

1959

# The evaluation of an orientation handbook: "handbook of preliminary workshop activities".

---

<https://hdl.handle.net/2144/15494>

*Downloaded from DSpace Repository, DSpace Institution's institutional repository*

Thesis  
Demick, D.E.  
1959

BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

THE EVALUATION OF AN ORIENTATION HANDBOOK:  
"HANDBOOK OF PRELIMINARY WORKSHOP ACTIVITIES"

Submitted by

Doris Ebbett Demick

(B.S. in Ed., Lyndon State Teachers College, 1950)

In Partial Fulfillment of Requirements for  
the Degree of Master of Education

1959

Boston University  
School of Education  
Library

First Reader: B. Alice Crossley  
Professor of Education

Second Reader: Harry V. Anderson  
Assistant Professor of Education

## TABLE OF CONTENTS

CHAPTER	Page
I. STATEMENT OF THE PROBLEM.....	1
Introduction.....	1
Source of the problem.....	1
General value of this study.....	1
The Scope of the Problem.....	2
II. REVIEW OF LITERATURE.....	3
The Characteristics of a Workshop.....	3
Practical application of theory.....	3
Identification of a problem.....	3
Group organization of the workshop.....	3
Utilization of group processes.....	3
The Origin of Workshop Procedure.....	4
Demands for workshop learning.....	4
Workshops in curriculum revision.....	6
Continuing popularity.....	8
The Basic Philosophy of Workshop Learning...	9
Workshop structure.....	9
Workshops justified.....	9
Basic principles of teaching.....	11
The power of democratic learning.....	12
The Types of Workshops.....	13
The on-campus workshop.....	13
The invitation workshop.....	13
Local workshops with university consultant.	14
Local workshops with local supervisors....	15
Complete faculty workshops.....	16
Variations in the Organization of Workshops.	17
General elements of variation.....	17
Demonstration classes.....	21
College credit.....	23

	iv
CHAPTER	Page
II. Source of Leadership.....	24
College instructor.....	24
Group leadership.....	24
Combined leadership, with variations.....	25
Origin of the request for workshop.....	25
The college.....	26
The state department.....	27
The local group.....	27
 The Place of Advance Planning.....	 28
Pre-planning for selection of participants..	28
Variations of opinion on pre-planning.....	30
Opposition to pre-planning.....	31
Desirable aspects of pre-planning.....	31
 The Place of Recreation.....	 33
Recreation justified.....	33
Provision for recreation questioned.....	34
 The Role of Group Work.....	 34
Grouping by common problems.....	35
Grouping justified.....	36
Notes of precaution in group work.....	37
Participants feel the value of group work...	38
The possibilities in group work.....	38
 The Role of Evaluation.....	 41
Extended evaluation.....	42
Check-lists, visitations.....	42
Controlled evaluations lacking.....	42
Attempts to evaluate.....	43
 The Values of Workshop Learning.....	 45
 III. PROCEDURE	
 The Construction of the Handbook of Preliminary Workshop Activities.....	 47
Brief review of literature.....	47
The first section of the handbook justified.	47
Clarifying Teacher-Felt Needs in the Subject of Reading.....	49
The second section of the handbook justi- fied.....	50
Justifications summarized.....	51

CHAPTER	Page
III.	
The Use of the Handbook of Preliminary Workshop Activities.....	51
Circulation of materials.....	52
Evaluation of materials.....	52
Participating workshops.....	52
The Use of the Handbook: Morrisville Workshop.....	52
The Use of the Handbook: Marshfield Workshop.....	53
The Use of the Handbook: Bennington Workshop.....	54
The Use of the Handbook: Barnet Workshop.....	55
IV. ANALYSIS OF DATA.....	56
V. SUMMARY OF CONCLUSIONS.....	65
Conclusions from the Evaluation of the Planning Committees.....	65
Conclusions from the Evaluation of the Participants.....	67
Conclusions from the Evaluation of Other Workshop Directors.....	68
Diversity of the group.....	69
Background of education of the group.....	70
The structure of the workshop as determined by the director.....	72
APPENDIX	
A. THE HANDBOOK OF PRELIMINARY WORKSHOP ACTIVITIES	75
B. QUESTIONNAIRES FOR PARTICIPANT AND PLANNING COMMITTEE.....	89

LIST OF TABLES

Table	Page
1. Comparison of Workshops.....	18
2. Extent of Use of Handbook.....	56
3. Effect of Use of the Handbook Upon the Work of the Planning Committee: Bennington Workshop.....	57
4. Effect of Use of the Handbook Upon the Work of the Planning Committee: Barnet Workshop.....	58
5. The Source of Recommendations for Procedure and the Effectiveness of the Procedure: Bennington Workshop.....	59
6. The Source of Recommendations for Procedure and the Effectiveness of the Procedure: Barnet Workshop.....	60
7. Activities Done by Participants: Bennington Workshop.....	61
8. Activities Done by Participants: Barnet Workshop..	62
9. Extent of Usefulness of Handbook to Participant: Bennington Workshop.....	63
10. Extent of Usefulness of Handbook to Participant: Barnet Workshop.....	64
11. Evaluation of Participants Summarized.....	67
12. The Composition of Workshop Groups: Bennington, and Barnet, Vermont. 1954.....	69
13. Education Experience of 73 Workshop Participants..	70
14. Summary of Conferences with Workshop Directors, Northeast Vermont. Summer, 1958.....	71

CHAPTER I  
STATEMENT OF THE PROBLEM

1. Introduction

Source of the problem.--Literature on the subject of workshops indicates consistently that the success of a true workshop is dependent upon the thoughtful selection of problems for solution in the workshop by the participants. This selection of problems for solution is, indeed, the characteristic which distinguishes a workshop from a lecture course.

The literature also indicates that this very focal point of the workshop is the point of most frustration for beginning workshop participants.

The writer had observed this frustration in workshop participants while serving as assistant director of a workshop. It became necessary to understand this problem and devise a method of attack when the writer was asked to be the director of a workshop the following summer.

General value of this study.--There has been tremendous growth in the popularity of the two-week summer workshop in the state of Vermont. These workshops are requested by the local superintendent of schools as he sees the needs in his area. The Vermont State Department of Education Director of

Teacher Education and Certification assists the project by securing directors whose qualifications meet the approval of the teachers colleges granting degree credit. He also meets the demands of superintendents and teachers for a director who will be particularly fitted to lead teachers in the practical application of theory to classroom situations.

Practical application of theory learned in lecture courses has been the distinguishing feature of these workshops as they were conceived in the minds of their promoters and organizers.

## 2. The Scope of the Problem

The coverage of the problem in this paper is the evaluation of an orientation handbook entitled, "Handbook of Preliminary Workshop Activities". The purpose of the handbook is to clarify the needs of the beginning workshop participant and help him state his problem early in the workshop. The early statement of problems may help the participant through feelings of frustration which are characteristic of early stages of workshop learning.

CHAPTER II  
REVIEW OF LITERATURE

1. The Characteristics of a Workshop

Practical application of theory.-- A workshop is defined in periodical literature as a type of in-service teacher-training course devoted to discovering ways and means of putting accepted educational theory into actual classroom practice.

Identification of a problem.-- The responsibility of the individual participant consists of formulating plans and taking steps toward the solution of a problem which faces him in his local situation. He then identifies himself with a group where his progress may assist the solution of a group problem.

Group organization of the workshop.-- A workshop organizes itself on the basis of the needs expressed by its members, assisted by group leaders, resource people and a co-ordinator.

Utilization of group processes.-- The keynote of workshop learning is highly individualized work and recognition of the power of group attack on common problems.

## 2. The Origin of Workshop Procedure

Demands for workshop learning.-- It is significant that no one calls the workshop way of learning new. It has become popular recently because it answered a very definite need in teacher education. An acute need was felt and thoughtful people devised means of meeting it.

Louis Rath,<sup>1/</sup> of the Bureau of Educational Research has described the forces leading to demands for workshop learning. They came during a period when research in education sought to pattern itself upon so-called "pure research" techniques about 1920.

"Conditions under which measurement was to take place were almost impossible to regulate. Soon many workers in the field were convinced that the ideal of pure research could not operate as a controlling principle if the problems facing teachers and administrators were to be solved in ways that would contribute to the effective growth and development of children.

Training centers realized laboratory study of problems often failed to be applicable in life situations. Pure research was modified and there emerged in its place the idea of 'service studies': studies of urgent problems in a local institution supervised by faculty members of a university.

This service study was further modified because demands from local institutions exceeded supply of University faculty. Thus superintendents, etc., set about solving problems. Experts' advice was sought, but the direction was retained in the local situation. This is called 'practical research'."

<sup>1/</sup>Louis Rath, "The Workshop," Educational Research (May, 1941), 20:115.

Kenneth Heaton,<sup>1/</sup> Lecturer in Education at Northwestern University, in charge of the Workshop Advisory Service Commission on Teacher Education of the American Council on Education, asserts that workshop procedure is not new in practice, only new in terminology.

"Throughout the ages, there have been educators who have made efforts to make learning functional by providing experiences which would help the student to integrate the contributions of specialists from various fields."

An early example of practical research mentioned above is reported by Laura Zirbes<sup>2/</sup> as it developed at Ohio State University. Each step evolved as a need urged the group on.

"In 1930, the staff of Ohio State University created a little experimental school for the purpose of testing certain truths . . . (which) . . . graduate study had brought forth.

In 1932, this group accepted responsibility for the development of a proposed permanent exhibit representing trends and practices in American public schools. The exhibit was sent to Mainz, Germany, an international venture on the subject. Participants called it activity at a graduate level.

In 1933, a workshop on Children's Literature was created. The group assumed responsibility of directing purposes and proceeded to organize, workshop fashion, for productive co-operation. They built a small library; assumed assignments for exhibit space, shelf assignments, work-table arrangements; made annotated bibliographies; arranged a weekly poetry and story hour.

1/Kenneth L. Heaton, "The Workshop for Teachers," Harvard Educational Review (November 21, 1941), 12:47.

2/Laura Zirbes, "Workshops in Elementary Education," Educational Research Bulletin (May, 1941), 20:131.

In final summary there were expressions of regret that the group could not be kept intact for an extension of these activities."

Laura Zirbes <sup>1/</sup> describes courses which incorporate the workshop idea within them.

"Course titles and course content were left intact but given freer, fuller meaning. Lectures, assignments and quizzes gave way to brief informal presentations of problems and resources which might be utilized to throw light upon them.

The erstwhile passive class was divided into working groups or committees on the basis of choice of problems, all of which had a common base. Findings were organized into individual and group reports. The instructor became a circulating resource person and an encouraging consultant."

Workshops in curriculum revision.-- Almost simultaneously, a much more far-reaching need was felt in the educational world. <sup>2/</sup>

"In 1930, a movement for curriculum revision was initiated. The Division of Surveys and Field Studies sponsored a workshop at George Peabody College, furnishing as consultants, H. L. Caswell, and Doak C. Campbell. Members spent the summer on campus organizing materials and writing elementary Courses of Study. State-wide reorganization followed, since the state board director of instruction was at the head of the committee for each state. This was the beginning of what was known as the "Southern Study" by the Committee on Curriculum

1/Zirbes, Op. Cit., p. 132

2/Milton Carrothers, "State Wide Curriculum Revision and Development of Workshops for Teachers," High School Journal (May, 1945), 28:155.

Problems and Research of the Southern Association of Colleges and Secondary Schools. It continued for seven years under the direction of Frank C. Jenkins. The work of this group stimulated development of workshop groups throughout the South."

John Brewton,<sup>1/</sup> Professor of Education, George Peabody College for Teachers, reports events which had great impact on the progress of education.

"The Laboratory at George Peabody College for Teachers is a regional workshop. It was established in 1932 by the Division of Surveys and Field Studies to meet the needs of two state groups, Florida and Virginia, working at the time on the production of instructional materials on a state-wide basis. Through extensive teacher participation, these enterprises became state-wide programs for the in-service education of teachers. During the course of the past nine years, groups officially designated from eight states have worked intensively on problems of state-wide significance for periods of time varying from one to five consecutive summer quarters. These state groups, in the order of the initiation of their state-wide curriculum programs have come from Florida, Virginia, Arkansas, Mississippi, Alabama, Kansas, Tennessee and Oklahoma."

The Eight-Year Study.-- Looking back at what was growing out of the beginnings made in the Ohio State University workshops, the writer found<sup>2/</sup> that by 1936 it played host to the Progressive Education Association's "Eight-Year Study" series which originated there.

"Historically, workshops in education were devised some ten years ago to aid the experienced teachers in the Thirty-School Experiment to develop more adequate instruments of evaluation."

<sup>1/</sup>John E. Brewton, "The Peabody Curriculum Laboratory," Nat'l Ass'n of Secondary School Principals Bulletin (January 1941), 25:20.

<sup>2/</sup>Virgil E. Herrick, "What Makes a Good Workshop?" Childhood Education (May 1940), 22:416.

Ultimately this project branched out into many local enterprises.<sup>1/</sup>

"The popularity of the workshop movement in the entire nation can probably be traced to the conference of teachers from the thirty schools of the Eight Year Study at Ohio State University during the summer of 1936. Out of this conference grew several summer workshops sponsored by the Progressive Education Association."

Workshops which developed during this period will be discussed later when the various types of workshops are considered. The South, through the Peabody Laboratories; the West, through University of Denver; Washington, Michigan, Texas, Pennsylvania are among many regions reached almost immediately by plans in which a local university and a public school system worked hand and hand to bring theory and practice closer.

Continuing popularity.-- The success of this movement is credited<sup>2/</sup> to the Progressive Education Association which provided the momentum to get it started.

"A considerable part of the popularity of the workshop in the nation as a whole may be traced to the interest shown in this technique by the Progressive Education Association, The Association for Childhood Education and the Commission on Teacher Education of the American Council on Education."

<sup>1/</sup>Carrothers, Op. Cit., p. 162.

<sup>2/</sup>Ibid., p. 163.

### 3. The Basic Philosophy of Workshop Learning

Workshop structure.-- Perhaps the best way to begin describing the basic philosophy of workshop learning is to state what a workshop is not:<sup>1/</sup>

"A workshop is not a course, a conference, an institute, a symposium. If it is in fact to be one of those things, it should be correctly labeled and not called workshop."

Virgil Herrick,<sup>2/</sup> professor of Education at University of Chicago was connected with the direction of workshops there in their infancy and describes the delicate balance between the work of a professor-regulated course and study which is undertaken in a workshop. Workshops provide

"An educational environment that emphasizes values, understandings and increased skills as important ends-- rather than verbalizations, attention-getting techniques and term papers. The attempt here is to make sure that the educational activities carried on will be used to clarify, to define, and to illustrate important values and understandings rather than to be just busy work."

Workshops justified.-- Hilda Taba, from the American Council on Education, points to subtle truths which, though assumed, often go unsaid.

<sup>1/</sup>Alonzo Myers, "First Workshop at Ohio State University," Journal of Educational Sociology (January, 1951), 24:249.

<sup>2/</sup>Virgil E. Herrick, Op. Cit., p. 420.

<sup>3/</sup>Hilda Taba, "Workshops," Journal of Educational Sociology (May, 1945), 18:551.

"Workshops were invented to meet problems in education which the usual in-service programs either could not, or would not meet. Developed and popularized in connection with the eight-year study and its need for transforming subject matter specialists into educators of wider concern and competence, they have blossomed as vehicles for developing talents for all sorts of unorthodox demands on education."

Milton Carrothers <sup>1/</sup> places workshop learning shoulder to shoulder with conventional college courses.

"The popularity of workshops for teachers gave proof of the fact that they supplied a need which was generally felt among members of the profession. Even the strongest advocates of the workshop procedures do not claim that they will replace the more formally organized campus courses; they do, however, believe that workshops constitute a valuable supplement to the usual campus offerings."

The following are points of emphasis found in workshop procedure: <sup>2/</sup>

1. Individualization of the program to meet a specific problem or need of the individual.
2. Sharing of experiences.
3. Well-rounded social activity.
4. Availability of consultants as helpers rather than task assigners.
5. Provision of recreational and creative opportunity.
6. Broader interest than the limit of the teacher's area of specialization.
7. Increased interest in the nature of learning and in child development and evaluation."

<sup>1/</sup>Carrothers, Op. Cit., p. 163.

<sup>2/</sup>Ibid., p. 163.

And, turning once more to Hilda Taba:<sup>1/</sup>

"Workshops have taken rather seriously the altogether too neglected task of helping teachers develop a personal philosophy and a coherent pattern of values by which to make judgments about what to emphasize in teaching, what to consider in choices of learning experience and what is important in the growth of students."

Basic Principles of Teaching.-- Workshop learning is considered by most authors a vital supplement to traditional college course experiences for teachers. It is interesting to notice that commonly accepted basic principles of teaching constitute the very fibre of a workshop.<sup>2/</sup>

"1. Learning is an active process. When a student learns something it is because he himself has done something. He has changed. He has experienced something. Therefore, the role of the teacher is to so arrange things that the student is challenged and free to learn.

2. Each student has a different tempo and differing techniques of learning. Therefore, the teacher plans with the group a variety of activities in which each may function best.

3. Students learn much from each other. Oftentimes they teach each other from a richness of experience the teacher does not have and they share problems fruitfully. Therefore, the teacher makes many opportunities for students to know each other well and share with each other.

4. Students learn best when they are doing something real.

<sup>1/</sup>Taba, Op. Cit., p. 552.

<sup>2/</sup>Alice V. Keliher, "Workshops," Educational Leadership (January, 1949), 6:212.

5. They carry into their own work optimism and determination as well as techniques when they feel they have been party to a job well done.

"Active-mindedness, the inquiring spirit, the zest for a real job well done are fundamentals of the morality of democracy. This is the activity approach to education."

The power of democratic learning.-- Griffin expresses part of the magic of a workshop one would hardly believe unless one had experienced it.<sup>1/</sup>

"The new element in the workshop was that although no one was giving orders, almost everyone was taking orders. Participation, in a democratic sense means taking orders from what we collectively come to see as the facts of the case.

The workshop illustrated, for the writer, the fact that in some situations, order and discipline may flow out of common understanding."

This thought is carried one step further by Laura Zirbes,<sup>2/</sup> as she feels the power of learning and teaching in a democratic way for living in a democratic society.

"To one who has lived through this ten-year development, the workshop idea has become an increasingly challenging composite of the dynamic values in the democratic process. The values furnish the directive, common concern in terms of which leadership becomes an emergent group product."

1/J. E. Griffin, "Workshops in Secondary Education," Educational Research Bulletin (May, 1941), 20:125.

2/Laura Zirbes, Op. Cit., p. 137.

#### 4. The Types of Workshops

The on-campus workshop.-- The on-campus workshop is offered as a supplement to regular university courses. Gertrude Hildreth <sup>1/</sup> reports on one of many examples of this type.

"In 1944, the University of Utah offered a three-week workshop in which 120 in-service teachers enrolled. Seventy-five per cent were mature women from all over the state and from some adjoining states."

The invitation workshop.-- Some organization wishing to work to-gether on a specific educational problem, secures university resources and invites certain people to attend for their experience or ability to contribute to the problem. The George Peabody Laboratory <sup>2/</sup> is an example of this type: "During the course of the past nine years, groups officially designated from eight states have worked intensively on problems of state-wide significance.."

The Conference of Deans, which was three years in progress, is another example. This group evaluated five State Teachers College's programs. It was sponsored by the Commission of Teacher Education of the American Council on Education. Ohio State University was selected

1/Gertrude Hildreth, "Evaluation of Workshops in Education," Teachers College Record (February, 1945), 46:310.

2/Brewton, Op. Cit., p. 20.

as the co-operating institution.<sup>1/</sup> " . . . an invited group, consisting of those who might make the greatest possible contribution to teacher education."

The Denver Workshop<sup>2/</sup> originally consisted of " . . . selected representatives, teachers who have personal concern and responsibility in school projects selected for study."

Local workshops with university consultants.--- Local leaders secure university consultants providing facilities locally.

Local level workshops are a direct outgrowth of the first two types. They proved an effective instrument for putting into action programs developed in on-campus workshops. The course of study projects undertaken at the George Peabody College are important examples of this type. Participants went to their local school systems to interpret and enlarge upon curriculum work begun in the Laboratory.

The demand for workshops at a local level, was greatly increased during the war when many family women returned to teaching. Refresher courses were needed at a location to which women could commute daily.

1/E. J. Ashbough, "The Workshop on Teacher Education," Educational Research Bulletin (May, 1941), p. 130.

2/Guy Fox, "The Denver Workshop," Nat'l Ass'n of Secondary School Principals Bulletin (January, 1941), 25:23.

Moorhead State Teachers College,<sup>1/</sup> Minnesota reported this trend in 1943-1944.

"The need for certification of emergency teachers brought about a request from superintendents and the State Department for workshop refresher courses because married teachers could not leave home during the summer to go to university summer sessions."

Winona State Teachers College,<sup>2/</sup> in Minnesota joined the trend.

"Workshops developed by Winona State Teachers College at Rochester, Owatonna, and Preston Minnesota, were designed to meet the immediate needs of former teachers called back. Eighty per cent were married women, many with large home responsibilities."

Local workshops with local supervisors.-- The third development may have grown from a shortage of university facilities to meet the demand for this popular type of learning. Therefore, local supervisors and other leaders took the responsibility of co-ordination of local group problems, and secured university assistance. This reduced, somewhat, the number of leadership personnel from the university.

<sup>1/</sup>A. M. Christensen, "An Experiment with Off-Campus Rural Workshops," Educational Research Bulletin (January, 1941), 23:14.

<sup>2/</sup>Virgil E. Herrick, "Workshop for Teachers in Rural Communities," Elementary School Journal (January, 1944), 45:133.

Related to this trend, was a workshop established in Nashville, Tennessee, by the State Department of Education, sponsored by the Congress of Parents and Teachers. Its purpose was to ". . . aid teacher training institutions in attacking problems related to improving the quality of teaching in rural areas."

Complete faculty workshops.-- Most modern, and possibly most valuable, was the discovery made from the necessity of bringing workshops home. Namely, there seems to be more power in the efforts of a complete faculty unit working together in respect to actually getting ideas into action.

Ylvisaker <sup>2/</sup> reports on local school systems in Illinois who ask their teachers to be on duty during the month of August, with emphasis on planning. Two weeks of the time was given over to a workshop. Pierce <sup>3/</sup> states that the Chicago Public Schools are advocating eleven month contracts, and describes local workshops almost entirely conducted by local supervisors.

It is interesting to note that the whole-staff idea caught on in on-campus workshops rapidly. The Denver

<sup>1/</sup>Virgil E. Herrick, "Workshop for Teachers in Rural Communities," Elementary School Journal (January, 1944), 45:133

<sup>2/</sup>H. L. Ylvisaker, "One Month for Planning," School Executive (December, 1946), 66:33.

<sup>3/</sup>S. L. Pierce, "Local Workshops," School Executive (June, 1950), 69:35.

Workshop<sup>1/</sup> originally consisted of outstanding representatives of school staffs, delegated with the responsibility to work on a problem partly outlined by the staff which he represented. Later, whole staffs attended for reasons explained by Maurice Hartung.<sup>2/</sup>

"Probably the most effective workshops are those in which members are drawn from schools participating in some on-going study or program. In this case, problems are more likely to be well formulated in advance.

Perhaps the greatest difficulties arise when an individual teacher, inspired and fortified by a workshop experience, returns to the job and faces the task of putting plans into operation. Often administrators and other teachers are involved and the eventual project is extensively modified in practice, if it is not abandoned.

These difficulties were recognized in 1939 when the Denver Workshop came into existence. Since then, the trend has been more to total membership from a local system."

##### 5. Variations in the Organization of Workshops

General elements of variation.--Table 1 summarizes variations among workshops in the following respects:

1. Length of work period
2. Sponsoring agent
3. Enrollment size, characteristics, and college credits allowed.

<sup>1/</sup>Fox, Op. Cit., p. 22.

<sup>2/</sup>Maurice L. Hartung, "Trends in the Workshop Movement," School Review (December, 1946), 54:572.

Table 1. Comparison of Workshops

Location	Length	Sponsor	Enrollment
(1)	(2)	(3)	(4)
1. <sup>a/</sup> Chicago Public Schools, 1949.....	2 weeks	Local school dept.	250 representing 150 schools
2. <sup>b/</sup> Franklin Park, Illinois, 1945.....	2 weeks	Local school dept.	Entire staff, required attendance.
3. <sup>c/</sup> Michigan State College Rural Education Workshop 1943, 1944.....	2 weeks	College	375, largely farm wives returning to teaching.
4. <sup>d/</sup> Sixteen local communities, Utah...	1½ hr. weekly Sat.: 6 hrs.	State Dept. Education.	University credit: 3-8 quarter hours
5. <sup>e/</sup> Talledega County Rural Schools Alabama, 1942.....	Summer session	Local school dept.	For the purpose of sparing teachers expense of Summer School attendance.

(continued on next page)

<sup>a/</sup>Paul R. Pierce, and others, "Chicago Public Schools," School Executive (June, 1950), 69:35.

<sup>b/</sup>H. L. Ylvisaker, "One Month for Planning," School Executive (December, 1946), 66:33.

<sup>c/</sup>Albert R. Huggett, "A Short Workshop for Emergency Teachers," School and Society (January 20, 1945), 61:45.

<sup>d/</sup>Roald F. Campbell, "Off-Campus Workshops in Elementary Education," Education for Victory (February 3, 1945), 2:22.

<sup>e/</sup>Nelson B. Henry, "Workshops in Rural Schools," Elementary School Journal (February, 1943), 43:325.

Table 1. (continued)

Location	Length	Sponsor	Enrollment
(1)	(2)	(3)	(4)
6. <sup>a/</sup> Local Communities in Minnesota 1943, 1944.....	5-6 weeks	State Dept. Ed. & Local	Limited to membership of 20-25 Only those who could not go to summer school.
7. <sup>b/</sup> Portland, Oregon, 1944.....	6 weeks	Local school dept.	5 quarter hrs. credit.
8. <sup>c/</sup> Nashville Tennessee, 1943....	-	State Dept. Ed.	Nat'l Congress of Parents and Teachers co-operating.
9. <sup>d/</sup> University of Utah, 1944.....	3 weeks	College	120 participants, 75% mature women from all over state. 2 points credit.
10. <sup>e/</sup> George Peabody College for Teachers.....	1-5 summer quarters	Div. Surveys	Officially designated from 8 states production of instructional materials.

(continued on next page)

<sup>a/</sup>A. M. Christensen, "An Experiment with Off-Campus Rural Education," Educational Research Bulletin (January, 1944), 23:14.

<sup>b/</sup>Vermon E. Anderson, "A school System Builds its Own Workshop," Educational Leadership (February, 1945), 2:209.

<sup>c/</sup>Virgil E. Herrick, "Workshops for Teachers in Rural Communities," Elementary School Journal (January, 1944), 45:132.

<sup>d/</sup>G. H. Hildreth, "Evaluation of a Workshop in Education," Teachers College Record (February, 1945), 46:310.

<sup>e/</sup>John E. Brewton, "The Peabody Curriculum Laboratory," Nat'l Ass'n of Secondary School Principals Bulletin (January, 1941), 25:20.

Table 1. (concluded)

Location	Length	Sponsor	Enrollment
(1)	(2)	(3)	(4)
11. <sup>a/</sup> Denver Workshop 1938, 1939, 1940..	5 weeks	Univer- sity of Denver	72 elementary, 57 junior high, 43 senior high teachers. Graduate credit.
12. <sup>b/</sup> University of Chicago Workshop in Elementary Education, 1942...	7 weeks	College	Typical of summer sessions. College credit.
13. <sup>c/</sup> Ohio State Uni- versity Confer- ence of Deans. 1940.....	3 weeks	Comm. Tchr. Ed.	40 selected to attend.
14. <sup>d/</sup> Teachers College Columbia Univer- sity. English Curriculum.....	6 weeks	College	9 selected teachers.

<sup>a/</sup>Guy Fox, "The Denver Workshop," Nat'l Ass'n Secondary School Principals Bulletin (January, 1941), 25:22.

<sup>b/</sup>G. H. Tyler, "Summer Workshop in Elementary Education," Elementary School Journal (September, 1942), 43:6.

<sup>c/</sup>E. J. Ashbaugh, "The Workshop on Teacher Education," Educational Research Bulletin (May, 1941), 20:130.

<sup>d/</sup>Mary H. Davis, "Workshop Dynamics," Educational Administra-  
tion and Supervision (September, 1942), 28:426.

Frank S. Stafford, of the United States Office of Education writes that the length of a workshop may vary from a few days to six or eight weeks. The length of the workshop should be determined by the problem with which it is concerned. The average length seems to be from ten days to two weeks.

"In a longer period, the resources of the group become exhausted and this necessitates additional study and research before progress can be made toward a solution of the problems. Unless such study is one of the specific purposes, the workshop techniques cease to be problem-solving techniques. It really reverts to the lecture and study methods employed in the average college course. It should be called 1/ a course rather than a workshop if this prevails."

Demonstration classes.-- In Portland Oregon, <sup>2/</sup> a demonstration school was organized of first grade children, sixth grade children, and eighth grade girls. "The demonstration classes became an integral part of the workshop in which techniques discussed in workshop groups were observed in actual practice."

Lucille Allard, <sup>3/</sup> Supervisor of Elementary Education, Garden City, N. Y., feels the demonstration school to be one of the important concepts of workshop learning. Teachers work with the children while they themselves are studying.

1/Frank S. Stafford, "A Workshop is Democracy in Action," Education (February, 1948), p. 366.

2/Vernon E. Anderson, "A School System Builds its Own Workshop," Educational Leadership (February, 1945), 2:209.

3/Lucille Allard, "Successful Workshops Don't Just Happen," School Executive (March, 1943), 62:29.

They study the children's records and reports of their progress.

Gertrude Hildreth, reviewing local workshops in Utah, mentions that the "unified approach to classroom teaching" may best be understood by observation in an actual working situation.<sup>1/</sup> "Observation of demonstration teaching by fine teachers was considered a great asset to the total program."

Alice Keliher,<sup>2/</sup> Supervisor of Elementary Education in Hartford, Connecticut, has used demonstration groups of grade one to four and a one-room rural group. The demonstration school topic throughout the workshop was the building of a museum. Demonstration teacher and the workshop class worked together making plans for the group.

A Nashville, Tennessee workshop<sup>3/</sup> had access to three demonstration groups. One which concentrated on first grade reading readiness; one with emphasis on teaching natural science; and one ungraded room in which a social studies project was the center of concern.

Mary O'Rourke,<sup>4/</sup> State Supervisor of Elementary Education

<sup>1/</sup>Hildreth, Op. Cit., p. 318.

<sup>2/</sup>Alice V. Keliher, "Teacher Training by the Activity Method," Progressive Education (October, 1934), 11:369.

<sup>3/</sup>Herrick, Op. Cit., p. 133.

<sup>4/</sup>Mary A. O'Rourke, "Workshops for Teachers," Education Digest (January, 1952), 17:27.

in Massachusetts says, "Stimulating learning experiences are just as important for adults as for children....Observation of children is essential....Demonstration centers such as clinics are high on the list of vital workshop features."

It is interesting to notice the difference in use of the demonstration schools. They may fit into a definite part of the workshop program, as already illustrated, or be entirely incidental, such as the laboratory school at the University of Chicago.<sup>1/</sup> "Laboratory schools are in session for five weeks. Participants observe whenever their plans indicate the need."

College credit.--Table 1 indicates that the granting of college credits is now a widespread practice. Kenneth Winetrout,<sup>2/</sup> is one among many who feel that restrictions should not be made in granting college credit for workshop courses.

"State departments of education should recognize and encourage workshop experience by making participation in them applicable in lieu of college credits for certification and upgrading. Participation in a good workshop should be of more benefit to the teacher than many college courses. There is no logical reason why such work could not be evaluated. This is especially true if the state departments take an active part in helping with these developments.

1/H. G. Tyler, "Summer Workshop in Elementary Education," Elementary School Journal (September, 1942), 43:6.

2/Kenneth Winetrout, "Workshops in Education," National Association of Secondary School Principals Bulletin (February, 1947), 31:45.

College credit should be given for participation. The master's degree, now usually composed of a prescribed amount of subject courses plus a thesis could be earned by half the credit from workshops and half from class attendance. Such a program would make the work above the bachelor's degree more useful to the recipient and more likely to overcome current deficiencies in our public schools."

Karl W. Bigelow,<sup>1/</sup> Professor of Education, Teachers College, Columbia University says, "Graduate credits were at first reluctantly given, but in view of the testimony of participants as to the value of workshops to them, gradually credits have become available."

#### 6. The Source of Leadership

The assumption of leadership in a workshop is largely predetermined by the general type of workshop and the needs prompting its organization.

College instructor.-- The need for college credit in a given subject prompts an individual to enroll in a college organized workshop because he feels work will be practical. Leadership here consists of the instructor plus his interpretation of the use of group leadership in conducting his program.

Group leadership.-- In "By Invitation Only" workshops, group leadership is strong in expressing its needs and securing consultant services because of the urgent need of

<sup>1/</sup>Karl W. Bigelow, "Workshops in Teacher Education," Teachers College Record (May, 1945), 46:513.

the group to arrive at group decisions and embark upon its program of action. Here, leadership is vested in the group, supported by consulting experts.

Combined leadership with variations.-- Leadership in local level workshops show more variation than other types. The weight of leadership varies from the college's responsibility. This is worth careful consideration because the value of a workshop is judged in terms of actual practical application in the schoolroom of the educational theory in question.

Leadership from the college, therefore, may vary with the individual philosophy of the instructor. Leadership born of the need of a group studying its problems at their origin and asking for expert advice from the college may hope for a higher percentage of actual application of theory.

Extreme at this end is the group which works on its problems without active help from a designated consultant from the college. They may ask for expert advice, but the expert assumes no leadership in the group, other than holding their attention during a lecture or discussion.

Origin of the request for workshop.-- Placement of leadership is often indicated by the origin of the request for a workshop and the handling of this request. Most typical of these at the local level are noted in the following discussion.

The college.-- The college is asked by the Superintendent of Schools to take over the responsibility of the workshop. Notice, for example, "Agreements for Operation of Workshops" reported by Christensen.<sup>1/</sup>

"8. College shall provide two instructors, a director and a teacher for the demonstration school.

9. College shall provide instructional material, general supervision, general administration and some specialized instruction by members of the regular college staff.

10. Superintendent desiring workshop in his district shall make application to the College."

Herrick,<sup>2/</sup> in discussing workshops as an agency for refreshing emergency teacher, mentions those developed by Winona State Teachers College at Rochester, Owatonna and Preston, Minnesota. They were attended by teachers called back to service. Eighty percent of them were married women, many of whom had large home responsibilities. In groups of this sort, the college provided a coordinator and a laboratory school teacher. (These workshops were an outgrowth of the George Peabody Laboratory.)

<sup>1/</sup>A. M. Christensen, Op. Cit., p. 15.

<sup>2/</sup>Virgil E. Herrick, "Workshops for Teachers in Rural Communities," Elementary School Journal (November, 1944), 45:133.

The state department.-- In some instances the state department makes the contact with the sponsoring college.<sup>1/</sup>

"Nashville Tennessee State Department of Education and the Congress of Parents and Teachers sponsored workshops to aid teacher training institutions in attacking problems related to improving the quality of teaching in rural areas. This was an outgrowth of the George Peabody Laboratory."

Kenneth Winetrout<sup>2/</sup> sees this method as highly desirable.

"The colleges and state departments should investigate the possibility of offering consultant services. . . Once a workshop is underway, these agencies should not only serve as consultants, but should supply information as to other possible consultants."

The State of Vermont uses this procedure. At the request of the Superintendent of Schools, it secures directors and clears the workshop for college credit with the teachers college in the area where the workshop will be given. The director is often not on a college staff, but a worker in the field, qualified for this type of teaching.

Local group.-- Local leaders organize, requesting consultant services, but maintaining leadership within the group. "In most cases, the elementary school supervisor furnished local leadership and exercised a co-ordinating role."<sup>3/</sup>

<sup>1/</sup>Herrick, Op. Cit., p. 133.

<sup>2/</sup>Winetrout, Op. Cit., p. 46.

<sup>3/</sup>Roald F. Campbell, "Off-Campus Workshops in Elementary Education," Education for Victory (February, 1945), 3:22.

Pierce,<sup>1/</sup> speaking of a workshop of 250 participants representing 150 schools in the Chicago Public School system, says: "The staff consisted of the assistant superintendent and directors of departments of instruction and guidance."

Bigelow<sup>2/</sup> recognizes the value of local leadership: "There is no doubt that on almost every local staff there are unrecognized persons who, if their imagination could be kindled, would become new and challenging voices."

In all cases, no matter what the source of leadership, the success of a workshop always hinges on the skill of the coordinator in bringing out leadership qualities in those participating.<sup>3/</sup> "Expert personalized leadership seems to be the key to the success of experimental workshops carried on by the Teacher Education Commission in summer schools throughout the country since 1938."

#### 7. The Place of Advance Planning

Pre-planning for selection of participants.-- The way in which pre-planning may be done is governed by the type of workshop involved. In on-campus workshops, pre-planning may be done in general terms by asking for an advanced statement of problems by the prospective participant. A degree of

<sup>1/</sup>Pierce, Op. Cit., p. 35.

<sup>2/</sup>Bigelow, Op. Cit., p. 514.

<sup>3/</sup>Allard, Op. Cit., p. 29.

selectivity of participants is advocated by some authors. An illustration of possible criteria follows:<sup>1/</sup>

- "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 put into practice plans which may be developed during the summer."

Baker<sup>2/</sup> states that participants selected by special invitation are preferred, or teams of participants from a given school. Advanced planning consists mainly of sending out bibliography for the subject covered. The real work of planning is delayed until the group meets for the workshop.

Powers<sup>3/</sup> feels that participants should come to workshops with at least a partial plan of work. In most cases the plans are discussed with the administrators in

<sup>1/</sup>K. L. Heaton, Camp, and Diederich, Professional Education for Experienced Teachers, The Program of the Summer Workshop, University of Chicago Press, Chicago, 1942, p. 9.

<sup>2/</sup>Derwood G. Baker, "Workshop Organization and Operation," Journal of Educational Sociology (January, 1951), 24:266.

<sup>3/</sup>S. E. Powers, and A. D. Eaton, "Workshop as an Agency for Professional Education of Science Teachers," Education (February, 1948), 68:360.

the schools in which the participants are employed and in many cases may be based on work already in progress.

Variations of opinion on pre-planning.-- There is, by no means, complete agreement on any procedure, however.

Griffin <sup>1/</sup> states that very little selectivity is possible among applications for admission to college workshops, except that advisors steer those most likely to benefit toward workshop courses. In one case the whole staff of a school came seeking admission to the workshop. Selectivity would have limited their outcomes.

Bigelow <sup>2/</sup> takes a practical view of the matter as the following quotation illustrates:

"Because individual problems are the focus of concern, it is obviously impossible for a workshop program to be standardized in advance.

It is usual, also, to establish promptly a workshop planning committee on which both attendants and staff are represented. The members of this body keep their ears to the ground, hear complaints, receive suggestions, consider ways and means of affecting improvements."

Dean Raushenbush, of Sarah Lawrence College, one of the pioneering group on workshop learning in the American Council on Education states: "No issue is made of pre-stating

1/Griffin, Op. Cit., p. 123.

2/Bigelow, Op. Cit., p. 511.

specific problems."<sup>1/</sup>

Opposition to pre-planning.-- Frank S. Allen, Principal of East High School, Salt Lake City, Utah, in a discussion of his experiences in workshop learning adds a note of caution:<sup>2/</sup>

"The danger is that a formal program or course is set up beforehand, or fully planned and then presented to the workers in such a way that the plans are 'accepted' and followed. Unless the workshop is kept informal and spontaneous, it is not a workshop. Workshop implies work in a shop."

Allen<sup>3/</sup> discusses a workshop in which teachers are handed a list of questions, a recorder records her impressions of what is said, and a master committee summarizes all group work. "Such a series of sessions is a dismal failure as a workshop for teachers, but the master committee has had a wonderful experience."

Dean Rausenbush<sup>4/</sup> feels restrictions in pre-planning. "It is urged that no stated problems be arrayed in advance."

Desirable aspects of pre-planning.-- Local level workshops involving the whole staff of a school may find pre-planning more effective than on-campus workshops. Haskew advocates the use of a small steering committee which encouraged wider

1/Giles, Rosecrane, Raushenbush, "Report of Panel Discussion of Sixth Annual Higher Education Conference, Dec. 2, 1950," Journal of Educational Sociology (January, 1951), 24:263.

2/Frank S. Allen, "Workshop: Does it Deliver?" Nat'l Ass'n of Secondary School Principals Bulletin (December, 1950), 34:229.

3/Ibid. p.229.

4/Giles, Rosecrane, Raushenbush, Op. Cit., p. 263.

planning among workshop participants. He reports on an experience in which more than one hundred individuals participated in the pre-planning activities which extended over a three-months period.<sup>1/</sup>

- "1. Teachers can plan, and will plan to meet their own problems.
2. Success of planning engenders more planning by more people."

However one may feel about the value of pre-planning meetings, it is well to remember there is often a marked difference between what seems good in theory and how it actually works. In evaluating a pre-planning meeting which preceded one workshop, Henry J. Otto,<sup>2/</sup> Professor of Elementary Administration and Curriculum, University of Texas, comments:

- "1. Room was not arranged conducive to free discussion.
2. The attendance of three educational consultants caused many teachers to hesitate to express themselves.
3. Teachers from one-room schools, particularly, were hesitant in the presence of better trained village and city teachers."

<sup>1/</sup>L. D. Haskew, and G. Y. Smith, "Teachers Can Plan Workshops," Educational Leadership (February, 1945), 2:205.

<sup>2/</sup>H. J. Otto, D. J. Bernard, and others, Community Workshops for the Teachers in the Michigan Community Health Project, University of Michigan Press, Ann Arbor, Michigan, 1942, p. 12.

## 8. The Place of Recreation

Recreation justified.-- A definite emphasis on community living and recreation is noted in conclusions of workers in the Progressive Education Association workshops.<sup>1/</sup>

"3. Living to-gether is essential to the workshop idea.

4. Chances for creative experience, self-expression, and for play should be part of the living process too."

Since the strength of workshop learning lies in the opportunity it provides for small group action as a result of individual contributions within the group, it is obvious that recreation and community living would serve to lubricate the wheels of group process.

Another idea fundamental to workshop learning, is giving room for individual creativity to blossom. For those who have not had the comfort of this experience and find it hard to see themselves as of potential value to the group, it is possible that any opportunity to express themselves might loose the seal which binds their hidden resources.

Since educators are bound to releasing these powers in their students, they should have opportunity to feel such release themselves and see its effect on others.

<sup>1/</sup>Griffin, Op. Cit., p. 122.

Provision for this development is approached by having the opportunity at hand. The University of Chicago 1942 Summer Workshop in Elementary Education <sup>1/</sup> provided an arts and crafts studio for participants to create with their hands.

Provision for recreation questioned.-- Griffin <sup>2/</sup> states that this method did not achieve the goal for which it was created, because the fine arts laboratory was used only by some for serious work, rather than by many for recreation. ". . . we should perhaps have been somewhat more assiduous in bringing other opportunities of the same kind so close to all students that they simply could not neglect them, and that we were perhaps not warranted in assuming that students were making their own provisions for recreation."

Griffin's <sup>3/</sup> conclusions seem to indicate that recreation may be found by many often in the creative approach to learning in a workshop itself and needs no other provision.

#### 9. The Role of Group Work

The size of groups.-- Workshop participants divided into small working units is one of the distinctive features

<sup>1/</sup>H. G. Tyler, "Summer Workshop in Elementary Education," Elementary School Journal (September, 1942), 43:6.

<sup>2/</sup>Griffin, Op. Cit., p. 123.

<sup>3/</sup>Ibid., p. 123.

of workshop operation. <sup>1/</sup> "Experience indicates that the best size for a work group ranges from ten to fifteen persons with no group smaller than eight and none larger than eighteen."

Grouping by common problems.-- In a discussion of Ohio State University summer workshops, Griffin <sup>2/</sup> notes that an extended interview with each student is a desirable prelude to the grouping process.

" . . . to get the student into action at once by helping him to formulate a plan to bring him quickly into contact with those staff members who seemed most likely to furnish appropriate help . . . They then allocated students according to collective judgment into groups with similarities of interests."

Fox, <sup>3/</sup> reporting on the Denver Workshops suggests a tabulation of individual problems, to be put under these general headings:

- "1. Relating to understanding of general education and the general content, teaching methods and organization appropriate to it.
2. Problems relating directly to subject fields and to various special interests such as evaluation, home-school relations, etc.
3. Problems pertaining to guidance and personnel work."

1/Stafford, Op. Cit., p. 370.

2/Griffin, Op. Cit., p. 125.

3/Guy, Fox, "The Denver Workshop," Nat'l Ass'n of Secondary School Principals Bulletin (January, 1941), 25:22.

Grouping justified.-- Laura Zirbes <sup>1/</sup> comments:

"The erstwhile passive class was divided into working groups or committees on the basis of choice of problems, all of which had a common base. Findings were organized into individual and group reports. The instructor became circulating resource and an encouraging consultant."

It is easy to see how many individual problems would fit into the following list of groups mentioned in the discussion of 1944 University of Utah workshop <sup>2/</sup> in which one hundred twenty were enrolled.

1. Reading and language arts in the primary grades.
2. The Three R's in the primary grades.
3. Unified program and curriculum units in middle and upper grades.
4. Role of the teacher in the modern classroom.
5. Developing desirable habits and attitudes, character training, school discipline.
6. Unified program in the primary grades; curriculum units in the primary grades.
7. Helping the slow learner.
8. Library in the elementary school.
9. Adjustment problems of the individual child.
10. Teaching music in the elementary school in correlation with other studies.
11. Teaching manuscript writing.
12. Teaching in the kindergarten."

<sup>1/</sup>Zirbes, Op. Cit., p. 132.

<sup>2/</sup>Hildreth, Op. Cit., p. 312.

The following topics were arrived at by discussion and elimination, in one Denver workshop:<sup>1/</sup>

- "1. Growing and learning as a person.
2. Living with others in the home.
3. Living with others in informal groups.
4. Living with others in organized groups such as the community.
5. Conserving life and property.
6. Earning a living.
7. Using leisure time.
8. Buying goods and services.
9. Understanding and controlling our physical environment."

Notes of precaution in group work.-- Gertrude Hildreth<sup>2/</sup>  
mentions possible criteria necessary to effective committee work:

"Committee work is futile if it degenerates into rehashing the obvious. When a problem is chosen it should be attacked vigorously by committee members. The chairman should guide discussion so that it bears on points in question. Before beginning work on a topic, each member should have a clear impression of the problem to be studied so that the work of the committee members will be related. . . A permanent record of committee work should be placed on file in the library and copies made available to workshop members if possible."

<sup>1/</sup>Fox, Op. Cit., p. 22.

<sup>2/</sup>Hildreth, Op. Cit., p. 317.

Participants feel the value of group work.-- Experience indicates that, though difficult, group work is worth the effort involved.<sup>1/</sup>

"In the middle of the session last summer, one of the teachers remarked: 'Do you realize the difficulty we have had working to-gether? Yet that is the very thing we insist upon our students learning to do. Why should it be so hard for us?' The realization that working to-gether on a common task is both difficult and important constituted one of the most significant learnings of the summer."

Typical of student comment about group working:<sup>2/</sup>

"Through committee work, we sensed the importance of assuming responsibility. We came to appreciate the value of unified reports that represented the concerted effort of several persons."

The possibilities in group work.-- Hildreth's<sup>3/</sup> description of workshop activity illustrates how group work can be vital to its success.

"The program is incomplete unless workshop members can themselves experiment in making things, participate in classroom teaching, gain practice in the arts, have laboratory work, prepare exhibits, participate in the work of the school library, put on a physical education program, play the part of pupils going through a daily schedule, experiment with audio-visual aids, collect materials for units and the like. Probably at least two periods a day should be given over to these more typical workshop activities."

<sup>1/</sup>Mary Houston Davis, "Workshop Dynamics," Educational Administration and Supervision (September, 1942), 28:27.

<sup>2/</sup>Hildreth, Op. Cit., p. 318.

<sup>3/</sup>Ibid., p. 318.

## 10. The Role of the Problem

The changing nature of problems.-- The problem solving approach is an evolving process, encouraging continuing growth.

"The student's problem is kept in the center of the picture, but not in the sense originally intended. The problems stated in the application blanks often seemed merely to suggest a general area which for the student was indeterminate, rather than to state a well-defined problem. Locating and delimiting one or several problems is a major activity of the summer for some students; for others the elaboration of a problem too narrowly conceived takes weeks.

To say that the student's problem as he came to see it was steadily respected is to risk the interpretation that the staff may at times have used the student's problem as an entering wedge for a different 1/ problem which the staff considered more significant."

Help is needed in clarifying problems.-- Putting theory into practice requires delicate handling. "In practice, there has been need for a definite plan whereby the participant is led to a clarification of purposes. The general consensus has been that more rather than less emphasis at this point is desirable."<sup>2/</sup>

The following student comment <sup>3/</sup> is so universal, it

1/Griffin, Op. Cit., p. 123.

2/Kenneth L. Heaton, "Evaluation of Participants in Summer Workshops," Nat'l Ass'n of Secondary School Principals Bulletin (February, 1942), 26:85.

3/Maurice Seay, "Off-Campus Workshops in Wartime Teacher Education," Education Record (April, 1943), 24:136.

could be quoted from any workshop during the first few days.

"I could have been helped more if I had understood at first the purpose. I did not know what I was supposed to do. My instructors did not either. I could have been helped more if I had been better acquainted with the workshop activities and known more about what to study and what to do.

There are those who resented the fact that the staff would permit them to flounder instead of telling them what to do."

Haskew <sup>1/</sup> reports on similar incidents.

"The temptation is strong to come to the relief of the sufferers, and some staff members do yield to such entreaties by dishing out ready-made assignments, but the experienced consultant holds firm to the conviction that these people are adults even if they do not know it yet.

And faith pays off almost always. No triumph is quite so good as the triumph a workshopper evidences when he reports, 'I've got my plan made now. I see where I'm going and I'll manage my own schedule in getting there.'

He is master now, with confidence in his own maturity, living up to expectations of adequacy, competent to make his own choices.

. . . The workshop attempts to do more than assist teachers in finding answers to problems or questions. Its genius, or at least a great part of it, lies in the method it uses, the method of promoting maturity by assuming maturity and practicing maturity."

Feelings of frustration explained.-- Herrick's <sup>2/</sup> statements explain a possible reason for the typical reaction of frustration among beginning workshopers.

<sup>\*</sup>  
1/Haskew, Op. Cit., p. 320

2/Virgil E. Herrick, "What Makes a Good Workshop?"  
Childhood Education (May, 1946), 22:418.

"Naturally this experience often becomes very frustrating to the teacher who has moved autocratically with her own children and with her superiors. She lacks the confidence which comes from being told what to do, what materials to use, what evaluations to make and what next steps to take. Those who support the workshop idea, believe that this kind of comfort and security is not the security that citizens in a democracy, and particularly teachers in democratic schools, can afford to assume.

"It is believed that helping teachers move from authoritarian bases to where their decisions are made on the basis of ability to think and use facts is the best insurance for more competent and adjusted children."

Progress in problem-solving skill.-- Haskew <sup>1/</sup> sees a change in the kinds of problem worked upon over a period of twenty years.

"The problems, more and more, are shared problems, that is, they are common to several people and therefore are subject to group attack.

The problems have more social ramifications. Very seldom now do they deal with a specific teaching technique or a single piece of material.

The first-stated problems of participants are not usually ones that are finally accepted as significant. A tendency exists to look for basic considerations, rather than to start on what seems pressing.

With increasing frequency, the subject, or main problem of the workshop is stated first and participants elect to attend the workshop presumably because the stated problem is their problem."

#### 11. The Role of Evaluation

Extended evaluation.-- Continuous evaluation is so much in the fiber of a well-run workshop, that some continuing

1/Haskew, Op. Cit., p. 321.

evaluation is a natural outcome of a workshop experience. Many writers emphasize the fact that the effectiveness of workshop experience may be measured only in terms of actual results in the classroom. Evaluation, then, must extend beyond the last meeting of the workshop group.<sup>1/</sup>

"In contrast to the way in which educational experiences via the summer school are evaluated without reference to what the individual does with his information, understandings or skills, evaluation of workshop experiences is based on how the school moves toward the goals and objectives to which the group has committed itself. . . . Each experience within a workshop is evaluated in terms of its contribution to a problem. Successive workshop experiences build upon past experiences and evaluation becomes a part of the process of learning."

Check-lists, visitation.-- Several groups have tried check-lists and reports as a means of evaluation. Others have been more definite and decided upon a visitation follow-up of workshop participants. Carrothers<sup>2/</sup> reports on one workshop in which fifty-percent of the participants requested visitation. An evaluation committee of four students and four instructors planned a definite program of follow-up visitation to aid teachers in putting their workshop plans into effect in local schools.

Controlled evaluations lacking.-- For those who seek definite proof of the effectiveness of workshop learning,

<sup>1/</sup>Winetrout, Op. Cit., p. 41.

<sup>2/</sup>Chester C. Carrothers, "Visitation Should Follow Workshops," Curriculum Journal (December, 1941), 12:365.

Gertrude Hildreth,<sup>1/</sup> Psychologist at the Horace Mann-Lincoln School, has this to say:

"A number of appraisals have been attempted. . . . but no one seems yet to have carried out a controlled evaluation in which matched groups of students in workshop courses on one hand and lecture courses on the other are compared, or to have made an appraisal by objective 'follow-up' procedures of the teaching efficiency of persons subsequent to workshop training."

Attempts to evaluate.--- Kenneth Heaton<sup>2/</sup> has attempted follow-up checks. One-fifth of the participants of one workshop were visited. The visitor made it clear he was evaluating the results of the workshop rather than the participant. An individual conference was held during which these questions were answered:

"What problems were brought to the workshop?  
 Were they dropped? Why?  
 What kind of help was received?  
 Was a satisfactory solution achieved?  
 Was it put into effect in school?  
 How did it work?  
 What further problem did it create?"

Participants were asked to express themselves on the value of their workshop experience in respect to:

"Education based on pupils present needs and interest.  
 The practice of democracy in school.  
 A new approach to evaluation.  
 A new media of learning.  
 Personal and professional adjustment."

<sup>1/</sup>Hildreth, Op. Cit., p. 310.

<sup>2/</sup>K. L. Heaton, and others, Op. Cit., p. 103.

In answer to the question, "What changes were made in your classroom?", Heaton's <sup>1/</sup> evaluation plan revealed the following information:

	Per cent.
"1. Provided more experiences for pupils in democratic ways of living.	80
2. Used pupil management of their own work as a way of learning.	73
3. Secured more or better pupil participation in planning work.	69
4. Made changes in courses in the direction of current materials, issues, and problems.	65
5. Directed more attention to social issues and problems.	59
6. Made changes in courses in the direction of changes in our present social arrangements or institutions.	24
7. Became more sensitive to undemocratic professional relationships.	65
8. Planned or taught school work co-operatively with other teachers more than before.	63
9. Took more active part in faculty meetings or committees in working on the educational problems of the school as a whole.	57"

Hilda Taba's <sup>2/</sup> report is less encouraging.

"The follow-up indicated many casualties among the projects. In many cases, they had gone beyond what the immediate practical situation permitted. In other cases, the techniques of classroom instruction were not worked out in sufficient detail to permit unqualified success. However, the majority of participants

<sup>1/</sup>K. L. Heaton, and others, Op. Cit., p. 111.

<sup>2/</sup>Hilda Taba, Op. Cit., p. 56.

apparently were innoculated with a new orientation to problems of teaching. . . "

Because our tools of evaluation are so difficult to control, no sweeping statements can be made and substantiated by figures. However, the fact that the evaluation is attempted is the important thing, for it encourages the crystallization of thought on the part of the person who participates in the workshop.

## 12. The Values of Workshop Learning

"What are the gains?" asks Earl C. Kelley <sup>1/</sup> as he discusses workshop experiences.

- "1. The student should have a great deal more energy to devote to the project of learning. (Saved from trying to get what the instructor wants him to remember examination day.)
2. It is fair to assume he will accomplish more.
3. The student will be surprised to discover that learning is no longer disagreeable.
4. The student in workshop will have an opportunity to develop socially.
5. He will become a contributor rather than an absorber of pre-determined knowledge.
6. He will come out with material that he can use because he has been working on his own problem."

1/Earl C. Kelley, "Why All This Talk About Workshops?" Educational Leadership (February, 1945), 2:203.

Haskew <sup>1/</sup> seems to summarize what many writers say about the value of workshop learning:

"The true workshop is an adventure in maturity and an experiment, personally conducted, in becoming 'not the man I was'. While it solves some professional problems and adds to the repertoire of the earnest teacher, its real genius springs from the extent to which it makes those who participate more capable of meeting life on even terms in the future."

1/Lawrence D. Haskew, "Toward Maturity in Workshops,"  
Childhood Education (March, 1951), 27:321.

## CHAPTER III

## PROCEDURE

1. The Construction of the Handbook  
of Preliminary Workshop Activities

Brief review of literature.--The first section in the Handbook of Preliminary Workshop Activities presents a brief review of literature which describes the workshop way of learning. The central thoughts included are:

1. Each member of a workshop has a chance to engage in doing, rather than being cast in an inactive role.
2. Workshop structure makes it possible to set a task, a goal, and provide the freedom to move toward it.

This information is followed by a word of caution to all who are experiencing workshop learning for the first time. The change from the complete direction by the instructor in a lecture course to the direction by the group, may produce frustration among unprepared members of the workshop.

The benefits which may be realized from an orientation period are discussed as an introduction to the second part of the handbook, which describes a plan for orientation to a summer workshop on the subject of reading.

The first section of the handbook justified.-- The first section of the handbook seems necessary because of the wide

differences in concepts of the word, "workshop" among prospective workshop members. To many, the local workshop, as provided by superintendents of schools in Vermont with the assistance of the State Department of Education, means (1) a re-location of the traditional summer school class for easier access to local teachers, and (2) a concentrated capsule of learning so that only two weeks of summer vacation will be consumed.

However, the school superintendents and the Vermont State Director of Certification and Teacher Education, organize these workshops with the expressed aim of providing an opportunity for the teacher to put theory into practice as they solve problems from their respective situations.

The organizers of the workshops, in their search for directors, have stated repeatedly their request that directors be very close to classroom situations involving children.

The stage is set, then, for real workshop learning. The teachers, however, may have in their background only lecture-type courses, and assume that, while this workshop will be different, the burden of the change will rest upon the director. For this reason, the following statements are included at the end of the first section of the handbook:

"Very early in the workshop, members should have an understanding of their responsibilities as a workshop member:

1. A contribution to the group during the organization of the expression of group-felt needs

2. A selection of an interest area, arrived at in the above discussion
3. A selection of an individual problem within the scope of the interest group which he joins."

"Clarifying Teacher-Felt Needs in the Subject of Reading."--

The second section of the handbook is devoted to a plan of readiness for workshop activity. It is entitled, "Clarifying Teacher-Felt Needs in the Subject of Reading."

Step One suggests a preliminary group meeting to discuss principles of workshop learning. A tentative statement of group goal at this time would assist the director in planning for the workshop. This step is suggestive, but not a prerequisite to the rest of the plan.

Step Two lists ten suggested activities with a directive, "attempt areas which tend to stimulate your thinking and assist you to bring into focus some of your problems. Do as much, or as little of this as you elect."

Step Three suggests that a summary sheet be completed in the areas in which the participant works. This is to be presented to the planning committee at the beginning of the workshop.

Step Four suggests that a planning committee collect the information on the summary sheets early in the workshop so that the natural divisions of interest may be identified.

Step Five suggests a plan for the planning committee to use in communicating group needs and group resources to the

director.

Step Six suggests that the planning committee report to the total workshop. The participants then make a preliminary effort to state individual problems and identify with one of several interest groups in their midst.

The second section of the handbook justified.--Step One, a preliminary meeting of teachers, conducted by the superintendent, or other individual interested in in-service education would be a great time-saving factor in the short period workshop. It is suggested that this leader be a person in whom the teachers have confidence, and not necessarily the director of the workshop. This step is included with the hope that some may try it, but it is assumed that in most cases it will not be done until the first day by the director himself. It is not a prerequisite to the other activities outlined in the handbook.

Step Two is composed with the idea of opening up several areas of thought which will result in the collections of materials useful to the teachers when they are in the midst of workshop activity and several miles from their sources of information. These suggestions may be characterized as "open-ended" since to structure results would be to restrict the usefulness of the material in the direction the group may later decide upon.

Step Three is included as a way to communicate the thoughts of individuals to the director and planning committee

by means of a summary sheet.

Steps Four and Five suggest ways the planning committee may function. These suggestions are included to encourage the leadership within the group to function as freely as possible without the usual necessity of waiting for direction from the leader.

Justifications summarized.--The use of the suggestions in this handbook may be seen as a readiness activity to help insure the realization of true workshop structure. A director has a brief period of time in which to lead people in an area of learning. He may advocate the true workshop way of learning, but find in his group the lack of understanding of how a workshop functions. This becomes a real barrier to the realization of the structure of the workshop as he envisions it.

If the director is open to group direction, and group direction fails, he must move to restore his workshop. The teachers, being ready, may be guided into group action, but unprepared teachers may force the director to by-pass the best features of workshop learning and resort to a lecture course.

## 2. The Use of the Handbook of Preliminary Workshop Activities

Distribution of materials.--In 1954, six reading workshops were offered in the State of Vermont. Two of these were to

be directed by the writer, and four by two experienced workshop directors. The "Handbook of Preliminary Workshop Activities" was supplied in quantity to these directors. Each agreed to use it in one workshop, the writer used it in two.

Circulation of materials.--Each workshop director asked the superintendent of schools in the area to circulate the materials in advance of the opening date of the workshops.

Evaluation of materials.--Each workshop participant, and each planning committee was provided with a questionnaire on which to record evaluation of the materials.

Participating workshops.--Morrisville Reading Workshop, directed by Doris Spenser, Johnson Teachers College Reading Clinic Director; Marshfield Reading Workshop, directed by Ruth Andrus, Reading Consultant, Barre City Schools; Bennington Reading Workshop, directed by the writer, Reading Consultant, Town of Barnet Schools; and Barnet Workshop, also directed by the writer.

### 3. The Use of the Handbook:

#### Morrisville Workshop

Procedure.--The handbook was sent to the superintendent of schools in the area by the director of the workshop. The material was not distributed in advance of the opening of the workshop through an oversight on the part of the superintendent. The materials were distributed at the first meeting of the

group.

Evaluation by the director.--The following is a quotation from a letter from the director<sup>1/</sup>

"....I learned several couldn't interpret the material. Also, for the most part, the teachers were strangers to each other, older, and hadn't read professional material for some time. They had had no experiences in working in study groups. They felt the suggestions weren't sufficiently concrete or closely enough related to their problems. (My interpretation is that they just couldn't understand the terminology as related to grade two, etc.)

I believe the most success with your material will be realized from longer or frequent workshops with the same people, or at least an experienced core. I think pre-planning sessions need guidance and strong people. We have no opportunity for such, as I see it now...."

The final questionnaires were not filled in because of the limited use of the handbook.

#### 4. The Use of the Handbook:

##### Marshfield Workshop

Procedure.--The workshop director composed a cover letter to be distributed with the handbook at the time of the enrollment of participants. It said, in part,<sup>2/</sup> "...Although Mrs. Demick and I do not approach workshop organization from the same angle, I feel anyone who can will get a great deal from using this material."

<sup>1/</sup>Doris Spencer, in a letter dated February 18, 1955.

<sup>2/</sup>Ruth Andrus, in a cover letter to workshop participants, undated.

Circulation of the material in advance was difficult to do because a large proportion of the registration for the workshop was done the first day.

Evaluation by director.--The use of the handbook was limited by the structure of the workshop organization. The following excerpt from a letter by the director illustrates this point:<sup>1/</sup>

"....I will try to work my methods so as to fit it with your project.... I do not, however, want to push the problem approach too far, both because I am not equipped this summer to do it and I do not believe the teachers have the background nor hardly the time to do it...."

The final questionnaires were not filled out because of the limited use of the handbook.

#### 5. The Use of the Handbook:

##### Bennington Workshop

Procedure.--The writer, as director of this workshop, arranged a pre-planning meeting in advance of the workshop opening date. Six people were present. The superintendent was represented by his secretary. The handbook was introduced to those present, and several problems were tentatively expressed. A major percentage of registration occurred the first day of the workshop, thus advanced circulation of the handbook was not achieved.

Evaluation by the director.--The pre-planning activities

<sup>1/</sup>Ruth Andrus, director of the Marshfield Workshop in a letter dated May 17, 1954.

were conducted the first day of the workshop. By the third day, the summary sheets were tabulated expressing the needs of the group. Smaller working groups were formed on the basis of interest of participants. Work on individual problems contributed to the progress of the solution of the group problem.

The usefulness of the handbook was evaluated by questionnaires the last day of the workshop.

#### 6. The Use of the Handbook:

##### Barnet Workshop

Procedure.--The writer, as director of the workshop, arranged a pre-planning committee meeting in the early spring. As an outgrowth of the meeting, a larger meeting was held of all local teachers who would participate in the forthcoming workshop. The handbooks were circulated at this time.

Evaluation by the director.--The early meetings seemed to save time the first day of the workshop. By the third day, the tentative listing of problems was revised and ready for work by the group.

The usefulness of the handbook was evaluated by questionnaire the last day of the workshop.

CHAPTER IV  
ANALYSIS OF DATA

The closing day of the workshops in Bennington and Barnet, Vermont, the effectiveness of the "Handbook of Preliminary Workshop Activities" was evaluated by questionnaire. The planning committees completed, "Planning Committee and Director's Evaluation Sheet". All members of the workshops completed, "Participant's Evaluation of Handbook".

The evaluation of the planning committees.--- The planning committee of each workshop stated the extent to which the handbook was used. The workshops in Marshfield and Morrisville did not include the feature of planning committees in their respective structures, so did not use the questionnaire.

Table 2. Extent of Use of Handbook

Questions	Number of People	
	Bennington Workshop	Barnet Workshop
(1)	(2)	(3)
1. What was the total enrollment of the workshop?.....	28	14
2. How many people did activities suggested in Step 2 of the Handbook?.	14	10

The effect of the use of the handbook upon the work of the planning committee is recorded in the tables which follow. Table 3 shows information from the Bennington Workshop; Table 4, from the Barnet Workshop.

Table 3. Effect of Use of the Handbook  
Upon the Work of the Planning Committee:  
Bennington Workshop

Questions (1)	Responses	
	Yes (2)	No (3)
1. Did your group have a preliminary meeting at the time the handbooks were put out?.....	6	0
2. Would a letter of explanation, accompanied by the handbook be an adequate substitution for this step?.....	1	4
3. Did a planning committee tabulate the results of the summary sheets at the opening of the workshop?.....	6	0
4. Do you feel that pre-planning by a committee is an awkward procedure and not worth the effort?.....	1	5
5. Do you feel that the planning committee functioned better because it had summary sheets stating areas of need from the group?...	6	0
6. Do you feel that there was less feeling of confusion the first few days as a result of pre-planning activities?.....	2	4
7. Do you feel that more people got at specific problems which were related to their own needs as a result of the use of this handbook?.....	5	1

Table 4. Effect of Use of the Handbook  
Upon the Work of the Planning  
Committee: Barnet Workshop

Questions	Responses	
	Yes	No
(1)	(2)	(3)
1. Did your group have a preliminary meeting at the time the handbooks were put out?.....	4	0
2. Would a letter of explanation, accompanied by the handbook be an adequate substitution for this step?.....	1	3
3. Did a planning committee tabulate the results of the summary sheets at the opening of the workshop?.....	4	0
4. Do you feel that pre-planning by a committee is an awkward procedure and not worth the effort?.....	0	4
5. Do you feel that the planning committee functioned better because it had summary sheets stating areas of need from the group?.	4	0
6. Do you feel that there was less feeling of confusion the first few days as a result of pre-planning activities?.....	3	1
7. Do you feel that more people got at specific problems which were related to their own needs as a result of the use of this handbook?.....	3	1

Many activities suggested in the handbook were for the purpose of securing ideas for areas of study and resources available to the group, so that each participant's needs could be planned for and met.

To discover how much the planning committee was involved in these plans, the questions in Tables 5 and 6 were asked. Opinion on the effectiveness of the procedures used may be

found in columns 5, 6, and 7. Table 5 presents information for the Bennington Workshop; Table 6, for Barnet Workshop.

Table 5. The Source of Recommendations for Procedure and the Effectiveness of the Procedure, Bennington Workshop

Recommendation	Source of Recommendation			Effectiveness of Procedure		
	Com- mit- tee	Di- rec- tor	Com- bined	Very Satis- factory	Satis- factory	Ade- quate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Materials needed.....		x		2	3	1
2. Demonstrations needed.....			x		4	2
3. List of outside teachers who might contribute.....			x		2	4
4. Source material within the group.....			x	2	3	1
5. Subject blocks around which to build program.....			x		3	3
6. Statement of overall group goals.....			x	1	1	4

Table 6. The Source of Recommendations for Procedure and the Effectiveness of the Procedure, Barnet Workshop

Recommendation	Source of Recommendation			Effectiveness of Procedure		
	Com- mit- tee	Di- rec- tor	Com- bined	Very Satis- factory	Satis- factory	Ade- quate
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Materials needed....		x		0	2	2
2. Demonstrations needed.....			x	1	1	2
3. List of outside teachers who might contribute.....	x			1	2	1
4. Source material within the group....		x		3	1	0
5. Subject blocks around which to build program.....	x				2	2
6. Statement of overall group goals.....			x	1	2	1

Evaluation of the handbook by participants.-- Each workshop participant indicated activities he did preliminary to stating his problem. He also indicated how this collection of information was used during the workshop. This is shown in columns 3, 4, and 5 of Tables 7 and 8.

Table 7. Activities Done by Participants  
Bennington Workshop

Name of Activity	Number of Participants			
	Did Acti- vity	Worked Directly with Material	Contributed Material to Group	Used Contribu- tions of Others
(1)	(2)	(3)	(4)	(5)
1. Levels of instructional material available in my room.....	10	6	1	3
2. Provision for special interests.....	14	5	1	2
3. List of pupils failing in reading.....	7	1	0	1
4. List of pupils not working to capacity.	6	3	0	0
5. Daily time consumption..	9	1	0	1
6. Chart of pupil differences.....	1	0	0	0
7. Extent of pupil planning for one week..	0	0	0	0
8. Status of library reading in my room.....	4	0	0	0
9. Specific limitations to which I must adjust..	4	2	0	0
10. Provisions I need to make for needs of children.....	8	4	4	1

Table 8. Activities Done by Participants  
Barnet Workshop

Name of Activity	Number of Participants			
	Did Acti- vity	Worked Directly with Material	Contributed Material to Group	Used Contribu- tions of Others
(1)	(2)	(3)	(4)	(5)
1. Levels of instruction- al material available in my room.....	7	3	1	1
2. Provision for special interests.....	4	2	1	0
3. List of pupils failing in reading....	7	1	2	1
4. List of pupils not working to capacity.	6	3	1	0
5. Daily time consumption.	7	0	0	2
6. Chart of pupil differences.....	2	1	0	1
7. Extent of pupil planning for one week..	2	2	0	0
8. Status of library reading in my room.....	3	0	0	0
9. Specific limitations to which I must adjust.	5	2	0	0
10. Provisions I need to make for needs of children.....	3	0	0	0

The information in the tables which follow indicates the extent to which this preliminary activity was useful to the participant in realizing his goal of identifying and taking steps toward the solution of his problem. Table 9 presents information from the Bennington Workshop; Table 10, from the Barnet Workshop.

Table 9. Extent of Usefulness  
of Handbook to Participant  
Bennington Workshop

Questions	Responses	
	Yes	No
(1)	(2)	(3)
1. Would you have done more activities, but were prevented from doing so by lack of time?.	16	8
2. These activities helped me organize my needs within a specific area.....	17	7
3. These activities were of value to me in stating my problem.....	12	12
4. My problem was clear in my mind before attempting these activities.....	12	12
5. I felt more confidence that my need would be met in the workshop because I knew others were doing this also.....	14	10
6. I presented a summary sheet of my activities to a planning committee at the beginning of the workshop.....	24	0
7. I felt that the results of these summary sheets were a major guide to the people responsible for planning the workshop.....	11	13

Table 10. Extent of Usefulness  
of Handbook to Participant  
Barnet Workshop

Questions	Responses	
	Yes	No
(1)	(2)	(3)
1. Would you have done more activities, but were prevented from doing so by lack of time?.	12	2
2. These activities helped me organize my needs within a specific area.....	10	4
3. These activities were of value to me in stating my problem.....	10	4
4. My problem was clear in my mind before attempting these activities.....	4	10
5. I felt more confidence that my need would be met in the workshop because I knew others were doing this also.....	10	4
6. I presented a summary sheet of my activities to a planning committee at the beginning of the workshop.....	12	2
7. I felt that the results of these summary sheets were a major guide to the people responsible for planning the workshop.....	9	5

## CHAPTER V

### SUMMARY OF CONCLUSIONS

#### 1. Introduction

The Morrisville Workshop and the Marshfield Workshop used the Handbook of Preliminary Workshop Activities only incidentally, since the structure of the workshops differed from that set forth in the handbook. Questionnaires were not returned because of the limited use of the handbook. This leads to the conclusion that the handbook is useful only in workshops which have problem-solving as a base of operation.

The Bennington Workshop and the Barnet Workshop had a total enrollment of 44. Twenty-four of the participants used the handbook before the opening of the workshop, and an additional 14 made use of it during the opening days. Thirty-eight participants returned evaluation questionnaires.

#### 2. Conclusions from the Evaluation of the Planning Committees

The planning committees consisted of a total of 10 persons. The Bennington Workshop had six members; the Barnet Workshop, four. The following are conclusions from their combined questionnaire responses:

1. All members indicated the feeling that the planning

committee functioned better because it had summary sheets stating areas of need from members of the group.

2. Eight people thought workshop members got at specific problems related to their own needs as a result of the use of the handbook.
3. Five members felt there was less confusion the first few days as a result of pre-planning; five felt pre-planning had little effect on the feeling of confusion.
4. One person regarded pre-planning as an awkward procedure; nine people felt that it was not awkward.
5. Table 5 indicates that the Bennington planning was done largely as a co-operative effort between director and committee. The committee did not take the initiative in any of the areas listed.  
The committee rated its degree of satisfaction with the procedures followed as, 14 per cent, very satisfactory; 45 per cent, satisfactory; 41 per cent adequate.
6. Table 6 shows that the Barnet planning committee functioned more independently of the director than the Bennington group. The committee rated its degree of satisfaction with the procedures followed as, 25 per cent, very satisfactory; 42 per cent, satisfactory; 33 per cent, adequate.

3. Conclusions from the Evaluation  
of the Participants

Tables 7 and 8 indicate that the following activities were done by more workshop participants than any others:

- 1. Level of instructional materials in my room.
- 2. Provision for special interests.
- 5. Daily time consumption.

The activity done by fewest members of the workshop was:

- 7. Diary of the extent of pupil planning.

Table 11 summarizes the responses from both workshops on the usefulness of the activities to the participants.

Table 11. Evaluation of Participants Summarized

Question (1)	Per Cent "Yes" Responses (2)
1. Would you have done more activities, but were prevented from doing so by lack of time?	73
2. These activities helped me organize my needs within a specific area.....	71
3. These activities were of value to me in stating my problem.....	58
4. My problem was clear in my mind before attempting these activities.....	63
5. I felt more confidence that my need would be met in the workshop because I knew others were doing this also.....	63
6. I presented a summary sheet of my activities to the planning committee at the beginning of the workshop.....	92
7. I felt that the results of these summary sheets were a major guide to the people responsible for planning the workshop.....	47

The following conclusions may be made from Table 11.:

1. The activities stimulated the thinking of a majority of the participants toward a specific interest area, (questions 1 and 2).
2. The activities may have been of value to most of the participants who did not have a clearly defined problem in mind, (questions 3 and 4).
3. The handbook was more effective as an individual guide, (question 2) than a group guide, (question 7).

4. Conclusions from the Evaluation  
of Other Workshop Directors

In reporting on the use of the handbook, other directors indicated difficulties they encountered as follows:<sup>1/</sup>

1. Participants were strangers to each other.
2. They lacked educational background, and could not interpret the material.
3. They felt insecure without the definite guidance by the director.
4. They had no experience working in study groups.
5. There was no strong person available to initiate pre-planning activities.
6. The activities suggested in the handbook did not fit the structure of the workshop.

1/Refer to p. 53.

These difficulties may be summarized as three major factors which control the usefulness of the handbook:

1. Diversity of the group
2. Background of education of the group
3. Structure of the workshop as determined by the director.

Diversity of the group.--The writer found the Bennington Workshop less willing to take independent group action than the Barnet Workshop. (See Tables 5 and 6.) The simple factor of wide geographic origin of the members, noted in Table 12, below, may influence the effectiveness of the orientation instrument used in this study. It is possible that the need for orientation to one another seems more significant to the participant than orientation to a new type of learning experience.

Table 12. The Composition of Workshop Groups:  
Bennington and Barnet, Vermont. 1954

Type of Group	Bennington Workshop	Barnet Workshop
	Number of Participants	Number of Participants
(1)	(2)	(3)
1. Representing separate schools..	19	2
2. Member of group of two from one building.....	6	12
3. Member of group of three from one building.....	3	0

Background of education of the group.--The summer following the original experiment, the information in Table 13 was secured from workshops in Barre Town, and Swanton, Vermont. This information, summarized, indicates that 71 per cent of the group had two years, or less of formal education beyond high school graduation.

Table 13. Education Experience of  
73 Workshop Participants

Years of Training	Number of Participants	Summer School		Extension Courses	
		Number Attending	Average Number Sessions Attended	Number Attending	Average Number Courses Attended
(1)	(2)	(3)	(4)	(5)	(6)
0	1	0	0	1	1.0
1	21	17	2.1	16	3.4
2	31	19	1.1	26	4.1
3	9	5	2.2	7	1.8
4	10	6	2.6	4	3.0
5	1	1	7.0	1	6.0

The structure of the workshop as determined by the director.--In the summer of 1958, the writer visited 11 workshops in Northeast Vermont. At some time during the visit, the director was asked, in an informal way, about the place of problem-solving in the structure of the workshop. Table 14 is a summary of these responses. It becomes apparent that an orientation instrument designed to assist

the workshop participant in clarifying his needs and stating his problems, is of use only if the solution of problems is basic to the structure of the workshop.

Table 14.: Summary of Conferences with Workshop Directors Northeast Vermont. Summer, 1958.

Topic of Conference	Number of Affirmative Responses	Number of Negative Responses
(1)	(2)	(3)
Did the workshop participant state problems facing him in the teaching of (subject of workshop)?.....	4	7

Of the four directors indicating the use of problem-solving techniques, three used problems as a basis for planning individual projects and lectures by the instructor; all used them as a basis for discussion and individual reading. Only two directors used the problems as a basis for organizing small group action.

It is interesting to consider that workshop participants in 1958 are likely to have had more experiences in workshop learning than those mentioned in other parts of this study which was started in 1954. That year, few more than a dozen field workshops were in operation in the state, while the 1958 list of workshops includes 53, conducted by 44 directors, in nearly every supervisory district in Vermont.

## 5. Summary

The Handbook of Preliminary Workshop Activities appears to be most useful to people who (1) have worked together before, (2) have more than adequate background of education, and (3) are lead by a director placing problem-solving at the center of workshop structure.

The limited education background of workshop participants may predetermine the structure of the workshop. The director, charged with the instruction in basic subject matter, may find it necessary to by-pass the major problem-solving aspects of the subject under consideration in his workshop.

The fact that this often happens may indicate that adequate background in the subject under consideration is a prerequisite to successful workshop procedure. An orientation device, therefore, would be best used after such background was within the experience of the workshop participant.

APPENDICES

APPENDIX A

THE HANDBOOK OF

PRELIMINARY WORKSHOP ACTIVITIES

# HANDBOOK

OF

Preliminary

Workshop

# ACTIVITIES

What is a Workshop?

We have the privilege in a workshop of working the way we want to on the subject of our choice. Just as little Jimmy, on his first independent shopping spree, may make some expensive mistakes and wish Mother could have made the decisions instead of him, beginners in workshop learning often become confused and long for the lecture-assignment course.

Workshops will never replace the more traditional type of college course, but used correctly, they will become the important instrument which bridges the gap between theory and practice.

"There is a place for the lecture course, the discussion course, the problems course, the laboratory course, the seminar. However, a workshop provides a unique opportunity to learn to use democratic group processes in attacking practical problems." <sup>1</sup>

Here are some characteristics of a good workshop adapted from Kelley<sup>2</sup>

1. The subject matter of the workshop has been derived from the learners.
2. Each has had a chance to engage in doing rather than being cast in an inactive, listening role.
3. Fundamental human needs--a task, a goal, and freedom to move toward it--have been provided for.

and from Hill<sup>3</sup>

4. Participation is the keyword--planning, developing, carrying through and evaluating.
5. The discovering of new techniques of evaluation in addition to the pencil-paper tests.
6. Setting the stage for bigger carry-over into the classroom of the place of "learning by doing" in the child's education.

Frank statements have been made by men who are experienced in and devoted to this type of learning. The following is an adaptation of the statements of the problems most often mentioned.<sup>4</sup>

1. Insecurity and indirection of beginners.
2. Some members are unable to focus workshop activities on their individual problems and need guidance in techniques of securing a maximum of benefit from the group and individual work they undertake.
3. Some participants, in an effort to cover all activities going on, neglect to some extent their own group and its work.
4. Beginners in workshop experience great confusion at being cast adrift with the tools for achievement at hand, not quite knowing how to handle them for independent problem solving.

---

1. Anderson, Walter A., "What Makes a Good Workshop?"  
Journal of Educational Sociology, Vol 24, p. 252  
January 1951

2. Kelley, Earl C., The Workshop Way of Learning  
New York: Harper & Brothers., 1951 p. 143

3. Hill, Wilhelmina, "Workshops, Their Values and Problems."  
School and Society, Vol 54 p. 40  
January 11, 1941

4. Ibid p. 41

In the opinion of most experts, the confusion mentioned in point four is the first step in learning. However, people who have felt it, ask that it be reduced to a minimum. Reducing confusion is dangerous, because it often ends up with a staff member telling a participant what to do, which leads to a reversion to lecture-assignment course.

There is nothing wrong with the lecture course, but "a workshop copied either in administration or method of study from other . (type) . enterprise, loses its significance, if not most of its educational value."<sup>1</sup> Hill<sup>2</sup> says, "Nevertheless, we do not plan to make each member's path so easy that he himself will not be the learner in the situation. Independent study and direction are essential to this type of program."

On this subject Prall<sup>3</sup> says calmly, as though it were easily accomplished, "The staff must know the attitude and understanding with which the participants come to the workshop . . . all will have habits and attitudes affecting the ways in which they get projects started; these must be known."

The delicate task of the correct amount of pre-planning seems the logical approach to solution of these difficulties. Pre-planning which stimulates thinking, initiative, and offers some guideposts which guide, but do not command. An effort here is made to assist the participant in clarifying his needs so that he may have material at his finger-tips to weave into the whole as the actual\*participation begins.

This suggested program, which may be used in whole or in part by one participant, or all who plan to register in a workshop, should be started well in advance of the opening date of the workshop.

---

1. Carrothers, C. C., "Another Workshop"  
Curriculum Journal, Vol 12 p. 19

2. Hill, Op. Cit., p. 42

3. Prall, Charles E., State Programs for the Improvement of Teacher Education  
Washington D. C.: American Council on Education 1946 p. 348

The results of an effective, early orientation period, in which members have had time to think through their problems and participate in the pre-planning activities of their workshop, should show up in many ways.

There should be early evidence in the attitude and response of the member that he is employing the workshop way of learning.

"It is investigative, it is cooperative, it uses people and things in environment."<sup>1</sup>

"It gives greater recognition of individual's ability and achievement than most kinds of learning. Gives better poise, greater security in trying experimental work."<sup>2</sup>

"It requires ability to focus workshop activities on individual problems."<sup>3</sup>

"It is a way of making more constructive, more courageous people, as opposed to the conventional goal of hacking away at a certain body of subject content which can then be given out at appropriate terminal points."<sup>4</sup>

Very early in the workshop, members should have an understanding of their responsibilities as a workshop member:

A contribution to the group during the organization of the expression of group-felt needs.

A selection of an interest area, arrived at in the above discussion.

A selection of an individual problem within the scope of the interest group which he joins.

- 
1. Kelley, Earl C., Op. Cit. p. 149 Comment by Fred G. Walcott
  2. Hill, Wilhelmina, Op. Cit. p. 44
  3. Ibid p. 44
  4. Kelley, Earl C., Op. Cit. p. 147 Comment by Roland Fauce

Clarifying Teacher-Felt Needs in the Subject of Reading  
Through a Summer workshop

Step I. A group meeting presenting purposes and principles of workshop learning would be stimulating, but not absolutely necessary. A preliminary statement of needs might be of value also.

Step II.

The following is a list of activities which will tend to point up areas in which you will want to work. By doing them you will have in black and white much material from which to draw in the event some fellow member consults you for help in his problem. It will also help you to bring into focus some of your own. Do as much, or as little of this as you elect. If one item suggested fails to stimulate your thinking, go on to the next.

1. Chart the levels of instructional material used in your room.
 

Basic texts	Supplementary
-------------	---------------

  - Chart average achievement from standard test scores available. Specify month of test.
  - Chart average reading achievement from this test.
2. Provisions for special interests of each child within the room and program of his school.
3. List failures in reading on record. Specify your definition of failure. Indicate achievement in other areas for each:
 

S for successful	VS for very successful	F for failing
------------------	------------------------	---------------

 This material might be most useful on index cards, one card per pupil
4. Children who you believe are not working to capacity. Specify your definition of working to capacity. Indicate work to capacity done in other areas
 

S for successful	VS for very successful	F for failing
------------------	------------------------	---------------
5. Daily time consumption. State program which guides activities of your school day. With graph paper and colors for a key, chart way in which time is consumed for three consecutive days. Key: group activity, recitation, drill, teacher presentation.
6. Chart pupil differences in your room in as many diversified ways as you can think of. Height, weight, attention span, hobby, years in school, outside reading interest, time spent in library corner, preference in subject matter, abilities in leadership, proficiency as a follower.

7. Diary of one week noting the extent of pupil planning in your room.
8. Provisions for and habits of library reading.
9. Physical limitations to what I know is best in teaching. Adjustments I have had to make because of circumstances beyond my control.
10. Check-list for this week (or any convenient unit of time) on "Meeting Pupil Needs" List the specific thing done in the room which meets this need. Designate needs met:

frequently  
 adequately  
 inadequately

Meeting Pupil Needs

From Dwight E. Beecher "The Evaluation of Teaching" p. 19

1. Need for activity
2. Need for aesthetic satisfaction or developing appreciation.
3. Need for assurance of growing up.
4. Need for creative experience.
5. Need for cultivating leisure-time activities.
6. Need for intelligent self-direction.
7. Need for physical and mental health.
8. Need for satisfying curiosity.
9. Need for security.
10. Need for self-assurance.
11. Need for social participation.

12. Variety of personal interests.
13. Understanding one's work and seeing relationships in it.
14. Orientation to the classroom situation.
15. Need of belonging to a group
16. Need of attention.
17. Need of solving personal problems.
18. Need of functional information.
19. Need of genuine success experiences.
20. Need of the opportunity for expression in a variety of non-verbal media.
21. The need of carrying through a purposeful activity completely.
22. The need of knowledge of status and progress of others.

- Step III. Select points of emphasis in this survey, work on which would seem most valuable to you. This is a tentative selection and might be made in order of your preference, or their importance to you.
- Step IV. Someone, preferably a voluntary planning committee, summarize and tabulate the results of the above survey so that natural group divisions may be seen. If not done in advance of the workshop, should be done the first day.
- Step V. Planning committee makes further study of the above data. Make recommendations:
1. Materials needed.
  2. Demonstrations needed to point up examples valuable in solution of problem.
  3. List of teachers outside of group of known merit with recommendation of type of demonstration she might be asked to give.
  4. Source material within group for above purposes.
  5. Plan organization of day.
  6. Amount of "lecture" and by whom. Subject?
  7. Subject blocks around which to build program.
  8. Effort at stating over all group goal.
- Step VI. Individuals hear results of above work and make preliminary effort to state individual problem and designate group with which they will work.

Summary Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Location of Workshop \_\_\_\_\_

Please summarize your activities by filling out sections which correspond to the number of the activity which you did in the Handbook.

1. Levels of instructional material.

Grades in my room

	1	2	3	4	5	6	7	8

Levels of basic reading material to which I have access. Use one line for each publisher. In primary grades indicate semester level by shading left corner of square for first semester, right corner for second semester.


Pub. \_\_\_\_\_


Pub. \_\_\_\_\_


Pub. \_\_\_\_\_

Levels of Spelling material


Levels of Language texts


Levels of basic Social Studies texts.


Levels of basic Science texts


Note on back most important supplemental material which you use constantly.

Indicate spread of achievement scores (General achievement)

Grade                      Highest                      Lowest

Indicate spread of reading achievement scores

Grade                      Highest                      Lowest

What help should the school administration give me in this area?

What co-operative problem does this suggest which several teachers may wish to work upon?

2. Provision for special interests.

As a result of my survey, I find that the following special interests of my children should have more consideration in my program.

## Summary Sheet

## 3. Pupil Success.

I have \_\_\_\_\_ children generally successful in other subjects but failing in reading.

M.A.                  C.A.                  Gen. Ach. Gr. Eq.                  Reading Ach. Gr. Eq.

- 1.
- 2.

## 4. Working to capacity.

I have \_\_\_\_\_ children not working to capacity.

M.A.                  C.A.                  Gen. Ach. Gr. Eq.                  Reading Ach. Gr. Eq.

- 1.
- 2.

## 5. Daily time schedule.

Do you have difficulties with your time schedule? Explain.

## 6. Pupil differences.

I have made provisions for differences in these areas \_\_\_\_\_

More attention should be given in these areas \_\_\_\_\_

## 7. The extent of pupil planning per week in my room is

   meagre         adequate         excessive

Classify:

   Planning which I encourage pupils to do to follow my original plan.  
   Larger type planning.

## 8. Status of library reading in my room.

   spare time reward activity  
   scheduled period  
   readiness developed periodically as with other subjects.

Difficulties I face in this area.

Use back of sheet where necessary.

## Summary Sheet

## 9. Specific limitations to which I must adjust.

Specific limitations which might be modified or eliminated if I knew how.

## 10. I find I am making inadequate provisions for the following needs of children:

Check ones you think you could do more on.  
Place question mark before any with which you need help.

## Suggestions for Canvassing Teacher Resources

What experiments have you tried in some phase of reading which may help us in a solution of our problems or enrich our background during our summer workshop in reading?

- VVV Area in which I have a contribution.  
VV Interested, but need time to work up material.  
V A possibility.

### Literature

- Plays  
     Choral speaking  
     Appreciation  
     Independent reading  
     Other:

### Review techniques

- Vocabulary meaning  
     Word analysis activities  
     Recognition  
     Comprehension

### Introduction techniques

- Study Skills. Which?  
     Vocabulary meaning  
     Word Analysis activities  
     Recognition  
     Comprehension

- Motivation of silent reading  
     Motivation of oral reading

Reading inspired by a need growing from other activities.

Adaptation of materials for varying reading abilities.

Use of visual devices in reading.

Use of audio-visual devices.

Would the contribution you might make to our workshop be most valuable as:

- a demonstration  
     an exhibit  
     a topic of discussion,  
     with you as discussant  
     an exhibit, with you to  
     explain  
     other:

Please check one or more (x) Mark others that are a possibility (p) :

- I would be available to make a contribution to your workshop provided dates and transportation were convenient.  
     I would be available to answer questions and discuss my work with representative from the workshop, but could not come personally.  
     I would prefer to write up my ideas for use of the group.  
     I would be glad to express an opinion by mail on any specific problem which arises.  
     I would be happy to send an exhibit and explanation of it, but can not come in person.  
     Please arrange transportation.

Name \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

APPENDIX B  
QUESTIONNAIRES FOR PARTICIPANT  
AND PLANNING COMMITTEE

For use at the close of your workshop.

Please register your opinion on the following items. Circle "Yes" or "No"  
If you feel very strongly on any point please add a check in the space provided.

This is an attempt to evaluate the orientation program of your workshop as  
it was influenced by the use of the Handbook of Preliminary Workshop Activities.

\_\_\_\_\_ How many activities did you do which were suggested in the Handbook?

Which ones? Circle the number of the activity as listed in Handbook.

1 2 3 4 5 6 7 8 9 10

\_\_\_\_\_ Approximately how much time did you spend doing these activities?

\_\_\_ Yes No Would you have done more, but were prevented by lack of time?

\_\_\_ Yes No These activities helped me organize my needs within a specific area.

\_\_\_ Yes No These activities were of value to me in stating my problem.

\_\_\_ Yes No My problem was clear in my mind before attempting these activities.

\_\_\_ Yes No I felt more confidence that my need would be met in the workshop  
because I knew others were doing this also.

\_\_\_ Yes No I worked directly with the material I had accumulated.  
Specify number of activity to which you refer.

1 2 3 4 5 6 7 8 9 10

\_\_\_ Yes No I contributed material which I had accumulated to other groups  
who used it for work in their area. Specify number of activity.

1 2 3 4 5 6 7 8 9 10

\_\_\_ Yes No I was helped by the work of another person on these activities.  
Specify number of activity.

1 2 3 4 5 6 7 8 9 10

\_\_\_ Yes No I presented a summary sheet of my activities to a planning committee  
before the opening date of the workshop.

\_\_\_ Yes No I feel that the results of these summary sheets were a major guide  
to the people responsible for planning the workshop.

The following comments concern the use of the activities section of the Handbook.  
Check any you wish to make. Add others on the back if you wish to.

\_\_\_ Too time consuming.

\_\_\_ I see no value in preparing  
material which may be of use to  
others, but does not concern  
my problem.

\_\_\_ I do not understand what relation  
these activities have to the workshop.

\_\_\_ I do not advocate advance preparation.  
All work should begin at the opening  
of the workshop.

\_\_\_ Group selection of work areas  
is too confusing. The director  
should do that.

Planning Committee  
and  
Director's Evaluation Sheet

Name of Workshop \_\_\_\_\_

- Yes  No Did your group have a preliminary meeting at the time the Handbooks were put out?
- Yes  No Would a letter of explanation, accompanied by the Handbook be an adequate substitution for this step?
- \_\_\_\_\_ How many people did activities suggested in Step 2 of the Handbook in advance of the opening of the workshop?
- \_\_\_\_\_ What was the total enrollment of the workshop?
- Yes  No Did a planning committee tabulate the results of the summary sheets well in advance of the opening date of the workshop?
- Yes  No Do you feel that the planning committee functioned better because it had summary sheets stating areas of need from participants?
- Yes  No Do you feel that pre-planning by a committee is an awkward procedure and not worth the effort involved?
- Yes  No Do you feel that there was less feeling of confusion the first few days as a result of pre-planning activities?
- Yes  No Do you feel that more people got at specific problems which were related to their own needs as a result of the use of this Handbook?

Please indicate areas in which the planning committee functioned.

Circle "x" if committee made recommendations on this point.  
Circle "A" if committee had an active part in carrying out this responsibility.  
Circle "D" if director assumed this responsibility.

- |   |   |   |  |       |
|---|---|---|--|-------|
| x | A | D | Materials needed   | _____ |
| x | A | D | Demonstrations needed to point up examples valuable in the solution of the problems. | _____ |
| x | A | D | List of teachers outside of group who might contribute.                              | _____ |
| x | A | D | Source material from within the group.   | _____ |
| x | A | D | Amount of lecture and by whom.   | _____ |
| x | A | D | Subject blocks around which to build program.  | _____ |
| x | A | D | Effort at stating overall group goal.  | _____ |

On the blanks at the right, please indicate your opinion as to the value of these things being done as they were in your workshop.

"Adequate"

"Satisfactory"

"Very satisfactory"

BIBLIOGRAPHY

## BIBLIOGRAPHY

- Allard, Lucile, "Successful Workshops Don't Just Happen," School Executive (March, 1943), 62:29-31.
- Allard, Lucile, "The Workshop in Teacher Education," Childhood Education (January, 1942), 18:218-21.
- Allen, Frank S., "Workshop: Does it Deliver?" National Association of Secondary School Principals Bulletin (December, 1950), 34:224-30.
- Anderson, Vernon E., "A School System Builds its Own Workshop," Educational Leadership (February, 1945), 2:209-11.
- Anderson, Walter, "What Makes a Good Workshop?" Journal of Educational Sociology (January, 1951), 24:254-261.
- Ashbough, E. J., "The Workshop on Teacher Education," Educational Research Bulletin (May, 1941), 20:130.
- Baker, Derwood G., "Workshop Organization and Operation," Journal of Educational Sociology (January, 1951), 24:266-271.
- Bigelow, Karl W., "Workshops in Teacher Education," Teachers College Record (May, 1945), 46:508-17.
- Bradford, Leland P., "Planning the Work-Group Conference," Adult Education Bulletin (February, 1948), 12:68-73.
- Brewton, John E., "The Peabody Curriculum Laboratory," National Association of Secondary School Principals Bulletin (January, 1941), 25:20-5.
- Campbell, Roald F., "Off-Campus Workshops in Elementary Education," Education for Victory (February, 1945), 3:22.
- Carrothers, Chester G., "Visitation Should Follow Workshops," Curriculum Journal (December, 1941), 12:365-67.
- Carrothers, Milton, "State-Wide Curriculum Revision and Development of Workshops for Teachers," High School Journal (May, 1945), 28:155-64.

Christensen, A. M., "An Experiment with Off-Campus Rural Workshops," Educational Research Bulletin (January, 1941), 23:14-19.

Davis, Mary Houston, "Workshop Dynamics," Educational Administration and Supervision (September, 1942), 28:27.

Fox, Guy A., "The Denver Workshop," National Association of Secondary School Principals Bulletin (January, 1941), 25:22-4.

Giles, H. H., and others, "Report of Panel Discussion of Sixth Annual Higher Education Conference, December 2, 1950," Journal of Educational Sociology (January, 1951), 24:261-5.

Griffin, J. E., "Workshops in Secondary Education," Educational Research Bulletin (May, 1941), 20:122-129.

Hartung, Maurice L., "Trends in the Workshop Movement," School Review (December, 1946), 54:572-4.

Haskew, Lawrence D., "Toward Maturity in Workshops," Childhood Education (March, 1951), 27:319-21.

Haskew, Lawrence D., and G. Y. Smith, "Teachers Can Plan Workshops," Educational Leadership (February, 1945), 2:205-6.

Heaton, Kenneth L., "Evaluation of Participants in Summer Workshops," National Association of Secondary School Principals Bulletin (February, 1942), 26:85-87.

Heaton, Kenneth L., and others, Professional Education for Experienced Teachers, The Program of the Summer Workshop. University of Chicago Press, Chicago, 1940.

Henry, Nelson B., "Workshops in Rural Schools," Elementary School Journal (February, 1943), 43:325-6.

Herrick, Virgil E., "What makes a Good Workshop?" Childhood Education (May, 1946), 22:416-20.

Herrick, Virgil E., "Workshop for Teachers in Rural Communities," Elementary School Journal (January, 1944), 45:132-5.

Hildreth, Gertrude, "Evaluation of Workshops in Education," Teachers College Record (February, 1945), 46:310-19.

- Hill, Wilhelmina, "Workshops, Their Values and Problems," School and Society (January 11, 1941), 53:39-44.
- Kelley, Earl C., "Why All This Talk About Workshops?" Educational Leadership (February, 1945), 2:200-4.
- Kelley, Earl C., The Workshop Way of Learning. Harper and Brothers, New York, 1951.
- Keliher, Alice, "Teacher Training by the Activity Method," Progressive Education (October, 1934), 11:368-72.
- Keliher, Alice, "Workshops," Educational Leadership (January, 1949), 6:208-12.
- Myers, Alonzo, "First Workshop at Ohio State University, 1936," Journal of Educational Sociology (January, 1951), 24:249-301.
- O'Rourke, Mary A., "Workshops for Teachers," Education Digest (January, 1952), 17:27-9.
- Otto, Henry C., "Workshops," Educational Leadership (October, 1955), 13:24-8.
- Otto, Henry C., and others, Community Workshops for the Teachers in the Michigan Community Health Project. University of Michigan Press, Ann Arbor, Michigan, 1942.
- Pierce, Paul R., and others, "Local Workshops," School Executive (June, 1950), 69:35-8.
- Powers, Edward S., and A. D. Eaton, "Workshop as an Agency for Professional Education of Science Teachers," Education (February, 1948), 68:359.
- Prall, Charles E., State Programs for the Improvement of Teacher Education. American Council on Education, Washington D. C., 1946.
- Rath, Louis, "The Workshop," Educational Research (May, 1941), 20:115-21.
- Rice, Theodore, "How Can We Administer In-Service Education Programs through Workshops?" National Association of Secondary School Principals (May, 1949), 33:3-14.

Seay, Maurice, "Off-Campus Workshops in Wartime Teacher Education," Education Record (April, 1943), 24:126-47.

Stafford, Frank S., "A Workshop is Democracy in Action," Education (February, 1948), 68:366-71.

Taba, Hilda, "Workshops," Journal of Educational Sociology (May, 1945), 18:551-66.

Tyler, H. G., "Summer Workshop in Elementary Education," Elementary School Journal (September, 1942), 43:6-7.

Winetrout, Kenneth, "Workshops in Education," National Association of Secondary School Principals Bulletin (February, 1947), 31:41-47.

Ylvisaker, H. L., "One Month for Planning," School Executive (December, 1946), 66:33-4.

Zirbes, Laura, "Workshops in Elementary Education," Educational Research Bulletin (May, 1941), 20:131-2.