

know the essential unity of many terms.

Gradually we are realizing that the traditional curriculum isn't a good guide, nor a good general framework. Life is much broader than the traditional curriculum. A functional viewpoint on education must take the child where he is and advance him in

line with his background, experience, and ambitions; and his morale must be maintained, his personality preserved and further developed. The experience viewpoint is the only profitable one for the individual child. He is the chief determiner of good evaluation procedures.

---

## Workshop Designing

---

W. GEORGE HAYWARD

Continuous appraisal is necessary in planning experiences for adults as well as for children. W. George Hayward, principal, Elmwood School, East Orange, N. J., and director of the Lehigh University workshop describes how constant evaluation leads to improved learning for adults.<sup>1</sup>



*Courtesy San Francisco (Calif.) Public Schools*

**Group Planning for Good Growth**

THE LEHIGH UNIVERSITY Summer Workshop for 1947 is being planned. It is the third successive season in which such planning has moved forward. The planning which is now in process has been changed each year but has continually supported two basic policies. First, the program should be planned to meet the needs of the teach-

ers who will participate and second, the program and requirements should operate in such a way as to encourage carry-over throughout the following school year to the highest degree possible.

### Planning With Those We Serve

In planning the 1945 workshop, which was a cooperative effort between the university and the Bethlehem school system, numerous conferences were held. Preliminary conferences, in which

<sup>1</sup> In view of forthcoming plans for summer workshops, we feel that this account is timely. We shall publish three more articles on the same subject in next month's issue.

the acting head of the department of education, the superintendent of schools, and the workshop director participated, were held. These were followed by conferences between the superintendent and principals of the various Bethlehem schools, and principals and teachers. Final plans were laid at a conference of the Bethlehem administrators and the university representatives.

Planning for 1946 followed a slightly different pattern. The university decided to plan the workshop so that it would serve the teachers of a wider area. The head of the department and workshop director conferred with a number of administrators and teachers in the area, as well as members of the preceding workshop. Numerous suggestions were recorded and plans were made in keeping with these suggestions.

The planning of the 1947 workshop is now in process. The head of the department of education, with the workshop director, first met with an invited group of administrators. This group will be enlarged and will become the Workshop Administrative Advisory Council. The next invited group consisted of teachers who participated in one or both of the previous workshops. This group will function as the Workshop Student Advisory Council. Both of these groups will meet on several occasions before the summer of 1947.

### Looking at the Program

In the planning thus far a number of problems have been covered. Discussion centered around the choice of a topic or theme, plan for the workshop day, length of the workshop periods, requirements, method of organizing small groups, individual conference plan, field

trips, previous consultants to be asked to return, other suggestions for consultants and full time staff, and suggestions for carry-over into the school year. It was surprising to find that there was almost unanimous agreement on a number of the items discussed, not only in each advisory group, but between the two groups. Some of this agreement will cause a continuation of certain practices and some will produce change. In addition to the advice of the two advisory groups mentioned above, the results of a carefully planned questionnaire which each participant filled out last summer have been tabulated and will have bearing on the plan.

### The Workshop Pattern

The program has had a central theme, in 1945—Language Arts, 1946—The Curriculum, and 1947—the Improvement of Instructional Practices. The students commute for the most part from their homes within a radius of thirty-five miles of the university. Commuting has had some effect on the work day pattern which follows:

9:00-10:00 A.M. All teachers meet, kindergarten—grade 12. Announcements, reports of committees, student panels, talks by specialists, consultants, and full-time staff.

10:00-12:00 P.M. Meetings of special study groups, 7-10 in number, individual study projects, individual and group reporting, and discussion with combined groups, all under the guidance of special consultants and regular staff.

12:00- 1:00 P.M. Luncheon—Informal get-together in separate dining room.

- 1:00- 4:00 P.M. Individual and group conferences on special projects.
- 4:00 P.M. Field trips, picnics, social events.

### The Carry-over Pattern

What goes on in the classroom during the years which follow a workshop is of even greater importance than the apparent success of the workshop itself. This carry-over from the Lehigh Workshop experiences into the regular school year stems, primarily, from three sources. Shared experiences with colleagues, contributions made to the groups and individuals by well-equipped, experienced specialists and regular staff members, and challenging ideas and aids to better teaching discovered through reading all cause conscious direction toward self-improvement and improved teaching. The sociability of fellow-workers and the concrete help received from them leads to a desire for continued get-togethers so that the summer sharing of experiences will not come to an abrupt end. College credit for field work extension of the summer planning requires that the individual will follow through with an activity planned under guidance during the workshop and an evaluation of these experiences.

### Evaluating the Carry-over of Workshop Experience

The director of a workshop has an opportunity to observe in a variety of ways the carry-over results of the workshop. These observations can best be made if students are encouraged to keep in contact with him, sharing their successes and their failures. Specific examples of such contacts illustrate how

they serve to make learning continuous.

A returned naval lieutenant, somewhat skeptical of the student-teacher planned problem-unit approach to social studies, gradually, through discussion and reading, decided it was worth a try. He recently stated that he was having the time of his life with his new experiment. It hadn't worked too well with one or two groups but he had changed that so that he was now finding other approaches. With the others he finds it hard to keep up with the youngsters. Not only that, but his teacher neighbor tells me that this chap now has him trying some of it and he is coming to the workshop next summer.

And a teacher of some experience writes telling she has had a wonderful time this fall with the children. So many things we discussed really work.

The group of kindergarten teachers of the 1945 workshop met regularly during 1945-46, added some of their colleagues, and returned to the 1946 workshop. During the year 1946-47 they have continued their meetings and have recently included the kindergarten teachers of an adjacent community. They expect to return with their latest additions this summer. The primary and intermediate groups of the 1945 workshop met regularly during 1945-46 and two groups from the 1946 workshop continue to meet.

All of these groups meet under their own power with no sponsorship or guidance from the university. The students requested a workshop reunion and have come together to plan it with the director. It was interesting to note that in planning the program they wanted no outside speakers. "Just have the staff take over with the students and keep it

all as informal as usual" was the unanimous declaration of the group.

### Classroom Follow-up

Giving additional credit for carrying over individual projects and experiences into practice was an experiment conducted in connection with the 1946 workshop. Five semester hours of credit were the maximum allowed for the work during the five weeks. (This additional point of credit was allowed only those teachers who took the work for five points.) The requirements follow:

Carry out with your class a unit of work, special project, or plan of action which was developed and approved during the workshop. Before the end of January give a written description of the work as it was actually carried out showing its shortcomings, desirable qualities, and necessary changes. In addition to this evaluate the workshop experience in the following ways: How did it affect your teaching, your work as a whole, your work with colleagues, children, and parents? What do you feel might have improved the workshop experience for you?

Seventeen students whose teaching is distributed from kindergarten through twelfth grade elected to carry out this extra work. All reports were received on time and although they varied considerably, were, generally, of high quality.

To summarize these reports is difficult but a few observations may suffice. In the first place, none of the activities were carried out specifically as planned. Additional planning and study had some effect by fall. But the children had a major role in effecting change in the actual work. This was hoped for by the workshop staff, but not expected in the degree shown. Teacher interest

ran high in the job at hand and apparently the children caught this same spirit. Change of objective, change of point of view, and exciting surprises were given throughout the reports.

Concerning the overall effect of the workshop the following few quotations will give a partial picture.

"For the remainder of the year I hope to continue following the teachings of the workshop—hours spent in the workshop were hours well spent, bound to reap profits."

"My groups in the schoolroom were organized much as the groups in the workshops—I'm all for workshops for teachers."

"Many discussions with my fellow teachers are continually taking place concerning many points touched upon in the workshop."

"The tension under which I held classes last year was abolished."

"I am looking forward to summer school in 1947. The workshop gives you a chance to solve your problems through discussion and suggestions from others in the same work."

"Because of the stressing of good relationships between teachers by members of the workshop staff I determined to try to improve my relationships with my associates. One day last month one of our teachers, who exemplifies the formerly typical old-maid English teacher, quite prim and exacting, stopped as she passed my room and said, 'You know Mr. X, I like to come this way, for your smile puts me in the right frame of mind.'"

Many other quotations could be selected to show that in a variety of ways the workshop had an impact not only on the teaching but on the teaching personality.

Planning and follow-up pay dividends. Planning, conducting, and following up

*(Continued on page 474)*

kissing the boys. Did history have to repeat itself?

She asked herself what one does in the face of culture conflicts. She dug back in her mind to what she had learned in college courses in anthropology and psychology. She looked at current culture conflicts and our modern methods of trying to resolve them through war or United Nations. The answer was always the same. In a civilized world, culture conflicts are resolved through meetings, discussions, reason and mutual agreements. It made sense.

\* \* \*

The meeting was a great success. Everyone said so—boys, girls, parents, teachers, other community leaders. There had been some hot discussion and some tense moments, but a decision had been reached

—a compromise decision perhaps, but one to which all could agree. All junior high school boys and girls would be at home by eight-thirty or earlier on school nights and Sundays, and by ten-thirty on Fridays and Saturdays. Very special occasions, such as certain all-school parties, would warrant an eleven-thirty hour, at the decision of a joint parent-pupil council.

\* \* \*

Sue smiled happily as she turned out the bed-side light that night after the meeting. "It's funny," she said to herself, "how we can have fine ideals about resolving conflicts on an international scale and forget to use the same methods at home. Talking things over and reaching mutual agreement works for kids and adults in our community just as it does for the world. History doesn't need to repeat itself!"



And so to bed

---

## Workshop Designing

(Continued from page 463)

a workshop becomes a year-'round job. No university teaching is so time-consuming, no university teaching takes as much energy, but no university teaching quite compares with this type of planned and functioning university workshop. The expressions of student

enthusiasm, signs of student appreciation, carry-over into school and classroom, and opportunity for desirable continuing human relations with fine teachers are dividends university teachers seek and too often fail to realize from traditional teaching procedures.

Copyright © 1947 by the Association for Supervision and Curriculum Development. All rights reserved.