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Some factors which hinder or facilitate unit teaching in Maine

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Boston University
Some Factors Which Hinder or Facilitate Unit Teaching in Maine

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School of Education

Service Paper

Some Factors Which Hinder or Facilitate Unit Teaching in Maine

Submitted by:

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(B. S., Gorham Teachers' College, 1939)

In partial fulfillment of requirements for the degree of Master of Education

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Sons-in-Law of Edith Rose Chesebrough
August 30, 1946
27224
This study is dedicated to all teachers who are seeing the vision of better education in Maine.
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Chapter I

Introduction

Educators in Maine became interested in Dr. William H. Burton's workshop at Harvard University and invited him to speak at several district meetings in various parts of the state in 1943 and the spring of 1944. The meetings were well attended and interest increased. Meanwhile, the University of Maine, in co-operation with the State Department of Education, was planning a Workshop for in-service teachers for the following summer. School board members and superintendents were urged to see that the expenses of selected teachers, who were to attend, were paid. The State Department of Education promised to refund all transportation charges. One hundred seventy-four attended the first Workshop, all Maine teachers, supervisors and superintendents, except five out of state educators. The faculty consisted mostly of the State supervisors and teachers from the State Teacher's Colleges of Maine, under the able executive Dr. William Burton and his assistant Miss Mary O'Rourke. There was the usual workshop set-up of informal seating, library and supplementary materials and exhibits of many kinds. The actual work consisted of working on a unit which could be carried out in the individual class rooms in the fall. There were many profitable interruptions of lectures on
varied subjects, experiments in the art room and visits to some interesting exhibit. The outside social life was not neglected, but planned well to include many interests. All who attended the Workshop seemed high in its praise and felt that it was three weeks well spent.

In 1945 the experiment was repeated with an attendance of one hundred seventy-nine in state teachers, and six from other states. Thirty-six of the students were repeaters from the previous summer. The entire set-up was greatly improved from the first Workshop. More instructors were in charge, more room was available, and much new material added.

Each student worked on some individual problem of interest to them and their particular school. Many worked on the unit plan, but it was not required as at the previous session. A few groups worked co-operatively in preparing bulletins of educational value.

The writer made a survey and analysis of data concerning factors which facilitated or hindered the beginnings of unit teaching which many of the teachers carried on in the various schools of the state. A questionnaire was sent to the teachers who attended, hoping to get the desired information.
Chapter II

The Workshop in Teacher Training

This is an attempt to summarize the many writings of several persons in regard to the basic principles and programs of the "workshop movement" in teacher education.

It was during the Eight Year Study in which some three hundred colleges agreed to admit, over a period of eight years, the graduates of thirty selected secondary schools without the usual requirements or examinations that the germ of the workshop was planted. Each of these secondary schools were given unusual freedom to develop its own education program, assisted by a staff of consultants on the curriculum and evaluation problems. The staff was very concerned because the teachers had too little time to work out the problems involved in their new experimental programs. It was then suggested that a portion of the summer might be used for the staff to be with the teachers of the thirty selected schools for intensive work and study.

In the summer of 1936, thirty-five science and mathematic teachers came to Ohio State University for a six week course. These teachers were carefully selected by the staff and local school authorities. Each participant was asked to decide upon some professional problem of interest which he would like to work on for the six weeks. These
problems were attacked and studied by the staff of the Eight Year Study as well as other consultants. This study resulted in much thought and discussion on basic problems of educational philosophy and in the concept of adolescent needs as they were related to science and mathematics.

Even this first workshop brought about very drastic changes in the ideas and practice of all who attended and another workshop was planned for the following summer. One hundred and twenty-six teachers from a wider range of subject fields was held at the Sarah Lawrence College in Bronxville, New York, sponsored as in 1936. The Sarah Lawrence Campus was rather isolated and there developed a very noticeable informal association among the members. Learning was taking place everywhere, from the breakfast table to the more formal meetings in the conference rooms. The value of this group life is thought to be so important that even in unfavorable locations a great effort is always made now, in workshops, to provide associations which are essential to the maximum growth of the participants.

The news of this new educational venture spread far and wide and delegations from many cities came to visit.

In 1938 funds were available for four workshops where more than five hundred teachers attended. These teachers were hand-picked from those who were engaged in significant educational programs and were chosen with a set-up as follows:¹

1. Participants should already have demonstrated their ability to undertake the responsibilities 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.

In 1938 colleges and university professors were admitted to Workshop Training so from a very small beginning this movement was growing rapidly and gave great promise of further growth. By 1940 many colleges and educational groups were holding "workshops". At this time also another type of workshop training was developing. There arose a need for local workshops which would serve a single large school district and many were carried on at this time.

Workshops arose at a time when there was a growing recognition among educators of the fact that the formal class-room approach to teacher education was not adequate to the needs of many teachers and at a time when many schools were experimenting along new lines. The workshop has served the needs of the experienced teacher, not just to get degrees or a raise in salary, but because they had problems to be solved. In order to solve these problems it
was necessary to do research along many educational lines. The teachers were interested in the more recent findings of psychologists which help one to better understand the pupil, his needs and the ways in which the teacher and school may help in his development. Teachers became dissatisfied with the old and desired new education. It was extremely hard for a trained teacher to accustom herself to new tools and materials. It is easy to believe in the new procedures, but quite another task to practice them.

Probably the development of the personal-social relationships of the teachers was one of the greatest values. They needed a better program of recreational activities and to broaden their own areas of understanding and appreciation through reading and social contacts. All these needs were recognized by the workshop staffs and programs which fitted these conditions were carried out.

After experimenting for five years, certain characteristics developed which seemed essential to the program of the workshop. These are:

1. The participant is given an opportunity to make an intensive study of an interest which has arisen out of his experience as a teacher.
2. The participant shares in planning a program of individual and group activities designed to meet his needs and those of his fellow-workers.

1. 1943 Yearbook of the N. Y. Society for the Experimental Study of Education. Pages 112-114.
3. They are provided with easy access to the services of various staff members representing a variety of kinds of assistance.

4. Formal and informal associations with other teachers of varied backgrounds contributes to the participant's thinking on his specific problem, broadens his general orientation, and provides opportunity for experiences in co-operative activities.

5. An effort is made to interest the participant in the whole child, the whole school, and the whole community.

6. The participant's total experience as he studies a specific interest or problem tends to prepare him for the solution of other professional problems in the future.

7. Since workshops have been concerned not only with the professional problems of the teachers, but with his life as an individual, efforts have been made to afford opportunities for balanced living.

The effectiveness of these workshops were studied by questionnaires, personal interviews, and group meetings. The multiplication of workshops has created an increased interest in the role of evaluation in them. The workshop participants are interested for they came to study a problem of particular concern to them in their local school and are anxious about the progress made in that study.
Then again the participants are often sent by local school-boards at the expense of the town and thus they feel doubly concerned over progress made. Administrators and fellow teachers are interested in this evaluation also wondering whether it is all worth while or not. This follow-up study tried to ascertain what these teachers were now doing and to compare it with average school practice. Some argued that "Good teachers would do all of these things whether they had attended the workshop or not." These teachers admitted, however, that they had not done these things as well, or to the same extent, until after they had attended a workshop. A new approach to the evaluation of the pupil's work was noticeable and was the same evaluation as the teacher had been given at the workshop. Another change was apparent in that text books were used less and other activities carried on more.

There is much evidence to suggest that many superintendents and school boards are accepting the workshop as an important contribution to their needs. There one finds a spirit of friendliness, of industry, and of co-operation. No trace can be found of the stilted, formal, and traditional class-rooms atmosphere that is frequently very deadening. In a business-like manner each member of the group proceeds with the development and solution of his own particular problem which he has selected and which has been approved by his faculty advisor. He may work with a group
which has selected the same problem, or alone, as he desires. He is at liberty to seek assistance wherever it may be found—in the library—of his instructor, of members of his own, or related groups, from which he will find out how to develop a technique of teaching that will do away with formalism in the classroom and provide for his pupils a life situation and experiences from which more can be gained.

At the present time workshops seem to be the trend in our summer sessions in the colleges. Students like the informality and can readily see why pupils of any age would profit from a similar set-up.

Probably the main idea of the workshop plan of instruction can be summed up as follows: "If education is to function in the lives of pupils, it should be related to their real life problems. If the school curriculum is to be adapted to the needs of the pupils and of the community in which they live, the needs of the particular pupils and of the particular community should be considered in planning a program of instruction."¹

¹ Meece, Leonard E., Seay, Manrice F., A Work-Conference For Rural Teachers; Bulletin of the Bureau of School Service, University of Kentucky, 1941
Chapter III

The Procedure of the Study

This study to find out the factors which hinder or facilitate unit teaching in Maine developed from the beginning of Workshop training at the University of Maine during a three week's period in the summer of 1944 and then again in 1945. Every student worked out a unit during the first summer and worked on either a unit or some problem during the second workshop. The majority of the students had not practiced this type of teaching before but many had expressed the determination to go back to their own schools and work out at least the unit which they had completed at the Workshop. It was recognized by all concerned that many difficulties would hinder progress in many places. Superintendents and school-boards might object and fellow-teachers might not co-operate. Perhaps the parents and community would not accept that type of instruction. Yet some localities might be ready for this kind of teaching at once. It was the plan of this study to find out exactly what factors entered into this unit teaching both as a help and a hindrance.

With these things in mind, a questionnaire and letter were prepared to send to each of the three hundred and twelve teachers who attended the Workshops at Maine University in 1944 and 1945.
The workshop attendance represented one hundred and forty-nine different towns so these questionnaires went into all kinds of school systems in all sections of the state.
Questionnaire (if you lack space use back of sheet.)

1. List the problem, unit, or units, you worked on at the Maine Workshop. (If you attended both years, please be explicit about each year.)

2. Did you work this unit out within your own school?

3. Did you develop and try out in your school any other units in addition to the ones started in the workshop? List them.

4. List and describe in some detail any obstacles and difficulties you had to overcome in introducing newer methods. (These may be concerning any factors; public opinion; unsympathetic leadership; inadequate supplies and materials; lack of own knowledge of how to handle new methods etc.)

5. List and describe all factors which were of distinct assistance to you in developing new instructional practices such as: sympathetic leadership; plenty of supplies and materials; recent knowledge of how to handle methods, etc.

6. List and describe any new textbooks, instructional materials, supplies, furniture, etc., which you would now like to have, but which you have not yet been able to get, which would aid you in progressing further.

7. List items such as above—and all other—which have aided in your program. State definitely through whom you secured each separate item. (By yourself, through the superintendent, through some community group, etc.)

8. Have you given any tests, or used any other objective means to determine how well your pupils are learning and growing? If so list the tests and summarize very briefly the results. Pay particular attention in answering this question to those personal-social-moral learnings which the new school stresses, in addition to subject matter learning.

9. List and describe any activities which you yourself have engaged in since the workshop to further your understanding and practice of newer methods.

10. List and describe any procedures which you yourself have used to explain to and bring understanding to the parents or the community in general, the newer methods.
11. Does there seem to be a growing interest in the community concerning these new methods? If so, how is the community demonstrating its interest and approval?

12. Is better democratic living being practiced in your school room? What evidence have you that this is true?

13. List specific ways in which the workshop aided you, as far as you can see now.

14. List specific ways in which the workshop could be improved in order to be of greater benefit to teachers who attend.

15. Add any information you believe of interest.

Name                Town               Grades
Eliot, Maine
January 31, 1946

Dear Friend,

I am preparing my thesis at Boston University on the Workshops of Maine and have to analyze information obtained from those who have attended. Will you please fill out the enclosed questionnaire and return as soon as possible? No names or localities will be used in the thesis. If you are a superintendent or supervisor please send any information possible even if this questionnaire does not apply directly to you. My success depends upon your cooperation.

Very Sincerely,

Edith Chase
Table No. 1  
Chart of Attendance at the Maine Workshops and Number of Towns Represented

1944 Workshop

<table>
<thead>
<tr>
<th>Number attending</th>
<th>174</th>
</tr>
</thead>
<tbody>
<tr>
<td>In state</td>
<td>169</td>
</tr>
<tr>
<td>Out of state</td>
<td>5</td>
</tr>
</tbody>
</table>

1945 Workshop

<table>
<thead>
<tr>
<th>Number attending</th>
<th>185</th>
</tr>
</thead>
<tbody>
<tr>
<td>In state</td>
<td>179</td>
</tr>
<tr>
<td>Out of state</td>
<td>6</td>
</tr>
</tbody>
</table>

| Number attending both the 1944 and 1945 Workshops | 36 |

| Number of different State of Maine teachers and supervisors attending Workshop in 1944 and 1945 | 312 |

| Number of Towns of Maine represented in Workshop of 1944 | 100 |

| Number of Towns of Maine represented in Workshop in 1945 | 95 |

| Number of new towns in 1945 | 49 |

| Number of different towns in 1944 and 1945 | 149 |

The date of attendance as taken from the questionnaires showed that 149 towns had been represented in 1944 and 1945 in the State of Maine while eleven out of state towns were represented. Only thirty-six who attended in 1944 were also present in 1945.
Chapter IV

Date of the Study

Of the three hundred and twelve questionnaires sent out one hundred and ninety replies were received. One hundred and seventy-three answered the questionnaire form while seventeen wrote informal letters. One hundred and twenty-two failed to answer at all.

Table No. 2

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questionnaires sent out</td>
<td>312</td>
</tr>
<tr>
<td>Number of questionnaires returned</td>
<td>173</td>
</tr>
<tr>
<td>Number of other reports returned</td>
<td>17</td>
</tr>
<tr>
<td>Number of teachers heard from</td>
<td>190</td>
</tr>
<tr>
<td>Number which remained unanswered</td>
<td>122</td>
</tr>
<tr>
<td>Per cent of returned reports</td>
<td>60.5%</td>
</tr>
</tbody>
</table>

The 60.5% of returned reports is considered a very high average for this type of procedure for gathering data.

All grades were represented in the returned questionnaires. Seventy-one were from teachers in the lower four grades and sixty-three represented the upper four. Six rural school teachers reported also. Ten full time principals and supervisors and nineteen superintendents sent reports of their respective schools on superintendency unions.
Table No. 3

Returned Questionnaires from Teachers, Principals, and Superintendencies

Grades one through four 71
Grades five through eight 63
All Grades 6
Supervisors and full time principals 10
Superintendents 19
Returned unanswered 4
Notes instead of questionnaires and grades not definitely stated 17
Total returned 190

In tabulating the answers to the questions on the questionnaire the first three were considered together. Each question concerned the units which were worked out at the Workshop, a repetition of the unit in their own school rooms or the working out of additional units.

Question No. 1: List the problem, unit, or units, you worked on at the Maine Workshop. (If you attended both years, please be explicit about each year.)

Question No. 2: Did you work this unit out within your own school?

Question No. 3: Did you develop and try out in your school any other units in addition to the ones started in the workshop? List them.
Table No. 4

Units and Problems Worked Out at the Workshop and In the School-rooms.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number that worked out units or problems at the Workshop according to questionnaire</td>
<td>190</td>
</tr>
<tr>
<td>Number that worked out same unit at school</td>
<td>104</td>
</tr>
<tr>
<td>Number that did not use unit or problems</td>
<td>86</td>
</tr>
<tr>
<td>Number of other units worked out</td>
<td>243</td>
</tr>
<tr>
<td>Number of people working out other units then those completed at Workshop</td>
<td>118</td>
</tr>
</tbody>
</table>

Of course everyone in the 1944 Workshop worked out a unit, mostly as complete as was possible on paper. At the 1945 Workshop, unit work was not compulsory for one had a choice of either a unit or some approved problem. Those, however, in 1945 who were attending for the first time, were encouraged to work out units.

Most of those who worked out units in their own schools, reported that they were a success. Only six stated they could not carry them out after starting. There were eighty-six who apparently made no effort to begin one.
**Question No. 4 on Questionnaire**

List and describe in some detail any obstacles and difficulties you had to overcome in introducing newer methods. (These may be concerning any factors; public opinion; unsympathetic leadership; inadequate supplies and materials; lack of own knowledge of how to handle new methods, etc.)

These were tabulated in the order of frequency on the questionnaires.

1. Lack of room  
2. Lack of materials and supplies  
3. Lack of time  
4. No movable furniture  
5. Inadequate knowledge (afraid of results)  
6. Lack of easy supplementary reading books  
7. Lack of co-operation of parents  
8. No cooperation from other teachers  
9. Traditional set-up in grades before and after  
10. Lack of ability to evaluate the work  
11. Fear of not covering subject matter  
12. Children not knowing how to look up reference material  
13. Lack of free expression among pupils  
14. Wanting to do too much for pupils  
15. Lack of group leaders

- 46 mentions
- 40 mentions
- 30 mentions
- 30 mentions
- 29 mentions
- 29 mentions
- 20 mentions
- 19 mentions
- 16 mentions
- 15 mentions
- 14 mentions
- 10 mentions
- 9 mentions
- 6 mentions
- 2 mentions
16. Hindrance in departmental work 2 mentions
17. Unsympathetic school-board 2 mentions
18. Unsympathetic superintendent 2 mentions

Lack of room seemed to be the greatest handicap. Many teachers reported at least forty pupils with a very crowded condition. The lack of materials and supplies was continually mentioned, yet the surprising and encouraging thing that finally developed was that so many teachers overcome this problem in so many various ways. Lack of time and fear of not covering subject matter was (as always) of grave concern to many. No co-operation of parents or other teachers seemed to be a common difficulty yet from many questionnaires there seemed an encouraging ring according to question ten and eleven, which are analyzed later. Unsympathetic superintendents were in the minority. In fact most of the teachers felt greatly encouraged and many stated that they had a free rein to go ahead and do all the unit teaching they wished. With the nineteen superintendents who answered the questionnaires, seventeen were in favor of unit teaching and two against it.
Question No. 5 on Questionnaire

List and describe all factors which were of distinct assistance to you in developing new instructional practices such as: sympathetic leadership; plenty of supplies and materials; recent knowledge of how to handle methods, etc.

These were tabulated in the order of frequency on the questionnaires.

1. Workshop experience 60 mentions
2. A very interested and helpful superintendent 40 mentions
3. Helpful parents 39 mentions
4. Co-operation of state supervisors 20 mentions
5. Co-operation of other teachers 20 mentions
6. The interest and co-operation of the children 19 mentions
7. Interest of community organizations 18 mentions
8. Plenty of supplies 18 mentions
9. Assistance of State Library 10 mentions
10. Lists of materials gathered at University of Maine 8 mentions
11. Newspaper publicity 5 mentions
12. Public exhibitions 5 mentions
13. Co-operation of janitor 4 mentions
14. Reading professional books 4 mentions
15. Visiting a modern set-up 2 mentions
16. Teacher's meetings 2 mentions
Workshop experience was the factor most frequently mentioned as being of distinct assistance to this new type teaching. The Workshop was the first training in unit teaching which many had ever experienced and many said it gave them the knowledge and confidence which made unitary teaching possible.

The co-operation of superintendents was mentioned by forty teachers with only two stating that their superintendent was not in sympathy with attempts in unit teaching.

Thirty-nine helpful parents were recorded with a variety of ways in which they had helped to make unitary teaching a success.

The State Department of Education and Library seemed to rank high in the assistance rendered to teachers.

Many supplementary materials were supplied at University of Maine from the various divisions.
Question No. 6 on Questionnaire

List and describe any new textbooks, instructional materials, supplies, furniture, etc.; which you would now like to have, but which you have not yet been able to get, which would aid you in progressing further.

These were tabulated in the order of frequency on the questionnaires.

1. Movable seats and desks  40 mentions
2. Tables and chairs for library  39 mentions
3. Supplementary readers  39 mentions
4. Art supplies  30 mentions
5. Reference books (for children)  20 mentions
6. Maps and globes  8 mentions
7. Material for reading charts  6 mentions
8. Book cases  6 mentions
10. Sand tables  2 mentions
11. Building materials  2 mentions
12. Victrola or radio  2 mentions
13. Use of movie-projector and films  2 mentions
14. Testing materials  1 mention

Movable seats and desks was the most frequently mentioned item in the teacher's statements of supplies, furniture, etc., which they would like to have to aid them...
in progressing further. Two people stated that the janitor had remedied this condition for them. Thirty-nine wanted a library table and chairs. Supplementary readers, art supplies and children's reference books were desired by many and maps and globe wanted by eight. Sundry supplies were desired by others such as sand tables, bulletin boards, building materials, victrola or radio, and use of a movie-projector and films. One mentioned a need for testing materials.
Question No. 7 on Questionnaire

List items such as above--and all other--which have aided in your program. State definitely through whom you secured each separate item. (By yourself; through the superintendent; through some community group; etc.)

1. Through parents and friends
   Such as: Books of Knowledge and other books, soap for soap sculpture, pictures exhibits, seat covers, magazines, costumes, hot plates, orange crates (local grocery man), and wood from local factory. 51 mentions

2. Through superintendents
   Such as: encyclopedias, reading materials professional books, sand tables and art supplies. 42 mentions

3. Through children
   Such as: books, pictures, all sorts of exhibits, clay from clay bank and by earning money for materials. 42 mentions

4. Through the teacher
   Such as: magazines, books, toys and pictures. 26 mentions

5. Through State Department
   Such as: pamphlets, an exhibit (on Latin America) and book lists. 25 mentions

6. Through Parent Teacher Association
   Such as: paints, tables, costumes, and daily lunch. 10 mentions

7. Through janitor
   Such as: tables, easel, fixing movable seats and desks, and bulletin boards. 10 mentions

8. Through bus companies
   Such as: free excursions and a bus seat for reading corner 3 mentions

9. Other sources of materials
   From Knights of Pythias, Red Men, Department of Agriculture, Maine Development Commission, Maine State Library and local libraries. 20 mentions
The sources of help in the schoolrooms were varied and assistance rendered covered a wide area. Parents and friends were most frequently mentioned and a diversity of ways in which they helped were stated. Superintendents with but two exceptions ranked high with helpful materials and assistance. Janitors were mentioned ten times in regard to carpenter work done. The Parents-Teachers Association supplied various articles and served lunch in many schools. Other community organizations helped at times. The supplying of pamphlets, book-lists and exhibits from the State Department was mentioned twenty-five times. Bus companies played an important part in three localities in regard to excursions and supplied a bus seat for one library corner. The teacher and children supplied all other materials as recorded.
Question No. 8 on Questionnaire

Have you given any tests, or used any objective means to determine how well your pupils are learning and growing? If so list the tests and summarize very briefly the results. Pay particular attention in answering this question to those personal-social-moral learnings which the new school stresses, in addition to subject matter learning.

These were tabulated in the order of frequency on the questionnaires.

1. Learning Rate Tests 10 mentions
2. Vocabulary test 9 mentions
3. Personality test 9 mentions
4. Learning growth tests 8 mentions
5. Children's check list 8 mentions
6. Teacher's check list 7 mentions
7. Anecdotal record 7 mentions
8. Analysis of creative results 5 mentions
9. Citizenship chart 5 mentions
10. Objective tests (True-False, etc.) 5 mentions
11. Essay type examination 4 mentions
12. Behavior record tests 3 mentions
13. Oral discussions 3 mentions
14. Achievement tests 3 mentions
15. Cumulative record 2 mentions
16. Gates Reading Tests 1 mention
17. Otis Quick Scoring 1 mention
18. Durrell-Sullivan Capacity  
19. California Mental Maturity  
20. Steven's Readiness Test  
21. Gates Silent Test  
22. Kuhman-Anderson  
23. Pintner-Durost  

This question in regard to tests given was either unanswered or answered none in sixty of the questionnaires and so vaguely answered in thirty others that the date was of little value. Many stated that their knowledge of evaluation of this new type teaching was very inadequate. A variety of tests were given and some vaguely named so there is the possibility of some repetition in the tabulation.
Question No. 9 on Questionnaire

List and describe any activities which you yourself have engaged in since the workshop to further your understanding and practice of newer methods.

These were tabulated in the order of frequency on the questionnaires.

1. Reading professional books 43 mentions
2. Reading professional magazines 40 mentions
3. Talking with progressive teachers and leaders 35 mentions
4. Visiting progressive schools 15 mentions
5. Panel discussions 15 mentions
6. Extension Courses:
   - Boston University-Harvard 14 mentions
   - University of Maine 9 mentions
7. Correspondence courses 2 mentions
8. Working on state bulletin 2 mentions
9. Studying rank cards 2 mentions

There was considerable difficulty in classifying the reading of professional books and magazines for many did not designate clearly the difference. In many of the cases the teachers who read professional books also read professional magazines. Ten people answered none and thirty left it unanswered.
Question No. 10 on Questionnaire

List and describe any procedures which you yourself have used to explain to and bring understanding to the parents or the community in general, the newer methods.

These were tabulated in the order of frequency on the questionnaires.

<table>
<thead>
<tr>
<th>No.</th>
<th>Procedure</th>
<th>Mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Encouraged parents to visit school</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Presented programs at Parent Teacher's Association</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Gave talks before teacher groups</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Gave talks before parent groups</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Talked individually to parents</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Had public exhibitions at the end of each unit</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Conducted study groups</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Presented programs at Grange</td>
<td>2</td>
</tr>
</tbody>
</table>

This question was left blank in thirty of the questionnaires and answered in the negative on twenty-nine others.

Many teachers apparently for some reason failed to extend knowledge of the newer methods of teaching. Lack of interest on their own part or fear of antagonistic attitudes from parents or controlling authorities could have accounted for it.
The text of the document is not legible due to the quality of the image. It appears to be a page with handwritten text, but the content is not clear enough to transcribe accurately.
Question No. 11 on the Questionnaire

Does there seem to be a growing interest in the community concerning these new methods? If so, how is the community demonstrating its interest and approval?

Tabulated as follows:

I. There is a growing community interest, as shown by:

1. Parents seem anxious to send materials 30 mentions
2. People outside the school ask questions about it 20 mentions
3. Newspapers give write-up publicity 9 mentions
4. Parent Teachers' Associations give much assistance 15 mentions
5. Other local organizations give assistance 8 mentions
6. Parents visit school more 7 mentions

Twenty people answered this question in the negative. Four stated they did not know. Fifty people left it unanswered.
Question No. 12 on Questionnaire

Is better democratic living being practiced in your school room? What evidence have you that this is true?

The information was tabulated as follows in this table:

Number who were asked this question 190
Number answering NO 7
Number answering YES 95
Number uncertain 3
Number who did not answer 85
Percent answering YES 50%

One half of the teachers reported better democratic living in their school rooms. Eighty-five persons left the question unanswered while seven others answered in the negative and three were uncertain. Traditional school-set-up and beliefs are slow in changing to more modern living conditions in the school-room.

The evidence of better democratic living is listed according to frequency of statement:

1. Pupils work together better 40 mentions
2. Pupils play together better 30 mentions
3. Children help others more in every way 10 mentions
4. Children are happier 10 mentions
5. Children are more self-reliant 6 mentions
6. Pupils more appreciative of school work 4 mentions
7. Pupils helpful rather than bossy 2 mentions
8. More tolerance is shown 2 mentions
9. Better manners are evident 2 mentions
10. More responsibility is assumed 1 mention
11. More respect toward authority 1 mention
12. Criticism is taken better 1 mention
13. Discipline is better everywhere 1 mention
14. Respect for property of others is practiced 1 mention
15. Parents report much improvement at home 1 mention

Of the ninety-five teachers who reported better democratic living in their schools many mentioned that the pupils worked and played together more congenial than ever before. All those reporting in the affirmative expressed an assurance and belief that the change was very noticeable and a great improvement over past procedures.
Question No. 13 on Questionnaire

List specific ways in which the workshop aided you, as far as you can see now.

The following answers were tabulated:

1. It showed me how to teach units 102 mentions
2. It gave me a desire for more professional growth, reading, study, etc. 30 mentions
3. It gave me confidence in myself 21 mentions
4. It made me see I was in a "rut" 3 mentions
5. It helped me list the proper objectives 4 mentions
6. It gave me a different idea of discipline 20 mentions
7. It made me see the "whole" child 18 mentions
8. It helped me with a flexible program 1 mention
9. It helped me to understand individual differences 13 mentions
10. It gave me an opportunity to meet many teachers 16 mentions
11. It gave me a better understanding of evaluation of the pupils and myself 7 mentions
12. It gave me a clear picture of how to change from traditional to progressive methods 2 mentions
13. It gave me information how to get supplementary materials 10 mentions
14. It gave me an opportunity to get better acquainted with the members of the State Department 6 mentions
15. I did not derive any benefit for I have always taught that way 1 mention
I am not able to interpret the content of the image as natural text.
Only ten questionnaires remained blank with question 13 concerning how the workshop had aided those who attended. There seemed a general belief that the workshop training was of benefit and only one said they derived no benefit from it.
(continued)

The amount this will depend on the situation and the needs of the individual. It is important to consider the personal circumstances and the impact on the individual. A detailed assessment of each situation is essential to determine the appropriate action.
ED Service Paper 1946 Chase, Edith Fess
Some Factors Affecting... Unit Teaching
ED 472 (Rev Ed) Horsey, Chas. E. 1927
"Teaching" Techniques
ED. Sec. Paper 1947 Rainey, Margaret Evelyn
4 Criteria in Social Geometry
ED. Thesis 1938 Cannon, I. M.
Question No. 14 on Questionnaire

List specific ways in which the workshop could be improved in order to be of greater benefit to teachers who attend.

The following answers were tabulated:

1. A group of children for demonstration 25 mentions
2. Better trained group leaders 15 mentions
3. Smaller groups 20 mentions
4. Longer session 5 mentions
5. Uniform practices among leaders 1 mention
6. Fewer technical terms for teachers of little training 1 mention
7. More personal conferences 10 mentions
8. Personal reports from Maine teachers 1 mention
9. Less crowded conditions 1 mention
10. Less confusion at the beginning 1 mention
11. A workshop for school-boards 1 mention
12. No need for improvement 1 mention
13. Discussion groups for teachers 2 mentions
14. Better handling of library materials 1 mentions
15. I do not feel qualified to judge 5 mentions

One hundred failed to answer this question at all. It is interesting to note that several of the improvements suggested were improved in the second session. The library management was excellent in 1945 but in 1944 noticeably inadequate.
Revised Draft of Final Report

The revised draft of the final report was submitted to the committee for review. The report, which outlines the findings of the investigation, was further refined to address concerns raised by the committee.

The committee recommended several changes to the draft. These changes included additional data analysis, updated conclusions, and a restructured section on methodology. The revised report will be circulated to all committee members for review before final approval.

The committee will convene to discuss the revised draft and provide feedback on the changes made. The meeting is scheduled for next week, and all members are encouraged to review the document in advance.

The final report is expected to be completed and submitted for publication by the end of the month.
The suggestion of having a demonstration of children for unit work as mentioned by twenty-five teachers will be carried out in the session of 1946 as Mrs. Harriett Ladd of Dover-Foxcroft will conduct a group of rural children in carrying out a unit.
Question No. 15 on Questionnaire

Only twenty people filled in this space on the questionnaire. Fifteen of them used it for excuses for their delay in answering the questionnaire or in their lack of information which might be of help or in wishing me success in my study of workshops. Five gave me this information:

1. We are quite "deep" in the traditional method; it will take a lot of effort to get us out
2. It is almost impossible to tell how the children have blossomed under the new methods.
3. I truly feel my time and money was well spent in attending the two Workshops of Maine
4. It is a very inspiring worthwhile project designed and destined to improve our teaching
5. I spent a lot of money but there is nothing more worthy than youngsters to see develop
Chapter V

Conclusions

A careful study has been made of each question and the information tabulated. Practically everyone who answered expressed an interest in unit education and a desire to know how to carry it on better in their schools. Only five seemed uninterested and unco-operative about the Workshop training and how it carried over into the several schools.

Of course, the questionnaire covered only unit teaching rather than other kinds of progressive methods and I have no doubt there is much improvement in the schools even though many did not do unitary work.

This, however, was not a study of how the Workshop had improved schools but was to find out what factors had hindered or facilitated the new type teaching in Maine schools.

The most noticeable handicap seemed to be crowded conditions and lack of time. It was very seldom that a teacher reported sufficient room to carry on activities as she felt they should be carried on. War time pressure no doubt accounts for much of this overcrowded condition in many areas and is growing somewhat better in some localities. Many teachers stated, however, that they had been always over-burdened with extra large classes which made it impossible to do the best possible teaching. Many towns have new buildings in view in the near future which will improve this
condition while others seemed to have no solution to the problem.

While lack of supplies and materials seemed to be frequently listed as a hindrance it was very encouraging to note how many teachers really found a way to supply their class with sufficient materials to carry on successfully. The tabulated list of the sources and materials collected is a long one and complimentary to the ingenuity of Maine teachers.

Fear of not covering subject matter seemed apparent in a large percentage of questionnaires. A better understanding by the parents of the new type teaching and the new qualities of learning was often suggested as a help in combating this problem. Many teachers told of a better understanding and appreciation among the parents already but tradition dies hard.

Desks and chairs fastened to the floor handicapped almost every teacher. Group work was very difficult. Sympathetic and helpful janitors often overcame this handicap.

Inadequate knowledge of how to carry out the new type teaching, especially proper evaluation, seemed a very frequent cause of difficulties. The acknowledgement of this lack and the illustrations of improvements such as: Reading more professional books, attending Boston University-Harvard Extension Course, visiting progressive schools, etc.
seemed to sound an encouraging note to a better knowledge for future teaching.

Public relations, not only in regard to parents and community, but with fellow teachers was expressed with seriousness. Many times teachers in a building failed to co-operate at all with the one who was trying out the new type teaching methods. In fact many very uncomfortable situations were cited. Most of them persisted in the new way in spite of all opposition and many of them persuaded other teachers to try in part some of the unit work.

The superintendents were hardly mentioned as a handicap. Practically all of the teachers had an understanding superintendent who either did a great deal for them or else let them have freedom to carry on as they wished. Of course, the few who had an unsympathetic superintendent and school board were unable to carry out new teaching of any kind.

The Workshop experience was considered the factor of greatest assistance in this unit teaching. Next, naturally, came the helpful superintendents and supervisors and co-operation of other teachers in the building. The extension courses stood high in approval and teacher study clubs came next. These with the co-operation of the parents and community made unit teaching successful in many localities.

This study seemed to show that in spite of severe handicaps many teachers are persevering and unitary teaching is really getting under way in Maine Schools.
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