

our curriculum study and workshop was to produce a change in people. It was to interest teachers in children and their needs rather than chiefly in subject content. No attempt was made to produce written courses of study or units of work unless they were natural outgrowths of the study underway. The recorders of each group kept an account of the decisions reached. Some have developed into complete outlines representing new content and approach to objectives desired.

The complete history of our workshop, then, was a composite of the efforts of all participants insofar as it could be recorded. Much of this is being reproduced for all our teachers and will serve as suggestive source material. More important is the change that has come about in the attitude, interest, and enthusiasm of teachers and students as reflected in the work both are doing and the reaction of parents who have children in the experimental classes.

Recognizing from the outset the imperative need for parent understanding, representative lay persons have been brought into committees determining policies and content. When

teachers become interested first in children and then in content, parents are necessarily drawn more intimately into the picture. This, too, is already reflected in the greater use of our school guidance services by classroom teachers.

Although we do not yet have any objective test data to prove that we are doing a better job now than before, and we have not produced volumes of teaching units, it is obvious that the staff study, interest, and sincerity of purpose will result in more understanding teachers and more effective teaching. Two teachers in one of our junior high schools have already shown the effectiveness of these improved techniques by practically eliminating all school discipline problems in a group of slow-learning children. For the first time these children are important, their successes are recognized, and they have a place in the sun.

We have seen a marked change in people, which we believe is the only true curriculum revision. It was brought about through the cooperation of our state teachers colleges and university with our local staff and community in an effective in-service program.

## WORKSHOP ON INTERNATIONAL UNDERSTANDING

C. O. Arndt and Samuel Everett

WHY DOES ONE FIND among the teachers of England, France, the United States, and other countries so little interest, not to speak of confidence, in the United Nations? At least two generalizations appear warranted. First, teachers are not yet intellectually

prepared to cope with international questions. Real attention given to such problems is all too recent to have built a background of facts and principles with which to think. Second, teachers are not yet psychologically prepared to face emotionalized prejudices in

themselves and their pupils. Yet emotional readiness to deal with prejudice and to develop rational attitudes seems requisite to achieving any considerable degree of international understanding.

Aware of these difficulties and desirous of carrying further the initial efforts at teaching for international understanding which are yet in initial stage in this country, the United Nations Workshop was organized.

The New York University 1949 Workshop on the United Nations and International Understanding was one of three workshops housed in the same building and using the same common facilities. Companion workshops were those in Educational Leadership and Secondary Education. Each of the three carried on separate programs but shared lunches and assemblies, along with such facilities as film and library resources, arts and crafts, and office services. It was possible, because of the total number of students, to increase both the quantity and quality of resources for all students in the Associated Workshop.

Perhaps the distinguishing characteristic of the United Nations Workshop was that it met near the United Nations itself. It is difficult, if not impossible, to visualize the problems, issues, and personalities involved in the Security Council, the Social and Economic Council, or the Trusteeship Council without seeing and hearing their deliberations. Yet it is necessary for teachers to visualize them if they are to be made real to pupils.

Regular trips were made by United Nations Workshopppers to Lake Success. Not only were Council meetings attended, but first-hand contacts were

made with various members of the Secretariat. These men and women did not give their time only to talking to large groups of students; they assisted individual students who were seeking information on the many aspects of the work of the Secretariat. Student after student expressed amazement at the time and attention they received. The devoted service of these workers at Lake Success communicated itself to students whose own enthusiasms were kindled by first-hand contacts.

During the course of the summer, films and written materials usable in elementary and secondary schools were collected and evaluated. Source units were planned. Beginnings were made in exploring techniques for discovering and changing attitudes which hinder or prevent the achieving of international understanding. Soviet ideology and its impact on democratic ideas was studied by one group. Another group explored the place of religion—Christian, Jewish, and Mohammedan in bringing about world peace.

Large and small group techniques, common to workshops, were used. Students and staff planned and evaluated the program together. Difficulties encountered in the use of such techniques were thought through together. Workshopppers developed friendly, helpful attitudes toward each other. They sometimes found it difficult, however, to concentrate their attention on their own professional interest and concerns. There were so many interesting meetings to be attended and new friendships to be explored. A good workshop always seems to present such difficulties, for they are rich in possibilities and values of many kinds.

In the judgment of workshoppers, the frequent attendance at meetings of the Trusteeship Council and other meetings of the United Nations at Lake Success was of greatest importance in their total experience. Talks to the workshop by Admiral Nimitz about his impending work of mediation in India, by Solomon Arnaldo, director of UNESCO in New York, and by other staff members of the United

Nations were also rated high. The experience of socializing with teachers from abroad, with people from various racial and religious backgrounds, was new to many. Finally, the fact that the workshop was housed in the same building with other workshops, which made their human and physical resources mutually available, brought many favorable comments from the workshoppers.

## TOGETHER WE STUDY OUR SCHOOLS

Paul E. Johnson

SOME PEOPLE BELIEVE that curriculum development is dependent mainly upon periodic revisions of courses of study. Others believe that it is dependent upon the persons who are responsible for what goes on in the schools continuously evaluating themselves and the activities comprising the life of the school. The summary that follows relates briefly what happened when students, teachers, parents, administrators, and other residents of one community attempted such an evaluation.

Discussions involving representatives of the elementary, junior, and senior high schools of Plymouth, Michigan, brought to light a common interest in a study of the total school program. The elementary schools felt the need for examining possibilities for improved services to children. The high school's interest stemmed directly from obligation as a signatory to the College Agreement.<sup>1</sup>

<sup>1</sup> See *Educational Leadership*, March 1949, pp. 381-84.

In the Fall of 1948, plans were made for the participation of a steering or advance planning group in a workshop conducted at a neighboring school under the auspices of Wayne University. This group was composed of five high school teachers, four elementary teachers, one elementary school principal, and the elementary coordinator.

Highlights of this group's work during the first semester of 1948-49 included the following:

1. Agreement was reached that participation in the Plymouth Curriculum Study should include school administrators, students, and teachers, together with widespread community participation. Emphasis was given to the importance of securing the interest of all groups prior to the beginning of the study.
2. Special invitations to attend the planning sessions as guests on separate nights were issued to (a) all building principals, (b) parents and students, and (c) the superintendent of schools

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