

Colleges also cooperated in the in-service education and supervisory program. In the 1944-45 school term six persons from three of the state colleges joined the field staff of the State Department of Education. The work was planned cooperatively and all emphasized the same general type of activity. Each individual usually spent from three to five days in the county visited. Cooperative planning with the county superintendent provided for visits to schools in different areas of the county and either sectional meetings on successive afternoons or a general meeting on Saturday following the week's visit to schools.

Curriculum Bulletins Are Prepared

Bulletins on special phases of the instructional program were developed. "Getting the School Under Way" was worked out by the staff of the Bureau of Instruction. This bulletin is addressed to the classroom teach-

er. It deals with the simple problems a teacher faces in getting school started.

A second bulletin was published under the title of "Evaluating the Community School." It was developed by a work conference of more than a hundred people at the University. This bulletin is designed as a guide to a teacher in basing the learning program on needs and resources.

In June, 1945, a committee representing the State Department of Education, the colleges, and the public schools prepared a pamphlet entitled "Getting the Primary Reading Program Under Way." It was a response to a definite need for in-service education of teachers of primary reading.

Based upon an earnest desire to help teachers do a better job and with an effective program already in full swing, in-service education in Kentucky is off to a good start. The educational outlook for the state is indeed hopeful.

☞ *Rural schools develop in-service education through workshops*

How Workshops Grow

JULIA WEBER

THERE WERE many new teachers in the schools of Warren County, New Jersey. But for two years, due to the shortage of gas and rubber, few teachers' meetings were held. We did what we could to help the eighty teachers in the twenty-five rural schools, with staffs ranging in size from one to eight teachers, through the regular visits to the schools, through after-school conferences, and through helps prepared in the office and mailed to the teachers. The results were not satisfying. The growth of some of the teach-

ers was marked, but others seemed to lose their professional interest. There was an increasing need to do something to regain the feeling of good fellowship and county professional unity which we have had for so many years.

Then, early in 1944, a new way of working began to take shape. It was a workshop plan for drawing everyone—teachers, supervisors, and parents—into active participation in the program of Warren County schools. Here is how the plan grew:

March 1944. The county superintendent,¹ three helping teachers² (as rural supervisors are called in New Jersey), and the State Department's assistant in elementary education³ met to consider the problem. We decided that the teachers might begin to work on a long time cooperative program of rebuilding the county curriculum guides. This program would help to give the new teachers

How workshops for the rural schools of a county in northwest New Jersey are meeting the needs of teachers and building up a feeling of good fellowship among teachers, supervisors, and parents is described here by Julia Weber, a helping teacher in Warren County. "We feel," writes Miss Weber, "that the workshops have been good. We are still experimenting so that they will continue to meet our needs and help us to grow in the ability to do a better job for the boys and girls of Warren County."

¹ Will G. Atwood.

² Marcia A. Everett, Vera M. Telfer, and Julia Weber.

³ Anne S. Hoppock.

much needed self-confidence and feeling of belonging. At the same time it would challenge those who had been in the county a long time. The plan was to begin work with the language arts, concentrating during the first meeting on handwriting, since many teachers were requesting help in this field and since results here would be more obvious than in some other areas.

April 1944. There were three all-day meetings in April. To keep the groups small, primary teachers met the first day and teachers in the intermediate and upper grades met on successive days. The twenty-five to thirty people at each session gathered informally around long tables, placed to form a square so that everyone could see each other and share in the discussion.

Each conference began with a discussion of the purposes for this and future meetings. For two hours during the morning a consultant from outside the county, guided by the teachers' questions, discussed the problem for the day. The place of handwriting in child development was stressed in the primary and intermediate groups, while in the upper-grades group emphasis was given to the importance of speech in child development.

For awhile during the afternoon session the teachers divided into smaller groups of five and six with one teacher acting as chairman. This was one way of encouraging full participation. The groups summarized the morning discussion, listing what they thought would be helpful for a teachers' guide. When the larger group reassembled, each chairman gave a report. These reports led to further discussion in which the consultant was very helpful.

The teachers left these meetings with the desire to try out some of the things they had discussed. They felt encouraged to experiment and to share their findings.

As a follow-up, the five people each day who had acted as chairmen of the smaller groups met one evening to have dinner together and to compile the findings of their groups. These summaries were sent out to the whole group for further suggestions. Simply stated, specific guides in handwriting and in speech are the results. Each teacher was given a loose-leaf notebook in which to keep these and future guides, together

with her own additions to be made after more study and experimentation.

Spring and Summer 1944. To give teachers an increasing responsibility in planning and guiding the program, a steering committee was organized. Two teachers were selected from each of the three grade groups to serve for one year. These six teachers, the county superintendent, the helping teachers, and the state consultant make up the steering committee.

The teacher chairman of the steering committee asked the principal of each school to consult with the teachers about what they would like to work on during the coming year. When the returns were in, the chairman compiled the results and reported to the steering committee. The original plan to work on language arts was set aside in favor of the teachers' plans. Three all-day meetings were scheduled for each teacher for the year 1944-45.

October 1944. All the teachers attended the October meeting on the same day. Its purpose was mainly inspirational, to acquaint the new teachers with the program, to summarize and plan next steps for those already started.

At this meeting, after a brief assembly, the teachers separated into three conference groups, each talking over the results of their work the previous spring. The primary group worked with a consultant in art, who discussed and illustrated modern creative art. The intermediate group considered the results of the experimenting in manuscript writing, calling in the consultant in handwriting who had helped them in the spring. The upper grades again worked with their consultant to continue the study of ways to improve normal speech of children as well as how to correct speech defects. The groups rotated so that each of the teachers had a chance to meet with the three consultants.

During the course of the meeting, the conference groups met together to hear a talk on child development and a report from the chairman of the steering committee on what had been done so far and on plans for the year.

All of the teachers had an opportunity to express their views at this meeting, and about

half of them took part actively as hostesses, secretaries, or chairmen.

December 1944. Health and physical education were the subjects considered by the teachers in December. During these meetings, a specialist in the field led the teachers in new games and dances and helped with the discussions. Teachers' questions, sent to the consultant before the meetings, were a basis for starting discussions in this area.

There were several important outcomes of this meeting. Hereafter, such sessions would be "workshops," not "meetings." Physical education programs began to improve noticeably. This proved that the workshops were practical. The teachers took away suggestions they could use immediately. At the same time, the practical ideas were part of a growing philosophy concerning child development. Most important of all, the teachers were discussing their problems and differences and coming to some agreement so that a unified county policy based on a sound philosophy of education could be set up.

March 1945. The current steering committee and the one selected for next year met together to evaluate the workshops and to plan for the spring series. This conference showed once again that teachers are capable of planning. The committees felt that the function of the smaller groups at each workshop was not always clear and that the reports of the chairmen were monotonous. They raised the question of whether what they were learning was really helping children and suggested that there be school planning after each workshop so that the teachers could go ahead on a cooperative school program. It was suggested that demonstrations and reports by teachers who are doing a good job should be used whenever they fit in and are genuinely helpful. Some members of the group felt that parents should be in on the planning.

After two hours of earnest discussion plans were still unfinished. To complete arrangements for the spring workshop, the present steering committee adjourned to the home of one of its members where discussions continued through dinner and long into the evening.

The success of the spring workshops, the best of all the workshops so far, was due to the hard work of the steering committee. This conference proved that supervisors and teachers working on common problems can have equality of status as persons and come to mutual agreements. The teachers on the steering committee are taking the initiative in planning and they say what they think. They are at work on an undertaking they believe is worthwhile and important. It is exciting and good. The steering committee has achieved what we hope will grow and find its way to the whole county unit.

April 1945. The teacher groups attended the spring workshops on three different days to consider child growth. Twelve parents also attended. Each day the smaller groups met first, after the regular opening, to organize their problems to present to the consultant, a specialist in psychology. When the whole group came together, each chairman introduced members of her group, asking them to present their problems. As similar questions arose, they were grouped together to be considered at the same time. The discussions, continuing in the afternoon, closed with a consideration of some of the big problems in education which must be faced if problems of children and youth are to be solved adequately.

The Future. The new steering committee met one evening this spring to look ahead to another year. We planned to try to have four full days for each teacher, one general session to summarize and take next steps in fields already investigated and three group meetings to discuss problems in new areas. The organization of each workshop will be different depending on its purposes.

We hope that the original parent group will continue to attend all the workshops for the following year so that the parents can become an integral part of the workshop and make a full contribution to it. A few from this group will serve on the steering committee. As new parents join the workshops, ways will need to be found to assure continuing interest of those no longer serving, perhaps through inviting them to take an active part in school planning.

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