked to rank each of the six techniques in order of preference. Opportunity for personal expression for techniques not mentioned was offered.

The results of the data presented in Table 27 shows that the most preferred technique of conference planning was technique B, "Theme, speaker, group discussions on the theme," with 340 participants, 207 non-participants, and 27 of the 24 members of the planning committees preferring this type of conference meeting arrangement. Technique B represents 47 per cent of the total of 719 number one participant responses and 47 per cent of the 441 non-participant number one responses. Eighty-five per cent of the planning committee members preferred technique B.

The second technique most preferred by the participants and non-participants was technique C, "Theme, speaker, group discussions on various topics," which represented 24 per cent of the number one participant responses and 25 per cent of the number one non-participant responses. The second most preferred meeting format by the planning committees, however, was technique A, "Theme - series of speakers," which was preferred by 10 per cent of the committee members.

It is interesting to note that of the total of 719 participant and 441 non-participant number one responses, techniques B, C and D, all of which feature group discussions, received 75 per cent of the number one participant responses and 73 per cent of the non-participant number one responses. Techniques B, C and D were preferred by 88 per cent of the planning committee members.

It is also interesting to note on Table 27 that technique C received 40 per cent of the number two participant responses as compared

TABLE 27. DISTRIBUTION OF PREFERENCES OF TECHNIQUES OF CONFERENCE PLANNING WITH REGARD TO SATISFACTION OF CONFERENCE GOALS

Category	Technique A Theme - Speakers						Technique B Theme - Speaker - Groups on Theme						Technique C Theme - Speaker - Groups on Topics						Technique D Speaker - Problem Groups					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Participant	93	93	142	68	56	26	340	157	55	22	9	1	171	222	94	36	6	4	30	36	125	158	71	10
N-Participant	51	67	74	63	42	23	207	101	40	17	8	2	110	149	69	19	4	1	24	29	95	93	51	7
Planning Comm.	3	4	8	6	6	1	27	2	1	2	0	0	1	21	8	0	0	0	2	1	12	8	4	1
Total	147	164	224	137	104	50	574	260	96	41	17	3	282	392	171	55	10	5	56	66	232	259	126	18
% Part.	19	19	30	14	12	6	58	27	9	4	2	0	32	42	17	7	1	1	7	8	29	37	17	2
% N-Part.	16	21	23	20	13	7	55	27	11	4	2	1	31	42	20	5	1	1	8	10	32	31	17	2
% Pl. Comm.	11	14	29	21	21	4	85	6	3	6	0	0	3	70	27	0	0	0	7	4	43	28	14	4

Category	Technique E Panels - Speaker - Groups						Technique F Unstructured						Technique G No Preference					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Participant	18	38	33	93	196	29	17	10	17	24	26	283	50	3	1	1	0	1
N-Participant	18	15	38	71	119	25	9	11	11	13	33	185	22	0	1	0	0	1
Planning Comm.	0	2	0	7	15	3	1	0	0	3	1	21	0	0	0	0	0	0
Total	36	55	71	171	330	57	27	21	28	40	60	489	72	3	2	1	0	2
% Part.	5	9	8	23	48	7	5	2	5	6	7	75	89	5	2	2	0	2
% N-Part.	6	5	13	25	42	9	3	4	4	5	13	71	92	0	4	0	0	4
% Pl. Comm.	0	7	0	26	56	11	4	0	0	11	4	81	0	0	0	0	0	0

to 30 per cent for technique B and 6 per cent for technique C. Techniques
B, C and D received 76 per cent of the total number two participant
responses.

Techniques B and C received 37 per cent and 40 per cent of the
number two non-participant responses respectively, while 6 per cent of
the planning committee members rated technique B number two and 70 per
cent rated technique C second choice. From this evidence it seems
apparent that a large number of the number one responses preferring
technique B rated technique C next in preference and those rating tech-
nique C number one preferred technique B as their second choice.

The method least preferred was technique F, "Unstructured," which
received 2 per cent of the number one non-participant responses, and
1 per cent of the planning committee number one responses. Technique F
was rated sixth, or the least preferable technique, by 20 per cent of
the number six participant responses, 76 per cent of the non-participant
and 61 per cent of the number six planning committee responses.

It would seem appropriate to briefly analyze several techniques
of conference planning by observing the number of responses for each
technique and evaluating the rating of a particular technique along the
six-point rating scale. Fifty-eight per cent of the technique B partic-
ipant responses, 55 per cent of the non-participant responses, and 35
per cent of the planning committee technique B responses rated this tech-
nique as a first preference. Of the technique C responses, 32 per cent
of the participants rated technique C number one. Technique D received
the largest number of the third and fourth responses with techniques E
and F the largest number fifth and sixth responses.

The writer asked the planning committee members a series of
questions with reference to conference meeting design, the first of
which was to ascertain which meeting techniques were actually discussed
in planning committee sessions. Table 28 presents these techniques as
revealed by the planning committee members.

TABLE 28. CONFERENCE TECHNIQUES DISCUSSED DURING PLANNING MEETINGS FOR
THE FIVE PARTICIPATING CONFERENCES

Technique	Number of Responses
General or group meetings	6
Groups discussing theme or problem topics	6
Effective speaker and group sessions	21
Program personnel	5
Various techniques	4
Evaluation	3
Audience participation	6
Panel discussion	6
Use of problem clinics	6
Demonstrations	3
Total	66

The data revealed in Table 28 shows that a variety of techniques
were discussed by the planning committees of the five participating

conferences. The most prominent of the techniques mentioned was group discussions. Six responses also mentioned group discussions in conjunction with general or symposium type meetings. Information was not available as to the purposes which each technique was to serve.

To effectively participate in a discussion on conference meeting design, planning committee members must be fully oriented to the various meeting techniques and their relevant application to goals and objectives of the conference. To determine the orientation of the planning committee members to the several conference meeting techniques, the following question was asked: "To what degree are committee members familiar with the various conference meeting techniques?" The data is presented in Table 29.

TABLE 29. RESPONSES OF PLANNING COMMITTEE MEMBERS TO THE QUESTION "TO WHAT DEGREE ARE COMMITTEE MEMBERS FAMILIAR WITH THE VARIOUS CONFERENCE MEETING TECHNIQUES"

Response	Number of Responses
Fairly good - group is quite sophisticated	5
Highly skilled and experienced	18
Varying degree - most have attended many conferences	7
Don't know	4
Total	34

An examination of Table 29 shows that 30 of the 34 responses indicated some familiarity with meeting techniques with 23 of the group stating the committee members were experienced and well informed.

The last question in the area of conference meeting techniques was concerned with the important factor of planning committee orientation to conference meeting design. The procedures used to orient committee members are stated in Table 30.

TABLE 30. PROCEDURES USED TO ORIENT PLANNING COMMITTEE MEMBERS TO CONFERENCE METHODOLOGY

Procedure	Number of Responses
Meetings held by committee during the year	7
Meeting prior to conference	3
Rotation of planning committee keeps experienced people on the committee	9
Specialists from Michigan State University	2
Don't know	11
Total	34

An examination of Table 30 shows little in the way of positive attempts to orient committee members to the various conference meeting techniques. Seven members replied, however, that orientation occurred during the planning meetings held during the year. Since most planning committees use the rotation system with a fixed number being appointed

each year, nine planning committee members expressed confidence in such a rotation plan to keep teachers experienced in conference planning on the planning committee at all times. The fact that 11 of the 34 committee members did not know what procedures were used lends credence to the conclusion that the subject of planning committee orientation to techniques of conference planning needs further investigation.

The third question was, "Were the chairmen, resource people and speakers briefed about the goals and purposes of the conference?" The planning committee members were asked to check any of the three categories which were so briefed. The chairmen received 31 yes responses, resource people 26 yes responses, and speakers 30 checks indicating yes responses.

Conference planning by the membership. The importance of participant planning for both maximum individual benefit and effective group participation was emphasized by Jack (13:14), and Benne and Demorest (81:10). This principle of participant planning has also been stressed by the publications of the Michigan State Department of Public Instruction. It was deemed pertinent to this study to determine what specific planning was effected by the participants who attended the conference and by the non-participants who had originally intended to attend the conference. The data thus revealed is presented in Tables 31 and 32.

TABLE 31. RESPONSE TO THE QUESTION "DID YOU DO ANY SPECIFIC PLANNING IN PREPARATION FOR YOUR PARTICIPATION IN THIS CONFERENCE"

Category	Yes	% Yes	No	% No
Participants	210	24	674	76
Non-Participants	59	28	153	72

Only 24 per cent of the participants indicated they had made plans for their participation in the conference. Of the 212 non-participants who by responding to the question, inferred an intention to attend, 28 per cent indicated planning activity towards conference participation. The ways in which the participants and non-participants planned to participate are presented in Table 32.

TABLE 32. RESPONSES OF PARTICIPANTS AND NON-PARTICIPANTS TO THE QUESTION "WHAT PLANNING DID YOU DO"

Response	No. of Part.	No. of Non-Part.
Member of the planning committee	24	2
Read materials on the topic	83	15
Discussed conference with administration	28	25
Arranged for travel - reservations at Kellogg Center	25	17
Preparation as a group leader	18	6
Arranged for substitute, made lesson plans	36	3
Preparations for participation in group meetings	22	5
Made necessary family arrangements	3	2
Reviewed last year's conference	6	1
Total	245	81

Of the 245 participant responses to the question, 157 were related to planning which might aid the attendee to more effectively participate

in the conference. It is worthy to note, however, that 704 participants indicated no specific planning activity.

Benne and Demorest (81:11) pointed out an important aspect of the factor of pre-conference planning by individual teachers. For maximum utilization of the benefits received from conference attendance such authorities suggested consultation with the staff to determine what information might be of assistance to the local situation. Approximately one-third of the participants indicated they had discussed the conference with fellow staff members. Related to this application of conference information "back home" is the opportunity to report to the staff. The writer asked both participants and non-participants two questions regarding reports to the staff which are presented in Tables 33 and 34.

TABLE 33. RESPONSES OF PARTICIPANTS AND NON-PARTICIPANTS TO THE QUESTION "IS PROVISION MADE TO MAKE A REPORT TO THE STAFF"

Category	Yes	% Yes	No	% No
Participants	337	40	509	60
Non-Participants	199	45	248	55
Total	536	41	757	59

Table 33 reveals that 40 per cent of the participants and 45 per cent of the non-participants were afforded the opportunity of reporting on the conference to their school staff.

TABLE 34. RESPONSES OF PARTICIPANTS AND NON-PARTICIPANTS TO THE QUESTION
"WOULD YOU SUGGEST A REPORT BE MADE TO THE STAFF"

Category	Yes	% Yes	No	% No
Participants	542	67	267	33
Non-Participants	348	78	100	22
Total	890	71	367	29

Table 34 shows that 67 per cent of the participants and 78 per cent of the non-participants suggested that the school administration provide the opportunity for the teachers who attended a conference to present a report on the conference to the appropriate school staff. The fact that 78 per cent of the non-participants favored a provision for reporting conference results to the staff would indicate interest and need from such a report by those teachers unable to attend the conference.

Conference Administration

The Van Duyn Study (50) revealed that planning sessions of meetings covered by the study were often monopolized by "such leaders as executive-secretaries, sponsoring organizations, or small power groups... The dominance of a self-perpetuating leadership group seemed to have inhibiting effects on intellectual and professional growth..." (33:3). It was considered a purpose of this study to investigate planning committee make-up and seek information relative to planning committee selection, operational patterns and decision making processes.

Selection of resource people. The qualification most often expressed as being the most important when selecting resource people is that they be authorities in the specialty or instructional area to be discussed. There are other criteria which may be peculiar to the traditions or interests of the particular conference group. The data presented in Table 35 are responses in reply to the question addressed to the planning committee members: "What procedures are used to select resource people?"

TABLE 35. PROCEDURES USED TO SELECT RESOURCE PEOPLE FOR FIVE SELECTED CONFERENCES FOR TEACHERS

Procedure	Number of Responses
Geographic representation	11
Merit or experience	29
Recommendations to planning committee	3
No criteria	3
Other	3
Total	49

The Van Duyn Study (50) revealed that resource people were usually obtained from institutions of higher learning and the Michigan State Department of Public Instruction. Although provisiion was made for planning committee members to check these two sources, only one committee member indicated that their conference groups considered selection of

such personnel as a significant procedure per se. The utilization of personnel outside the public school area is subject to the other criteria as suggested in Table 35, the most important of which was merit or experience with some recognition given to geographic representation.

Orientation of group chairmen and resource people. The success of group discussions is considered largely dependent upon well trained and informed group chairmen and resource persons. Each has a particular and vital role to play in the conduct of an effective and purposeful group discussion. Hence, an important principle of educationally sound conference planning is provision for thorough orientation of group chairmen and resource people to the goals and purposes of the conference and a clearly defined understanding of their specific duties and obligations.

The planning committee members were asked three questions dealing with the subject of orientation. The first question was, "Are there specific provisions made for the orientation of group chairmen and resource people?" To this question 30 members replied yes and three members replied no.

The second question asked: "If yes, what were they?" Table 36 presents the data in answer to this question.

From Table 36 it is observed that most of the conference program personnel, excluding the speaker, received orientation to their duties and responsibilities at a time prior to the opening of the conference, usually a few hours preceding the first session.

TABLE 36. PROCEDURES FOR ORIENTATION OF GROUP CHAIRMEN AND RESOURCE
PEOPLE

Procedure	Number of Responses
Meeting of personnel prior to opening of conference	22
Material sent through the mail	7
Assume leaders are familiar with techniques	2
Kellogg Center provides personnel	2
Total	33

Operation of the planning committees in group session. The admin-
istration of a conference, as particularly concerned with the internal
functioning of the planning committee, is a factor of utmost importance
if the conference is to adhere to principles of planning that are educa-
tionally sound and philosophically defensible. The oft mentioned comment
that some conferences are dominated by a clique or power group within
the membership was confirmed by the Van Duyn Study (50). To determine
the operational practices of the five conferences included in this invest-
igation, the following two questions were asked of the planning committee
members: (1) How does the planning committee function, and (2) How are
decisions made? The results are tabulated in Tables 37 and 38 which
follow:

TABLE 37. TABULATION OF RESPONSES TO THE QUESTION "HOW DOES THE PLANNING COMMITTEE FUNCTION"

Response	Number of Responses
Through individual committees	5
Through full planning committee meetings	32
Through committee chairman assigned responsibilities	15
Other	0
Total	52

Table 37 reveals that the conferences participating in the study functioned through committee activity. Consultations with representatives of the five conferences revealed that all five groups conducted planning activities while meeting in full committee session, but because of the complexity of certain details it was necessary for the chairman to appoint sub-committees, which in turn reported to the full committee for action. Some committee members were assigned to, or volunteered for, specific duties such as chairman of the planned recreation program or chairman of group discussion assignments.

Some committee activity was carried on by correspondence, much of which was directed to the Continuing Education Service coordinator at Michigan State University.

TABLE 38. TABULATION OF RESPONSES TO THE QUESTION "HOW ARE DECISIONS MADE"

Response	Number of Responses
Majority vote of the committee	30
By the committee chairman	7
Other	0
Total	37

Table 38 shows that 30 of the 37 responses indicated that decisions were made by a majority vote of the committee. The seven remaining responses stated that the decisions were made by the committee chairman. However, while consulting with representatives of the conferences the writer was informed that the action on the part of the committee chairman was concerned with minor details which occurred during the performance of assigned responsibilities by a sub-committee or an individual. Such action by the chairman was in reality a recommendation or suggestion and not necessarily a decision. In no case was the committee chairman permitted to make unauthorized decisions on his own.

Planning committee selection and term of office. Other important facets as regards to the operation of the planning committee are concerned with the manner of selection of planning committee members and their term of office. The question, "In what manner are the planning committee members selected," was asked not to obtain a list of qualifications but

to determine the machinery of planning committee selection. Table 39 reveals the data concerned with planning committee selection.

TABLE 39. RESPONSES TO THE QUESTION "IN WHAT MANNER ARE THE PLANNING COMMITTEE MEMBERS SELECTED

Response	Number of Responses
Vote of last year's conference participants	2
Appointed by the organization governing body	16
Representation by geographic regions	12
Poll of membership by mail	1
Other	0
Total	31

An examination of Table 39 discloses that the majority of planning committee members were appointed by the governing body of the organization. Twelve committee members represented the various districts in which the groups were organized.* Only two members were elected by the conference participants at the time of the conference while one member was elected by vote of the membership by mail. Nine of the planning committee members served one year while the remainder served different terms utilizing the principle of rotation. Seven committee members served three year terms under a rotation plan.

---

*The Department of Elementary Principals is organized according to the regions of the Michigan Education Association with a representative from each region serving on the state conference planning committee.

Conference Planning and Administration Summary

The analysis of the data concerned with the important area of conference planning was presented to reveal planning procedures of both the planning committee and the teachers who attended or planned to attend the conference. Certain basic principles were outlined, most of which formed the basis for the questions included in the measuring instruments.

None of the conferences conducted a pre-conference survey but instead relied on information obtained from an evaluation form completed by those in attendance at the conference of the preceding year, and from a limited amount of personal inquiry. Most of the planning committee members indicated that the needs and interests of the membership received considerable attention during the conference planning sessions. These conclusions were supported by expressions of confidence from the membership. Ninety-eight per cent of the participants and 96 per cent of the non-participants responded that the conference was, in their opinion, planned to meet the needs of the majority of the members of their professional teacher organization.

Technique B, "Theme, speaker - group discussions on the theme," was the type of conference program design most preferred by the participants, non-participants and planning committee, with those programs utilizing group discussions receiving 75 per cent of the number one participant responses, 78 per cent of the non-participant number one responses, and 88 per cent of the planning committee number one responses.

The planning committee members indicated that group discussion chairmen, resource people, and the principal speakers were briefed concerning the goals and purposes of the conference. The usual method for

such briefing was to provide an orientation meeting for program personnel prior to the opening of the conference. Program personnel were selected by merit or experience in the majority of cases although geographic representation was also a prominent factor.

The planning committees of the five educational conferences for teachers participating in this study functioned through full committee meetings with some particular duties and responsibilities assigned to committee members by the chairman. Decisions were made by a majority vote of the committee in all cases. Most of the planning committee members were appointed by the governing body of each organization, served terms of varying length, and were appointed according to some principle of rotation. Seven members served three year terms while nine served one year appointments.

Seventy-six per cent of the participants and 72 per cent of the non-participants who had planned to attend, but were unable to do so, made no specific plans for their participation in the conference. It was significant to note that while 40 per cent of the participants and 45 per cent of the non-participants were given the opportunity to report the results of the conference to their school staff, 67 per cent of the participants and 73 per cent of the non-participants favored the opportunity for teachers who attended a conference to report conference results to the appropriate staff.

Conference Evaluation

It was mentioned in Chapter III that conference evaluation is generally considered to be an essential part of effective conference

planning. It was further mentioned that conference evaluation should be conceived in terms of how successfully the conference accomplished its objectives.

It was a basic assumption of this investigation that the conference, as a method of learning, should be designed, planned and structured to serve the needs and interests of the people directly concerned. By the same token it was also a basic assumption that the conference should be evaluated in terms of participant goal satisfaction as well as the evaluation of individual features, methods, or techniques included in the conference program.

The evaluation process, as concerned with this investigation, consisted of administering an evaluation form to the conference participants at the conclusion of the conference. The evaluation form consisted of questions related to three categories: (1) questions to provide data relative to the satisfaction of individual goals as a result of attending the conference, (2) questions pertaining to an evaluation of the main features of each conference, and (3) questions inserted at the request of conference representatives concerned with membership preference on choice of days, length of the conference, and suggestions for increasing interest in this particular conference.

For the purposes of this study the first section dealing with individual goal satisfaction as a result of attending the conference will be analyzed and presented here.

To determine a measure of the degree of participant goal satisfaction, the writer presented the following statement on the evaluation form: "I feel this conference has completely met my personal and

professional goals." The participant was asked to rate his own personal

evaluation by checking one of four evaluative measures: true, mostly

true, false and mostly false. The results are shown in Table 40.

TABLE 40. REPLIES OF CONFERENCE PARTICIPANTS IN RESPONSE TO THE STATEMENT
"I FEEL THIS CONFERENCE HAS COMPLETELY MET MY PERSONAL AND PROFESSIONAL
GOALS"

Category	Number of Responses	Per Cent of Responses	Cumulative Percentage
True	195	23.8	23.8
Mostly true	579	70.6	94.4
Mostly false	41	5.0	99.4
False	5	.6	100.0
Total	820	100.0	

Table 40 reveals that 23.8 per cent of the participants replied

that the conference completely met their goals while 70.6 per cent

replied that the statement was mostly true. Thus, 94.4 per cent replied

positively to the statement while 5.6 per cent replied negatively. Only

.6 of 1 per cent responded to the "false" category.

The second question asked on the evaluation form was, "If true

or mostly true, in what ways did the conference satisfy your goals?"

The answers are presented in Table 41.

TABLE 41. DISTRIBUTION OF CONFERENCE PARTICIPANT RESPONSES TO THE QUESTION "IN WHAT WAYS DID THE CONFERENCE SATISFY YOUR GOALS"

Response	Number of Responses	Per Cent of Responses
Speaker excellent, practical, helpful	136	13
Discussion groups excellent, worthwhile	249	24
Topic - theme provided needed information	173	17
New ideas	84	8
Helps to know others have similar problems	59	6
Fellowship, meeting old friends	68	7
Stimulation and inspiration to do a better job	171	16
Evaluated my own work, substantiated own philosophy	59	6
Learned what others were doing	32	3
Total	1,031	100

The analysis of the data in Table 41 reveals that the modal response was "Discussion groups excellent, worthwhile" representing 24 per cent of the responses. Seventeen per cent of the responses mentioned the topic or theme of the meeting and 16 per cent responded that the conference provided stimulation and inspiration to do a better job.

It is interesting to note that 13 per cent of the responses mentioned the benefits received from the contribution of the speakers. This is in contrast to the data revealed in Table 22 where it was shown

that only 1 per cent of the participants stated hearing the speaker was a goal of the conference. Also, when tallying the data in Table 13 "wanting to hear the speaker" or an equivalent statement was not added to the list of goals in the spaces provided on the questionnaire. However, in Table 23 the influence of the prominence of the speaker was noted as significant in influencing a majority of the participants to attend the conference.

Another pertinent observation is the relationship of the preferred type of conference meeting arrangement which was revealed in Table 27 to be "speaker, there - discussion groups on the theme," and three of the four highest responses in Table 41 which were "discussion groups," "topic - theme," and "speaker." Thus, the data presents a direct relationship between the responses in Table 41 and the method preferred in achieving participant and non-participant conference goals.

As regards to the conduct of an evaluation of the 1954 conference of each conference participating in the study, 31 planning committee members replied that an evaluation was made of their conference while three members stated there was no evaluation. Twenty-two of the 31 members referred to above stated the evaluation was systematic and nine replied that the evaluation was informal. The evaluation was made at the conclusion of the conference in all cases and reviewed at the first planning committee meeting held after the conference.

It is interesting to note that 18 planning committee members stated that the evaluation was made by the planning committee while 10 members replied that conference participants completed evaluation forms. Thus, less than one-third of the planning committee members were able to

evaluate their conference in terms of participant reactions, suggestions and goal satisfactions.

It was a basic assumption of this investigation that the conference participant attends an educational conference motivated by certain goals for which he seeks satisfaction. If such goals motivate a participant to attend a conference, the question arises as to why the non-participants were unable to attend. The reasons for non-attendance, as suggested by representatives of the teacher organizations participating in this study, were presented for non-participant reaction. Table 42 presents the non-participant responses to the question, "Did any of the following influence your decision not to attend this conference?" The number of responses represented those considered important by the non-participants.

The non-participants were given opportunities to reflect their reasons for not attending the conference of their professional organization in four areas: (1) conflicts due to family obligations and prior commitments, (2) travel and expense, (3) lack of interest in the conference program, and (4) local school problems. Forty-nine per cent of the non-participants stated that they had a scheduled conflict, while 22 per cent replied that family obligations required their presence at home.

The second area of responses, travel and expense, received 12 per cent of the responses. Five per cent of the non-participants stated that they had too far to travel, 5 per cent could not afford the expense, and 2 per cent had no transportation available.

Area three, lack of interest in the conference program, consisted of two statements: (1) "I did not feel the conference would be of benefit

TABLE 42. DISTRIBUTION OF NON-PARTICIPANT RESPONSES TO THE QUESTION "DID ANY OF THE FOLLOWING INFLUENCE YOUR DECISION NOT TO ATTEND THIS CONFERENCE"

Response	Number	Per Cent of Responses
Too far to travel	21	5
No transportation available	8	2
Could not afford the expense	21	5
I did not feel the conference would be of benefit to me	11	3
I could not obtain consent of the administration	38	9
I had a scheduled conflict	203	49
I could not obtain a substitute teacher	13	4
I did not like the program this year	6	1
I had family obligations	91	22
Total	417	100

to me," received 3 per cent of the responses while the statement, "I did not like the program this year," received but 1 per cent of the important non-participant responses.

Area four, local school problems, presented two statements related to the most common conflicts in this area. Four per cent of the non-participants stated that a substitute teacher could not be obtained while 9 per cent could not obtain consent to attend the conference from the school administration.

From the data thus revealed, 71 per cent of the non-participant responses were related to personal problems. The nature of the "scheduled conflicts" was not revealed.

While Table 42 presented non-participant responses to a pre-determined set of statements in order to confirm or deny certain authority-defined reasons for non-participant attendance, it was considered necessary to pose the question in such a way so as to obtain original expressions from the individual non-participant. Hence, the writer asked the following question: "What factors caused you not to attend this conference?" The non-participant responses are presented in Table 43.

An examination of Table 43 reveals, in greater detail, the reasons why the non-participants were unable to attend. The modal statement, "heavy schedule - too busy," received 20 per cent of the responses. Otherwise, the number of responses were randomly distributed with no particular response outstanding.

It would be appropriate to compare responses mentioned in Table 42 with the responses noted in Table 43. For comparative purposes, the responses in Table 43 will be combined, where logical and related, to fit the four areas of replies mentioned in the discussion following Table 42.

Area one - conflicts due to family obligations, scheduled conflicts and personal reasons. Seventy-one per cent of the responses in Table 42 were related to this area. By combining the statements, "I had a conflict," "Junior High Principals Conference," "previous plans...," "personal reasons," "illness," and "family obligations," from Table 43, 50 per cent of the responses would be related to area one.

TABLE 43. DISTRIBUTION OF NON-PARTICIPANT RESPONSES TO THE QUESTION "WHAT FACTORS CAUSED YOU NOT TO ATTEND THIS CONFERENCE"

Response	Number	Per Cent of Responses
I had a conflict	36	10
Heavy schedule, too busy	71	20
Family obligations	23	7
Illness	22	6
Personal reasons	29	9
Wasn't my turn to come, wasn't eligible	22	6
Attended national conference of the organization - could not attend both	17	5
Junior High Principals Conference	23	8
Lack of information on program	9	3
Previous plans, spring vacation	34	10
Wasn't asked, administration would not permit attendance	34	10
Not interested in attending, program is not inviting	10	3
No substitute teacher available	8	2
Miscellaneous	4	1
Total	347	100

Area two - travel and expense. Twelve per cent of the responses in Table 42 were classified in this area, while only two non-participants responded in this area in response to the question noted in Table 43.

Area three - lack of interest in the conference program. This statement received 4 per cent of the responses as shown in Table 42 as compared to 3 per cent of the non-participants in Table 43 who replied, "not interested in attending - the program is not inviting."

Area four - local school problems, received 13 per cent of the responses in Table 42. By combining the statements, "heavy schedule - too busy," "wasn't my turn to come, wasn't eligible," "wasn't asked, administration would not permit," "no substitute teacher available," and "attended national conference of the organization - could not attend both," noted in Table 43, 43 per cent of the non-participant replies would be related to this area.

One statement in Table 43 was not assigned to a particular area. "Lack of information on the conference" could possibly be related to area three, but the lack of information might not infer a lack of interest in the conference program.

<center>Summary</center>

The data pertaining to conference evaluation reveals a high degree of acceptance by the participants of the manner in which the conference of their professional teacher organization satisfied their goals. Nearly one-fourth of the participants stated that the conference completely met their personal and professional goals while approximately 71 per cent replied that most of their goals were satisfied as a result of attending the conference.

The responses to the ways in which the conference satisfied the conference goals of the participants were analogous to the preferred

type of conference program design. Twenty-four per cent of the responses
attested to the benefits received from the group discussions while 17
per cent replied that the information received from the topic or theme
was helpful. That the conference provided stimulation and inspiration
to do a better job was mentioned by 16 per cent of the responses while
the information and benefits received from hearing the keynote speakers
received 13 per cent of the responses.

The study presented the analysis of the reasons why the non-
participants were unable to attend the conference of their professional
organization in two ways. First, a structured question was asked to
reveal responses in terms of authority-defined reasons for potential
participants not attending the conference. A second question asked the
non-participants to state their reasons for not attending the conference
in question.

The structured question revealed that nearly one-half of the
non-participants responding stated they had a scheduled conflict.
Twenty-two per cent replied that family obligations required their
presence at home. Nine per cent of the non-participants could not
obtain consent of the school administration to attend the conference.

The unstructured question, "What factors caused you not to
attend this conference," revealed a wide variety of reasons with the
statement, "heavy schedule - too busy," receiving 20 per cent of the
responses. When the responses in Tables 42 and 43 were classified into
four areas, comparison of the responses revealed only one area where
substantial agreement was obtained. The lack of interest in the confer-
ence program was of minor concern to the non-participants while conflicts

due to family obligations, personal reasons, and prior commitments
received 71 per cent of the structured question responses and 50 per
cent of the responses from the unstructured question.

For the most part the data revealed by the unstructured question
seemed to be more relevant to the problem and of more value for analysis
and evaluation.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Statement of the problem. The educational conference has become a popular and prominent medium for the achievement of certain educational goals and objectives of professional interest to teachers. Although a literature on conference methodology and techniques has been developed, such literature has lacked research that would tend to focus attention on the components of conference methodology, as they relate to the planning, organization and evaluation of the conference as a total learning situation.

Specifically it was the purpose of this investigation to: (1) analyze the conference goals of teachers who attended a selected group of educational conferences at Michigan State University and the conference goals of teachers who were members of the teacher organization sponsoring the conference, but who were unable to attend; (2) compare the goals of the membership with the planning committees expression of the goals of the membership; (3) examine possible relationships between the conference goals and certain biographical characteristics of the participants and non-participants; (4) examine the planning and administrative procedures of the conferences participating in the study; and (5) evaluate the respective conferences in terms of the ways in which individual conference goals were met as a result of attending the conference.

Need for the study. The number of conferences of professional
interest to teachers is increasing in number creating numerous problems
for school administrators and teachers alike. Conference attendance by
teachers creates the need for budgetary allotments, in-service education
policies and the status of conference attendance by teachers in such
policies, and the need for qualified substitute teachers to replace
those teachers attending a conference. These problems have resulted in
organized opposition within the Michigan Association of School Adminis-
trators to what is considered excessive conference attendance by teachers.
There is little doubt that a sizeable portion of this opposition questions
the educational value of conferences. With this situation existing in
Michigan it appeared timely and logical to evaluate the conference as
a worthwhile learning opportunity for teachers.

The review of the literature indicated an apparent lack of
published research on conferences although the literature presented
general articles with reference to certain conference methodology and
techniques. Research was needed, however, to evaluate such methodology
in terms of the goals of the conference as well as to reveal the prefer-
ences of the potential participant for certain techniques most useful
in meeting his needs and interests.

It was a basic assumption of this investigation that a participant
attended a conference motivated by certain goals for which he sought
satisfaction. The lack of research in this fundamental area of confer-
ence goals made this study desirable and purposeful.

It was heretofore mentioned that research was needed that would
entail the complete scope of the conference as a procedure for the

achievement of educational objectives and purposes. The present study included the areas of conference goals, biographical characteristics of the sample, conference planning and administration, and an evaluation of the conferences in terms of individual goal satisfaction.

Methods and procedures. After conducting two pilot studies, which served as bases for this study as well as to provide, in part, many of the items for the questionnaires used for the final study, five educational conferences for teachers were selected, and permission for participation in the study was granted by the appropriate governing board of each sponsoring teacher organization. The five conferences selected followed similar conference meeting design, were groups meeting annually at the Kellogg Center for Continuing Education, Michigan State University, and were similar in administrative structure and educational purpose.

Four measuring instruments were devised: (1) a pre-conference questionnaire was administered to conference participants prior to the opening of the conference; (2) a similar questionnaire was mailed to those members of the sponsoring teacher organization who were unable to attend; (3) an evaluation form was administered to the participants at the conclusion of the conference; and (4) a questionnaire was completed by each member of the respective conference planning committees.

The questionnaires were prepared in consultation with representatives of the sponsoring teacher organizations, staff members of the Continuing Education Service, and staff members of the Michigan State Department of Public Instruction. The specific research techniques employed were: (1) interview; (2) questionnaire; and (3) direct observation.

Summary

In order to ascertain the nature of the groups under investigation, the study first presented an analysis of the biographical characteristics of the conference participant and non-participant groups. A summary comparison of biographical data was also provided. The initial biographical characteristic discussed was that of age.

An analysis of the data showed that the participants represented a somewhat younger portion of the sample, although the age class interval for this group revealed a rather uniform age distribution. Both participant and non-participant groups were composed of a higher percentage of females, with the ratio of females to males larger among the non-participants. The median age of the male teachers in the total sample was noticeably lower than the median age of the female teachers. Furthermore, the data showed a wider difference between the median age of the male participants and female participants than between the median age of the male non-participants and the female non-participants.

A majority of the sample was married, with the participant and non-participant groups containing a similar percentage of married teachers. Notable differences were noted between the number of teachers in the sample teaching in the several classes of schools. Class A schools were represented by more teachers in the total sample than the combined total of teachers from the class B, C, D and E schools. The percentage of participants and non-participants teaching in each of the five classes of schools was almost identical. A substantial percentage of the sample taught in schools located below a line extending west from Port Huron through Grand Rapids.

This investigation further showed that the median number of years in teaching for participants was lower than the non-participants with relatively small class interval variations between the two groups. Approximately one-third of the non-participants had not yet attended a conference of the teacher organizations which participated in this study, while a near equal percentage of the participants attended the conference for the first time. A very small percentage of the total sample had not had previous conference experience. Two-thirds of the total sample of teachers had attended less than eight conferences during the past five years. The data showed little variation between participant and non-participant attendance at conferences of teacher organizations which participated in the study or at conferences of other teacher organizations not included in this investigation.

Close agreement existed between the conference goal preferences of the participants and non-participants with moderate agreement noted between the planning committee expression of membership goals and those expressed by the participants and non-participants. These conclusions were verified when the mean values of the goals were ranked in order of preference by the three groups and the Spearman Rank Correlation Coefficient (105:467) applied. The five goals receiving the largest number of very important responses were identically ranked in order by the participants and non-participants. A conclusion of the Van Duyn Study (50) that social fellowship was a major attraction of the meetings, conferences, and conventions held for public school superintendents in Michigan from 1947-1950, was not supported by the data revealed in this study.

When the participant and non-participant groups were classified into age class intervals and the mean values of the goal preferences applied, such mean values were found to be randomly distributed. The data also showed that when the mean values of each goal were ranked, using both age and years in teaching class intervals, little evidence was noted of either goal change or variation between the age and years in teaching categories or between participant and non-participant responses. Furthermore, little variation was noted between goal preferences of married and single participants, married and single non-participants, married participants and non-participants, and single participants and non-participants. The application of the Spearman Rank Correlation Coefficient (105:467) confirmed this conclusion.

The conference goal mean values of the female participants were consistently lower than those of the male participants, and were in near complete agreement with the ranking of the goals by the female non-participants. Both the participant males and females expressed a higher percentage of very important responses for each conference goal as compared to non-participant males and females.

Again the participants and non-participants were in close agreement concerning the over-all goals of the conference. The members of the planning committees were in closer agreement with the participants than with the non-participants, although all three groups ranked the four most prominent goals in identical order.

Both participants and non-participants disclosed two factors which may have influenced their decision to attend. Thus, the attraction of a "name" speaker, and the recognition by the particular school

system of the conference as a valuable in-service education medium were motivating forces in influencing, to some degree, the attendance by the participants to a conference included in this investigation. Other factors did not appear to have general significance although each may have influenced individual decisions to attend. A sizeable percentage of non-participants indicated they might have attended the conference of their interest if consent had been obtained from their school administration.

The planning committees, for the most part, used an evaluation form, completed at the previous year's conference, as the main basis for determining the needs of the membership as well as for planning next year's conference. Otherwise, planning committee members relied on their collective interpretation of membership needs and problems. Both the participants and non-participants were fully confident in the planning committee of their respective organization to appropriately recognize membership needs and interests in planning a purposeful and worthwhile conference.

A conference meeting arrangement in which speakers and group discussions were featured, was preferred by a substantial majority of participants, non-participants and planning committee members. All three groups were in close agreement on this point. Group discussions on a single topic or theme were preferred to group discussions on various topics. The arrangement least preferred by all three afore-mentioned groups, was the unstructured conference.

The data showed that the planning committees of the participating teacher organizations discussed a wide variety of conference techniques

during the conference planning sessions. While the committee members

expressed their familiarity with various conference meeting techniques,

the data revealed little evidence that planning committee members were

given concrete and organized orientation to conference methodology.

Most members relied on their own experience with various conference

meeting techniques plus the experience of those on the committee who,

because of the rotating membership plan, had served previously on the

planning committee.

Over three-fourths of the participants indicated they had made

no specific preparation or planning for their participation in the

conference. However, one-third of the participants discussed the confer-

ence with fellow staff members with only slightly more in number being

able to report the benefits received from attending the conference to

the school staff. A sizeable majority of the total sample, however,

favored an opportunity to report to the appropriate school faculty.

Most of the conference group discussion chairmen and resource

people were briefed as to the goals and objectives of the conference

at a meeting scheduled prior to the opening of the conference. The

speakers were usually so briefed by correspondence. Resource people

were selected on the basis of merit or experience in the majority of

cases while some consideration was given to obtaining adequate geographic

representation of program personnel. Extensive use of faculty members

of institutions of higher learning or of the Michigan State Department

of Public Instruction was not in evidence.

The conferences participating in the study were planned in full

planning committee meetings with the responsibility of some specific

task or detail assigned to sub-committees or individuals by the respective committee chairmen. Decisions were made by majority vote of the full committee.

A majority of the committee members were appointed by the organization governing body while one conference planning committee was composed of a member representing each of the Michigan Education Association regions. Only two of the 34 planning committee members stated that they were elected by vote of the conference participants.

The data further showed that the participants were well satisfied with the role of the conference in achieving their personal and professional goals. Nearly one-fourth of the participants responding stated that the conference completely met their conference goals, while a substantial majority agreed that the statement, "I feel this conference has completely met my personal and professional goals," was mostly true. Less than 5 per cent of the participants replied negatively to the statement.

The data also revealed the ways in which the conferences satisfied individual goals. The most popular expressions pertaining to conference goal satisfaction were in reference to the worthwhile benefits received from group discussions; the important information related to the conference theme; the helpful and practical suggestions derived from the main speakers; and the stimulation and inspiration to do a better job. These four expressions represented three-fourths of the total number of participant responses.

Some indecision was noted on the part of the planning committee members as to the provisions for evaluation of their own particular

conference. Over one-half of the planning committee members stated that the evaluation was conducted by the planning committee, while less than one-third of the members replied that the conference participants completed evaluation forms. According to the data, two-thirds of the planning committee members were unable to evaluate their conference in terms of participant reactions, suggestions and participant conference goal satisfaction.

A wide variety of reasons were expressed by the non-participants as to why they were unable to attend the conference of their teacher organization. Most expressions were concerned with the extensive and time consuming school obligations, prior commitments, family obligations and certain personal reasons. The lack of interest in either the conference program or of their professional organization was not substantiated by the data.

Conclusions

The following conclusions must be interpreted in terms of the limitations and scope of the study. The limitations inherent in the data restrict the findings of the investigation in terms of the breadth of generalizations that can be made.

1. It may be concluded from the data that the participants and non-participants, as separate entities, do not have exclusive character-istics or separate needs and interests. To the contrary, the close agreement noted with regard to individual conference goals, over-all conference goals, conference meeting design, conference attendance, and the other categories and areas discussed in this investigation shows a

common sharing of needs, interests and opinions which reflect the exist-
ence of a profession of teachers rather than arbitrary divisions known
as conference participants and conference non-participants.

2. It may be concluded from the responses of the participant
and non-participant groups that the participants attended the conference
of their professional organization motivated by certain professional
goals for which they sought satisfaction. The goals rated highest in
preference by the two aforementioned groups reflected expressions related
to the instructional process and professional growth. Expressions by
the participants with regard to the ways in which individual conference
goals were satisfied as a result of attending the conference were like-
wise expressions related to the instructional process and professional
growth. The statements of the participants and non-participants concern-
ing the over-all goals of the conference were further evidences of concern
over the professional needs and interests of the total sample of teachers
included in this investigation.

3. The comparison of the conference goals of the participants
and non-participants with the goals of the participants and non-participants
as expressed by the planning committee members, revealed notable percent-
age differences in four of the 11 goals. A similar comparison of the
appropriate mean values for each goal permitted similar conclusions. A
further check was made relative to the agreement between planning commit-
tee members and the participants and non-participants by the application
of the Spearman Rank Correlation Coefficient (105:467). A correlation
of .56 was obtained between the ranking of goal preferences by the
planning committee and participants. The same correlation coefficient

was obtained between the planning committee and non-participants using the mean values. The participant and non-participant Spearman Rank Correlation Coefficient was .96.

It may be concluded that the question of planning committee representation of membership goals, as shown by the data, is one of some concern. Steps may well be taken by the planning committees of the conferences participating in the study to check this factor carefully during future planning sessions.

4. The linear values obtained as pertaining to conference attendance during the past five years at conferences of the organizations participating in this study and those organizations not participating in the investigation, show that there is little evidence to conclude that a small portion of the sample attended most of the conferences of the teacher organizations participating in this study as well as conferences of other teacher organizations, or that teachers included in the sample attended too many conferences. It may be suggested that allegations of excessive attendance by public school teachers in Michigan be preceded by a closer examination of the meaning of the term "excessive conference attendance" as used by the leaders of the opposition within the Michigan Association of School Administrators.

5. The fact that a majority of the participants, non-participants and planning committee members preferred a conference design to include a keynote speaker and group discussions is indicative of the significance attached by the teachers included in the sample to a learning situation or technique best suited to meet their needs and interests and to solve their professional problems. An analysis of the responses to the ways

in which the conference goals of the participants were satisfied as a result of attending a conference revealed that the three statements receiving the largest number of responses were discussion groups, information on the topic or theme, and the practical information received from the keynote speaker. These three factors also made up the basic conference design most preferred by the participants, non-participants and planning committee members.

6. The data revealed that the planning committee members were inconsistent in their responses as to the provisions for evaluation of the conferences participating in this study. This apparent indecision and lack of information raises serious question as to the nature and effectiveness of the evaluation process used by the five participating conferences.

7. The implementation of an organized orientation program for planning committee members to the components of conference planning, methods, organization and evaluation is an educationally sound and effective procedure. The data revealed little evidence that the organizations participating in the study provided for this significant principle of conference planning.

8. Planning for participation in the conference by the potential participant was revealed by this study to be worthy of considerable attention by teacher organizations and other groups cooperating in sponsoring a conference for teachers. It was mentioned in Chapter III that the conference participant is obligated to his group to assess his problems and needs, read appropriate literature related to the theme or topic of the conference, discuss the conference with the staff in terms

of what conference benefits may be applied in the local school situation,
and many other aspects of effective participant planning. The data
revealed that over three-fourths of the 915 participants gave no indica-
tion of planning activity that might contribute to the effectiveness of
his participation in the conference of his professional organization.

9. The overwhelming majority of the total sample of teachers
expressed confidence that their respective planning committees planned
the conference of their particular organization to meet the needs and
interests of the group. With a majority of the planning committee
members being appointed by the governing body of the particular teacher
organization, it might be concluded that such conditions are indicative
of an autocratic framework. On the other hand the fact that there was
congruity of goal agreement between the planning committees and the
membership would tend to indicate that this was not true.

Recommendations

As a result of this study, the writer noted some specific problems
that are worthy of further research. It is true that a general study
of this kind, while broad yet inclusive, may neglect certain areas of
conference operation that are in need of detailed analysis. Many
suggestions for future research are inherent in the data. The following
represent the most urgent and significant suggestions for research which
emerged from the findings of this investigation.

1. The findings of this study revealed the existence of confer-
ence goals which motivated a potential conference participant to attend
the conference of the teacher organization of which he was a member.

This investigation also revealed the ways in which the conference satisfied the conference goals of the participants. It is suggested that research be conducted in the area of conference follow-up to determine the ways in which the benefits received from attending the conference were applied, and to develop measures applicable to the area of professional growth as related to conference attendance. It may be also possible to test the specific hypothesis that conferees goal orientations prior to a conference experience differ from the orientations after a conference has taken place.

2. This investigation showed that although planned recreation was provided, the social benefits obtained from such activities were not of major concern to the participants or non-participants. This conclusion, however, does not seem to be shared by the evaluation of many "convention" type meetings or certain other professional meetings such as revealed by the Van Duyn Study (50). It is suggested that a study be made to consider sociometric patterns of professional meetings as compared to educational conferences.

3. Related to the area of group discussions, some educators have taken the view that the most important criterion for group discussion success is the participants positive evaluation of the experience. Implicit in this position is a purported relationship between quality and degree of participation by the individual in the group discussion and his positive evaluation of the experience. Research findings on this problem would do much to eliminate the current polemic controversy in the matter.

4. This study revealed a lack of utilization of staff members of institutions of higher learning or of the Michigan State Department

of Public Instruction as resource people. What are the reasons for
this condition? What is the role and identity of the "authority" as
concerned with the **criteria** used in the selection of resource people
for group discussions?

5. The area of group identification is worthy of further research.
What is the influence of organizational membership upon educational
aspirations? Does belonging to a teacher organization, such as one of
the organizations participating in this study, influence educational or
professional growth? Furthermore, is the need for primary group identi-
fication a significant factor in conference attendance?

6. A further useful study would be to test the hypothesis that
goal orientation and subsequent change are related to certain biographical
variables and to the purposes of the conference.

7. This investigation revealed the relative importance attached
to the importance of having keynote speakers as a part of the conference
program design. What is the role of the speaker in the satisfaction of
conference goals? At what point in the program is the speaker most
effective, and how much time should be allotted to speakers as compared
to group discussions? What type of speaker should be presented -
controversial or information giving? Studies dealing with these afore-
mentioned problems related to keynote speakers are deserving of
purposeful research.

8. The fact that over one-half of the total sample of teachers
taught in class A schools should encourage a further study into the
reasons why more participants from class B, C, D and E schools did not
participate in the conferences.

9. This study was limited to conferences which met at the Kellogg Center for Continuing Education, Michigan State University. It may be suggested that further research into the area of conference goals be conducted to include: (1) teacher conferences meeting at camp sites; and (2) educational meetings for teachers other than conferences.

10. The acceptance of the conference as worthy of consideration when developing a program of in-service education for a school system, may depend upon the attitudes of the school administrator, supervisor, public officials, teachers and lay citizens. It is suggested that further research be conducted to determine the attitudes of the above groups, using a common set of criteria, with a view of revealing unexpressed and untested attitudes. Such research may be extremely useful in the constant search for more effective ways of planning educational conferences.
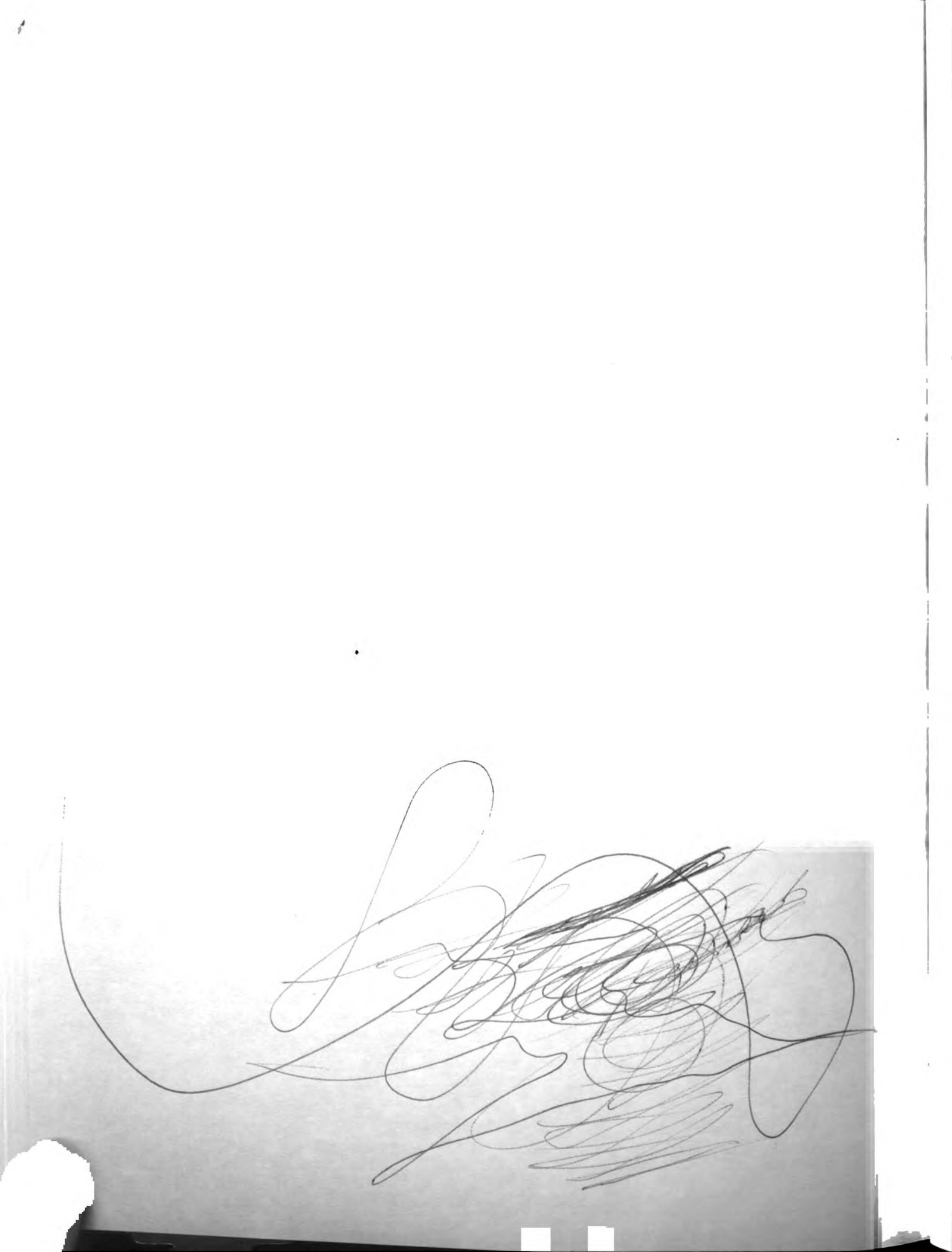
BIBLIOGRAPHY

BIBLIOGRAPHY

1. D. Leggett, "Role of the Conference in Teacher Education," Educational Administration and Supervision, 37:362-370, October, 1951.

2. N. W. Simmons and E. G. Senkewitz, "Values of Conferences and Conference Training," Industrial Arts and Vocational Education, 40:4-5, January, 1951.

3. A. Bentley, "Conferences Can Be Fun," Practical Home Economics, 29:62-63, February, 1951.

4. J. G. Withall, "How Can Conventions Be Made More Fruitful," School Review, 60:353-361, September, 1952.

5. J. McKinney, "I've Been Thinking About Conventions," National Association of Secondary School Principals Bulletin, 36:50-52, October, 1952.

6. R. H. Eckelberry, "Wanted: Better Conference Procedures," Educational Research Bulletin, 30:22-23, January, 1951.

7. Stanley J. Heywood, "In-Service Training Programs Can Be Evaluated," Administrators Notebook, Vol. III, No. 3, 4pp., November, 1954.

8. V. D. Droms, "Mr. Chairman: Conferences Can Be Successful," Balance Sheet, 35:181, December, 1953.

9. H. E. Cowan, "Teacher Conventions," Journal of Business Education, 29:182, January, 1954.

10. R. T. Myers, "Virginia Teachers Give Opinions on Annual Conference," Agricultural Education Magazine, 25:280, June, 1953.

11. W. G. Carr, "New Dimensions of Service," National Educational Association Journal, 42:572, December, 1953.

12. H. A. Moore, Jr., "How to Conduct Conferences That Click," Nations Schools, 54:42-44, August, 1954.

13. M. C. Jack, "What About Conventions," Balance Sheet, 32:12-14, September, 1950.

14. A. S. Barr, Wm. H. Burton, and Leo J. Brueckner, Supervision, Appleton-Century Crofts, Inc., New York, 1947, 879 pp.

15. Earl C. Kelley, "Why All This Talk About Workshops," Educational Leadership, Vol. 2:200-204, February, 1945.

16. R. A. Erwine and W. G. Fordyce, "The Workshop and In-Service Teacher Training," Educational Research Bulletin, Vol. 22:59-62, March, 1943.

17. W. A. Anderson, "What Makes A Good Workshop," Journal of Educational Sociology, 24:251-261, January, 1951.

18. G. D. Baker, "Workshop Organization and Operation," Journal of Educational Sociology, 24:266-271, January, 1951.

19. T. D. Rice, "Toward Evaluation," Journal of Educational Sociology, 26:187-191, December, 1952.

20. T. D. Rice, "Workshop Evaluation and Pre-Planning," Journal of Educational Sociology, 24:273-284, January, 1951.

21. B. Raven, "Workshop Planning and Evaluation," Journal of Educational Sociology, 26:313-326, March, 1953.

22. J. Darrell Barnard, "Workshops in General Education for College Teachers," Journal of Educational Sociology, 24:272-277, January, 1951.

23. Bert and Frances Strauss, New Ways to Better Meetings, New York: The Viking Press, 1955, 177 pp.

24. Paul H. Sheats, Clarence D. Jayne, and Ralph B. Spence, Adult Education, The Community Approach, The Dryden Press, New York, 1953, 530 pp.

25. Alfred M. Cooper, How to Conduct Conferences, McGraw-Hill Book Company, Inc., New York, 1946, 201 pp.

26. Earl C. Kelley, The Workshop Way of Learning, Harper and Brothers, New York, 1951, 169 pp.

27. John N. Parsey, "Conference Planning for Educational Dividends," The Administrators Notebook, Vol. 1:4, May, 1953.

28. Malcom S. Knowles, Informal Adult Education, Association Press, New York, 1951, 272 pp.

29. Maurice E. Stapley, "Story of a Workshop," Bulletin of School of Education, Indiana University, January, 1952, 11-14 pp.

30. "Partners in Planning," Adult Leadership, I:4-6, December, 1952.

31. L. D. Zeleny, "Experiments in Leadership Training," Journal of Educational Sociology, 14:310-313, January, 1941.

32. Kenneth Benne, "Leaders Are Made, Not Born," Childhood Education, January, 1948.

33. Harlan Beem and W. W. Savage, "How Helpful Are Educational Meetings," The Administrators Notebook, The University of Chicago, Vol. II:4, December, 1953.

34. Stanley J. Heywood, "In-Service Training Programs Can Be Evaluated," Administrators Notebook, The University of Chicago, Vol. III:4, November, 1954.

35. "Intergroup Education Workshop Resume, 1952," Journal of Educational Sociology, 26:327-333, March, 1953.

36. William E. Vickery, "Ten Years of Intergroup Education Workshops-- Some Comparisons and Contrasts," Journal of Educational Sociology, 26:292-302, March, 1953.

37. Issue Committee, "Meetings, Meetings, Everywhere," Adult Leadership, I:2-4, December, 1952.

38. Issue Committee, "Hold That Audience," Adult Leadership, I:6-8, December, 1952.

39. "The Tool Kit: Improving Large Meetings," Adult Leadership, I:15-23, December, 1952.

40. Issue Committee, "If We'd Only Known," Adult Leadership, I:24-27, December, 1952.

41. Franklyn S. Haiman, Group Leadership and Democratic Action, Houghton Mifflin Co., New York, 1951

42. "Conference Sense," NAVPERS 91139, Bureau of Naval Personnel, Washington, D. C., 1950, 31 pp.

43. Roy M. Hall and Donald S. Nugent, Democratic Method and Experience in Educational Meetings, The University of Texas, Austin, 40 pp.

44. M. G. Preston and R. K. Heintz, "Effects of Participatory Leadership on Group Judgement," Journal of Abnormal and Social Psychology, XLIV, 1949.

45. J. J. Auer and Henry L. Ewbank, Handbook for Discussion Leaders, New York: Harper, 1947, 118 pp.

46. Clyde M. Campbell, Practical Applications of Democratic Administration, New York: Harper, 1952, 318 pp.

47. E. J. Hegarty, How to Run A Meeting, New York, Prentice-Hall, 1945, 222 pp.

48. George B. deHuszar, Practical Applications of Democracy, New York: Harper, 1945, 140 pp.

49. Louise Parrish, C. E. MacDonald and Earl C. Kelley, "Three Views on the Conference Problem," Michigan Education Journal, 33:18-19, September, 1955.

50. Robert G. Van Duyn, "An Interpretation and Evaluation of Conferences, Conventions, and Workshops as In-Service Education for Superintendents of Schools in Michigan, 1947-1948 through 1949-1950," unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1953.

51. Ronald Lippitt, "Group Self-Analysis of Productivity in the Work Conference," Adult Education Bulletin, 12:74-79, February, 1948.

52. A. S. Barr, "Every School a Workshop," Journal of Educational Research, Vol. 34:613, April, 1941.

53. Kenneth D. Benne, "The Future of Work-Survey Conferences," Adult Education Bulletin, 12:93-96, February, 1948.

54. V. E. Anderson and Watt A. Long, "A School System Builds Its Own Workshop," Journal of Educational Research, Vol. 37.

55. W. E. Goslin, "When We Work Together," Educational Leadership, Vol. I, January, 1944.

56. R. D. Haskew and G. Y. Smith, "Teachers Can Plan Workshops," Educational Leadership, Vol. II, February, 1945.

57. Frank M. Walser, The Art of Conference, New York: Harper, 1933, 305 pp.

58. "Cooperation Brings Results," report from Kentucky, Educational Leadership, Vol. 3:3-9, October, 1945.

59. Kenneth Benne and Paul Sheats, "Functional Roles of Group Members," Journal of Social Issues, 4:41-49, Spring, 1948.

60. "Personnel Policy Development," Bulletin No. 441, Lansing, Michigan: The Michigan State Department of Public Instruction, 1948.

61. Herbert A. Thelen, Dynamics of Groups at Work," Chicago, The University of Chicago Press, 1954, 379 pp.

62. David H. Jenkins, "Feedback and Group Self-Evaluation," The Journal of Social Issues, Vol. IV:60-62, Spring, 1948.

63. Leland Bradford and John R. P. French, Jr., "Conclusions," The Journal of Social Issues, Vol. IV:70-72, Spring, 1948.

64. _____, "How to Teach Adults," Leadership Pamphlet #5, Adult Education Association of USA, Chicago 11, Ill., 1955, 48 pp.

65. "Teachers Prepare for Discussion Group Leadership," Bureau of Publications, Teachers College, Columbia University, New York 27.

66. _____, "How to Use Role Playing," Leadership Phamphlet #6, Adult Education Association of USA, Chicago 11, Ill., 1955, 47 pp.

67. "New Hope for Audiences," National Congress of Parents and Teachers, 700 Rush St., Chicago 11, Ill.

68. "Group Processes in Adult Education," Community Services in Adult Education, University of Indiana, Bloomington, Ind.

69. _____, "How to Lead Discussions," Leadership Pamphlet #1, Adult Education Association of USA, Chicago 11, Ill., 1955, 48 pp.

70. Bruno Lasker, Democracy Through Discussion, New York, H. W. Wilson Co., 1949, 376 pp.

71. _____, "Planning Better Programs," Leadership Pamphlet #2, Adult Education Association of USA, Chicago 11, Ill., 1955, 43 pp.

72. Gordon L. Lippitt and Warren H. Schmidt, My Group and I, Arthur Croft Co., New London, Conn., 1952, 24 pp.

73. Franklyn S. Haiman, Groupthink or Group Thinking, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

74. Thomas Gordon, Improving Your Leadership in Discussion Groups, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

75. Issue Committee, What Roles Does Your Group Need, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

76. Nathaniel Cantor, A Way of Thinking About Learning, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

77. Joseph G. Glass, How to Plan Meetings and Be a Successful Chairman, New York: Merlin Press, 1951, 203 pp.

78. Edward C. Lundeman, Self-Evaluation by Adult Students, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

79. Issue Committee, Evaluating Goals, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

80. Issue Committee, The Evidence of Things Hoped For, The Leader's Digest I, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

81. Kenneth D. Berne and Charlotte K. Demorest, "Building The Conference Community," Adult Leadership, 2:3-13, May, 1953.

82. Robert A. Luke, Presco Anderson, Richard Beckhard and Wiltrude Smith, "How to Plan and Run a Conference," Adult Leadership, 2:37-95, May, 1953.

83. Dorwin Cartwright and Alvin Zander, Group Dynamics, Evanston, Ill., Row, Peterson and Co., 1953, 642 pp.

84. Watson Dickerman, "Rehearsal for Leadership," Adult Leadership, 2:21-23, May, 1953.

85. Florence Anderson, Majorie Davis, Ryerson Johnson and Robertson Sillars, "Organizing For Work," Adult Leadership, 2:23-25, May, 1953.

86. Thomas R. Carskadon, "The Conference of the Future," Adult Leadership, 2:2-5, May, 1953.

87. Glenn C. Dildine, "The Role of the Workshop Leader," Adult Leadership, 4:12-17, January, 1956.

88. Hubert S. Coffey and William P. Golden, Jr., "Preludes to Participation," Adult Leadership, 4:17-20, January, 1956.

89. A. A. Liveright, "First Meeting," Adult Leadership, 4:20-22, January, 1956.

90. Presco Anderson, "Using Resource People," Adult Leadership, 4:22-24, January, 1956.

91. Hy Kornbluk, "Back-Home Application," Adult Leadership, 4:24-28, January, 1956.

92. Leland P. Bradford, Dorothy Stock, and Murray Horwitz, How to Diagnose Group Problems, Leader's Digest II, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

93. Dorothy Stock and Kenneth Benne, Stranger in the Group, Leader's Digest II, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

94. Robert K. Blake and Leland P. Bradford, Decisions, Decisions, Decisions, Leader's Digest II, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

95. Grace Levit, Learning Through Role Playing, Leader's Digest II, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

96. Herbert Thelen and Dorothy Stock, Understanding Groups at Work, Leader's Digest II, Adult Education Association of USA, Chicago, Ill., 1955, 96 pp.

97. Paul Band Van Til, Paul B. Diederick and William Van Til, The Workshop, New York: Hinds, Hayden and Eldredge, Inc., 1945.

98. Helen Hall Jennings, Sociometry of Leadership, Sociometry Monograph No. 14, New York: Beacon Press, 1947, 28 pp.

99. Arnold R. Meier, "A Study of a Work-Group-Conference Method for Producing Curriculum Change," unpublished Ph.D. dissertation, Wayne University, 1950.

100. J. L. Moreno, Psychodrama and Sociodrama, New York: Beacon Press, 1946.

101. Fritz Redl,"Group Emotion and Leadership,"Psychiatry, 5:573-596, 1942.

102. Robert B. Haas, ed., Psychodrama and Sociodrama in American Education, New York: Beacon Press, 1949.

103. Vector, publication of Continuing Education Service, Michigan State University, Vol. 1, Issue 1, November, 1955.

104. The Center Door, publication of Continuing Education Service, Michigan State University.

105. Margaret J. Hagood and Daniel O. Price, Statistics for Sociologists, New York: Henry Holt and Co., 1952, 575 pp.

106. James R. Mitchell, "The Workshop as an In-Service Educational Procedure, unpublished Ed.D. dissertation, Indiana University, 1954.

107. Richard Marcus, unpublished manuscript, Michigan State University, 1955.

APPENDIX A

BACKGROUND OF THE PROBLEM

It is generally assumed that the conference, as an in-service educational medium is, or should be, designed to serve the needs and interests of the people directly concerned. As such, it is also assumed that the participant attends the conference motivated by certain goals or objectives for which he seeks satisfaction. Whether the conference is designed, planned, or structured to meet and satisfy those goals is the question at hand.

At the present time the conference is being critically discussed as to its effective educational value both by school administrators and the university academician. Organized opposition is present in the Michigan Association of School Administrators. While the Cushman Committee report was at first judged to be a minority representation we now find that the adoption of the report by the MASA constitutes a grave situation facing teacher organizations and those conference programs of Schools' of Education of institutions of higher learning which invite teachers as participants.

A survey of the literature reveals little in the way of organized research on this question. The only relevant research is a recently completed doctoral dissertation by Robert G. Van Duyn at the University of Chicago who reported on 808 conferences, workshops, and meetings for Superintendents of Schools in Michigan from 1947-1950. The conclusions were critical of the aforementioned media as problem-solving opportunities and were lacking as to specific evidence of helpfulness. He found such meetings characterized by poorly defined objectives, monopoly in planning, little motivation of attendance, inconclusive and leader-defined goals, little evaluation and follow-up, and a lack of continuity.

It should be stated here that there are limitations to Van Duyn's study. All evidence was obtained by the interview technique after a meeting had been completed with consequent problems of re-call. No definition of terms was presented and the reliability of the evidence was not established and is open to serious question.

Such limitations do not alter or influence the position of the school administrators. While many are questioning with consequent problems of obtaining substitute teachers, expense, and some local opposition, others feel the conference a valuable in-service training device whose attendance by a staff is recommended and encouraged. Such administrators also feel that the problems of regulation and control is a matter to be decided by the local school and not by a state agency.

NEED FOR THE STUDY

The lack of research in the conference field is, perhaps in itself, sufficient reason for a constructive and comprehensive research program. The Committee on Conference Evaluation of the Michigan State Department of Public Instruction of which the writer is a member, and which is charged with the responsibility of submitting a report to the Superintendent of Public Instruction in reply to the Cushman report has suggested three areas of needed research. The first area is represented by the above proposed study.

The lack of research in the conference field does not mean that there is little in the literature about conferences. However, such literature is concerned almost exclusively with suggestions for workshop mechanics, group processes, and other methodology. While such information is valuable and useful it would seem important to adapt such mechanics to the needs and goals of the conference for effective presentation and not vice versa as so often is the case. The proposed study would hope to investigate conference planning practices insofar as they are related to this problem.

Criticism of the conference as an in-service educational medium is, of course, valid in some respects. The Van Duyn study did reveal items that cannot be denied validity when evaluating many conference programs. A great deal of improvement can be made in planning conferences but research is needed to reveal the goals of conference attendees as well as objective analysis of the planning procedures and development of the educational conference.

A

mtib

ir 2.

m n

:er

ir D

tho a

prir

onfo

in a

ead

to in

a cor

my k

Expo

attra

atin

supe

indi

of s

Plan

More and more conferences are using evaluation and follow-up. Such evalua-
tions are often concerned with an appraisal of certain features of the conference
but rarely oriented towards the satisfaction of goals and problems. Likewise,
unless the conference format is designed to provide problem solving opportunities
evaluation of a conference often lacks scientific bases).

Another basic need for the study deals with the make-up, selection, and
training of the planning committee itself along with planning procedures.
Van Duyn's study revealed the evidence of power structures within organizations
that may plan conferences according to the wishes of a few seeking to perpetuate
a certain philosophy or wishing to deny opportunities for free participation.
Van Duyn also stated that planning committee's are often composed of individuals
who are totally inexperienced with the task of planning a conference and lack
orientation to the many workshop mechanics and techniques. This whole area of
conference planning needs research resulting in suggestions and recommendations
for action and improvement.

The intriguing question of why people attend conferences points up another
need for the study. It may be assumed that there are many situations that tend
to influence an individual to attend a conference that may not be associated with
a conference goal. In fact, there may be reason to believe that these influences
may be the main impetus of motivation to attend a given conference. Thus, whether
expenses are paid by the local school may be the deciding factor, or it may be the
attraction of a prominent speaker. It may also be the influence of group identifi-
cation, displays and exhibits, reward, recognition or approval of administrative
superiors. These and many other factors may be very important in influencing an
individual to act. If the study should reveal such items and also the pre-dominance
of such items in the decision process, the information should be of value to a
planning committee.

- 4 -

METHODOLOGY

Basic Hypothesis: Individuals attending educational conferences have conference goals that may be identified with a particular conference.

Pilot Studies: In order to evaluate the potential merit of the study the writer conducted two pilot investigations. It was hoped not only to illustrate the presence of factors which might substantiate the existence of individual goals but to identify them and the status importance of certain influences that may, to some degree, motivate a decision to attend the conference in question.

On September 23 the Eastern Section of the Association for Childhood Education held its second conference at the Kellogg Center. With the help of Dr. Calvin and two graduate assistants, twelve personal interviews were conducted. Each person was asked the following questions:

QUESTION ONE - "Why did you come to this conference?"

New trends and ideas------5   Get together professionally----1
Common group interests---7   Answers to problems--------------1
Keep up with things------1   Got a lot out of it last year--3

QUESTION TWO - "Were there any factors that caused you to hesitate coming to the conference?"

Objected to Saturday-----------2   Other things to do-----------1
Not usually free on Saturday--1   Close to MEA meeting---------1
Saturday is family day--------2   Wanted to work at home------1

QUESTION THREE - "Did any of the following factors influence your decision in any way?"

1.- Desire to hear the speakers on the program.
    No - 9
    Yes - 3
    (Didn't know the speakers of the No group - 2)

2 - The cost of the conference.
    No - 10
    Two stated the costs very reasonable

3 - Influence of administrative superior.
    No - 11
    One stated it a good idea the principal know she came.

4 - Desire to be a part of the group attending.
   Yes - 9
   No - 2
   One had not thought about it.

5 - An expressed personal or professional need such as problems to be discussed.
   Yes - 10
   No - 2

6 - Desire to get away from school for a day.
   Yes - 1
   No - 11

7 - The possibility of reward such as promotion or administrative recognition.
   Yos - 1
   No - 10

8 - The desire to personally discuss problems with members of the conference.
   Yes - 7
   No - 5

9 - The desire to come to Kellogg Center.
   Yes - 7
   No - 5

10- Which of the above was most significant in motivating you to come to the conference.
   Discuss problems - 4
   Be with the group - 4
   Got new ideas and trends - 4

RESULTS OF THE FIRST PILOT STUDY

The first study reveals interesting results since all twelve interviewed answered the first question with reference to goals and interests. The reflection of personal or professional needs is expressed by the desire for new ideas, trends, problems to be solved, and interest in the profession.

SECOND PILOT STUDY

On November 20 the writer conducted a second study during the Second Annual Basketball Coaches Clinic. On the evaluation form which was distributed to the coaches attending the following question was asked, "Why did you come to this clinic?" The ninety-three coaches returning the form and answering the question suggested 172 items which were classified into nine categories as follows:

a pe

firs

spec

EE

of

Its

ext

Fi

s

1 - Wished to see Forddy Anderson's system - 46
2 - Wished to get new ideas, pointers, drills - 43
3 - Wished to improve own method and grow professionally - 47
4 - Wished to meet and discuss problems with other coaches - 11
5 - Timely date and location of the clinic - 9
6 - Wished to get away for a day - 2
7 - Influence of the administration - 2
8 - See the football game - 2
9 - Miscellaneous - 10

It is evident that 159 of the 172 items (total less items #5,6,7) expressed a personal conference goal that may have motivated their attendance.

A second classification of the data reveals the items that were mentioned first, second, third, and fourth on the evaluation form.

TABLE II

	1	2	3	4	Total
1 - Anderson's offense	24	13	8	4	46
2 - New ideas	26	12	5	0	43
3 - Self-improvement	23	19	4	1	47
4 - Meet other coaches	1	7	3	0	11
5 - Timely date and place	4	4	1	0	9
6 - Get away for the day	0	1	1	0	2
7 - Influence of the administration	2	0	0	0	2
8 - See the football game	0	2	0	0	2
					162

The following is a further classification of the data according to the more specific problems mentioned:

TABLE III

1 - Offense - 17   5 - Defense - 9
2 - Drills - 26   6 - Zone - 4
3 - Fast break - 7   7 - Out of bounds plays - 2
4 - New teaching methods - 8   8 - Miscellaneous - 6

RESULTS OF THE SECOND PILOT STUDY

The results of this study, like the first, reveal a near complete expression of needs and problems which may be interpreted as constituting conference goals. Items 5, 6, and 7 are the only ones in Table II which may be interpreted as possible external "influences" that may have motivated a coach's attendance.

FINAL STUDY

It is proposed that the final study consist of two instruments that would be administered to at least three educational conferences that would provide a sample

of about 1000. Consent has been obtained from the Department of Elementary Principals whose conference will be held April 14-15; The Metropolitan Detroit Bureau of Cooperative School Studies April 21-23; and the Michigan Speech Correction Conference May 13-14.

The first instrument would be administered to the conference participants during the conference. A second instrument would be administered to the planning committee's of the three conferences.

The preliminary investigation has thus far shown the feasibility of this study and has indicated to some degree the general merit of the undertaking.

While the specific practical utilization of such a study will have to await the completion of the investigation, it is hoped that the results would increase the effectiveness of the contribution of the Continuing Education Service, the conference group, and the related MSC instructional departments in providing the greatest possible help and assistance in the development and planning of educational conferences.

STATEMENT OF THE PROBLEM   While not a new technique the educational conference

has become a highly popular medium of in-service education. While many articles

have been written concerning the mechanics of workshop operation, there is nothing

in the literature to illustrate concrete attempts at determining the conference goals

of the participants. Likewise, little research has been attempted in the evalua-

tion of the planning and development of the conference with a focus on education-

al objectives.

NEED FOR THE STUDY   At the present time the conference is being critically dis-

cussed as to its effective educational value both by school administrators and

the university academician. Criticism of the conference as an in-service

educational medium is valid in some respects. The Van Duyn study showed that

much improvement can be made in planning conferences but additional research

is needed to reveal the goals of conference attendees as well as an objective

analysis of the planning procedures and development of the educational conference.

It may be assumed that there are many situations that tend to influence

an individual to attend a conference that may not be associated with a con-

ference goal. If the study should reveal such items and also the pre-dominance

of such items in the decision process, the information should be of value to

a planning committee.

METHODOLOGY

Basic Hypothesis: Individuals attending educational conferences have con-

ference goals that may be identified with a particular conference.

Pilot Studies: The writer has conducted two pilot studies in order to

evaluate the potential merit of the study and to offer a hypothesis. The

results were very interesting and are reported in the proposal supplement.

Conference Sample: It is proposed that the final study consist of two

instruments that would be administered to at least three educational confer-

ences that would provide a sample of about 1000. The first instrument would

be administered to the conference participants during the conference while the

RESULTS OF THE STUDY

The preliminary investigation has thus far shown the feasibility of this study and has indicated to some degree the general merit of the undertaking.

While the specific practical utilization of such a study will have to await the completion of the investigation, it is hoped that the results would increase the effectiveness of the contribution of the Continuing Education Service, the conference group, and the related MSC instructional departments in providing the greatest possible help and assistance in the development and planning of educational conferences.

BIBLIOGRAPHY

"Conference Planning for Educational Dividends," John W. Parsey, The Admin-istrators Notebook, Vol.I No. 10, May, 1953
"Meetings, Meetings, Everywhere,". Adult Leadership, I, December, 1952

"Democratic Method and Experience in Educational Meetings," Austin, Texas Southwest Cooperative Program in Educational Administration, The University of Texas, 1952

"Partners in Planning," Adult Leadership, I, December, 1952

"Improving Large Meetings," Adult Leadership, I, December, 1952

"Story of a Workshop," Maurice E. Stapley, Division of Research and Field Services, Indiana University, 1952

"How to Conduct Conferences," Alfred M. Cooper, New York, Mc Graw-Hill Book Company, 1952

"New Ways to Better Meetings," Bertram W. and Frances Straus, New York Viking Press, 1951

"Committees and Conferences," William E. Utterback, New York, Rinehart and Company, 1950

"What Makes a Good Workshop?" W. A. Anderson, Journal of Educational Sociology, Vol.24, January, 1951

"Teacher Conventions," H. E. Cowan, Journal of Business Education, Vol.29 January, 1954

"Wanted: Better Conference Procedures," R. H. Eckelberry, Educational Research Bulletin, Vol.30, January, 1951

"How Helpful are Educational Meetings?" Administrators Notebook, Vol.2 December, 1953

"How Can Conventions Be Made More Fruitful," J. G. Withall, School Review Vol. 60, September, 1952

"A Study of a Work-Group-Conference Method for Producing Curriculum Change,"
Arnold R. Meier, Unpublished doctoral dissertation, Wayne University,1950

"The Workshop As an In-Service Education Procedure," James R. Mitchell,
Unpublished doctoral dissertation, Indiana University, 1954

"Virginia Teachers Give Opinions on Annual Conference," R. T. Myers, Agri-
cultural Education Magazine, Vol. 25, June, 1953

"Values of Conferences and Conference Training," N. W. Simmons and E. G.
Senkewitz, Industrial Arts and Vocational Education, Vol.40, January,1951

"Evaluation of a Workshop in Education," G. H. Hildreth, Teachers' College
Record, Vol. 46, February, 1945

"In-Service Education of Teachers," L. K. Ade, Bulletin No. 155, Harrisburg
Pennsylvania, Department of Public Instruction, 1939

"Survey of In-Service Training," E. A. Collins, Phi Delta Kappan, Vol. 23,
December, 1940

"Professional Growth Through In-Service Teacher Education," Domenic J.
Guzzetta, Unpublished doctoral dissertation, Buffalo University, 1953

"Role of the Conference in Teacher Education," D. Legett, Educational
Administration and Supervision, Vol. 37, October, 1951

"Conference Planning and Management Check List for Association Executives,"
Frederick C. Mosher, Chicago Public Administration, 1939

"Workshop Planning and Evaluation," B. Raven, Journal of Educational
Sociology, Vol. 26, March, 1953

APPENDIX B

A STUDY OF CONFERENCE GOALS AS RELATED TO THE PLANNING OF EDUCATIONAL CONFERENCES

Home Phone _____

Questionnaire for Participants

SECTION I: GENERAL INFORMATION

1. Age _____

2. Male _____ Female _____

3. Married _____ Single _____ Widowed _____

4. Number of children of school age _____

5. What grades and subjects are you teaching at the present time?

   Grades _____ Subjects _____

6. Class of School A__ B__ C__ D__ E__

7. School position Elementary Teacher__ Secondary Teacher__ Elementary

   Principal__ Secondary Principal__ Superintendent__ Other_____

8. Number of years in the teaching profession _____

9. Geographic location of your school Southeast__ Southwest__ Northern__ (above

   Grand Rapids-Port Huron line) Upper Peninsula__

10. How many previous conferences of this organization have you attended in the past

    five years? _____

11. How many conferences of other organizations have you attended in the past five

    years? _____ (Do not include local teacher meetings or general curriculum

    meetings.)

12. Is this the first conference you have ever attended of any organization?

    Yes__ No__

13. Is this the first conference of this organization you have attended? Yes__

    No__

14. Were you asked to attend this conference by your administration? Yes__ No__

15. Did you initiate the request to attend this conference? Yes__ No__

16. What part of your expenses to this conference are paid by your administration?

    Room__ Meals__ Fee__ Transportation__ Substitute Teacher__ All__ None__

17. Are you required to make a report on the conference to your administration?

Yes___ No___ Optional___ (If yes, is it verbal___ written___ to whom_____)

18. Is provision made to make a report to the staff? Yes___ No___

19. Would you suggest a report be made to the staff? Yes___ No___

20. Does your school system have a policy on conference participation? Yes___ No___

21. How many conferences are teachers in your school system permitted to attend each

year? _____, No restriction on number _____

22. Please give your best estimate as to the percentage of teachers in your system

who attend conferences:

Less than 10___; 10-20___; 20-30___; 30-40___; 40-50___; 50-60___; 60-70___;

70-80___; 80-90___; 90-100___.

23. What percentage go sometimes _____. What percentage go frequently _____.

What percentage do not go _____.

24. How far did you travel to attend this conference? _____miles

25. About how many people attended this conference from your school system? _____

SECTION II: INFORMATION ABOUT THIS PARTICULAR CONFERENCE

1. Did you receive an advance copy of the program? Yes___ No___

2. How long before the conference did you receive the program? _____

3. Did you do any specific planning in preparation for your participation in this

conference? Yes___ No___

4. What planning did you do?

5. Did you confer with any members of your staff concerning information that they

might gain from the conference? Yes___ No___

SECTION III: CONFERENCE GOALS

1. What, in your opinion, are the goals or desirable outcomes of this conference?

(Questionnaire for Participants continued)- page 3

2. What motivated you to attend this conference? (Please check any of the following goals which may seem to describe your reasons to attend this conference. Please mark 1-Very Important, 2-Somewhat Important, 3-Of Minor Importance.)

a - I wanted to be more identified with this group ___

b - I wanted to renew contacts in my field ___

c - I wanted to find out what other school systems were doing ___

d - I felt a need for academic stimulation and inspiration ___

e - I wanted to be informed of new teaching ideas and trends ___

f - I wanted to renew acquaintances with friends ___

g - I wanted to learn more effective ways of dealing with instructional problems ___

h - I wanted to get away from school routines ___

i - I felt the conference provided opportunities for professional growth ___

j - I wanted to find out about new materials and publications ___

k - I wanted to find out about new job opportunities ___

l - Other (specify) _____

m - Other (specify) _____

3. What are the specific things in this conference program that made you want to attend this conference?

4. What parts of the program didn't you like and caused you to question whether you would attend?

None _____

(Questionnaire for Participants continued)- page 4

5. Did any of the following favorably influence your decision to come to this

conference? (Please mark 1-Significant, 2-Fairly Significant, 3-Not Significant.)

 a - Urging of your administrative superior ___

 b - Influence of reporting of previous conferences in staff meetings ___

 c - Influence of a friend ___

 d - Influence of being on the program ___

 e - Payment of expenses by your school ___

 f - Social fellowship opportunities ___

 g - Influence of the prominence of the speaker ___

 h - Influence of your schools' acceptance and support of the conference as

 in-service education ___

6. What techniques of conference planning fits your needs as a participant in

attending this conference? (Please check 1, 2, 3, 4, 5, 6 in your order of

preference.)

 a - Theme, series of speakers ___

 b - Theme, keynote speaker, discussion groups on the theme ___

 c - Theme, keynote speaker, discussion groups on various topics ___

 d - Speaker, problem discussion groups, no theme ___

 e - Panels, speakers, no discussion groups ___

 f - Unstructured meeting groups set up at the conference ___

 g - I have no preference ___

 h - Other (specify) _____

7. Do you feel this conference was planned to meet the needs of the majority of the

members of this organization? Yes___ No___ (If no, why not?)

8. How can more people be interested in this conference?

A STUDY OF CONFERENCE GOALS AS RELATED TO THE PLANNING OF EDUCATIONAL CONFERENCES

Questionnaire for Non-Participants

SECTION I: GENERAL INFORMATION

1. Age _____

2. Male _____ Female _____

3. Married _____ Single _____ Widowed _____

4. Number of children of school age _____

5. What grades and subjects are you teaching at the present time?

   Grades _____ Subjects _____

6. Class of School A__ B__ C__ D__ E__

7. School position Elementary Teacher__ Secondary Teacher__ Elementary

   Principal__ Secondary Principal__ Superintendent__ Other_____

8. Number of years in the teaching profession _____

9. Geographic location of your school Southeast__ Southwest__ Northern (above

   Grand Rapids-Port Huron line)__ Upper Peninsula__

10. How many previous conferences of this organization have you attended in the

    past five years? _____

11. How many conferences of other organizations have you attended in the past five

    years? _____ (Do not include local teacher meetings or general curriculum

    meetings.)

12. Would this have been the first conference you would have ever attended of

    any organization? Yes__ No__

13. Would this have been the first conference of this organization you would have

    attended? Yes__ No__

14. Were you asked to attend this conference by your administration? Yes__ No__

15. Did you initiate a request to attend this conference? Yes__ No__

16. What part of your expenses to this conference would have been paid by your

    administration? Room__ Meals__ Fee__ Transportation__ Substitute

    Teacher__ All__ None__

(Questionnaire for Non-Participants continued) - page 2

17. Are you required to make a report on a conference to your administration?

Yes___ No___ Optional___ (If yes, is it verbal___ written___ to whom_____)

18. Is provision made to make a report to the staff? Yes___ No___

19. Would you suggest a report be made to the staff? Yes___ No___

20. Does your school system have a policy on conference participation? Yes___ No___

21. How many conferences are teachers in your school system permitted to attend

each year? _____ No restriction on number _____

22. Please give your best estimate as to the percentage of teachers in your system

who attend conferences:

Less than 10___; 10-20___; 20-30___; 30-40___; 40-50___; 50-60___; 60-70___;

70-80___; 80-90___; 90-100___.

23. What percentage go sometimes _____. What percentage go frequently _____.

What percentage do not go _____.

24. How far would you have traveled to attend this conference? _____miles

25. About how many people attended this conference from your school system? _____

SECTION II: INFORMATION ABOUT THIS PARTICULAR CONFERENCE

1. Did you receive an advance copy of the program? Yes___ No___

2. How long before the conference did you receive the program? _____

(If you originally planned to attend, but were unable to, would you please

answer the following questions. If not, ignore the next three questions.)

3. Did you do any specific planning in preparation for your participation in this

conference? Yes___ No___

4. What planning did you do?

5. Did you confer with any members of your staff concerning information that they

might gain from the conference? Yes___ No___

(Questionnaire for Non-Participants continued) - page 3

SECTION III: CONFERENCE GOALS

1. What, in your opinion, were the goals or desirable outcomes of this conference?

2. What would have motivated you to attend this conference? (Please check any of

   the following goals which may seem to describe your reasons to attend this

   conference had you been able to do so. Please mark 1-Very Important,

   2-Somewhat Important, 3-Of Minor Importance.)

   a - I wanted to be more identified with this group ___

   b - I wanted to renew contacts in my field ___

   c - I wanted to find out what other school systems were doing ___

   d - I felt a need for academic stimulation and inspiration ___

   e - I wanted to be informed of new teaching ideas and trends ___

   f - I wanted to renew acquaintances with friends ___

   g - I wanted to learn more effective ways of dealing with instructional

       problems ___

   h - I wanted to get away from school routines ___

   i - I felt the conference provided opportunities for professional growth ___

   j - I wanted to find out about new materials and publications ___

   k - I wanted to find out about new job opportunities ___

   l - Other (specify) _____

   m - Other (specify) _____

3. What are the specific things in this conference program that made you want to

   attend this conference?

4. What factors caused you to decide not to attend this conference?

(Questionnaire for Non-Participants continued) - page 4

5. Which of the following would have favorably influenced your decision to come to this conference? (Please mark 1-Significant, 2-Fairly Significant, 3-Not Significant.)

a - Urging of your administrative superior ___

b - Influence of reporting of previous conferences in staff meetings ___

c - Influence of a friend ___

d - Influence of being on the program ___

e - Payment of expenses by your school ___

f - Social fellowship opportunities ___

g - Influence of the prominence of the speaker ___

h - Influence of your schools' acceptance and support of the conference as in-service education ___

6. Did any of the following influence your decision not to attend this conference? (Please check 1-Important, 2-Somewhat Important, 3-Of Minor Importance)

a - Too far to travel ___

b - No transportation available ___

c - Could not afford the expense ___

d - I did not feel the conference would be of benefit to me ___

e - I could not obtain consent of the administration ___

f - I had a scheduled conflict ___

g - I could not obtain a substitute teacher ___

h - I did not like the program this year ___

i - I had family obligations ___

7. What techniques of conference planning fits your needs as a participant in attending a conference? (Please check 1, 2, 3, 4, 5, 6 in your order of preference)

a - Theme, series of speakers ___

b - Theme, keynote speaker, discussion groups on the theme ___

(Questionnaire for Non-Participants continued) - page 5

    c - Theme, keynote speaker, discussion groups on various topics ___

    d - Speaker, problem discussion groups, no theme ___

    e - Panels, speakers, no discussion groups ___

    f - Unstructured meeting groups set up at the conference ___

    g - I have no preference ___

    h - Other (specify) _____

8. Do you feel this conference was planned to meet the needs of the majority of the members of this organization? Yes___ No___ (If no, why not?)

9. Would you suggest any specific changes in the conference program that may better satisfy your goals?

10. How can more people be interested in this conference?

SECTION IV: EVALUATION

1. Which of the following days of the week would be most ideal for you to attend a conference?

    Monday___ Tuesday___ Wednesday___ Thursday___ Friday___ Saturday___ Sunday___

2. I feel the length of a conference should be:

    a - one day ___

    b - two days ___

    c - three days ___

    d - four days ___

    e - five days ___

    f - more ___

A STUDY OF CONFERENCE GOALS AS RELATED TO THE PLANNING OF EDUCATIONAL CONFERENCES

Planning Committee Questionnaire

1. What in your opinion are the goals or desirable outcomes of this conference?

2. Which of the following goals do you feel motivated the attendees to come to this conference? (Please mark 1-Very Important, 2-Somewhat Important, 3-Of Minor Importance.)

a - They wanted to be more identified with this group ___

b - They wanted to renew contacts in their field ___

c - They wanted to find out what other school systems were doing ___

d - They felt a need for academic stimulation and inspiration ___

e - They wanted to renew acquaintances with friends ___

f - They wanted to be informed of new teaching ideas and trends ___

g - They wanted to learn more effective ways of dealing with instructional problems ___

h - They wanted to get away from school routines ___

i - They felt the conference provided opportunities for professional growth ___

j - They wanted to find out about new materials and publications ___

k - Other (specify) _____

l - Other (specify) _____

3. Did the committee survey the membership to determine membership goals before planning the conference? Yes___ No___

3a. If yes, how?

4. In what ways were the goals of the membership recognized or considered in making out the conference program?

5. Were various conference techniques discussed to meet the goals of the conference?

Yes___ No___

5a. If yes, what were they?

6. Which, if any, of the following techniques of conference planning do you feel

best meets the goals of the participants? (Please mark 1, 2, 3, 4, etc. in

your order of preference.)

   a - Theme, series of speakers ___

   b - Theme, keynote speaker, discussion groups on the theme ___

   c - Theme, keynote speaker, discussion groups on various topics ___

   d - Speaker, problem discussion groups, no theme ___

   e - Panels, speakers, no discussion groups ___

   f - Unstructured meeting, groups set up at the conference ___

   g - Other (specify) _____

   h - No preference ___

7. To what degree are committee members familiar with the various conference

meeting techniques?

8. What consideration was given to the study and application of various conference

techniques? (To best fit the goals of the conference or membership.)

9. Does the committee follow the same format each year? Yes___ No___

(Planning Committee Questionnaire continued)- page 3

9a. If yes, why?

10. What procedures are made to train or orient committee members to conference methods?

11. Did the planning committee provide for continuity from last year's conference? Yes___ No___

12. Was there an evaluation made of last year's conference? Yes___ No___

12a. If yes, what kind? Systematic___ Informal___

13. When was the evaluation made? _____

13a. By whom? _____

14. What promotion techniques were used this year?

    a - mailed announcement ___   c - newsletter ___

    b - mailed program ___   d - other (specify) _____

15. To whom were the programs sent?

    a - membership ___   c - all in the profession ___

    b - last year's registrants ___   d - superintendents ___

                            e - other (specify) _____

16. Are programs sent to the membership directly___ or through the Superintendent's office? ___

17. Are there specific provisions made for the orientation of group chairmen and resource people? Yes___ No___

(Planning Committee Questionnaire continued)- page 4

17a. If yes, what are they?

18. What procedures are used to select resource people?

    a - geographical representation ___   d - school population ___

    b - college or high school ___   e - no criteria ___

    c - merit or experience ___   f - other (specify) _____

19. Were the chairmen___ resource people___ or speakers___ briefed about the goals and purposes of the conference? (Please check, if yes.)

20. How does the planning committee function? (Check any which apply.)

    a - through individual committees ___   c - through committee chairman assigned responsibilities ___

    b - through full planning committee meetings ___   d - other (specify) _____

21. How are decisions made?

    a - majority vote of committee ___   c - chairman of planning committee ___

    b - by the committee chairman ___   d - other (specify) _____

22. In what manner are the planning committee members selected?

    a - vote of last year's conference participants ___

    b - appointed by conference governing body ___

    c - other (specify) _____

23. What is the term of office of the committee?

    a - all serve one year ___

    b - members serve different terms ___

24. How many members are on the planning committee? _____

25. Which conference officers are on the planning committee?

(Planning Committee Questionnaire continued)- page 5

26. Are they automatically members of the committee___ or are they appointed___, elected___.

27. Are there any specific qualifications for membership on the planning committee? Yes___ No___

27a. If yes, what are they?

28. How much time was spent planning this year's conference?

Hours _____

Number of meetings _____

29. What type of professional or consultant service was solicited to help plan this conference?

    a - CES coordinator ___

    b - Representative of Michigan State Instructional Department ___

    c - Specialist in conference operation ___

    d - None ___

    e - Other (specify) _____

30. What was the role of the consultant in planning this conference?

A STUDY OF CONFERENCE GOALS AS RELATED TO THE PLANNING OF EDUCATIONAL CONFERENCES

Home Phone _____

Questionnaire for Participants

SECTION IV: EVALUATION

1. I feel that this conference has completely met my personal and professional goals. True___ Mostly True___ Mostly False___ False___

2. If true or mostly true, in what ways did the conference satisfy your goals?

3. Do you have any suggestions for improving this conference?

   a - Keynote speaker session

   b - Group discussion sessions

   c - Social activities

   d - Conference as a whole

4. Which of the following days of the week would be most ideal for you to attend a conference?

   Monday___ Tuesday___ Wednesday___ Thursday___ Friday___ Saturday___ Sunday___

5. I feel the length of a conference should be:

   a - one day___   c - three days___   e - five days___

   b - two days___   d - four days___   f - more___

APPENDIX C

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

November Ten
Nineteen Fifty-Five

Dear Colleague:

We are very sorry you were unable to attend the conference
of the Michigan Association of Supervision and Curriculum
Development held at the Kellogg Center for Continuing
Education, Michigan State University, November 3-4, 1955.

Our organization is extremely interested in finding out as
much as possible the feelings of our membership regarding
our conferences.

Mr. J. D. Jackson, of the Michigan State University Faculty
and Coordinator of our conference, is conducting a survey
which we hope will result in conferences that will attract
every member and that will enable us to plan a program of
maximum benefit to you.

The participants at the last conference were very cooperative
in filling out a questionnaire for Mr. Jackson. It is of the
greatest importance to our organization, and to other educa-
tional groups, that the enclosed questionnaire be filled out
promptly and returned in the envelope provided.

Thank you very much for your doing this important task for
our organization.

Sincerely yours,

Edith Roach Snyder

Edith Roach Snyder
Conference Chairman

ERS:klo

enc.

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

_____

CONTINUING EDUCATION SERVICE

November Ten
Nineteen Fifty-Five

Dear Friend:

I wish to extend our sincere appreciation to the Michigan
Association of Supervision and Curriculum Development for
the opportunity of administering the questionnaire to those
attending the conference, November 3-4, 1955.

The attached questionnaire is almost identical to the instru-
ment given at the conference. Several questions have been
re-phrased and several new questions added that should provide
pertinent information useful to provide for needs of those not
attending.

It is thus, just as significant to find out the goals, needs,
and certain biographical and conference information of non-
participants as that obtained from those attending.

While the questionnaire may appear to be quite long, most of
the questions require checks or yes or no answers. The time
required to fill out the instrument is about five minutes.

I shall appreciate your filling out the questionnaire as
completely as possible. Your consideration in helping us
is deeply appreciated.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
    1
     o

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

1855-1955

CONTINUING EDUCATION SERVICE

December Five
Nineteen Fifty-Five

Dear Friend:

On November 10 we sent a questionnaire to all members of the
Michigan Association of Supervision and Curriculum Development
who were unable to attend the Conference held at the Kellogg
Center November 3-4, 1955.

In order to provide your organization with complete information
according to the objectives of the research, which includes a
comparison of participant and non-participant information, we need
a high rate of return of the non-participant questionnaires.

If you have completed and returned the questionnaire, please
accept our sincere thanks for your cooperation. If, however,
you have not completed the instrument we would very much
appreciate your doing so at your earliest convenience.

If you have misplaced the questionnaire or did not receive one,
please return the enclosed postal card and the instrument will
be sent to you.

Thank you very much.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      o

enc.

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

December Sixteen
Nineteen Fifty-Five

Dear Friend:

We are about ready to tabulate and analyze the research
questionnaires sent to all members of the Michigan Association
of Supervision and Curriculum Development who were unable to
attend the Conference held at the Kellogg Center November 3-4, 1955.

We have had a near 40% return of the questionnaires which is a
wonderful response and one for which we are very grateful.

If you have completed and returned the questionnaire, please
accept our sincere thanks. If you have not had the opportunity
to complete the instrument, we would very much appreciate your
doing so in order to approximate the number of participant
questionnaires completed at the conference.

If you have misplaced the questionnaire, please return the
enclosed postal card and the instrument will be sent to you.

Thank you very much for your cooperation.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      o

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE · EAST LANSING

CONTINUING EDUCATION SERVICE

May Nineteen
Nineteen Fifty-Five

Dear Colleague:

We are very sorry you were unable to attend the conference of the
Michigan Speech Correction Association held at the Kellogg Center
for Continuing Education, Michigan State College, May 13-14, 1955.

Our organization is extremely interested in finding out as much as
possible the feelings of our membership regarding our conferences.

Mr. J. D. Jackson, of the Michigan State College Faculty and Coordi-
nator of our conference, is conducting a survey which we hope will
result in conferences that will attract every member and that will
enable us to plan a program of maximum benefit to you.

The participants at the last conference were very cooperative in
filling out a questionnaire for Mr. Jackson. It is of the greatest
importance to our organization, and to other educational groups,
that the enclosed questionnaire be filled out promptly and returned
in the envelope provided.

Thank you very much for your doing this important task for our
organization.

Sincerely yours,

Margaret Hatton

Margaret Hatton, President-Elect
Michigan Speech Correction Association

MH:kls

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."
LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE · EAST LANSING

CONTINUING EDUCATION SERVICE

May Nineteen
Nineteen Fifty-Five

Dear Friend:

I wish to extend our sincere appreciation to the Michigan Speech
Correction Association for the opportunity of administering the
questionnaire to those attending the conference, May 13-14, 1955.

The attached questionnaire is almost identical to the instrument
given at the conference. Several questions have been re-phrased
and several new questions added that should provide pertinent
information useful to provide for needs of those not attending.

It is thus, just as significant to find out the goals, needs, and
certain biographical and conference information of non-participants
as that obtained from those attending.

While the questionnaire may appear to be quite long, most of the
questions require checks or yes or no answers. The time required
to fill out the instrument is about five minutes.

I shall appreciate your filling out the questionnaire as completely
as possible. Your consideration in helping us is deeply appreciated.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      s

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

                                                    LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

May Twenty-Seven
Nineteen Fifty-Five

Dear Friend:

On May 19th we sent a questionnaire to all members of the Michigan
Speech Correction Association who were unable to attend the Conference
held at the Kellogg Center May 13-14, 1955.

In order to provide your organization with complete information
according to the objectives of the research, which includes a
comparison of participant and non-participant information, we need
a high rate of return of the non-participant questionnaires.

If you have completed and returned the questionnaire, please accept
our sincere thanks for your cooperation. If, however, you have not
completed the instrument we would very much appreciate your doing
so at your earliest convenience.

If you have misplaced the questionnaire or did not receive one,
please return the enclosed postal card and the instrument will be
sent to you.

Thank you very much.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      s
       enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE · EAST LANSING

CONTINUING EDUCATION SERVICE

June Eight
Nineteen Fifty-Five

Dear Friend:

We are about ready to tabulate and analyze the research questionnaires
sent to all members of the Speech Correction Association who were   .
unable to attend the Conference held at the Kellogg Center April 13-14.

We have had a near 50% return of the questionnaires which is a wonderful
response and one for which we are very grateful.

If you have completed and returned the questionnaire, please accept our
sincere thanks. If you have not had the opportunity to complete the
instrument, we would very much appreciate your doing so in order to
approximate the number of participant questionnaires completed at the
conference.

If you have misplaced the questionnaire, please return the enclosed
postal card and the instrument will be sent to you.

Thank you very much for your cooperation.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      s

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

May Twenty-Seven
Nineteen Fifty-Five

Dear Colleague:

You will recall that at the meeting of the Elementary Improvement
Committee at Michigan State College a research questionnaire was
distributed to the group. I sincerely appreciate your cooperation
in participating in this project which has the full support of the
Bureau of Cooperative School Studies.

In order to provide the Bureau with complete information according
to the objectives of the research, which includes a comparison of
participant and non-participant information, we need an equivalent
number of non-participant questionnaires.

Would you please select a member of the staff of your school and
ask this person to please fill out the enclosed questionnaire and
return to Mr. J. D. Jackson at your earliest convenience in the
enclosed envelope. This person should be one who might have been
interested in attending the conference had it been possible to do
so.

The Bureau is happy to cooperate in this research project and I
wish to thank you for your help and cooperation.

Sincerely yours,

Robert Hubbard

Robert Hubbard, Director
Metropolitan Detroit Bureau
of Cooperative School Studies

RH:kls

enc.

OF AGRICULTURE AND APPLIED SCIENCE · EAST LANSING

CONTINUING EDUCATION SERVICE

May Twenty-Seven
Nineteen Fifty-Five

Dear Friend:
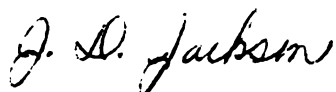
I wish to take this opportunity to again thank the Metropolitan
Detroit Bureau of Cooperative School Studies and the participants
attending the spring conference for their wonderful cooperation in
helping us with our research study.

As Mr. Hubbard has mentioned in his letter all information from the
entire study, including data from your own conference, will be made
available to the Bureau.

The enclosed questionnaire is basically similar to the one you may
have completed at the conference. Several significant questions
have been added and others re-phrased so tests of significance may
be made comparing conference information of the participants and
non-participants.

My reason for asking your help is the virtual impossibility and
impracticability of contacting the large number of eligible con-
ference participants whose schools are members of the Bureau. I
am very grateful for your personal attention to our request and
sincerely hope this imposition upon your time may be rewarded by
a wealth of significant and helpful information to your organiza-
tion and the teaching profession.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      &

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

June Seven
Nineteen Fifty-Five

Dear Friend:

On May 27th we sent a questionnaire to all members of the Bureau
of Cooperative School Studies who were unable to attend the
Conference held at the Kellogg Center April 21-23, 1955.

In order to provide your organization with complete information
according to the objectives of the research, which includes a
comparison of participant and non-participant information, we need
a high rate of return of the non-participant questionnaires.

If you have completed and returned the questionnaire, please accept
our sincere thanks for your cooperation. If, however, you have not
completed the instrument we would very much appreciate your doing
so at your earliest convenience.

If you have misplaced the questionnaire or did not receive one,
please return the enclosed postal card and the instrument will be
sent to you.

Thank you very much.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     1
      s

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

June Sixteen
Nineteen Fifty-Five

Dear Friend:

We are about ready to tabulate and analyze the research questionnaires
sent to all members of the Metropolitan Detroit Bureau of Cooperative
School Studies who were unable to attend the Conference held at the
Kellogg Center April 21-23, 1955.

We have had a near 50% return of the questionnaires which is a wonderful
response and one for which we are very grateful.

If you have completed and returned the questionnaire, please accept our
sincere thanks. If you have not had the opportunity to complete the
instrument, we would very much appreciate your doing so in order to
approximate the number of participant questionnaires completed at the
conference.

If you have misplaced the questionnaire, please return the enclosed
postal card and the instrument will be sent to you.

Thank you very much for your cooperation.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     1
      s

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

Centennial
1855-1955

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

May Eighteen
Nineteen Fifty-Five

Dear Colleague:

We are very sorry you were unable to attend the conference of the Department of Elementary School Principals held at the Kellogg Center for Continuing Education, Michigan State College, April 14-15, 1955.

Our organization is extremely interested in finding out as much as possible the feelings of our membership regarding our conferences.

Mr. J. D. Jackson, of the Michigan State College Faculty and Coordinator of our conference, is conducting a survey which we hope will result in conferences that will attract every member and that will enable us to plan a program of maximum benefit to you.

The participants at the last conference were very cooperative in filling out a questionnaire for Mr. Jackson. It is of the greatest importance to our organization, and to other educational groups, that the enclosed questionnaire be filled out promptly and returned in the envelope provided.

Thank you very much for your doing this important task for our organization.

Sincerely yours,

Richard Featherstone

Richard Featherstone, Vice President
Department of Elementary School Principals

RF:kls

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE · EAST LANSING

CONTINUING EDUCATION SERVICE

May Eighteen
Nineteen Fifty-Five

Dear Friend:

I wish to extend our sincere appreciation to the Department of
Elementary Principals for the opportunity of administering the
questionnaire to those attending the conference, April 14-15, 1955.

The attached questionnaire is almost identical to the instrument
given at the conference. Several questions have been re-phrased
and several new questions added that should provide pertinent
information useful to provide for needs of those not attending.

It is thus, just as significant to find out the goals, needs, and
certain biographical and conference information of non-participants
as that obtained from those attending.

While the questionnaire may appear to be quite long, most of the
questions require checks or yes or no answers. The time required
to fill out the instrument is about five minutes.

I shall appreciate your filling out the questionnaire as completely
as possible. Your consideration in helping us is deeply appreciated.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      s

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

Centennial
1855-1955

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

May Twenty-Seven
Nineteen Fifty-Five

Dear Friend:

On May 18th we sent a questionnaire to all members of the Department
of Elementary Principals who were unable to attend the Conference
held at the Kellogg Center April 14-15, 1955.

In order to provide your organization with complete information
according to the objectives of the research, which includes a
comparison of participant and non-participant information, we need
a high rate of return of the non-participant questionnaires.

If you have completed and returned the questionnaire, please accept
our sincere thanks for your cooperation. If, however, you have not
completed the instrument we would very much appreciate your doing
so at your earliest convenience.

If you have misplaced the questionnaire or did not receive one,
please return the enclosed postal card and the instrument will be
sent to you.

Thank you very much.

Sincerely yours,

J. D. Jackson

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
    l
    s

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

June Nine
Nineteen Fifty-Five

Dear Friend:

We are about ready to tabulate and analyze the research questionnaires
sent to all members of the Department of Elementary Principals who were
unable to attend the Conference held at the Kellogg Center April 14-15.

We have had a near 50% return of the questionnaires which is a wonderful
response and one for which we are very grateful.

If you have completed and returned the questionnaire, please accept our
sincere thanks. If you have not had the opportunity to complete the
instrument, we would very much appreciate your doing so in order to
approximate the number of participant questionnaires completed at the
conference.

If you have misplaced the questionnaire, please return the enclosed
postal card and the instrument will be sent to you.

Thank you very much for your cooperation.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      s

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

November Eight
Nineteen Fifty-Five

Dear **Colleague:**

We are very sorry you were unable to attend the conference of the
Michigan Counselors Association held at the Kellogg Center for
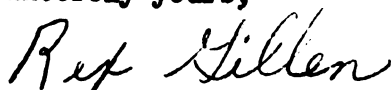Continuing Education, Michigan State University, October 31-
November 1, 1955.

Our organization is extremely interested in finding out as much as
possible the feelings of our membership regarding our conferences.

Mr. J. D. Jackson, of the Michigan State University Faculty and
Coordinator of our conference, is conducting a survey which we hope
will result in conferences that will attract every member and that
will enable us to plan a program of maximum benefit to you.

The participants at the last conference were very cooperative in
filling out a questionnaire for Mr. Jackson. It is of the greatest
importance to our organization, and to other educational groups,
that the enclosed questionnaire be filled out promptly and returned
in the envelope provided.

Thank you very much for your doing this important task for our
organization.

Sincerely yours,

Rex Gillen, Chairman
Michigan Counselors Association

RG:klo

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."
LINCOLN

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

November Eight
Nineteen Fifty-Five

Dear Friend:

I wish to extend our sincere appreciation to the Michigan
Counselors Association for the opportunity of administering
the questionnaire to those attending the conference,
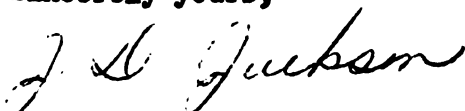October 31-November 1, 1955.

The attached questionnaire is almost identical to the
instrument given at the conference. Several questions have
been re-phrased and several new questions added that should
provide pertinent information useful to provide for needs
of those not attending.

It is thus, just as significant to find out the goals, needs,
and certain biographical and conference information of non-
participants as that obtained from those attending.

While the questionnaire may appear to be quite long, most of
the questions require checks or yes or no answers. The time
required to fill out the instrument is about five minutes.

I shall appreciate your filling out the questionnaire as
completely as possible. Your consideration in helping us
is deeply appreciated.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
  D
    J
     :
      k
       1
        o

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

December Five
Nineteen Fifty-Five

Dear Friend:

On November 8 we sent a questionnaire to all members of the
Michigan Counselors Association who were unable to attend the
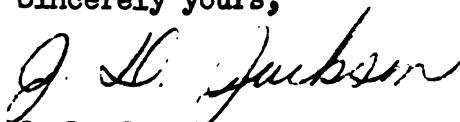Conference held at the Kellogg Center October 31-November 1,
1955.

In order to provide your organization with complete information
according to the objectives of the research, which includes a
comparison of participant and non-participant information, we
need a high rate of return of the non-participant questionnaires.

If you have completed and returned the questionnaire, please accept
our sincere thanks for your cooperation. If, however, you have
not completed the instrument we would very much appreciate your
doing so at your earliest convenience.

If you have misplaced the questionnaire or did not receive one,
please return the enclosed postal card and the instrument will
be sent to you.

Thank you very much.

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      o

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."
LINCOLN

Centennial
1855-1955

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

CONTINUING EDUCATION SERVICE

December Sixteen
Nineteen Fifty-Five

Dear Friend:

We are about ready to tabulate and analyze the research questionnaires
sent to all members of the Michigan Counselors Association who were
unable to attend the Conference held at the Kellogg Center October 31-
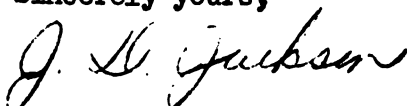November 1, 1955.

We have had a near 40% return of the questionnaires which is a wonder-
ful response and one for which we are very grateful.

If you have completed and returned the questionnaire, please accept
our sincere thanks. If you have not had the opportunity to complete
the instrument, we would very much appreciate your doing so in order
to approximate the number of participant questionnaires completed at
the conference.

If you have misplaced the questionnaire, please return the enclosed
postal card and the instrument will be sent to you.

Thank you very much for your cooperation,

Sincerely yours,

J. D. Jackson
Conference Coordinator

J
 D
  J
   :
    k
     l
      o

enc.

"IT IS FOR US THE LIVING . . . TO BE DEDICATED HERE TO THE UNFINISHED WORK . . . ."

LINCOLN

222

Please send me a questionnaire for the Michigan Association of Supervision and Curriculum Development.

Name _____

Address _____

_____

Please send me a questionnaire for the Michigan Speech Correction Association.

Name _____

Address _____

_____

SAMPLE RETURN POST CARD CONTINUED

Please send me a questionnaire for the Cooperative
School Studies Conference.

Name _____

Address _____

_____

Please send me a questionnaire for the Elementary
Principals Conference.

Name _____

Address _____

_____

Please send me a questionnaire for the Michigan Counselors Association.

Name _____

Address _____

_____

Date Due

Demco-293