SCOPE OF WORKSHOP PROCEDURES AS INDICATED

IN RECENT PROFESSIONAL LITERATURE

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# TABLE OF CONTENTS

Chapter

1. INTRODUCTION .................. Page 1
   The Problem and Its Purposes 
   Sources of Information 
   Method of Procedure 
   Importance of the Problem 

II. A BRIEF HISTORY OF WORKSHOP PROCEDURES .. 11

III. SCOPE OF WORKSHOP PROCEDURES ........ 26
   Workshops Conducted for Elementary-School 
   Teachers and the Type of Subject Matter 
   Considered 
   Workshops Conducted for Secondary-School 
   Teachers and the Type of Subject Matter 
   Considered 
   Workshops Conducted for College and University 
   Teachers and the Type of Subject Matter 
   Considered 
   Workshops Conducted for Administrators and 
   the Type of Subject Matter Considered 
   Workshops Conducted for Special Groups and 
   the Type of Subject Matter Considered 
   A Summary of Evaluations 

IV. SUMMARY, FINDINGS, AND CONCLUSION .... 90

BIBLIOGRAPHY ....................... 94
CHAPTER I

INTRODUCTION

The Problem and Its Purposes

Since the first summer workshop was conducted by the Progressive Education Association at the University of Ohio in 1936, several thousand teachers, administrators, and other educational workers have convened on the campus of leading colleges and universities to work together, under the supervision of competent consultants, on problems and interests which have arisen out of their professional experiences on various levels and in many fields of subject matter and areas of interest. This present study was concerned with the scope of these workshop procedures, as described in recent professional publications, which are considered somewhat as an index to modern educational concepts and practices.

The purpose of the study was to determine the various levels on which the workshops have been conducted and to determine what fields of subject matter have been considered. In other words, an effort was made to determine how many of the workshops were designed for college or university teachers,

secondary school teachers, elementary school teachers, administrators, or special groups, and what subject matter was considered for each group.

Sources of Information

Only secondary sources of data were consulted in the preparation of this study. Among these were professional books, recent periodicals, and bulletins. Few sources were of earlier date than 1935 or of later date than 1942.

Method of Procedure

In order to determine the scope of workshop procedure in the United States, it seemed necessary and logical to make an investigation of the prevalence and nature of various workshops that have been conducted within recent years. This was done by the customary research methods. Extensive reading was done on all workshops listed in the Reader's Guide and the Educational Index within the dates 1935 to 1942.

Data pertaining to the problem were collected and condensed into the following classification which appear in this thesis: Chapter I, Introduction; Chapter II, A Brief History of Workshop Procedures; Chapter III, Scope of Workshop Procedures; and Chapter IV, Summary, Findings, and Conclusions.

Import of the Problem

The significance of this study involves not only the
extent of opportunities offered to teachers for participation in workshop programs, but also the educational concepts upon which the workshop program is based. If this innovation in teacher training is sound educationally and philosophically, then any research regarding its program seems significant.

The most effective method of determining the importance of workshop procedures seemed to be that of compiling the evaluations of the program made by consultants or participants. The following quotations were representative samplings of many evaluations:

(1) The increased number of workshops indicates "not only that leaders in education are endeavoring to widen the field of opportunity, but also that there is a demand on the part of teachers and others needing help for a practical solution of their problems."\(^2\)

(2) The Commission on Teacher Education of the ACE obtained the following evaluation of the workshop program from questionnaires, answered by participants: "It was this personal element of individual conference and informal exchange of ideas, more even than the study groups or larger meetings

\(^2\)"The Summer Workshop Grows in Popularity," School and Society, 53 (April 19, 1941), 501-502."
(valuable as these were conceded to be) that appeared to impress most people as being the distinctive and most worthwhile element in the whole procedure."

(3) The definition of the term 'workshop' carries an evaluation:

The word 'workshop' is intriguing. The first part of the word emphasized activity as the distinguishing characteristic of the new institution; ideas can actually be seen popping up and being put to work. The second part of the word implies that the participant really means business; the activity is not purely academic or for credit, but for immediate use, and the whole word should carry conviction to all that teachers really are workers, toiling side by side with the workers of the world.

(4) In the workshop, participants are provided with experiences in group living which are arranged with the implicit purpose of teaching people how to live satisfactorily with others. "There is deliberate promotion of social adjustment, and there is teaching of techniques for co-operative action."

The student . . . "has been placed in a position where he is compelled to look at his problems

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3"Some Workshops of 1941," School and Society, 54 (Dec. 13, 1941), 560.

4I. L. Kandel, "In Education, 'It's Modern Design'," School and Society, 53 (May 17, 1941), 635.

in relation to the school program, to the community, and to the need for continuous planning in the light of an emerging philosophy of education."6

(5) Significant characteristics of the workshop approach include the following:

The flexible program, individual conferences between a student and many staff members, informal working relationships between students and faculty emphasis upon individual student problems, the creative and productive approach, small working groups organized around problems of common interests, freedom from routine requirements, absence of set lectures, the give-and-take relationships between staff members, several instructors available in discussion groups fermenting expression of contrasting points of view, informal social contacts and large blocks of time available and work on problems that are of major interest.7

(6) Another characteristic of the workshop which might profitably become part of the public school's program has to do with personality development:

It is generally agreed that personality is an important factor in the qualifications of a teacher. His interest, poise, sense of security, outlook on life, and sense of humor, are probably just as important as his knowledge of subject matter. Consequently, professional education should not overlook the problem of developing rich, healthy teaching personalities. This the workshop strives directly to do.8

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6Ibid., p. 121.


(7) The practicality and workability of the workshop program are emphasized by Heaton in the following evaluation:

Certain educational concepts which had previously seemed sound in theory but which had not been adopted in practice because of apparent impracticability (the concept of a curriculum based on needs of children, the substitution of scientific methods for the selection of educational objectives for 'swivel-chair' methods, use of evaluation techniques related to objectives other than growth in subject-matter learnings, etc.) have actually begun to operate.\(^9\)

A summary of evaluations of the workshop program appears in this excerpt:

In summary it may be stated that cooperatively the staff, representing major areas of secondary education, and the participants develop in the workshop a flexible program which aims to provide fullest opportunity for the participant (1) to pursue his own interest or problem, (2) freely to exchange ideas with others who have similar or related problems, (3) to have constantly available a number of staff members with different backgrounds of interest and experience, (4) to develop a philosophy of education appropriate to the nature of adolescents and present social conditions, and (5) to live a balanced life of work and recreation.\(^10\)

The preceding evaluations of the workshop program appear to contain implications of the following widely accepted educational concepts:

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1. The principles of progressive education are not fads or frills, but are basic, working principles for helping children and students to achieve a lifelong growth in all their powers of attainment and development of character.11

2. . . . schools, colleges, and teachers have but one function: to guide young people in living—to aid pupils in improving, extending, and organizing their individual and cooperative activities. Correspondingly, from the standpoint of the individual pupil the aim of his education is to learn to improve to extend, and organize his activities.12

3. The curriculum . . . is a succession of pupil-pursued activities, chosen and directed . . . at least predominantly . . . by the class and teacher group. Two things thus appear as necessary if the pupils are to acquire and organize adequately:

   (1) They must in their succession of learning activity-experiences meet in the aggregate such a variety of situations as will take reasonable care of the varied significant aspects of life; and

   (2) They must think these through so as to get from them their reasonable quotas of organized thought.13

4. From the viewpoint of progressive education, learning in terms of adjustment, habit formation, and experience are considered more important than mechanical teaching of skills through formal drill from the outset of the child's school experience.14

5. The curriculum . . . is the total of the conscious events, which compose a child's life and from which he learns. It involves not only in school but out of school experiences of all types. . . .

   The curriculum is not a body of subject-matter to be memorized and recited. It is a series of experiences, as a result of which the child's personality is continuously modified. . . .

12 John M. Brewer, Education as Guidance, p. 9.
13 William H. Kilpatrick, Remaking the Curriculum, pp. 60-6.
14 Gertrude Howell Hildreth, Learning the Three R's, A Modern Interpretation, p. 3.
This conception of the curriculum lends to greater flexibility not only in content but also in the matter of time allotment and grade placement. 15

6. Materials and learning experiences which have no significance in the actual living adjustments of pupils should not be included.

Basic and core materials should be determined by experts in curriculum psychology and subject-matter.

Content must be significant to the learner, but it is also essential that it be learned in a life-like situation. It must be vital to the pupil because it is related to the life he is living at the present time. . . .

The organization of learning experiences for the student is very important in terms of the transfer of training. The pupil should not be confronted with the problem of relating activities and experiences from isolated situations, but the educational life of the child should be related as parts of an integrated program.

Education demands that the learned be able to proceed from particulars to generalizations and from generalizations to particulars. . . . Thus learning materials must be within the range of comprehension of the class; they must be selected from real life and be in accord with the interests and needs of the group.

The selection of learning materials should be determined by the individual differences in abilities, interests, and needs of the class. These experiences should provide for the continuing growth and development of every child. 16

7. Among the objectives of progressive education are the development of initiative and the power to think and act independently, and preparation for social living. In striving for these the pupils will acquire most of the academic skills that have been the objectives of traditional education, but

15 John K. and Margaret A. Norton, Curriculum Building, p. 548.

they will acquire much as these relationships function in real life.  

8. The child's program of living, or conception of the good life, should involve the acceptance of the democratic ideal as a guiding principle. ... this ideal consists of mutual interests among individuals and among groups.

9. Activities should be suited to the physical, mental, and emotional characteristics of the individuals who engage in them.

10. Experiences in which we interact meaningfully with situations is the essence of human life. Being what we are, a situation stirs us chiefly by the meanings it arouses. 

As a person gains in knowledge and insight, his actual environment increases. ... To this end they (the children) must learn even better to react with effectual appropriateness. This process is the essence of social and moral education.

... The conclusion from this is an emphatic stress upon life and upon thinking as the rule of life, and education becomes merely and primarily the process of building up good thinking with, of course, the correlative habits of acting obediently to the best thinking one can do.

11. ... the teacher begins with activities having vital relationship with the experiences, and interests, of the students. Participating in these activities leads to an enrichment and an enlargement of the experience of the learners, bringing into being new interests and values, deeper insights, and broader appreciations of relationships. ... the

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learning activities are developed from the interests, concerns, and goals of the students. 21

An analysis of preceding data leads to the conclusion that the problem of this thesis is significant in that it involves the workshop program, which appears to be important in educational practices, and which is apparently based on sound educational concepts.

CHAPTER II

A BRIEF HISTORY OF WORKSHOP PROCEDURES

The first workshop to be given public recognition was conducted in 1938 at the Ohio State University for a period of six weeks during the summer.\(^1\) However, the real beginning of the movement in the United States was in 1932, when the Ohio State University conducted a program in the form of a seminar in elementary education. Although little publicity was given, this was the first college course that used the workshop technique. The participants emphasized plans for collecting pertinent material for their specific problems, then organized the data in terms of contemporary problems which dealt with the interests, needs, and abilities of the children with whom the participants were to be associated.\(^2\)

The experiment appeared to be based on the following concepts: (1) education is a tool for satisfying vital human demands and desires, therefore, the school program should concern itself with immediate problems, in order


that the pupil may become adjusted to a changing society, and that he may develop a sense of security in an insecure world; (2) all material and methods should consist of purposeful, related activities which, through experiencing, experimenting, and solution, will aid in solving a problem or provide opportunities for the socialization of the participants; (3) subject matter is an instrument which should be used to help the pupil become adapted to social and physical environment, and which should help him make a satisfactory adjustment to social situations; (4) experiences must be the background for a child's interest, therefore, materials used in the schoolroom must be within his experiences—previous experiences deepen his interests, and his interests lead him into more meaningful experiences, and (5) knowledge is useful only to the degree that it helps in devising tools which enable the child to make adjustments or solve problems, methods and materials should be employed as instruments for directing progress—therefore, they are to be utilized experimentally and should be means for reaching goals.

Teachers in Florida and Virginia, who were working on a state-wide school program in 1952, used the workshop methods with much success. The program provided an opportunity for these teachers to work in large groups, small groups or individually. In addition, consultative services
and guidance on their specific problems were available. They had access to organized materials, including courses of study, books on general and special educational problems, and various bibliographies. The program also provided for opportunities to exchange ideas, to evaluate work that was being done, and at the same time, to develop fellowship in a democratic way.  

In 1933, Ohio State University conducted a workshop-type program for the purpose of interpreting children's literature. Participants included experienced teachers who cooperated in a program designed to interpret and organize literature for youths and about them in a practical, interesting, and usable way. This group "accepted the challenge of a directing purpose and proceeded to organize, workshop fashion, for productive co-operation."  

Stanford University, California, conducted a workshop-type program in the field of guidance during the summer of 1934. Participants were teachers and administrators in two school systems who worked for four weeks. The following summer the group held another workshop established on the concept that defining a problem, locating and gathering data, applying principles from various courses, presenting

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Laura Zirbes, op. cit., p. 131.
ideas, planning a program, and finally attempting to translate that program into action should represent the type of education which every student needs.\textsuperscript{5}

In 1933, Stanford University, in co-operation with the Santa Barbara City and County School Systems, established a workshop for curriculum development. Small groups of the Santa Barbara staff members co-operated with the faculty of the University in a flexibly organized, informally conducted, short-term program of study in which the teachers and other educators worked intensively upon needs and problems that had arisen out of their daily school situations. Members of the workshop had the help of the skilled staff, but they were subject to a minimum of academic requirements in the way of examinations, formal class meetings, and required written work.\textsuperscript{6}

In 1933, three hundred colleges agreed to admit, over a period of eight years (1933-1941), the graduates of thirty selected secondary schools without the usual requirements or entrance examinations. This procedure was the beginning of what was termed "The Eight-Year Study" and was sponsored by the Commission on the Relation of School and College of the Progressive Education Association.\textsuperscript{7} During the initial

\textsuperscript{5}Eurich, \textit{op. cit.}, pp. 38-39.  \textsuperscript{6}Ibid., p. 39.
\textsuperscript{7}Heaton, Camp, and Diederich, \textit{op. cit.}, footnote, p. 2.
period of this experiment, the staff was confronted with difficulty in providing consultants for the thirty high schools selected for the experiment. In addition, the consultants had too little time, with their regular duties, to work on the program. In a conference on the situation, it was suggested that part of the following summer might be used by the consultants for their new experiment, and that they might be relieved of regular routine for that period. Subsequently, thirty-five teachers convened at Ohio State University for six weeks in the summer of 1936 and the first publicized workshop had its inception.8

The consultants for this new procedure in teacher-training were carefully selected by the Eight-Year Study staff and by local school authorities. They were supplied early with a list of professional problems on interests submitted by the participants. In co-operation with the evaluation staff of the Eight-Year Study, the consultants began research and investigations, preparatory to the workshop period. They were aided by representatives of other important experimental groups, including the Commission on Secondary School Curriculum, the Adolescent Study and the Commission on Human Relations of the Progressive Education Association.9

The participants in this first nationally recognized workshop included only teachers of science and mathematics.

8Ibid., pp. 2-3. 9Ibid., p. 3.
The limitation was agreed upon because the science and mathematics committees of the Commission on the Secondary School Curriculum had made more extensive and significant investigations than had other committees. Therefore, they were prepared to make greater contributions than other committees to teachers involved in the experiment. The results of the procedure are expressed in the following excerpts:

While a measure of direct assistance was given to teachers in the development of their specific interests and in the solution of immediate professional problems, participants were exploited (not against their wishes, of course) by committees for criticism and revision of the tentative reports on the function of science and mathematics in general education. However, this opportunity to share in the formulation of a new approach proved to be an exciting and valuable enterprise. It resulted in much thought and discussion on basic problems of educational philosophy and in a general clarification of the concept of "adolescent needs" as related to the science curriculum and to the mathematics curriculum.\(^{10}\)

In 1937, under the same sponsorship as in 1936, one hundred twenty-six teachers attended the second publicized workshop, which was conducted at Sarah Lawrence College, Bronxville, New York. Among the participants were delegations of key teachers, who had been sent, with part of their expenses paid, by various city-school systems for the purpose of working on some new development in the program of their schools. For example, committee-groups were present from the high schools of Denver, Colorado, Des Moines, Iowa, and Tulsa, Oklahoma. These teachers met to work

\(^{10}\)Ibid., p. 4.
together on the core courses. This procedure was the beginning of in-service training of teachers and resulted in stimulation of curriculum development and revision in local school systems. Significance of this activity was expressed by a superintendent of a large city school in the following paragraph:

Last summer our board spent eighteen hundred dollars to help send a group of teachers to workshops. It was the best investment in supervision we have ever made. When we sent our teachers to workshops, we got practically a new curriculum out of it, and a new leaven which has transformed the spirit and morale of our staff.\[11\]

Another superintendent of national repute made the following comment regarding this innovation in the in-service training of teachers:

These workshop patterns seem to present the best way thus far discovered to combine the resources of the in-service and pre-service agencies of teacher education. The school system may, without merging its identity or surrendering its autonomy, join with an institution of higher learning, in a workshop project. . . . Far too many school systems have lacked the personnel, the materials, and the trained leadership essential for effective teacher education. . . . The organization of our school systems outside the cities has not provided any way for the employment of personnel for the performance of such functions, or for introducing the expert to the scene. . . . The workshop abounds with persons, materials, problems, situations, conditions, pressure groups, vested interests, prejudices, and pre-conceptions. The workshop is a retort into which may be poured a vast number of factors and elements and out of which must be drawn practices, and techniques which arise above the traditions, fixations, and habituations of some two centuries of educational practice that has

\[11\]bid., p. 6.
evolved under environmental conditions no longer existent.\textsuperscript{12}

Various commissions and committees were eager to lend their services and to project the results of their investigations of 1936-37 into the second workshop program. However, the participants had anticipated a different procedure, and a rift seemed inevitable. The teachers had brought with them local problems of personal interest and significance—problems that had arisen in their own classrooms or within their own personal experiences. They were not willing that these problems should be made subordinate to the reports of the commission which had been so completely investigated, analyzed, and classified that they were "dangerously akin to a textbook which they first had to learn and then had to apply to their own problems."\textsuperscript{13} When the workshop staff became aware of the participants attitudes and desires, a meeting was held, and it was agreed that no reports or studies would be forced on the attendants, and that material would be introduced only when it was needed.

A democratic atmosphere pervaded the 1937 workshop. This was due, in part, to the isolated environment of the Sarah Lawrence College campus. Consultants and participants were thrown together much of the time, since all of them had to live and dine on the campus. They participated in leisure-hour recreation together, and in various other

\textsuperscript{12}Ibid., pp. 6-7. \textsuperscript{13}Ibid., p. 5.
associations, formal and informal, democratic procedures were developed. "It was soon recognized that learning was taking place at the breakfast table as well as in the conference room or library and that the variety of associations was adding to the enrichment of the personal as well as the professional life of the student."\(^4\)

The General Education Board provided funds for the establishment of four workshops in 1938. Attendance exceeded five hundred. The participants were selected individually by a committee. They were chosen because they were engaged in significant educational developments. It appeared that their summer's work on vital professional problems would be worthwhile personally and would be contributory to professional development of all teachers who might share the results of their investigations and findings. The following criteria were used as a basis for their selection:

1. Participants should already have demonstrated their ability to undertake the responsibility of leadership in their local school.

2. They should need help on a particular problem or interest on which they could not be given as effective help through regular courses of instruction.

3. They should come from schools that encourage new developments and which will expect to put into practice plans which may be developed during the summer.\(^5\)

A group of twenty-three college and university faculty members from sixteen institutions of higher learning attended

\(^4\)Ibid., p. 7.  \(^5\)Ibid., p. 9.
the workshop conducted in 1936. Their attendance was a new step in the new type of teacher-training, since only public school teachers had participated in the two previous workshops of 1936 and 1937. As time passed, an increasingly large number of college faculty members expressed a desire to participate in the workshop program. As a result, facilities were extended by means of co-operation with the Cooperative Study in General Education of the American Council on Education. Subsequently, in 1940, the Commission on Teacher Education established a workshop program for faculty members in institutions of higher learning.\textsuperscript{16}

The workshop idea expanded until it was necessary for a committee to be appointed for the purpose of making recommendations for the future of the program. The deliberations resulted in the following major decisions:

It was decided, since teachers would always be in need of such assistance as workshops had provided, and since certain rather effective methods were developing which could be used by other capable staff members that such workshops might well take their place as a normal part of the graduate programs of our leading universities. It was thought desirable for the committee to offer its services to a group of universities which might be willing to cooperate in an experiment with this type of teacher education with a view to its incorporation as a permanent part of the university curriculum. Funds were sought to give financial aid during a two-year experimental period. It was thought that the co-operating graduate schools would be able to support the program without subsidy after two years. By the time the grant of funds was made there were more requests for

\footnote{\textit{Tbid.}, p. 9.}
co-operation in establishing workshops on university campuses than could possibly be satisfied by the committee.\textsuperscript{17}

Four years after its inception, the workshop experimental program had been sponsored by the following graduate schools: University of Chicago, Claremont Colleges, Colorado State College of Education, University of Denver, Harvard University, Northwestern University, Ohio State University, University of Oregon, University of Pennsylvania, Pennsylvania State College, University of Pittsburgh, Stanford University, Syracuse University, and Teachers College of Columbia University. Certain other institutions have had association with the program, including the universities of Idaho, Washington, and Wisconsin, and Milwaukee State Teachers College.\textsuperscript{18}

Several other graduate schools which did not participate actively in the workshop program, had requested advisory service from the Committee on Workshops or furnished staff members for conferences and other training programs. The Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools, the Michigan Study of the Secondary School Curriculum, and the Commission on Resources and Education also used the workshop approach and were assisted by the Committee on Workshops.\textsuperscript{19}

Through seven years of experimentation with workshop procedures, there has been an expansion until each year has

\textsuperscript{17} Ibid., p. 10. \textsuperscript{18} Ibid., p. 11. \textsuperscript{19} Ibid., p. 11.
seen new growth in the number and variety of such projects. Most of these workshops have been offered by the colleges for teachers, but some have been instituted by forward-looking city school systems or other community agencies for the benefit of larger groups of teachers than can afford the expense of attendance at the college summer session. In so far as attendants at these local workshop schools are allowed credit in near-by colleges for work approved and completed, the sessions may be considered as a new phase of the college extension program.

Local workshops, each serving a single large school district, came into vogue during 1939. The program was under the guidance of the Committee on Workshops and the Commission on Teacher Education. The following six selected colleges or universities and school districts sponsored the first establishments: Denver, Colorado, public schools and the University of Denver; Des Moines, Iowa, public schools and Drake University; Houston, Texas public schools and the University of Houston; Los Angeles, California, public schools and Claremont Colleges, the University of Southern California, and the University of California at Los Angeles; Greenville County, South Carolina, public schools and Furman University; and New Trier Township, Illinois, public schools and Northwestern University.20

20 Ibid., p. 12.
The purposes of these workshops were summarized in the following objectives:

1. To give the participant an opportunity to make an intensive study of an interest or problem which has arisen out of his experience as a teacher.

2. To provide experiences in planning a program of individual and group activities to meet the needs of the participant and those of his fellow workers.

3. To provide competent staff members representing a wide variety of backgrounds who are easily accessible to the participant.

4. To contribute to the participant's thinking on his specific problems, broaden his general professional orientation and provide opportunities for experiences in co-operative activities through formal and informal association with other participants of varied backgrounds.

5. To help the participant to develop an interest in the whole child, the whole school and the whole community.

6. To aid the participant to develop methods of solving his own problems so that he may be prepared to solve other professional problems in the future.

7. To provide full opportunity for the participant to share in activities which are concomitant with balanced living.

8. To provide a wide variety of materials, services and activities which are easily accessible to the participant and which are relevant to and facilitate the solution of his problem.21

One hundred six workshops were conducted in 1942, according to a mimeographed bulletin from the Commission on Teacher Education.22 This increase was due in part to the


22Commission on Teacher Education, American Council on Education Workshop Advisory Service, Workshops in 1942.
fact that the administrative faculty and regents of practically all colleges were agreed that educational institutions had a duty to perform in helping teachers to qualify for responsible positions in wartime schools. There was a tremendous need for training and re-training teachers for the shortage fields, brought about by the war emergency. There was also a great need for refresher courses to help temporary teachers, or those out of service for a long period, to prepare for teaching. There was also a need for training teachers who were being called upon to teach a vast array of new courses recently urged upon the schools.

A potential shortage of 75,000 teachers for 1943 has been indicated by the National Education Association. In order to keep the school going many teachers will have to be found from such groups as former teachers who have married and reared families and who could return to teaching for the duration; older workers with technical training in other fields; young women now in college and nearing completion of their courses; retired teachers of subjects not now in demand who can prepare for fields in which there is a shortage. Most of such teachers would need refresher courses or special preparation for the new work they plan to undertake.23

The workshop idea... "did not grow up according to the conventional pattern which usually characterizes experimental projects. The greatest similarity of its origin to classical respectability must be found in its likeness to Topsy who 'just growed.'"24 Regardless of its background,

23 "The Wartime Refresher Service at Teachers College, Columbia University, School and Society, 57 (May 15, 1943).

24 Kenneth L. Heaton, "Program of the Committee on Workshops," Educational Method, XX (March, 1941), 292.
the introduction of the workshops is the result of a widely felt need for research of the practical functioning of our schools. The program will take on new features with the passing years, but the fundamental principle seems sound enough to promise a continuing usefulness for this unique form of teacher education.
CHAPTER III

SCOPE OF WORKSHOP PROCEDURES

As stated in Chapter I, data in this chapter were placed in the following categories: (1) workshops conducted for elementary-school teachers and the types of subject matter considered; (2) workshops considered for secondary-school teachers and the types of subject matter considered; (3) workshops conducted for college or university teachers and the types of subject matter considered; (4) workshops conducted for administrators and the types of subject matter considered; and (5) workshops conducted for special groups and types of subject matter considered.

Workshops Conducted for Elementary-School Teachers and the Types of Subject Matter Considered

Curriculum.--In 1937 Teachers College, Columbia University, conducted a curriculum workshop. The purpose of the program was to enable experienced teachers to develop methods by which their pupils could participate in the activities of community and national life more effectively and competently.¹

The University of Denver, co-operating with the State

Department of Public Instruction and the Denver Public School System, conducted an elementary education workshop through the school year of 1938-39. The superintendents of several small-town schools cooperated in conducting the program. Emphasis was placed on curriculum development and revision.²

Stanford University, with a small grant from the Committee on Workshops and Field Services of the Progressive Education Association, held an evaluation workshop in the summer of 1931. Research was made on the core curriculum of the elementary school. The director made the following comment: "If with such diversity and with scattered living quarters a workshop can operate successfully, it is a promising method for teacher education in almost any situation."

In an evaluation of the program, Eurich included the following exposition:

The significant characteristics of the workshop approach... are: the flexible program, individual conferences between student and many staff members, informal working relationships between students and faculty, emphasis upon individual student problems, the creative and productive approach, small working groups organized around problems of common interests, freedom from routine requirements, absence of set lectures, the give-and-take relationships between staff members, several instructors available in discussion groups permitting expression of contrasting points of view, informal social contacts and large blocks of time available and work on problems that are of major interest.³

Teachers from all schools in the Santa Barbara public school system were given an opportunity to attend a work-

³Eurich, op. cit., p. 38.
shop held on the campus of the University of Southern California in 1939. The Director of Curriculum and Instruction in the Santa Barbara public schools supervised the program. He was assisted by the regular supervisors in the public schools. Assistance was also given to the participants by members of the Education Department in the University of Southern California.4

A state-wide program of school improvement in Florida was the motivation of the establishment of a curriculum workshop in 1938. The State Department of Education cooperated with the University of Florida as did the Florida State College for Women, in supplying material and consultants for the program. Twenty-eight schools in the state sent their faculties to this workshop for a period of six weeks.5

The University of Denver conducted a curriculum workshop in 1940. Elementary teachers did research on problems relating to the general content of subject matter and methods for teaching and organizing the contents. In addition, certain teachers considered problems in the fields of general education which were related directly or indirectly to classroom procedure.


Two evaluations made by the participants included the following: "The workshop provided opportunities for mixing work and play; new experiences resulted from the program."  

In 1940 the Ohio State University utilized the services of resident staff members as consultants in a workshop centered about elementary education. The program was financed out of a regular budget and was designed to aid teachers in curriculum development and revision.  

One hundred twenty teachers worked on elementary-school curriculum problems and administration along with community relationships and guidance in two workshops held at Hastings and Hillsdale, Michigan. The programs were sponsored jointly by the University of Chicago and the W. K. Kellogg Foundation. Special emphasis was given to the problems of rural teachers and teachers in small-town schools, since participants included these two types of teachers.  

The University of Houston, with the cooperation of the Commission on Teacher Education, established a workshop in the summer of 1940 dealing with various phases of curriculum development. Emphasis was placed on the status of the

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7 Zirbes, op. cit., pp. 131-137.

8 "Summer Activities of the University of Chicago," The Elementary School Journal, XLII (September, 1941), 8.
child in modern educational procedures.\textsuperscript{9}

The Evanston teachers workshop in Illinois resulted from the establishment of the Wilmette workshop. General meetings were held each month and three monthly meetings were devoted to committee group discussions. Approximately eighty per cent of the faculty of the elementary school met every Monday afternoon for one hour and a half. The educational and professional discussions and activities were generally preceded by a social period. The program was based on the philosophy that "workshop procedures provide wholesome, democratic and creative experiences which teach people to live and learn together."\textsuperscript{10}

A workshop conducted in San Diego, California, in 1941 was especially designed for elementary teachers in the city schools of San Diego. Since the participants were experienced teachers, most of the problems had their origin in the classroom. Special emphasis was given to the fact that the workshop procedures were to be transferred into classroom practice during the following school session.

An evaluation of the procedures were made by Barbour in the following quotation: "The two most valuable results


noted with respect to college workshops were the enthusiasm and spirit which participants brought back to their work in the fall and the increased willingness of the participants to experiment with informal and democratic instructional procedures."\(^{11}\)

The local Board of Education, in cooperation with the University of California, Claremont College, and the University of California, sponsored a curriculum workshop during the month of July, 1941. Consideration was given to various types of subject matter and methods utilized in the elementary schools of Los Angeles.\(^{12}\)

The needs of students in the elementary school, as related to curriculum development, were the bases for a workshop program conducted in South Kingston, Illinois, in 1942. Supervisors, principals, and classroom teachers experimented with methods of integrating the school curriculum, the child, and the community.\(^{13}\)

**Child development, needs and behavior.**—Child development was the central theme of the workshop conducted at the University of Michigan in 1939. Participants included fifty

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\(^{13}\)Rockett, *op. cit.*, p. 25.
elementary school teachers from seven counties.\footnote{Moreland, op. cit., pp. 285-290.}

The workshop conducted in 1940 at the University of Houston was devoted particularly to child study. Investigation was made in regard to this subject and the elementary-school curriculum. Demonstrations, observations, and lectures, along with conferences, made up the procedure of the program.\footnote{George W. Eby, "Arizona's First Curriculum Workshop," Curriculum Journal, 12 (December, 1941), 262-264.}

Arizona's first curriculum workshop considered the subject of pupil's needs in addition to other problems of elementary-school level. The program was established at the Arizona State Teachers College, Tempe, Arizona. The purpose of the program was to eliminate the gulf between theory and practice. In addition, an effort was made to provide in-service teachers with an opportunity to work under competent guidance.\footnote{Anderson, op. cit., pp. 82-84.}

A workshop conducted for the Evanston teachers in Illinois provided research on the behavior of pupils. Case studies were considered, and an effort was made to understand children and their reaction to the school program.\footnote{Geertz, op. cit., pp. 123-124.}
the central themes for the workshop conducted at the University of Pennsylvania in 1941. The program was under the joint sponsorship of the University of Pennsylvania, Temple University, the Commission on Teacher Education, and the School Districts of Philadelphia.18

Twelve hundred teachers in the city of Los Angeles attended a workshop sponsored by the local Board of Education in 1941. Special attention was given by at least one group to the problems of child growth. This was one phase of an extensive program designed to make the child the center of school activities, procedures, and policies.19

The development of the whole child was the central theme of the Child Development Workshop conducted at the North Texas State Teachers College during the summer of 1942. Twenty-two participants were given an opportunity to experience and experiment with vital problems which faced them as they worked in their respective communities. Much time was spent in individual differences with different individuals. Practically all types of teaching procedures were experienced for the purpose of integrating theory and practice.

The director of the workshop made the following


evaluation of the program:

The value of the Workshop in applying the democratic principle was part of the evaluation checklist given at the end of the course. Nearly all of the twenty-two students asserted that the Workshop was "very much better" that the usual summer school course in allowing "for easy and profitable contacts with faculty members," and in gaining a greater understanding of democracy as a way of life."

Also practically all of the group stated on the final evaluation sheet (which was unsigned) that the Workshop was "very much better" than the usual summer school course in helping them "to develop a desire for further growth and study," "in learning to think constructively with a group on common problems," and in "acquiring knowledge and techniques relative to child development which could be transferred to their own teaching situation." The group was unanimous on several points of advantage, one of which was that the Workshop was very much superior in allowing opportunity for working on problems which seemed important to them. Approximately two-thirds of the students considered the Workshop superior from the standpoint of "learning an organized body of facts." 20

Language arts, speech, and writing.—Stanford University conducted a workshop in 1937 through grants from the General Education Board for the purpose of cooperating in the project of the Stanford Language Arts Investigation. The group reassembled in 1938 and again in 1939 "to renew their program in developing new methods in teaching the language arts and to study and criticize materials they had formulated." 21

An interesting phase of the program carried on by the


21Harich, op. cit., p. 39.
Elementary Education Workshop in New York was a consideration of children's libraries. Since this part of the teaching of English is considered of vast importance, the New York University workshop was deemed as being a valuable contribution to English teachers. The program was sponsored by the New York University School of Education in cooperation with the Garden City public schools.  

The State Teachers College in Albany, New York, conducted a program in 1942 which gave consideration to reading, writing, and speaking English. Sixty-eight participants, assisted by steering committees, delegated staff members, and a consultant for each area, attended this workshop.

In an evaluation of the program, it was said that consultant for each area worked together to make the 1942 workshop a success, bringing to it "their respect for the views of others, their willingness to keep close to the concerns of the group, their broad interests, and their contagious enthusiasm."  

The workshop financed by the University of Denver in 1939 gave special attention to speech activities. An enlarged staff and expanded facilities, including a speech

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23 "Summer Workshops under the Sponsorship of the ACE," School and Society, 57 (February 20, 1943), 209.
studio and demonstration classes enhanced the program.24

Community activities and relationships.—Columbia
University, Teachers College, conducted its 1937 workshop
around contemporary problems. Emphasis was placed on com-
munity resources and how they could be conserved and utilized.
An effort was made to transform scientific data regarding
the community into practical information for school
children.25

In 1940 the University of Chicago, in cooperation with
the W. K. Kellogg Foundation, sponsored two workshops for
rural teachers and the teachers in small towns. The pro-
grams were carried on at Hastings, Michigan and Hillsdale,
Michigan. Emphasis was placed on the use of materials se-
cured from a community survey. Research was done on methods
of putting the results into practical form which could be
used as subject matter material for the public schools.26

A workshop program centered around community health
and child development was conducted by the University of
Michigan. Participants included fifty elementary teachers
from seven counties in Michigan. This program was a contin-
uation of a similar workshop conducted in 1938.27

26"Summer Activities at the University of Chicago."
op. cit., p. 3.
27Zirbes, op. cit., p. 135.
Sixty-four members were enrolled in the 1940 summer workshop at Bucknell University. Students brought their own problems and worked under the leadership of experts and specialists. The program included no formal classes and no lectures. Work was done individually, in seminar discussions, in round table discussions, and in experimental groups. Special emphasis was given to community activities and their integration with subject matter fields.

The following description of the program's characteristics contains an evaluation of the workshop, as well as its philosophy:

The workshop . . . is a situation in which people with definite problems organize to solve these or problems under the leadership of experts and under their own steam. There are no formal classes, no lecture courses. Work on individual problems, seminar round-table discussions, individual conferences, small group meetings of persons working on similar problems, research in a well-equipped library, and carefully planned laboratory tryouts form a typical day's activities. Enrollment in such a workshop means a summer of individualized study, centered around a special problem to which the student himself wants an answer.28

The University of Wyoming conducted a workshop for the teachers in the public schools in Cheyenne during the summer of 1941. Problems were considered which enable teachers to utilize community resources in such a way as to bring about rich learning procedures.29


Teachers in the city schools of Los Angeles, California, were given an opportunity to do research on community resources in a workshop conducted in 1941. Surveys, library material, and business data were used extensively. The purpose of this phase of the program was to construct and prepare curricular material from community resources in such a way that they be usable in the public school.\textsuperscript{30}

The entire faculty of the Peru Central School, in cooperation with Cornell University, attended a workshop in 1941. Community resources were surveyed and the results were used in the preparation of various courses of study. By this means the community and the school were made an important part of the child's school life.\textsuperscript{31}

Superintendents, supervisors, principals, and classroom teachers attended a workshop at South Kingston, Illinois in 1942-43. The needs of the students were identified with the resources of the community and from this integration curricular materials were located.\textsuperscript{32}

Social studies.--The workshop program conducted by the Stanford University in 1939 considered problems of social studies in the elementary grades. Plans were laid for iden-

\textsuperscript{30}William B. Brown, \textit{op. cit.,} pp. 359-361.


\textsuperscript{32}James F. Rockett, \textit{op. cit.,} p. 25.
tifying contemporary problems with the child's school life. At the same time emphasis was placed on efficient methods and significant materials available for social studies.33

The curriculum program of Modoc County, California, was developed to a large extent by the 1939 workshop. The Program served a predominately rural area and made valuable contributions to the county's school improvement program. Results of surveys were used for constructing social studies units. Much interest was manifested not only by participants or the workshop but also by residents of the county. In evaluating the program the director said that "the workshop had definitely become an integral part of Modoc County's curriculum program.34

A social studies laboratory, under the guidance of specialists in the East Bay Social Studies Laboratory, which is affiliated with the Illinois State Normal University and sponsored by the Illinois Council for Social Studies, was maintained at East Bay Camp in 1940. Experimental methods of teaching the social studies were used throughout the workshop period.35

In 1940 the Oklahoma Agricultural and Mechanical College


conducted a workshop in which much emphasis was given to the teaching of the social studies. Social problems in the modern school were studied by a group under the direction of the State Department of Education. This research was carried on as a phase of the state-wide program of the curriculum study and revision. The workshop was attended by fifty-two participants who carried on their program by means of general assemblies, group meetings, forum panels, evaluation discussions, and social getherings.36

Among the problems considered in the workshop attended by twelve hundred Los Angeles teachers in 1941 were those pertaining to methods and materials significant in social studies. Particular attention was given to the teaching of geography and the practical use of maps, diagrams, charts, and globes.37

Reading.—Remedial reading, its significance and its application, was given consideration in the workshop conducted at Stanford University in 1939. An effort was made to develop techniques for overcoming various handicaps which retarded elementary school children's reading. Various methods were devised and an extensive amount of material was collected.38

36Chester C. Correthers, "Another Workshop," Curriculum Journal, 12 (January, 1941)
The elementary workshop conducted for Arizona's public teachers at the Arizona State Teachers College, considered the problem of remedial reading. This subject was considered in connection with pupil needs and pupil guidance. Participants who did research in this workshop included two Negroes, two American Indians, and one Latin-American.

The following evaluations, made in answer to a question regarding the comparison of the workshop and the regular time of summer school, indicate the success of the program: "97 per cent responded of 'more value', 76 per cent 'read more professional literature'; 81 per cent 'worked more hours; 97 per cent had 'more contacts with people who were helpful'; and 97 per cent enjoyed themselves more."39

Participants in the workshop conducted at the State Teachers College, Albany, New York in 1942 did research in the field of reading. Investigation was made regarding methods and materials. Special emphasis was given to the significance of reading in the modern educational philosophy.40

Fifty-two participants attended the workshop conducted for teachers in the public schools of Edinburg, Texas, during the month of June, 1942. One of the most significant

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39 ibid., op. cit., 365.
40 "Summer Workshops Under the Sponsorship of the ACE," op. cit., p. 209.
problems was the teaching of reading in the elementary grades. Definite criteria were selected for evaluating both methods and materials.41

Arts and crafts.--In the workshop attended by teachers from Modoc County, California, 1941, opportunities were presented for particular arts and craft activities. This participation was designed for the purpose of helping teachers to get the child's viewpoint. In other words, as the participants worked with clay, paint, leather, wood, and metal, they "learned to do by doing."42

A workshop which continued through the fall, winter, and spring quarters was attended by teachers in the Denver public school system and adjacent vicinities. One of the outstanding innovations of this program was the art studio. Facilities were provided for practical application of theories. Many teachers worked on problems which they anticipated would confront them the following school year.43

The Garden City public schools in the New York and the New York University of Education held an elementary-education workshop in 1940-41. A description of the art program was found in these lines:

43 Hill, op. cit., pp. 40.
We all lighted candles at Christmas time; we danced the Congo; we made mabembas of redwood; we painted with water-colors and with oil; we made book-cases and metal dishes; we made Christmas presents for our husbands, wives and sweethearts and for the children. We did clay modeling, wood carving and rug weaving. There was choral speaking. Kindergarten teachers made traffic signals to help their children learn the safety rules. They wired them and learned something about electricity in the doing.\(^44\)

A similar program was carried on the Los Angeles teachers in their 1941 workshop in which special attention was given to fine arts and crafts.\(^45\)

**Spanish** -- The teaching of Spanish and the learning of Spanish were both given attention at Edinburg, Texas, in 1942. This was the only program noted in this study which gave consideration specifically to Spanish.

The following expressions of values received by the participants are evidences of the program's significance:

"It is good to be able to consult another teacher in more than five minutes snatches between classes or at the weary end of a teaching day."

"I think the workshop has been valuable because it has given me an opportunity to work out a few of the many practical, usable plans for teaching reading in the primary grades and to help in making a tentative guide for teaching beginning Spanish."

\(^44\) Allard, op. cit., pp. 218-231.

"The workshop has been of value to me in changing my attitude toward the whole set-up. I came the first day from a sense of obligation, but from the second day on, I came only because I was interested and enjoyed it, to say nothing of the benefit I was deriving from it."46

Kindergartens.--Problems peculiar to operations of a kindergarten were discussed in the workshop conducted for the public school teachers in Santa Barbara, California, during the summer of 1939. Consideration was given to the development of the whole child and the significance of his training in early years. This workshop was the only one noted in this study which devoted special attention to the problems of the kindergarten.47

Physical education.--The place of physical education in the elementary school was concerned in the workshop of Santa Barbara, California, in 1939. Emphasis was placed on early training of youth for physical fitness. The goal of the program was held for personal enjoyment and for the benefit of society.48

The local Board of Education, in cooperation with three colleges in California, sponsored a workshop in 1941 which gave attention to recreation and physical education for elementary school pupils. An effort was made to integrate these

46Farrar, op. cit., p. 40.
two subjects with the academic studies of the school. An
effort was also made to place health education in its proper
status and to emphasize its significance to the individual
and to society.49

Teacher education, growth and ethics.—An interesting
phase of the workshop program carried on by the Ohio State
University in 1940 concerned the development of desirable
personal characteristics, intellectual achievements, and
social growth of in-service teachers. The Deans of Educa-
tion in fifty-two universities of higher learning acted as
directors of this program.50

Oklahoma Agricultural and Mechanical College conducted a
workshop in 1941 in which teacher education was given much
emphasis. The main library was available. Many instructors
on the regular workshop faculty gave freely of their time
and services. General assemblies, group meetings, special
planning committees for forum panels, evaluation forms and
social meetings characterized the program.51

Ohio State University conducted a workshop on teacher
education in the summer of 1940. The program was under the
direction of the deans of education in five state universi-
ties of Ohio. Participation was by invitation only. One


50 E. J. Ashbaugh, "The Workshop on Teacher Education,"
Educational Research Bulletin, XX (May 14, 1941), 133-143.

hundred six persons spent most of their time on problems which they considered vital to teacher education.

Certain fundamental concepts resulted in the program of the workshop. Among them were the following:

The public schools have a responsibility for guiding young people with the personal qualities—mental, moral, social, and physical—desirable in teachers and a consideration of teaching as a field of service while they are still in elementary and secondary schools.

... mere acquaintance with or even command of specified amounts logically organized subject-matter is not sufficient. ... teachers are not mere hired servants, conveyors of knowledge, drill-masters of schools, and disciplinarians. They are stimulators of learning, guides and companions of youth, and members of the communities in which they work.

... teaching is a privilege and not an inherent right. ... it is a privilege to be achieved through the position and development of desirable personal characteristics, intellectual achievement, and social growth which renders one a stimulating, sympathetic companion and guide to children and youth. 52

Self improvement of teachers was emphasized in the workshop conducted for the Los Angeles teachers in 1941. This improvement was brought about through recreative and the creative arts. These activities were essential parts of the participants' workshop experience. 53 A similar program was carried on in the workshop conducted at the State Teachers College, Albany, New York, in 1942. 54

52 Ashbaugh, op. cit., pp. 133-143.
54 "Summer workshops under the sponsorship of the ACE," op. cit., p. 209.
The State Department of Education in Rhode Island conducted a workshop in 1941 for the improvement of teachers. Emphasis was placed on making teachers more alert to self-improvement and self-directed activities. Emphasis was also placed on the cooperative and creative approach rather than the directive or regulatory approach. All of the activities were designed for the purpose of enabling teachers to participate for the purpose of growing, personally and professionally. 55

The teacher workshop conducted by teachers in Willmette, Illinois, gave consideration to ethics for teachers. This problem was a part of the teachers development program carried on in the workshop. 56

Shop work.--The workshop conducted under the sponsorship of the New York University School of Education in 1940-41 was concerned with shop work for elementary school pupils. Emphasis was placed on integration of manual activities with academic subjects. Stress was also given to the fact that vocational training can be begun in the grades. 57

Home-room program.--The only reference made to the subject of home-room programs in the workshops considered in this study was found in a discussion of the program carried

55 James F. Rockett, op. cit., p. 25.
56 Anderson, op. cit., p. 83.
57 Allard, op. cit. pp. 218-222.
on at the Bucknell University in 1940. Specialists, including resident and visiting consultants, worked with individuals and with groups in formulating significant programs for home-rooms. 58

Fine arts.--In addition to various other projects, the fine arts received special emphasis in the workshop conducted at the University of Houston in 1940. Problems relating to this field of study were considered in their relation to various phases of the curriculum development. 59 Similar emphasis was placed on fine arts and crafts conducted for the public school teachers in Los Angeles during 1941. 60

Four general areas of interest, including dramatic art, music, arts and crafts, and recreation, were considered in the program of Ventura County's workshop in California. In the opinion of the consultants, the work was distinctly vital and made a worthwhile contribution to the in-service training of the participants. This unusual workshop in the arts was sponsored by the Ventura Junior College in September, 1941. 61

The Anthony Dowden School's workshop in Washington, D. C., was conducted for the purpose of planning a more effective art

58 Frank G. Davis, op. cit., pp. 34-37.
course for the public schools. The program was under the supervision of the school's art department. The participants met weekly for about an hour. The result of the program was in improvement in the school's art activities.62

Mental hygiene.--The only workshop considered in this study which specifically included mental hygiene for the elementary pupil as a part of its program was conducted in Evanston, Illinois, in 1940. This problem was studied in its connection with child behavior as found in case studies of children and in an interpretation of parent-school relationships.63

National Defense.--Teachers in the Los Angeles public schools were given an opportunity to do research on national defense problems as they concerned the school in the 1941 workshop. Data were available on First Aid and Red Cross for elementary school children. The entire program centered about means of meeting the war-emergency problems.64

Audio-visual aid.--The Los Angeles workshop which was discussed in the previous paragraphs provided opportunities for research and experiences of audio-visual aids suitable for elementary school children. The participants were encouraged to use these aids and to understand their value in

63 Anderson, op. cit., p. 83.
the teaching procedure.65

War and the curriculum.--All groups in the summer workshop conducted by the University of Southern California, cooperating with the University of California, and Claremont College, were concerned with ways and means of achieving a better understanding of youth and its problems in wartime. Investigation was made as to how community resources could be used to help meet children's needs which have resulted from the war.

The principal value and gain of the workshop was the growth which took place in each individual teacher. The workshop provided an opportunity for teachers to share experiences with a small group, as well as with other groups. . . . The experience of the workshop indicates the need for an intensive continuing policy under which teachers may come into closer relationship, not only with their fellow teachers, but also with the community at large.66

It was a general recommendation "that the workshop, which combines the best of the conference, the discussion, the panel, and the lecture, is a significant means of helping teachers to gain the insight and understanding necessary for implementing a program of curriculum change."67

War-time needs of the elementary schools were the center of interest in the summer workshop conducted for faculty members of the New York City schools in 1942. The partici-

65 Ibid., pp. 359-361.
67 Ibid.
pants, numbering sixteen hundred, did research on curriculum units, current courses of study, curriculum revision, integration, curriculum problems facing junior high school, the senior high school, and the vocational high school. 68

Ninety participants attended the 1942 workshop at the University of Houston in which special consideration was given to the function of the school during the emergency. Pamphlets and books regarding propaganda and its spread were made available by the Federal Security Agency.

The workshop's philosophy was expressed in the following quotation:

One cardinal characteristic of a workshop is free participation of students in planning the course for a workshop program. Attention is given in the workshop to the development of well-rounded individuals, and the social life of workshopers receives considerable emphasis. In some workshops but not at the University, members live in dormitories. 69

Our neighbors and allies.—The development of modern functional teaching units and courses of study was the theme of the workshop held at Cornell University in 1942. The purpose of the program was to develop a better understanding of China, the British Commonwealth, Russia, Canada, and Latin-America. The report of the workshop led to the conclusion that materials on these countries were used in


69. Patterson, op. cit., p. 28.
various units on the elementary level. The philosophy that caused the program to be instituted was that all people should have "an intelligent understanding of areas of the earth which are becoming increasingly important to Americans."\textsuperscript{70}

Workshops Conducted for Secondary-School Teachers and the Type of Subject-Matter Considered

\textbf{Mathematics}.—Thirty-five teachers of mathematics and science composed the first widely publicized workshop in the United States. This group met at the Ohio State University in 1936. A larger group met again at the same place in 1937. They discussed the needs of adolescents and the significance of their needs for teachers of mathematics. In addition, participants discussed problem solving in its more comprehensive aspects and dealt with reports on problems and problem situations.\textsuperscript{71}

Heaton made the following evaluation of the program:

This opportunity to share in the formulation of a new approach proved to be an exciting and valuable enterprise. It resulted in much thought and discussion on basic problems of educational philosophy and in a general clarification of the concept of "adolescent needs" as related to the science curriculum and to the mathematics curriculum.\textsuperscript{72}

\textsuperscript{70} "Out of the Ordinary Offerings in Summer Sessions," \textit{School and Society}, 55 (May 9, 1942), p. 525.

\textsuperscript{71} Materials prepared by the Participants on the Mathematics Group of the Progressive Education Association Summer Workshop, Sarah Lawrence College, Bronxville, N. Y. July 2-August 12, 1937. p. 1. (mimeographed).

\textsuperscript{72} Heaton, Camp, and Diedrich, \textit{op. cit.}, p. 4.
The Pennsylvania workshop in Secondary Education, conducted from July 1 to August 9, 1939, made provision for a group to do research on mathematical problems. The participants met at the Pennsylvania State College, under the guidance of nationally known consultants, and worked on procedures for teaching practical mathematics to the non-academic pupil. An evaluation of the workshop noted the following characteristics of the program: flexibility of procedures, recency and significance of problems, leadership of consultants, and the uniqueness of the non-academic pupil program.73

In 1940, the Oklahoma Agricultural and Mechanical College conducted a workshop in which much attention was given to mathematics. The subject was considered in its relation to modern social problems and the school's contribution to their solution.74

An innovation in workshops was introduced in New York in 1941 when Dr. Erstow of the Division of Reference and Research, Board of Education, conducted a Consumers' Education program. Mathematics was given emphasis, along with many other subjects. A large representative cross section of the population was invited to "open hearings" on the lay needs in a consumer education during the war period. The chairman of the Workshop initiated a "cross examination"

73Wayland, op. cit., p. 10.
74Corrothers, op. cit., pp. 19-22.
of the lay public. Workshop members followed up with questions necessary to bring out further details with respect to the specific subject and grade problems. Stenographers were present to take the testimony verbatim.

Approximately fifty men and women, leaders in many walks of life, appeared before these open hearings by invitation. Those present included "the vice-president of the National City Bank; representation from the American Bankers Association; ranking economists; housewives; legislators; chairmen of consumer division; lawyers; members of OPA; representatives from local market departments; the A. F. of L., the C. I. O., consumer organizations, cooperatives large retailing establishments, the League of Women Voters and other women's organizations, adult education groups, and the Better Business Bureau; editors of women's pages of magazines; nutritionists leaders in Negro organizations; welfare workers; and representatives from educational foundations."75

Mathematics was given special attention in the program of the Christian Brothers Junior College workshop conducted in 1942. An unusual procedure, called "Refresher Week," was carried on for the purpose of preparing students for military induction. Emphasis was placed on mathematical data necessary for passing tests and entering various branches of the service.76

75 Reich, op. cit., pp. 127-128.

76 "Refresher Week," Junior College Journal, XIII (April, 1943), 399-400.
An Educational workshop for Negroes was organized by the Ohio State University, cooperating with the West Virginia State College for Negroes, in 1942. An opportunity was given for graduates and undergraduates students with teaching experience to investigate modern trends in teaching mathematics and other practical problems which appear in regular school work. 77

Science.--In 1936 Ohio State University conducted the first workshop for teachers in which consideration was given to problems of science. Investigation was made not only regarding methods and material for high school courses, but also regarding the relationship of college entrance requirements to the curriculum of the secondary schools. 78

In 1937, the science group, with an enlarged attendance, extended their investigations of 1936 at the Sarah Lawrence College, Bronxville, New York. Learning took place at breakfast table and other informal association of staff and of students. A variety of associations added to enrichment of the personal as well as professional life of the students. 79

Scientific research was available in the workshop conducted by Stanford University in 1939. The application of science to everyday living was stressed. This workshop pro-
procedure was established at a time when there was a growing recognition among educators of the fact that the formal classroom approach to teacher education was not adequate to the needs of many teachers, and at a time when many institutions were experimenting with new approaches to teacher education. \(^{30}\)

A Science group worked six weeks at the Pennsylvania workshop in Secondary Education, conducted at the Pennsylvania State College in 1939. The procedure was very flexible and offered many opportunities for observation, participation, and experimentation on ways and means of teaching science to non-academic pupils. \(^{31}\)

In 1940, the workshop conducted by the Oklahoma Agricultural and Mechanical College, considered scientific problems and their application to modern life. Fifty-two participants attended this workshop. \(^{32}\)

In 1940 Columbia University, Teachers College, conducted a curriculum workshop in which much research was done on developing applications and understandings of scientific methods and discoveries in modern living situations. The work was sponsored by the Bureau of Educational Research in Science.

\(^{30}\) Durick, op. cit., pp. 38-40.


\(^{32}\) Gorrothers, op. cit., pp. 19-22.
The methods of study employed in the workshop allow a mature consideration of contemporary problems and are not limited by pedagogical questions about methods of teaching. Through use of these methods all of us are acquiring ability to comprehend and a feeling of competence to participate in, and contribute to, the activities of a personal, community, and national life.

The main objectives in the work of the bureau and its cooperative teachers is to contribute to the education of its own members and to the education of teachers generally, to the end that they may offer young people opportunity to study the problems of contemporary life and that they may help them present to their consideration of these problems the richest resources and the best methods of work that our culture can contribute. 83

Physics was given special emphasis as a prerequisite to induction into certain branches of military service in the workshop conducted by the faculty of Christian Brothers Junior College in 1942. This subject along with many others, was reviewed for the purpose of fitting the boys for military service. 84

Physical and biological sciences were investigated in the consumer education workshop sponsored by the New York Public Schools in 1942. The purpose of the program was to determine the relation of science and its application to consumer education. 85

Curriculum.--Wayne University in Detroit established a secondary-school-curriculum workshop for the year 1938-1939.


84 "Refresher Week," op. cit., pp. 399-400.

85 Reich, op. cit., pp. 127-128.
At an early date the program was changed to include secondary and elementary workshops and a teacher-education workshop which was designed for the Detroit teachers who were giving their services to the National teacher-education study. The program was unusual in that it was carried on throughout the school year.\textsuperscript{36}

Ohio State University conducted its 1939 workshop for research on the core curriculum and the philosophy of education. Many of the problems involved an analysis of school subject matter. The problems were on the secondary-school level and were specifically related to the professional work of 104 participants.\textsuperscript{37}

Curriculum procedures for the non-academic pupil were discussed, designed, and developed in the 1939 Pennsylvania Secondary Education workshop. Methods and materials were selected for practical uses by the student who was educationally unadjusted or who was not expecting to attend college.\textsuperscript{38}

Interest and enthusiasm characterized the participants who worked on curricular problems of the workshop conducted for teachers of Santa Barbara City Schools, California, in 1939.

\textsuperscript{36}Hill, \textit{op. cit.}, pp. 39-44.


\textsuperscript{38}Wayland, \textit{op. cit.}, pp. 10-15.
This project was a marked innovation as it represented a good sized group of teachers form one school system who went to a university campus to work on their own problems under the leadership of their own director of curriculum, and instruction assisted by the regular Santa Barbara staff of supervisors and a secretary. . . Two members of the University staff were assigned by the Dean of the School of Education to give any assistance needed and to keep in close touch with the project. 89

The Progressive Education Association sponsored this summer workshop on the campus of the Colorado State College of Education in 1939. The program was planned around problems of secondary curriculum development and revision. 90

The State Department of Education cooperated with the University of Florida and the Florida State College for Women in conducting a curriculum workshop of secondary-school level in 1939 on the campus of the University of Florida. The program was established to meet the need of school improvement in the state of Florida. The entire faculties from twenty-eight cooperating schools participated in the program for six weeks. 91 School principals and teachers, worked on problems of youth in the county. They discussed how to provide work experiences, they planned cooperation with the N. Y. A., C. C. C., Forestry Service, Farm Extension Service and business firms.

89 Lamoreaux, op. cit., p. 27.
90 Hill, op. cit., p. 40.
In the evenings, teachers and citizens worked on pottery, weaving, basketry, and other crafts processes. These activities encouraged the development of hobbies, social gatherings, steak fries, and picnics with refreshments and movies for entertainment were held in recreational parks.

Two hundred eight participants attended the 1940 workshop at the University of Denver. Research was made on problems relating to the general content of subject matter and methods for teaching and organizing the subject matter. In addition certain participants considered problems in the fields of general education which were related directly or indirectly to classroom procedure. The program was sponsored by the University of Denver and the Denver public schools.92

An opportunity to work on curriculum development and revision was given to thirty-four participants in the workshop conducted at the Arizona State Teachers College in 1941. The theme of the program was integration of theory and practice.93

The University of Chicago, in 1941, maintained a laboratory high school which was designed to provide an opportunity for students to relate their courses and experiences to the activities of real children and to give the faculty members of the Laboratory High School an opportunity to make


93Anderson, op. cit., pp. 84-85.
an experiment with various procedures and practices that were not part of the regular year's program. An another summer activity, the University sponsored the Secondary-School Work Shop which was attended by fifty-five students.94

Wilmette Public Schools, Illinois, conducted a workshop in which curriculum development and an analysis of the testing program were vital problems. Fellowship, designed to make the concepts of democracy a reality, generally preceded the professional discussions carried on in this workshop.95 Similar procedures were followed in the Evanston, Illinois, workshop of 1941 when small groups, devoted to the solution of specific problems common to all the participants, met once each month. In addition a general monthly meeting was conducted in which the problems of the small groups were evaluated. The workshop provided wholesome, democratic, and creative experiences for the participants. In addition, provision was made whereby each student was given an opportunity to earn credit for a degree.96

The 1941 workshop was designed especially for teachers in the city schools of San Diego was attended by classroom teachers, supervisors, and administrators. Special emphasis was placed on curriculum development. Since the participants

95Anderson, op. cit., pp. 84-85.
96Ibid.
were experienced teachers, most of the problems had their origin in the classroom. 97

The local Board of Education, in co-operation with the University of Southern California, Claremont College, and the University of California sponsored a workshop for teachers in Los Angeles during the month of July, 1941. Problems of the secondary school curriculum were considered by a large number of teachers who participated in the program. 98

The improvement of curricular procedures for high-school faculty members was the purpose of the workshop established at the Florida State College for Women during the summer of 1941. Special emphasis was placed on effective supervision, provision for educational experiences, democratic co-operation, and the integration of theory and practice. The program was carried on to meet the following needs:

(a) the desire on the part of educational leaders to do more effective supervision; (b) the desire of institutions of higher learning to provide better educational experiences for in-service teachers who return to the institution during the summer months for additional training; and (c) the desire of teachers, principals, and other educational helpers to develop more effective ways of working with one another while guiding the learning experiences of boys and girls.

The following evaluation of the program was made by the director:

experiences at Florida State College for Women stimulated them to greater personal endeavor and helped them to improve their school procedures. The workshop was a real life situation that furnished an incentive for good work.

Probably the greatest gain, however, was a way of work rather than what was done to solve specific school problems. A technic for attacking and solving problems was developed that persisted long after the workshop closed. Teachers spoke of what they gained with such statements as "a better professional attitude," "more interest in my work," "a keener insight into the problems of education" and "more vision as to the importance of my work."

Cornell University provided opportunities for participants of its 1941 workshop to do research in the secondary-school level. Curricular materials were selected from the results of community surveys and were integrated with textbook data.

Guidance.—Stanford University conducted an evaluation workshop in 1939 in which special recognition was given to the problems of guidance in the high school. The area of the secondary-school curriculum was considered in its relation to the development of each pupil's personality and to the consummation of philosophical and educational concepts.

The construction of courses in general education was listed as one phase of the workshop program carried on at three universities under the sponsorship of the Commission.

98 Robert C. Noon, "A Summer Workshop in a State College," The National Elementary Principal, XXI (July, 1942), 545.
100 Bulse and Kurlburt, op. cit., pp. 21-25.
on Terminal Education of the American Association of Junior Colleges.\textsuperscript{102}

In 1940 the Denver Summer Workshop was held under the joint sponsorship of the University of Denver and the Denver Public Schools. Assistance was given this program by the Progressive Education Association Committee on Workshops and the Commission on Teacher Education of the ACE. Membership consisted of 130, including administrators, teachers and principals. Most of the problems considered by the group were in the areas of general education and guidance.\textsuperscript{103}

Arizona's first curriculum workshop, conducted in 1940, considered the problems of guidance in its study of secondary-school pupils. This research was carried on as part of the curriculum revision program.\textsuperscript{104}

Personal, social, and vocational guidance was the problem of a group of teachers who attended the Los Angeles Workshop in 1941. Experimental methods were developed by which the pupil might be guided in the development of a well-rounded personality.\textsuperscript{105}

Guidance programs in Connecticut, by means of regional workshops, attended by principals, counsellors, and teachers, 


\textsuperscript{103}Hill, op. cit., p. 40. \textsuperscript{104}Ebey, op. cit., pp. 362-4.

\textsuperscript{105}William B. Brown, op. cit., pp. 353-61.
worked co-operatively under expert leadership in 1942.
The primary aim was to extend guidance programs in local
schools.\textsuperscript{106}

\textbf{Community Relations.}—The University of Chicago jointly
sponsored a workshop with the Kellogg Foundation in 1940.
Rural problems were given major consideration since the pro-
gram was established primarily for rural teachers, community
relationships were investigated and plans were made for
utilizing community resources as curriculum material.

Philosophy of the workshop program was expressed in
the following:

\textit{Workshops and summer Conferences or Institutes
represent the increasing attention given by graduate
departments of education to provisions enabling
teachers and administrators to attack problems of
primary concern in their own schools. They bring
educational theory and the results of scientific
studies to bear on school practices. The integra-
tion of theory and practice is a primary requisite
for the improvement of American education.}\textsuperscript{107}

An effort was made in the workshop conducted in 1940
at the University of Wyoming to help teachers to utilize
community resources as subject matter material. Emphasis
was also placed on the possibility of rich learning experi-
ences available in local situations.\textsuperscript{108}

\textsuperscript{106}Robert H. Mathewson, "Guidance Workshop Institute in
Bulletin, 26 (December, 1942), 98-100.

\textsuperscript{107}"Summer Activities of the University of Chicago," \textit{The
Elementary School Journal} XLII (September, 1940), 8.

\textsuperscript{108}P. T. Fritzka, \textit{op. cit.}, p. 275.
Los Angeles teachers experimented with problems of community resources and community relationships in the locally sponsored 1940 workshop. Surveys were investigated and interpreted for the purpose of curriculum construction. The program provided skilled training and specific helps very much needed by many in the city schools. It enabled teachers in one part of the city to work and plow with teachers who had similar problems in other parts of the city.

... The program provided valuable creative and recreational opportunities and most of all, it served as a means of strengthening and fortifying the democratic process in school relations.109

The 1941 workshop conducted at Cornell University provided opportunities for participants to work on problems relating to the relationship of the school and the community. Surveys of local industries and resources, aided in the construction of worthwhile and socially significant curricula.110

The 1942 South Kingston, Illinois, workshop was designed to integrate the local school program, pupil needs, and community resources. The combination of these three elements tended to vitalize the curriculum and make the school an embryonic democracy.111

110 Hulse and Hurlburt, op. cit., p. 25.
English.--The workshop program conducted in 1940 on the campus of the Oklahoma Agricultural and Mechanical College considered the subject of English and its status in the modern secondary school. The subject was investigated in its relation to social problems confronting the modern high school.\textsuperscript{112}

Sixty-eight participants worked on problems pertaining to writing and speaking English in the workshop conducted by the State Teachers College at Albany, N. Y., in 1942. The program was carried on by means of group discussions, individual research, observation, and conferences with specialized consultants.\textsuperscript{113}

The significance of English in present-day curricula was the subject of investigation by several participants in the workshop conducted by Stanford University. The analysis was made as an evaluation of present-day practices and procedures and in the light of modern social demands.\textsuperscript{114}

Methods of teaching English effectively to non-academic pupils were discussed in the Pennsylvania Secondary workshop. The research was one phase of the teacher education program, carried on for secondary-school teachers.\textsuperscript{115}

\textsuperscript{112}Corrothers, op. cit., pp. 12-22.
\textsuperscript{113}"Summer Workshops under the Sponsorship of the ACE," op. cit., p. 209.
\textsuperscript{114}Darich, op. cit., p. 40. \textsuperscript{115}Wayland, op. cit., pp. 62-5.
Problems in language arts and library books were included in the teachers' workshop conducted for the public school faculty members in Evanston, Illinois during 1941.\textsuperscript{116} A similar program was sponsored by the State Teachers College, Albany, N.Y., in the same year.\textsuperscript{117}

Social Science. -- Investigations regarding methods and materials for the secondary-school social science were made by participants in the workshop conducted by the Oklahoma Agricultural and Mechanical College in 1940. The program was designed to meet the needs of pupils as they faced personal and social problems in and out of school.\textsuperscript{118}

Methods for making the social sciences significant to the non-academic high-school pupil were developed in the 1939 Pennsylvania workshop in Secondary Education. One hundred fifteen teachers and supervisors did research on this problem and associated fields.\textsuperscript{119} Similar procedures were carried on in the Evanston, Illinois, workshop during 1939, with the exception that methods and materials for the social sciences were considered for the school population in general rather than the non-academic pupil.\textsuperscript{120}

Teachers in Modoc county, California worked on social

\textsuperscript{116}Anderson, op. cit., pp. 92-95.
\textsuperscript{117}"Summer Workshop under the Sponsorship of the ACE," \textit{op. cit.}, p. 209.
\textsuperscript{118}Corrothers, \textit{op. cit.}, pp. 19-22.
\textsuperscript{119}Wayland, \textit{op. cit.}, pp. 16-15. \textsuperscript{120}Eurich, \textit{op. cit.}, 40.
science problems in their 1939 workshop.\textsuperscript{121} Results of community survey were utilized and an effort was made to construct vital courses of study that would challenge and motivate secondary-school pupils. Three years later, the workshop at Cornell University \textsuperscript{122} carried on a similar type of investigation. The entire faculty of one school worked on surveys and reports that were used as the basis for building a social science program.

The consumer education workshop, conducted by the New York City's Board of Education proposed to examine the possibilities of democratic curriculum construction for social sciences by utilizing the services of a representative cross-section of New York's great and varied population. Results of the interviews were used as bases for curricular development.\textsuperscript{123}

\textbf{Industrial Arts, trades, and industries.}--The 1940 workshop conducted on the campus of the Oklahoma Agricultural and Mechanical College provided opportunities for teachers to do research on problems pertaining to industrial arts, trades, and industries. Investigations in these fields were for the purpose of integrating the various branches of subject

\textsuperscript{121}Turney and Grindstoff, \textit{op. cit.}, p. 181.

\textsuperscript{122}Hulse and Hurlbury, \textit{op. cit.}, pp. 21-25.

\textsuperscript{123}Reich, \textit{op. cit.}, pp. 127-128.
matter. In effort was made to utilize community survey results in curriculum construction.\textsuperscript{124}

The Commission on Terminal Education of the American Association of Junior Colleges sponsored three workshops of 1942 summer sessions. These workshops were maintained at Harvard, The University of California at Los Angeles, and The University of Chicago. Problems included construction of courses in general education and in occupational areas as well as technical education personnel.\textsuperscript{125}

The Pennsylvania Secondary Education workshop, under the cooperative supervision of the Pennsylvania State College, the University of Pennsylvania, and the University of Pittsburgh was attended by a group who did research on industrial arts for the non-academic pupil. Curricula were developed in which practical knowledges and methods were made available to the high-school student who was educationally unadjusted or who was not planning a college career.\textsuperscript{126}

\textbf{Home Economics.--Increasing} interest in nutrition was in evidence among the group who worked on home economic curricula in the 1940 workshop of the Oklahoma Agricultural and Mechanical College. Research was done on the practical application of nutritional data and on the significance of home-

\textsuperscript{124} Corrothers, op. cit., pp. 12-22.

\textsuperscript{125} "Second Summer's Workshop on Junior College Terminal," The School Review, (September, 1942), pp. 437-438.

\textsuperscript{126} Wayland, op. cit., p. 10.
making problems as related to social development.127

Home economics was given special emphasis in the 1940 Pennsylvania workshop which was conducted for six weeks during the summer. The following evaluation was made of the program:

Special emphasis was placed on the contributions to the core course that could be met by each subject matter area. It was particularly stimulating and challenging to the teachers of Home Economics to witness the emphasis that was laid on home and family life education. There seemed to be little doubt in the minds of all that the whole school must take home-life education as one of its major objectives.128

A group of participants in the Evanston, Illinois, 1940 workshop devoted their research to problems of the home's relation with the school. An effort was made to determine the significance of parent-school relationship as it affected the child and his personality.129 A similar program of investigations pertaining to parent-teacher relationships was carried on in the 1942 workshop conducted for public-school teachers in Edinburg, Texas.130

Fine arts.—Dramatics, music, arts and crafts, and recreation were each given special recognition in Ventura county's workshop in the arts. The program was conducted on the campus of the Ventura Junior College for four days in 1941. In stating their opinions as to the value of the workshop all participants said they had fun and wanted to repeat the same

127Corrothers, op. cit. p. 22.
kind of experiences. More than half said the time was not long enough and that two weeks would be better. All stated they could use what they had learned. The highlights of the workshop which contributed most to their enjoyment were the leaders, peoples and personalities; experiences, morning assemblies, and song festivals. New fields of interests were opened up, and a wide variety of community resources found to be usable in their work.

The philosophical concepts on which the program was built were expressed by Cobb in the following quotation:

A workshop provides a laboratory situation in which educators come to work together on mutual problems and interests which have arisen out of their professional experience. The workshop seeks to provide that combination of experiences which will most effectively meet the individual needs of those who participate in it.131

Edinburg's workshop in Texas was attended by fifty-two participants in 1942. The correlation of art with other subject matter fields was one of the four major problems of the program.132 Arts and crafts were given much research in the Ebanston, Illinois, workshop during 1940.133

A program of stagecraft techniques was instituted in the 1940 workshop conducted at Bucknell University. The purpose this phase of the workshop program was to provide practical

133 Anderson, op. cit., pp. 62-64.
experience in the design, construction, and painting of scenery and in proper lighting for dramatic presentation. 134

The Denver University's 1939 workshop contained a speech studio, an art studio, and demonstration classes in each field. 135 Similar facilities were provided for participants in Arizona's 1941 workshop program when opportunities were provided whereby in-service teachers and administrators who had reached the graduate level in their professional development could work on significant curricular problems under competent guidance. The director of the program said that the result of the workshop was that "Skills had been developed, abilities recognized and discovered." 136 Previously in 1940, the University of Houston sponsored a workshop in which the fine arts received special emphasis. 137 Participants in the Evanston, Illinois, 1941 workshop experimented with various phases of the arts and crafts curriculum 138 as did teacher in the Los Angeles workshop. 139

War and the schools.--Sixteen hundred teachers and supervisors participated in the 1942 summer workshop conducted for the Los Angeles teachers. The theme of the program was "The War and the Curriculum." Every area of the school system, a great many of the subject areas, as well as important

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134 Davis, op. cit., p. 37. 135 Hild, op. cit., pp. 39-44.
138 Anderson, op. cit., p. 84. 139 W. B. Brown, op. cit., 361.
general problems such as Consumer Education, Inter-American Affairs, Radio and the Core Curriculum were included in the research. All of the groups were concerned in some degree with ways and means of achieving a better understanding of youth in war time, of utilizing community resources to this end, and of suggesting how the school system could meet the needs of children. 140

Vassar College established a training and demonstration center where parents, teachers, social workers, public-health nurses, and other professional workers might cooperate in studying and meeting the problems which war brought to all families, all communities and all professional groups. Announcement was made that five workshops for twenty-five to thirty students each were to be conducted during the month of July, 1943. The following features were to be emphasized: (1) community organization, (2) child care, (3) out-of-school programs, (4) personality development, (5) prepare for service in China. The last named problem was designed for Chinese students who live in the United States, but who expect to return to China and help in the reconstruction of their country when the war is over. An innovation of these workshops which are announced is a 24-hour school for children two to twelve years of age whose parents or relatives are

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140 Eristow, op. cit., pp. 38-44.
participating in the workshop program.\textsuperscript{141}

War's effects on the schools was considered in the 1941 program carried on by the teachers in Evanston, Illinois.\textsuperscript{142} A general theme entitled "war and the curriculum" characterized the research made by New York City Teachers in 1942\textsuperscript{143} and by the Houston, Texas workshop participants.\textsuperscript{144}

Such emphasis was placed on national defense matters in the workshops of Pennsylvania\textsuperscript{145} and Los Angeles.\textsuperscript{146} In the former, methods and materials were designed for students who expected to participate in industry or war work immediately after completing their high-school work.

**Health and Physical Education.** Teachers in Santa Barbara's workshop were concerned with formulating a physical education curriculum. Investigations were made regarding the contributions made by the area of the school program to the development of the whole child.\textsuperscript{147}

Four community workshops in Michigan built their 1941 program around improvement of the health, happiness and

\textsuperscript{141}"An Institute for a Family and Child-Care Service in Wartime at Vasser College," School and Society, 57 (May 29, (May 29, 1943), pp. 625-626.

142 Anderson, op. cit., p. 84. 143 Bristow, op. cit., p. 40.

144 Patterson, op. cit., p. 28.


general welfare of children. All of the activities were phases of a community health project carried on at Marshall, Lansing's, Grand Ledge, and Hillsdale.148

Twelve hundred teachers participated in the 1941 workshop conducted for Los Angeles teachers practically every phase of the school program was investigated. Physical education, health education, and recreation were given much attention. Special emphasis was placed on physical fitness for meeting the problems brought about by the war.149

Visual and auditory aids.--Problems relating to the school's use of visual and auditory aids were discussed, observed, analyzed, and partially solved by participants in the workshop conducted at Evanston, Illinois, in 1942. The significance of utilizing such aids was demonstrated by observation of various school situations.150

Teachers in the workshop conducted at Los Angeles were urged to experiment with various audio-visual aids. Facilities were available and opportunities were provided for gaining first-hand information regarding their apparent value.151

Correlation of visual aids with regular subject-matter

150 Anderson, op. cit., p. 34.
Fields was stressed in the workshop program instituted in 1942 for teachers in Edinburg, Texas. Their significance and application were demonstrated in various school situations. 152

Workshops Conducted for College and University Teachers

and the Type of Subject Matter Considered

Heaton describes the first opportunity extended the college or university teachers for participating in the workshop procedure in the following paragraph:

A new group was admitted to workshops for the first time in 1938—a group of twenty-three colleges and university faculty members from sixteen different institutions of higher learning. Out of this grew a demand for larger opportunities for college faculty members to participate and the extension of such workshop facilities in co-operation with the Cooperative Study in General Education of the American Council on Education.

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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. 153

Only one other reference was found in the bibliography prepared for this thesis which pertained to workshops designed for college and university teachers. In an article entitled "A Workshop in Higher Education," 154 the author

153 Heaton, Camp, and Diederich, op. cit., p. 9.
described how the American Council on Education provided necessary supervision and financial assistance for a program in 1939 in which seventy-seven experienced faculty-members from colleges in the mid-western part of the country and twenty-four from other institutions worked on problems which administrators and classroom teachers regularly faced in their school work. In 1938 an outline of the project and a proposal for financing it were prepared and presented. In June the officers of the Board granted money for the study on condition that not fewer than fifteen institutions would contribute $1,000 a year for a certain period. In the fall of 1940 it was voted to extend the project for two years. In 1942 there were twenty-one institutions participating, with a total annual budget of $43,000.

The essential purposes of the workshop were to assist faculties in redefining the aim of a program of general education and to provide a staff of technical experts competent to assist faculties in putting the theories of education into practice.

**Workshops Conducted for Administrators and the Type of Subject Matter Considered**

Only two workshops conducted solely for administrators were found in the sources of data consulted in this study; both were established in 1942. Problems related to the curriculum, principles of teaching, guidance, and the status of the administrator, were investigated by participants in
the workshop conducted for negro principals at the Atlanta University. Forty-three teachers did intensive research on individual problems which had their inception in classroom practice or in the administration of the schools. 155

Problems of supervision were considered in the workshop held at Emory University, Georgia, in 1942. Participants included the principals of white schools in the rural areas. These sixty-five participants were divided into ten study groups which considered such problems as faculty administration, school-community relationships, the beginning principal, and the supervisor. 156

Workshops Conducted for Special Groups and the Types of Subject Matter Considered

Radio.—In 1936, the first educational radio workshop was conducted in New York City. The project was sponsored by the New York University and the United States Department of Interior in cooperation with a number of commercial broadcasting companies. The same year three secondary schools of Springfield, Massachusetts, emulated the New York City workshop. Two hundred pupils participated and were organized into groups in speaking and in vocal and instrumental music. The organization included the director, the officers and the

155"Summer Workshops Under the Sponsorship of the ACE," School and Society, 57 (February 20, 1943), 209.
156Ibid.

The Workshop continued from year to year. In 1937-39 in addition to plays and musicals, a series of scripts from Script Exchange of the U. S. office of Education was broadcast. In 1940 a newscast of Secondary-School personalities and activities was featured. A new program called "Mr. Citizen Visits the High Schools" and a series called "Pan-America Calling" was used.

The following evaluation was made:

Boys and girls learned to co-operate in a common project, have developed initiative and business ability, have discovered new talents in themselves, have improved their speech, have gained an appreciation for the beauty of English words used correctly, have become interested in Community projects, and have learned through actual experience not only how to produce radio programs in a radio station, but how to criticize professional broadcasts appreciatively, and finally to select the worthwhile programs and reject the inferior ones. In addition to this general training which all have obtained a few pupils have been fired with the ambition to make radio work their vocation.

School finances.--In 1940 the State College of Washington carried on an educational finance workshop which was designed to aid in the solution of the educationfinance problems which faced the schools in the Pacific Northwest. The workshops program was planned for class-room teachers as

well as administrators for the purpose of developing an understanding of the financial problems facing the school. Elementary-school teachers, high school teachers, superintendents, and principals participated in the program. The students were permitted to spend part of their time in the workshop while they were attending regular summer-session classes. Others who came especially to participate in the workshop registered for a shorter period of time. Each student worked on the problem which grew out of the financial problems of his state. He worked individually or with a committee, depending on his desires and the kind of problem which he had chosen. The aim of the workshop was the developing of a profession adequately informed in the field of educational finance. Chisholm evaluated the program in the following quotation in which he described it as "one of the series of efforts being made to contribute the services of the states' institutions of higher learning to the solution of the education-finance problems now facing the schools in the Pacific Northwest."158

Adult education.—The preparation of new material and the adaptation of existing data for teachers and lay leaders was undertaken by participants in the 1940 workshop sponsored by the Michigan State Department of Education in cooperation with the United States Office of Education. The results of this study were presented to the Association of Educational Administrators in the Pacific Northwest.

with the Michigan Works Progress Administration. The scope of the program was described in the following enumeration:

A survey of current citizenship programs under both public and private auspices; preparation of carefully graded reading material for adult elementary courses on topics of interest to adults; organization of a library of books, pamphlets, and other teaching education for teachers of adults; preparation of a bibliography of those about Michigan communities; and preparation of a series of simply written, factual bulletins to be distributed to WPA supervisors. . .

Five separate courses on citizenship have been suggested; one for the training of new teachers in citizenship; one for non-English speaking students; "Our Live Democracy" for citizens desiring further study in citizenship; a short intensive course for English speaking students; and a course for 

Nutritionists.—Fifty nutritionists participated in a workshop at the University of Chicago during the summer of 1941. Twenty-four states were represented in the program. Each state group worked cooperatively on specific problems and later on sectional problems. The watchword of the group was "the story of nutrition." 160

Consumers.—The 1941 consumer Education Workshop was directed by thirty-five members of the staff of the New York Board of Education. Each consulted was a specialist and a distinguished leader in his field. The participants included a representative from every group in the elementary schools, the junior high-schools, senior-high schools, the vocational


high schools, and adult education groups. Each variety of subject matter was represented such as the social sciences, home economics, business education, mathematics, physical and biological science, and art. The following quotation was an evaluation of the program's significance:

Naturally by the time thirty-five workshop members got through questioning, the probing needle of inquiry had gone pretty deeply into the consumer problem. One case in point was the cross-examination of leaders in New York City's Negro group. For almost three hours the Workshop was spell-bound as it unraveled the consumer situation in Harlem. No body of curriculum makers ever lived closer to those whom they teach than did this group in those hours.

The philosophy back of the consumer's workshop was indicated by Reich in the following comment:

There may be no great ultimate difference between a curriculum constructed by curriculum experts and one constructed by laymen in a democracy. On the other hand there may be a wide difference. If there is a wide difference the curriculum expert should study public opinion, lest the gap between school and life grow wide. If there is no difference, it would be better for the curriculum to evolve from the needs of people than from the fertile brain of an expert.161

Cubans.—One of the most unusual workshops held in the United States during 1942 was conducted on the campus of the Teachers College, Columbia University. The program was designed to meet the needs of sixteen professors and classroom teachers of Cuba. Probably the most important phase of the work was the provisions made for the participants to improve their command of English. The Cubans were enthui-
siastic about their training and made notable gains especially in learning to speak our language. At the same time they were given an opportunity to pursue their special professional interests. They visited museums and other scenes of interests. They also attended concerts, operas, theatres and other places where they could gain an insight into American culture.

The Cubans participating in this unique workshop were enthusiastic about their work. They suggested that American schools of education should institute courses dealing with the problems and practices in Latin-American countries. They also suggested that courses in the life of Latin-American peoples should be added to the growing list of our college and university offerings which deal with the political and economic history and institutions of Latin-America.162

Negroes.—Certain members of the Department of Education of the Ohio State University worked for several years with the Department of Education of the West Virginia State College for Negroes for the purpose of maintaining constructive and satisfying relations between the races. A result of these efforts was the education workshop organized in 1942. The purpose of the program was to provide opportunity for graduates and undergraduate students with teaching experience to investigate specific problems in reading,

162Erling E. Hunt, "A Workshop for Cuban Educators," Teachers College Record," 44 (October, 1943), 48-49.
arithmetic, social studies, and other subjects. They were given opportunities to organize units, to collect instructional material, and to attack practical problems which they faced in their regular school work. Advances were made in the development of educational practices, democratic procedures, inter-racial contacts and understandings, and the elimination of social malpractices regarding race-qualities.163

Substitute teachers.—In 1942 the Belmont Schools, Belmont, Massachusetts, held an "In-Service Growth Workshop" for substitute teachers who were filling vacancies made by loss of regular faculty members. The program was conducted by the Superintendent with lectures and demonstrations for elementary supervisors, principals and teachers. The school board was interested in the program and gave professional and financial support. Opportunity was given each participant to develop, especially in the reading process, uses of work books, social study areas, and mathematics. The demonstrations or lectures were followed by discussions which were designed to be practical and serviceable. The substitutes evaluated the program as contributing to their ability in undertaking new assignments. Supervisors and administrators reported an increase in the number of substitutes available and a noticeable improvement in their services. The superintendent of the Belmont schools summarized

163Lowry W. Harding, "White Consultants to a Negro College Workshop," School and Society, 57 (April 10, 1943), 413-415.
his evaluation of the program in the following comment:
"our substitutes are seeking other avenues of in-service growth" within the system and this is the best indication of the value of the program.164

Draft-age students.--In an article entitled "Refresher Week" a condensation from an article by Brother I. Leo in the Catholic Educational Revue, February, 1943, there appeared a discussion of an innovation in workshop programs. The faculty of Christian Brothers Junior College, organized "Refresher Week", held the last four days in November, for the purpose of preparing students for induction into the military forces. The topics covered included aviation, civilian defense, economics, drawing, English, geography, history, mathematics, military counseling, physics, religion, and Slide Rule (multiplication and division). Materials provided for the students included standardized tests, summaries of aviation cadet tests, review pamphlets for civil service, examination booklets, civil service examination booklets, and an extensive bibliography of review material and magazine articles and books on military service.165

165"Refresher Week," Junior College Journal, XIII (April, 1943), 399-400.
A Summary of Evaluations

The following evaluations were adapted from Gregg's discussion of the value of the workshop program:

1. Teachers and other educators are given opportunities to work on real educational problems of real school situations.

2. The workshop provides opportunities for in-service growth and training of teachers.

3. Teachers "learn how to use the arts more effectively in their teaching; they acquire improved speech techniques; personality development is evident; professional growth is obvious; skills in teacher-teacher enterprise are gained."

4. The workshop is a medium in which individual ability and achievement is recognized. As a result, better poise, greater security, and opportunities for new work in new positions are often secured.

5. The services of specialists and experts in special fields are available, therefore opportunities for consultation and guidance are more numerous and more personal than in most educational courses or programs.

6. Direct learning experiences are provided in the workshop. Teachers as well as children "learn to do by doing."

166 Ibid., p. 41.
7. The workshop provides opportunities for the teacher to see his own problem in "the light of a larger framework--the whole child or youth, the total curriculum, the entire community, the social scene." 167

8. Teachers' experiences in the workshop can be easily and naturally carried over into her real school situation, because they have been "tested".

9. The workshop provides media of learning which are not included in verbal techniques of reading, speaking, and writing.

10. Participants in workshops are provided with frequent experiences in democratic procedures. They participate in democratic procedures. They participate in planning, developing, executing, and evaluating problems and their solutions. "Many opportunities for cooperative planning and action, democratic leadership, and respect for personality are characteristics of the program." 168

11. Effective methods of evaluation, in addition to pencil-and-paper tests are emphasized in workshops. Heaton gives the following summarized evaluation of the workshop program secured by a systematic follow-up study of two hundred participants:

167 Ibid. 168 Ibid.
1. The vast majority of those who participated in workshops during the year or years since such participation made significant changes in their program of teaching, including such changes as have involved fundamental reorganization of the program of instruction.

2. Certain educational concepts which had previously seemed sound in theory but which had not been adopted in practice because of apparent impracticability (the concept of a curriculum based on needs of children, the substitution of scientific methods for the selection of educational objectives for "swivel-chair" methods, use of evaluation techniques related to objectives other than growth in subject-matter learnings, etc.) have actually begun to operate.

3. Large numbers of these teachers have found they were using a greater variety of source materials (a variety of books, magazines, motion pictures, radio, etc.) and a larger diversity of learning activities (including individually planned investigations related to the pupil's own problems, field trips and excursions, activities involving expression in art or drama, etc.).

4. Great progress has been made in the efforts of teachers to provide pupils with experiences in democratic ways of living, in the development of social sensitivity, and in the development of effective self-direction on the part of the pupils.

5. Teachers have taken more active part in the activities of faculty groups organized to work on the educational problems of the school as a whole, have found greater satisfaction in their work, have gotten along better with fellow teachers, have developed a new interest in community life, and have found their personal-social life more satisfying.169

CHAPTER IV

SUMMARY, FINDINGS, AND CONCLUSION

Summary

This study involved an investigation of workshop procedures in the United States during the period of 1936 through 1942. The first part of the discussion centered around an introduction to the problem; the second part dealt with a brief history of the workshop movement; the third part contained a description of the scope of workshop procedures as indicated by descriptions of many programs appearing in recent professional literature; and the fourth part includes a summary of the study.

Findings

An analysis of data collected for the study culminated in the following general findings:

1. In 1936 during the early stages, the workshop program included only high-school teachers of science and mathematics.

2. In 1937 the second workshop made provision for teachers from a wider range of subject fields.

3. In 1937 city school systems began the practice of sending delegations of key teachers who spent their
time planning and preparing for some change or development in the educational program.

4. In 1937 elementary-school teachers were included in the workshop activities.

5. In 1937 democratic procedures were encouraged by participants living with the consultants on a college campus.

6. In 1937 participants brought their own problems to the workshop for investigation and development.

7. In 1938 four workshops were conducted, whereas only one had been in progress during the two previous summers.

8. In 1938 college and university teachers were admitted to the workshop along with other participants.

9. In 1939 local workshops serving large districts were instituted by colleges, school boards, or other agencies.

10. In 1940 special groups were attending workshops.

11. From 1941 through 1942 many workshops were in progress, not only through the summer but also throughout the year.

12. In 1942 much research was done on problems confronting the school in wartime.

13. Problems relating to the interest of special groups included radio, school finance, adult education, nutrition, consumer education, preparation of a group
of Cuban teachers, negro teachers' development, substitute teachers' improvement, and preparation for military induction.

14. Problems related to the curriculum in general, child development, language arts, community activities, social studies, arts and crafts, teacher education, war and the curriculum were the most widely investigated of all school problems on the elementary level from 1936 through 1942.

15. Problems pertaining to mathematics, science, curriculum, guidance, community relations, English, social science, industrial arts, trades and industries, home economics, fine arts, war and the school, health, and visual and auditory aids were the most widely investigated of all problems on the secondary-school level from 1936 through 1942.

Conclusions

The following conclusions were reached after interpreting all available data on the problem:

1. The yearly increase in number of workshops conducted indicated widespread acceptance of this innovation in teacher training.

2. The additional types of workshops established from year to year indicated effective means of developing teachers of different subjects, fields, and areas of interests.
3. Evaluations made by directors and participants regarding individual freedom and concerted action and sharing reflected real true-to-life democratic procedures which have long been the goals of education.

4. The significant characteristics of the workshop approach are flexibility of the program, informal relationships existing between participant and consultant, freedom from routine requirements, concentration on individual's problem, the exchange and interchange of ideas, recreational experiences conducive to democratic atmosphere, creative experiences, opportunities for transferring workshop procedures to public school's classroom, and the extensive amount of material available to the participants.
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