THE TEACHER TRAINING WORKSHOP:

ITS NATURE AND VALUE

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PART I

THE PROBLEM

CHAPTER I

INTRODUCTION

There is an old saying that states "a rut is a coffin with the ends knocked out." A teacher who boasts proudly that she has taught twenty-seven years on a training class certificate testifies to the fact. The little boy cramped up under her desk for punishment is mute testimony to the truth of the fact.

Such situations led educational councils, school administrators, school systems, and institutions for teacher training to consider and devise a type of training that would take less time from the teacher's busy schedule, as well as help the individual teacher to get an insight into new methods and to solve problems that might arise.

Out of this evolved the teacher-training workshop idea which Good defined as:

> an arrangement under which special facilities, including particularly a wealth of source material and specialized personnel for group and individual conferences, are provided by an educational institution for individual or small group study of educational problems that are of special interest to advanced students of education or to teachers in service.[1]

Gladys E. Sederholm of Billings, Montana, has defined the workshop more concisely as "improvement programs for teacher personnel."[2]

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[1]Good, Carter,V., Dictionary of Education, McGraw-Hill Series in Education, 1945.

[2]Sederholm, Gladys E., "In-Service Education Programs for 1st Class School Districts," Montana Education, 8, May, 1956.

The last two decades have seen an ever-expanding use of the teacher-training workshop. Boykin[3] asserts that "since its inception in 1937, the workshop idea has gained wide acceptance and use as a means for the in-service education of teachers." It is the purpose of this investigation to bring together in one paper, material on several kinds of teacher-training workshops being used in various parts of the United States, and also to show their purposes and accomplishments. While doing this it is intended:

1. To present a brief evolution of the workshop idea.
2. To show some of the values of the teacher-training workshop.
3. To show how this type of teacher training has been used in parts of Montana.

A separate chapter will be used to trace the development of this idea.

For the materials, educational periodicals have been relied upon almost entirely, and specifically, the Journal of Teacher Education,[4] where types of teacher training programs are published in detail. It was intended to write about a variety of types of workshops with as little repetition as possible but in some cases the types are combinations of

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[3]Boykin, L. L., "The Evolution of Teachers' Workshops," Journal of Teacher Education, vol. 5, p. 191-193, Sept. 1954.

[4]Published quarterly by the National Commission on Teacher Education and Professional Standards of the National Education Association of the United States.

other ideas and do overlap.

Before describing the types of workshops used at the present time, one should consider how the workshop idea developed and how the word "workshop" came to be used for teacher's meetings. This is presented in the following chapter.

CHAPTER II

DEVELOPMENT OF THE WORKSHOP IDEA

The idea of the workshop developed gradually. In the early years of teaching, before 1930, there was an illusion that teachers were not workers; they were a species separate from the working class. Bernard Shaw's gibe "those who can, do; those who can't, teach"[1] bears out the then prevalent attitude toward the teacher. Teachers found it necessary to show that they were not "immured in ivory towers." Students and teachers came together for "practica" to distinguish the meeting from the regular lecture hour. The seminar was initiated but because the word had a German flavor, the idea was popular but not the name. They attempted to use the curriculum laboratory but as it failed to give the reality of the known science laboratory, the name fell into disuse. When activity schools were opened for the students, they were opened for the teachers too. Finding it difficult to distinguish the teachers and students, the name again was replaced by others. The idea remained the same and other names receded until the title "workshop" was born.[2] Kandel writes the following about the word "workshop":

The word "workshop" is intriguing. The first part

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[1]Kandel, I. L., "In Education, "It's Modern Design'," School and Society, v. 53, p. 634, May 10, 1941.

[2]Ibid., p. 634.

> of the word emphasizes activity as the distinguishing character of the new institute; ideas can actually be seen popping up and being put to work. The second part of the word implies that the participants really mean business; their activity is not purely academic or for credit, but for immediate use. And the whole word should carry conviction to all that teachers really are workers, toiling side by side with the workers of the world.[3]

The first organization to improve teachers in service, was established in Connecticut in 1839 by Henry Barnard. He started the practice of holding teachers' institutes, with four main purposes in sight:

1. To impart useful information.
2. To develop teacher power, through a knowledge of subject matter.
3. To give them some understanding of mental processes and teaching procedures.
4. To set forth the essentials of proper school organization and management.[4]

In 1883, the first teachers' reading circle was formed in Ohio to give teachers a contact with "professional books" and "sound educational thought."[5]

By 1868, Harvard University saw the possibilities of summer school as a means of in-service training for teachers. Wisconsin, Indiana, and Chicago Universities gave impetus to the idea. The first nation-wide conference was held in

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[3] Ibid., p. 634.

[4] Boykin, L. L., "The Evolution of Teachers' Workshops", Journal of Teacher Education, v.5, pp. 191-193, Sept. '54.

[5] Ibid., p. 191, from Ellwood Cubberley, State School Administration, p. 670.

Chicago in 1914, in conjunction with the United States Office of Education, to solve the problem of how to obtain more rural teachers. A second conference followed in 1915 in Nashville, Tennessee. It was decided that the rural school problem must be tackled through the teachers already in the profession by developing more efficiency in rural leadership and in classroom teaching techniques. Therefore, the National Rural Teachers' Reading Circle was organized at the National Education Association meeting in St. Paul, Minnesota, in 1914.[6]

In the meantime, in an attempt to improve teachers' institutes, such institutes began to serve a variety of purposes. Some types of institutes were largely social. In the early 1920's the teachers' institutes were replaced by teachers' associations and teachers' meetings. Various combinations at grade level, subject level, or general level were formed. "As teachers' associations tended to become more concerned with problems of teacher and pupil welfare rather than with the improvement of the teaching process, teacher conferences became a vital part of the in-service education program."[7]

Conferences under such names as work conference, instructional conference, orientation conference, and institutional conference have been initiated. Now

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[6] Ibid., p. 191.

[7] Ibid., p. 192, from Wood, Hugh B., "Oregon's In-Service Program", Educational Leadership, pp. 435-437.

[8] Ibid., p. 192.

the "workshop" has been added; it is probably the most recent and widely used in-service method for school personnel training.[9]

"While the term 'workshop' appears to have originated about 1936, the germ of the idea appears to have appeared much earlier."[10] The planners of workshops have tried to find ways of correcting the method of just sitting and "pouring on" professional advice, when teachers have real problems with which they need help.[11]

According to Boykin,[12] "most authorities agree that the term "workshop", as we use it today in in-service education, is an outgrowth of work done by several commissions of the Progressive Education Association."

Progressive Education Association

Before 1936, the Commission on the Relation of School and College of the Progressive Education Association, headed by Professor Wilford M. Aiken, held an annual conference of school heads and teachers from thirty schools taking part in an eight-year study of school-college relationships. This effort was supported by grants from two of the larger

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[9]Boykin, op. cit., p. 192.

[10]Ibid., p. 192.

[11]Boykin, op. cit., p. 192, from Strayer, George D., "Brief Course in the Teaching Process",(N. Y. MacMillan Co., 1913), p. 230.

[12]Boykin, op. cit., p. 193.

foundations. These meetings were very valuable in exchanging varied experiences and in working out a significant program in secondary education, but they were not enough. When two other groups, the Commission on the Reorganization of the Secondary School Curriculum and the Adolescent Study, started to develop materials and search into better kinds of measurement, "a more intensive plan of in-service study for teachers was found necessary."[13]

Therefore, in the summer 1936, the two commissions joined to sponsor a six-weeks seminar at Ohio State University. Science and mathematics teachers from the thirty schools of the Aiken study worked directly with research findings in science and mathematics and consultation with science and mathematics specialists. It proved so successful that the idea was expanded in 1937. A workshop was held at Sarah Lawrence College, Bronxville, N. Y., with leadership furnished by three commissions of the Progressive Education Association. Its success indicated that a new way had been found for in-service education of teachers.

A more ambitious program was set up in 1938, with funds provided by the General Education Board. An Eastern Workshop was established again at Sarah Lawrence College and the Rocky Mountain Workshop at Mills College, Oakland, California.[14]

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[13]Boykin, op. cit., p. 193, from Heaton, Camp and Diederick, Professional Education for Experienced Teachers, Chicago, University of Chicago Press, 1940.

[14]Boykin, op. cit., p. 193.

In 1939, the Progressive Education Association took the next step forward. It did not run a series of workshops itself but instead cooperated with a carefully selected number of universities with established summer sessions that had shown an interest in the "workshop" way of in-service education of teachers. The Commission on Workshops and Field Services of P.E.A. held planning meetings with directors and others concerned. Again funds were provided by the General Education Board of the Association. The institutions included such universities as Chicago, Northwestern, Syracuse, Ohio State, Denver, Teachers' College-Columbia and others. In addition to P.E.A. sponsored groups, planners at the University of North Carolina, University of Florida and Alabama Women's College used this new technique. Some staff members were chosen from among those who had previous experience with the Progressive Education Association. The University of Tennessee and Harvard University experimented with the workshop idea in the areas of English and Social Studies.[15]

Numbers were small in these early workshops, ranging from 30 or 40 to 200, but there was "evidence that the experiment (was) useful quite out of proportion to its enrollment."[16] Ryan[17] felt that it would be necessary to see

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[15]Ryan, W. Carson, "The Educational Scene", Progressive Education, vol. 16, pp. 391-393, October, 1939.

[16]Ibid., p. 393.

[17]Ibid., p. 393.

that the workshops did not become stereotyped. He stated that it was important that the spirit of adventure and discovery prevailed, that a high quality of personnel was maintained, and that guidance and the creative arts were not slighted. There was the danger of superficial imitation. It was important to keep in view the direct attack on needs and face to face meeting with educational problems.

In that same year, 1939, a commission of the American Council on Education gave its support to this new type of problem study.

American Council on Education

Ryan, editor of the Progressive Education Magazine, in reviewing the summer's accomplishments in the publication for October, 1939, said of the work of the Commission on Teacher Education of the American Council on Education, "What promises to be the most significant effort since Henry Barnard's time to improve the education of teachers in America is now well under way."[18] To show the extent of the American Council on Education study, it included thirty-four higher institutions and school systems. There were six universities, five liberal arts colleges, two higher institutions for Negroes, seven teachers' colleges, and fourteen school systems or groups of systems, in approximately a dozen states from coast to coast.[19]

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[18] Ibid., p. 391.

[19] Ibid., p. 392.

This project, under the leadership of Karl W. Bigelow, was called a cooperative study of teacher education. It was based on democratic procedures. The schools were invited to take part and to indicate what type of assistance they wished in developing their own program.

The Commission of Teacher Education felt that, though excellent preparation in the teacher training institution was essential to a teacher, the effectiveness and quality of teaching was influenced by continued growth on the job. For three years--from 1939 to 1942--the school systems that joined the study helped their education personnel to increase their competence and effectiveness; and studied techniques to facilitate continuous teacher growth, while applying it to program improvement.

The significant techniques developed and general conclusions reached may be read in detail in a report of two of the field coordinators on the staff of the Commission.[20] For the purposes of this paper, the only significance of the study was that it pointed out the fact that a new system of workshops had been developed to study long range problems on a cooperative basis for the benefit of many teachers and school systems. The cooperative study type of workshop in recent years has been used in such areas as child growth and development, curriculum revision, rural school improvement, and teacher

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[20]Prall, C. E., and Cushman, C. L., Teacher Education in Service, American Council on Education, Washington, D.C., 1944.

certification.[21] In chapter three, a cooperative study called the Bay City Experiment, carried out recently in Michigan will be described in detail.

Since the workshop was one of the techniques being tested in the study of the Commission on Teacher Education of American Council on Education, did it pass the test? Prall and Cushman[22] concluded from forms passed to participants: "the verdict, so far as it has been recorded in any way, is almost unanimously favorable. ...(a) superintendent called his workshop 'the best investment in supervision we have ever made'." Other quotes stressed group cooperation within a city, effective exchange of ideas, leadership development, democratic process, "talking out" problems, inspiration, creative release through painting, etc., renewed faith, and insight into the pupil's viewpoint. Prall and Cushman[23] "make bold to say that no activity promoted in connection with the cooperative study aroused more general or whole-hearted enthusiasm than did the school system workshop." The idea of the workshop had passed the test and had been introduced throughout the country, where it could take root and branch out to newer areas.

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[21]"What's Happening in Teacher Education", Journal of Teacher Education, vol. 5-6, pp. 91-93, March, 1954.

[22]Prall, C.E., and Cushman, C.L., op. cit.

[23]Ibid.

This chapter has traced the gradual development of the idea of the workshop and explained how the word "workshop" came to be used for teachers' meetings. This chapter has also reviewed the work of the Progressive Education Association and the American Council on Education in promoting the idea of the workshop and in showing its value to teacher institutions and organizations.

It is appropriate to consider next the types of workshops that have been used since the initial introduction of the idea.

PART II

TYPES OF WORKSHOPS

CHAPTER III

THE COOPERATIVE STUDY OF EDUCATIONAL PROBLEMS

Certain features of the cooperative study are in evidence in the work of the American Council on Education as recorded in Chapter II. This type of study is a long range experiment covering, say from two to five years, the time to be determined by the needs and extent of the problem studied. The cooperative study may include institutions throughout the nation, that have a common education problem, as did the work of the Commission on Teacher Education of American Council on Education illustrated by the Arkansas Experiment in Teacher Education[1] including fourteen major colleges and the university of this single state; or it can be adapted to schools within a county or city system. The last category was not described in any of the reading this research encountered. Reports on the cooperative study indicate that the significant problems attacked are usually common to many schools, therefore the amount of time and funds used for such experiment is better planned on at least a state wide basis. Usually a state department of public instruction or a teacher-training institution initiates the plan.

The cooperative study has a director and sometimes an advisory committee to observe and suggest changes and additions. A center is established as supervisory headquarters and a

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[1]Krathwohl, D., and Spaulding, W.B., "Evaluation of the Arkansas Experiment in Teacher Education", Journal of Teacher Education, vol. 7, no. 3, pp. 233-235, September, 1956.

common meeting place for certain phases of the work. The participants carry out their aims and plans in the type of classroom adapted to the problem. A program of seminars, directed reading, supervised individual research, and directed observational experiences should accompany the experiment to make it produce worthwhile results.

The final phase of this type of study must be a careful evaluation of the entire experiment. The Arkansas Experiment[2] used a team of experts. It included a Director of Evaluation and an Associate Director, who began the work of evaluating early in 1955. Both were research and education experts from other states. They reported in their writing that, "They studied available records, correspondence, and publications. They interviewed selected persons who had participated in the development of A.E.T.E. (initials of the project). Their tentative plan for evaluation was considered by officers of the Fund for the Advancement of Education, the Executive Committee of A.E.T.E., and members of the Advisory Committee of A.E.T.E. A final plan was developed."[3] Dr. Krathwohl,[4] the Associate Director of Evaluation has noted in his article on the evaluation plan, that the findings, "though expected to be of considerable general interest," will have severe limitations because the plan for evaluation was developed long after the experiment was well on its way. Early data and records were sketchy and much information depended on recall. Dr. Krathwohl wrote optimistically of the value of the experiment:

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[2] Ibid. p. 233.
[3] Ibid. p. 233.
[4] Ibid. p. 235.

> In spite of these severe limitations, it is clear from preliminary studies that much good has come from the Arkansas Experiment in Teacher Education. Determining the nature of this good, and, if possible, the factors which created it will be a major aim of evaluation.[5]

Dr. Krathwohl's explanation might serve as a warning to future experimenters, of the importance of planning every step in advance and being prepared for it. The core of this type of workshop project is joint planning.

Bay City Experiment

A survey of a cooperative study carried on in Michigan will better explain the steps necessary in such a cooperative study into important educational problems. The Michigan project was a five-year study known as "A Cooperative Study for the Better Utilization of Teacher Competencies." It was carried on by Central Michigan College, Mt. Pleasant, Michigan, and had Charles B. Park of the same college as director. The termination date for the five-year period was June 30, 1957. It included twenty-five elementary schools--kindergarten through grade eight.[6]

The study had the full and official approval of the State Board of Education of Michigan. It was made possible by a grant from The Fund for the Advancement of Education. A National Advisory Committee, which met at Central Michigan

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[5] Ibid., p. 235.

[6] Park, Charles B., and others, "The Bay City (Mich.) Experiment; A Symposium", Journal of Teacher Education, pp. 101-153, January, 1956.

College each spring, gave advice on its reaction to each step of the study. This committee reviewed the progress of the study, helped plan the next steps and made recommendations pertaining to policy. The committee was made up of twenty-five well known persons in the field of education, business, industry, and labor.

In respect to the elementary study in Michigan, the Bay City Public Schools served as the "pilot schools", therefore the project was sometimes called the "Bay City Experiment."

In planning the Michigan Study the first step was to set up a list of purposes and the areas in which they hoped to help other schools and school personnel improve existing conditions. The aims were:

1. to inquire into the teacher's job and the practices now employed in staffing our elementary schools;
2. to scrutinize methods and materials of instruction;
3. to examine recruitment practices;
4. to evaluate teacher education in terms of changing needs;
5. to try out experimentally new and different ideas bearing on each of these areas.[7]

It was hoped that some techniques and methods would be produced to "help school boards and school administrators to cope more effectively with excessive enrollments, the lack

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[7]Park, Charles B., "The Bay City Experiment...As Seen By the Director", Journal of Teacher Education, Je., 1956, p. 101.

of classrooms and the shortage of teachers."[8]

In the light of these purposes, the second step of the planning was to find out what duties were being performed by the elementary teachers in and out of school. From this step factual conclusions, regarding how much of the teacher's day was devoted to time-consuming activities, which called for little or no professional training or competence, could be established. The basic problem was how to measure these teacher activities. As investigation revealed that little work had been done in this area by universities and colleges, the techniques of job analysis and time study were borrowed from business and industry. These techniques have been accepted in business and industrial recruitment, training, and retention of employees for many years. Information was obtained from Dow Chemical Company, Personnel Division, and from a study of their job analysis and time study forms. A study staff, from the project, then designed a system which could be used in the classroom. Two field staff members were required to carry out the analysis of 137 elementary teachers in the Bay City school system. In order to have full cooperation, a meeting of the principals of the participating schools was called. The plan and purposes for the study were explained in detail; the principals informed the teachers of the plans; and the teachers prepared the pupils in advance of the visit.

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[8] Ibid.

When the time studies were completed, the detailed teacher activities were broken down into broad, related categories and definitions in view of simplifying the job of summarizing. In order to check and compare the pattern of classroom activity in Bay City with some other school system, the same time study was carried out with some elementary teachers in the Lansing schools.

A recording blank was given the teachers on which to keep a record of school-related activities outside of the regular school day. This covered a two week period, not with consecutive days, but spread throughout the school year, so that the record of activities would reflect a general pattern rather than an abnormally busy or slack time. These specific activities again were tabulated in general, related categories.

The time study data were compiled for use by the study staff and the National Advisory Committee "in designing the experimental phase of the study, which deals with the nature of the teacher's job."[9] As a result of the study of the data, the Bay City teacher aide plan was born and new goals and guiding principles were formulated. This experimental project carried over the last four years of the study. The teacher aide plan suggested one way by which competent teachers could be relieved of non-essential duties, which have been allowed to become part of the teaching job.

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[9] Ibid., p. 106.

The aide plan was established in eight experimental rooms, one aide for each grade. A teacher and a non-professional aide were teamed together in each experimental room. Classrooms with a minimum of forty-five pupils were selected. The cooperating teachers volunteered. The aides were selected from the lay community and paid by the employing school at the going unskilled wage for the community. No lack of needed lay people was found, as had been foreseen, and certain guideposts were set up as an employing pattern. Besides a pre-job orientation program, a regular weekly seminar training program was conducted for aides by the director of elementary education in Bay City. As more schools joined the project, college consultants went into the communities to supervise, observe, and train the aides. As a third method, regular field or extension courses related to the work were set up for the aides.

Various evaluative techniques were used to keep data for final conclusions. They included standardized achievement testing in the experimental rooms as well as in control rooms, psychological testing, opinion questionnaires, diaries and observations. An outside evaluating team composed of recognized educational leaders did their evaluating during the final year and a half of the study.[10]

The editors of the Journal of Teacher Education suggested to the Advisory Committee that they allow six educators from

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[10]Ibid., p. 109.

other states to objectively observe the experiment at the close of the fourth year and to make an "informal appraisal of the Experiment as to its soundness and general value in improving teaching services."[11] The six educators included a child psychologist, a superintendent of schools, an experimentalist in education, an administrator of a teacher education institution, a curriculum specialist, and a classroom teacher. Their visit lasted two days and each visited the Bay City experimental classes alone.

At this writing, the final conclusions of the experiment have not been published. For the purposes of this paper, the arguments for or against teacher aides is of no concern. The writings of the six educators have stressed the problem of the utilization of teacher aides primarily. It should be noted that two of the six, the curriculum specialist and the experimentalist, felt that the project could not be considered scientific research. Dorothy McCuskey, the curriculum specialist, felt that "the activities...bear a closer resemblance to the every-day experimentation of a working school system than they do either to action research or to scientific research."[12] Phillip Rulon, the education experimentalist, writes as follows regarding the scientific

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[11] Introduction, The Journal of Teacher Education, p. 100, June, 1956.

[12] McCuskey, Dorothy, "The Bay City Experiment...As Seen By a Curriculum Specialist", The Journal of Teacher Education, pp. 111-118, January, 1956.

nature of this research:

> We are going to have to have a great deal more data from researches conducted with much better controls over longer periods of time, and above all with much better measuring instruments for assessing the various facets of pupil learning and adjustment.[13]

This experiment has pointed out several conclusions about the cooperative study.

1. It is a detailed, long range plan including many steps of different types of study.
2. It includes a wide variety of personnel working cooperatively on planning, observation and reaction.
3. It requires careful planning in advance and careful evaluation.
4. Though the research may not be scientific, the values of the cooperative study are:
    a. Pointing up a problem so that people begin to think about it.
    b. Actual in-class experiment with possible solutions to the problem to find out whether they will work.
    c. Bringing educationalists together to act on common education problems.
    d. Giving teachers the confidence that something is being done.

"We need bold experimentation in education. ...the profession should welcome any serious research in the basic areas of curriculum, procedures, and organization."[14] Here in the

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[13]Rulon, Phillip, "The Bay City Experiment...As Seen By an Educational Experimentalist", The Journal of Teacher Education, pp. 137-141, January, 1956.

[14]McCuskey, op. cit., p. 111.

experimental field then is the place for the cooperative study.

This chapter has pointed out that it is characteristic of the cooperative study to cover a long period of time and require careful planning, observation and evaluation. The procedures for the cooperative study were emphasized through a review of the Bay City Experiment carried on in Michigan.

It is possible for those using the cooperative study type of experimentation to plan and evaluate each step of the project through the use of the workshop and teacher conference. They are an important part of the experimentation. The next chapter will describe the teacher conference and summer workshop, and point out its varied uses.

CHAPTER IV

THE TEACHER CONFERENCE AND SUMMER WORKSHOP

The teacher conference, as the chapter on the development of the workshop indicated, has had wide use as an in-service technique since the end of the nineteenth century. Today it is still in constant use throughout the United States as indicated by reports of individual states on teacher activities.[1] These same reports indicated that it has carried a wide variety of names such as work conference, instructional conference, orientation conference, institutional conference, council, workshop, clinic, institute, and others; but no matter what name it carried, the general pattern of operation seemed to be the same. The flexibility of this device is an advantage in that it can be planned to suit the problem to be solved.

Generally speaking, a report of a New York Teacher Education Conference held in April of 1954 showed the pattern for most conferences, as indicated in the reports on varied conferences in different states. The New York State Teachers' Association sponsored the conference in cooperation with the State Education Department. The Association's Teacher Education Committee initiated the conference to evaluate the status of the teaching profession and endeavor to set goals for its

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[1] "What's Happening in Teacher Education", Journal of Teacher Education, 5-6, 1954-1955, and 7, nos. 1, 2, 3, 4.

future improvement. Participants included representative members of the profession at various teaching levels, leaders in the education of teachers, members of the State Education Department staff, and representatives of citizens' groups especially concerned with teacher education. A Conference Planning Committee headed by the dean of the State University Teacher's College, Oswego, chose keynote speakers for the opening evening meeting. The following day, the session consisted of small group meetings to discuss the same agenda, touching on such topics as: the earmarks of a profession, the present status of the teaching profession, and the goals for its future development. A luncheon and general report session concluded the conference.[2]

While following this same general plan of specialized personnel working with group and individual conferences, other recorded meetings have added other features. The twelfth annual conference of the Association for Supervision and Curriculum Development held in March, 1957, had as its theme: Education and the Future: Appraisal and Planning. Besides study groups for sharing experiences and information, there were some planned to devote time to specific publications, research papers and research techniques.[3] In this way source material, also, is made available to conference members.

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[2]"What's Happening in Teacher Education", Journal of Teacher Education, New York, March, 1954.

[3]Franks, Milford, Editor, The Newsletter, a Quarterly Bulletin of the Northwest Association for Supervision and Curriculum Development, XXXIX, Fall, 1956 .

In 1956, Oregon used the summer workshop to culminate a statewide curriculum study which had been carried on by local field committees during the 1955-1956 school year. At this particular workshop, the members listened to lectures part of the day and met in groups the rest of the day. They made extensive studies in the field which they had chosen, reviewed curriculum materials from all possible sources, and made recommendations for revision in the area which they had chosen. Further work was planned for the future and valuable materials were produced. These were made available to the teachers of the state of Oregon as they were published and distributed.[4] The conference and workshop in this instance made it possible for a whole state to successfully bring together workers on a single problem and project.

In some states it was reported that teacher conferences and summer workshops had prepared materials of several kinds for use in the schools of the state. In the summer of 1955, the Massachusetts New England Economic Council sponsored the Third Annual Workshop on Economic Education. Economic consultants and curriculum consultants studied and talked together. As a result a sequence curriculum guide for 12 grades was prepared and a pamphlet entitled, "How New England People Make Their Living" was written.[5] Likewise, in Minnesota, in an attempt

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[4] Ibid.

[5] "What's Happening in Teacher Education", Journal of Teacher Education, p. 245, September, 1955.

to improve instruction, workshops and teacher's conferences in the three areas of arithmetic, social studies and English were held. Evaluative criteria and manuals in arithmetic, social studies and English were developed for use in the local school systems. A list of good books in several areas of instruction was compiled. Branch workshops and conferences in local systems introduced the use of the manuals to the teachers, supervisors and administrators.[6]

An example of a conference in California illustrated how such names as "clinic" came into use for the conference type of meeting. California educational groups, during the month of February, 1955, held a series of meetings aimed at tackling the problem of teacher recruitment. Meetings were held, in five different areas of the state, at which key persons representing both lay and professional groups were brought together. The meetings were designated specifically as "clinics" because "the theme of the meetings was the current illness the teaching profession is suffering because of lack of qualified teachers. The program, therefore, emphasized diagnosing the problem and prescribing ways of effectively treating it."[7]

New York reported[8] using the conference type of meeting to bring together representatives of education and industry to

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[6] Ibid., Minnesota, p. 95, March, 1956.

[7] Ibid., California, p. 163, June, 1955.

[8] Ibid., New York, p. 383, December, 1956.

discuss problems of concern to both the school and industry. The conference, entitled Industry-Education Joint Conference, was held on September 10th and 11th, 1956 in the State Education Building. The educators and businessmen were concerned with the problem of the shortage of teachers especially in secondary mathematics and science. This problem, they felt, was the concern of both groups because unless the schools have trained teachers in these fields, they cannot turn out a large number of students for the colleges so that the colleges in turn can graduate trained mathematicians and scientists for industry. In a few instances, industry has supported summer seminars in science and mathematics through scholarship awards to science and mathematics teachers who lack adequate preparation or background, or even to fully qualified teachers who want to gain added knowledge. An example of this was the seminar held at Union University. It was sponsored by General Electric Corporation, who also furnished the instructors.[9]

The conference and summer workshop type of study has been used to advantage within a single institution. State Teachers College, Indiana, Pennsylvania used it, within its own walls, to improve teaching on a college level. The project began in September, 1955 with workshops and faculty meetings with the committees assigned to the study of particular aspects of college teaching. Through added conferences, progress reports were made to the faculty as a whole and when the work was done

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[9] Ibid., p. 383.

the faculty had specific ideas and concepts in organized form, stating how instruction could be improved on the college level.[10]

This cross-section of conferences in various parts of the country shows how specially trained personnel and source materials may be used to work out troublesome educational problems. The six steps listed by Miller[11] as a suggested pattern of procedure adaptable to many types of teacher's meetings would serve as a summary of this chapter. He attended several conferences in 1952 which high-lighted the possibility of professional growth through working together in large and small groups. These conferences suggested this pattern of procedure to him:

> Step 1. Choosing a planning committee. The committee selects several tentative topics. The topics are sent to several interested persons to test their reactions to the topics. A meeting time is determined and a location chosen.
>
> Step 2. Group leaders, consultants, and recorders are selected and invited. A chairman is appointed. The planning committee and chairman arrange for sub-committees to take charge of final meeting places, luncheons, publicity and final details.
>
> Step 3. Informing teachers of the conference. A pattern letter informing administrators and supervisors can be used. A second letter can be sent later with details. It may include a return postcard inviting registrations.
>
> Step 4. The program committee has several choices as to the type of program:
>
> a. A beginning general session assures group solidarity.

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[10] Ibid., Pennsylvania, p. 288, September, 1956.

[11] Miller, Thomas P., "Planning a Work-Study Conference", Journal of Teacher Education, 34, 172, September, 1952.

b. The popular method is to divide the entire registration in groups of from 12 to 17 persons. Each group has a leader, consultant, and recorder. The separate group meetings are followed by a report session at the end of the day.
c. Another satisfactory plan is to divide into groups. Each smaller group discusses each topic. The group remains constant and the leadership team works with each group.
d. Still another plan is to have a keynote speech and panel discussions of a central theme.
e. A summary session is usual for nearly all types of conferences.

Step 5. Within reasonable limits, the smaller the group the greater the individual participation and the better the discussion. Each person should have every possible opportunity to listen, to study, and to contribute. The goal is individual growth.

Step 6. The planning committee provides a summary sheet or sends a summary report to all participants. A summary provided by the recorders can be a brief account or a detailed statement of suggestions or accomplishments.[12]

This chapter has described the teacher conference as a plan using specialized personnel working with group and individual conferences. Also listed were conferences that added the study of source materials and the preparation of materials such as curriculum guides, subject criteria, subject manuals, and book lists for school use. The conference gave outside groups such asindustrial leaders the opportunity to plan with educational leaders.

In the next chapter the activity workshop will be explained. It includes some of the features of the conference

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[12] Ibid., p. 172.

type, and some of the listed steps of procedure, but with a new variation, for the participants actually do what they are learning.

CHAPTER V

THE ACTIVITY WORKSHOP

The activity workshop was devised in an attempt to get away from the inactivity of the conference type of workshop that followed the procedure of keynote speaker and discussion. Reports of partipants, in certain areas in education that develop skills, showed that expert advice, discussions and the actual doing of the skill was of more value than being told how the skill can be done.

For example, in an art workshop this writer attended, the actual art materials, crayons, chalk, wax paper, construction paper, charcoal, et cetera, were given to the participants to work with as the expert taught the use of them. The lesson, when later taught to the school children, was more successfully and expertly taught. In the same way, music workshops have helped the grade teacher who has no special music education. Workshops have helped her try methods of music teaching with expert criticism of the lesson. In Jefferson County, Kentucky,[1] it was reported that teachers asked for music workshops to better prepare themselves to supplement the services of the music teacher.

In the field of audio-visual materials, the activity workshop has served as a way to introduce and demonstrate

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[1]Chambelain, M. M., and Estes, R. A., "New Look at Music Workshops", Music Educator Journal, 42: pp. 50-53, Nov. 1955.

these materials. Fosdick[2] wrote in the Educational Screen Magazine of the Audio-Visual Workshop Spectacular as demonstrated by Kent State University in Kent, Ohio. The program accomplished two purposes. They were able to show the latest instructional techniques with audio-visual aids and acquaint the educators with new media for teaching. Demonstrations were held simultaneously and repeated so that the participants could attend four sessions, yet groups were small enough to allow everyone to take part in each session.

Luster[3] wrote enthusiastically of the use of the workshop in agriculture demonstrations. His enthusiasm stems from the fact that busy agriculture teachers are needed on the job the year around, yet, through the workshop meeting, can try up-to-date methods and ideas without leaving their work for a long period. He feels the workshop gives the greatest improvement for the time required for it. Agriculture workshops vary in length depending on the technical nature of the problem to be discussed. Usually they do not take more than a week and often are one to two day meetings. This way they do not interfere with the supervision of the farming program of students or other summer activities.

In Kentucky, personnel from the College of Agriculture, the Soil Conservation Service, Extension Service, and the Agricultural Education Dept. cooperated in planning a

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[2]Fosdick, J. A., "Spectacular AV Workshop", Educational Screen, 35, p. 178, May, 1956.

[3]Luster, G. L., "Workshop, A Tool for Professional Improvement", Agricultural Education, 28, p. 275, June, 1956.

workshop on soil and soil judging. Because demonstrations and practice in soil judging were a part of the workshop, a farm was selected and the soil judging pits were prepared before the meeting. Local personnel such as area soil scientists, county agriculture agents, supervisors of Agricultural Education and agriculture teachers made all arrangements. Besides judging soil, the participants learned the technique of making miniature soil monoliths by actually making a monolith themselves.[4]

As a result of taking part in such workshops, Luster has listed several important features to include in planning an agriculture activity workshop. These same features might also apply to other types of activity workshops.

1. Have a technical instructor and demonstrations by specialists in some phase of agriculture in which teachers request help.
2. Include an explanation of how the technical instruction and demonstration can be used in teaching vocational agriculture.
3. Include activity by those attending the workshop.
4. Make adequate provision for questions and comments by the teachers.
5. Choose a subject sufficiently limited in scope to permit a thorough job to be done in the time provided.[5]

The Chicago Teachers' College came to the aid of the Cook

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[4] Ibid., p. 275.

[5] Ibid., p. 275.

County Forest Preserve District in Illinois with an activity workshop.

Jaffe,[6] in reporting the incident, stated that many schools would like every urban child to be able to spend at least a week at camp. But in order to even partially accomplish this goal, more teachers must be attracted to the job of leaders and be given the opportunity to learn to be leaders in outdoor activities. The Cook County Forest Preserve District offered one-day field trips to help the problem, but it was evident that a more extensive course was needed. When the forest preserve district acquired a former Y.W.C.A. camp, complete with overnight cabins, a lodge, and a farmhouse, they had the solution. But educational leadership was needed to make it a teacher-training camp. Here is where the Chicago Teachers' College came into the picture. The college agreed to establish the school, direct the program, and give credit toward advanced degrees for satisfactorily completed work. Four field courses were given, each of two week's duration and each good for two semester hours of credit. Some students enrolled for only one two-week course. Others remained for all four of the summer school courses. The teachers participated as the children in camps would when they teach them. They were presented factual information in lectures and discussion

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[6]Jaffe, K. Dorothea, "Preparing Teachers to Teach Outdoors", Nation's Schools, Vol. 55, p. 47, June, 1955.

groups in the woods or along creek beds. They were assigned "paper work" such as collections to make and label. According to Dr. Sanders, the director, the naturalists from the college science department and the forest preserve district attempted to "establish in students and teachers a full appreciation of their personal relationships to forest, soil, water, grasses and wildlife." They tried to develop in the teachers and students a concern for the necessity of protecting our natural resources.[7]

In these examples of activity workshops with the participants in action, several uses have been explained. It has been shown that the activity workshop is an excellent way to present materials and teach their uses as with art materials or audio-visual equipment. The activity workshop is a very good way to teach methods and new knowledge as in music, agriculture and nature study. It is the opinion of this writer that this type of workshop would be satisfactory to use to present science experiments, home economics demonstrations, industrial arts projects, Air-Age Education demonstrations, or medical therapy demonstrations. The fact that, as Luster[8] suggested, it economizes on time for the busy worker, makes it even more valuable.

The laboratory school explained in the next chapter

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[7] Ibid., p. 47.

[8] Luster, Op.Cit., p. 275.

will be similar in many features, and again will add one new distinctive feature of its own.

CHAPTER VI

THE LABORATORY SCHOOL

Reports of laboratory schools held throughout the country, listed the procedures as including such features as speeches by experts in the field of the problem, group discussion or panel discussion, and the participants actively taking part following demonstrations. To these methods of procedure is added one other. The added feature is the class of children for demonstration purposes and for practice teaching.

Boston University held a workshop for elementary teachers in August, 1951. It was sponsored by the Boston University School of Education. The idea of the workshop was conceived because the members of the Education Department recognized the need to increase the nation's supply of qualified elementary teachers. The workshop was a six weeks summer course. They offered special instruction to liberal arts college graduates who planned to enter the teaching profession. Those accepted could qualify in three ways. The students who could qualify were: (1) college graduates who had a contract to teach but no special preparation for elementary teaching; (2) college graduates with superior records in college, who presented satisfactory recommendations for elementary teaching; or, (3) teachers

with one year of experience in teaching but no record of student teaching in college. The workshop was conducted at the Underwood School at Newton, Massachusetts. The children of the public, private and parochial schools of Newton were invited to enroll in the grades they were scheduled to enter in the Fall. Classes averaged twenty-five pupils on each grade level. Successful public school teachers were the staff members.

The graduates and teachers who qualified for the workshop observed and worked with the children on the grade level in which they felt they could teach most successfully. They did actual teaching in all elementary school subjects in that grade which they had chosen. Those taking part received practical experience in instructional methods, individual and group guidance, extra-class activities, and school-community relationships. After lessons with the school children, they met with the Underwood School staff and faculty members of the School of Education of Boston University for group discussion and evaluation. Special evening sessions enabled the participants in the workshop to participate in parent-teacher meetings especially planned for them. During two years of operation, the workshop had trained 159 graduate students for teaching positions in elementary grades.[1]

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[1]Comb, Allan A., "Boston University Workshop for Elementary Teachers", The Journal of Teacher Education, vol. 3, p. 290, December, 1952

Another example of teacher learning through actual work with children has been carried out in Flint, Michigan. Flint has a carefully planned program to provide in-service training for teachers in the field of child growth and development. The course, named "Child Growth and Development", was carried on for thirty-two weeks, meeting one evening each week for two hours. Lectures by leading specialists in various fields related to child growth and development were planned to aid the teacher in the preparation of case studies. Each teacher taking part was required to make two case studies, one of a so-called "problem" child and one of a child who was apparently making a good adjustment to his enviornment. Learning by doing and by actual study of the child, the participants discovered the principles that produce or fail to produce mental well-being in children. Through the advice of the coordinator of the course, the council of the lecturers, home visits, and a study of the child, the teachers developed an understanding of child behavior. Most of the lecturers were furnished by the University of Michigan and the Mott Foundation furnished the funds for the lectures.[2]

North Dakota reported helping the teachers of that state through a laboratory school held in the summer at the State Teachers' College in Valley City, North Dakota. The theme

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[2]Holmlund, Walter S., "Flint's Plan for the In-Service Training of Teachers in Child Growth and Development", The Journal of Teacher Education, vol. 3-4, pp. 50-52, March, 1952.

was "The Teaching of Reading". It was an intensive two weeks course giving the participants four hours senior college credit. The course was taught by a specialist in reading. The teachers taking part combined classwork and laboratory activities. They worked directly with children, and did research in reading problems. They exchanged ideas with other teachers. They studied carefully on their own particular reading problems and collected materials dealing with the same problems.[3]

It is the opinion of this writer that this type of workshop can be of great value to the teacher in that she may put into practice the learning that she receives from the experts in the field of her problem. It is of more value to her than words of advice only or theory that she has not seen carried out with children. Members of local churches have stated that they have used this type of workshop to good advantage in developing teaching methods for Sunday School teachers who must present a lesson in one hour on that one day a week.

Institutions of higher learning have recently adopted the workshop as a means of helping first-year teachers. Just how they have done this will be told in the next chapter.

3"What's Happening in Teacher Education", The Journal of Teacher Education, North Dakota, vol. 5-6, p. 85, March, 1955.

CHAPTER VII

COLLEGE WORKSHOPS FOR FIRST-YEAR TEACHERS

Since workshops for first-year teachers were not reported in any available literature before 1954, that fact led the writer to believe that such a workshop is a fairly new trend. Central Michigan College of Education in Mt. Pleasant, Michigan reported that for years they have made personal visits to first-year teachers who were graduates of their school. However they were not satisfied with the plan. They felt that the teachers lacked the opportunity to get together and discuss freely and informally their interests, sucesses, problems, and difficulties. Therefore, the Central Michigan College of Education initiated a one-day on-campus conference for first-year teachers.

The conference included several major activities. The first was an address concerning suggested problem areas. It was made by a school superintendent in the area. Such topics as a general evaluation of beginning teachers, ways they could be more effective, and suggestions as to how school administration could assist in the orientation and adjustment of first-year teachers were touched upon by the address. The speech was followed by a panel discussion on the topic: "Problems I Face". The participants were first-year teachers from various fields of education.

Another important activity of the conference was to give the individual teacher a chance for an hour visit with

a former supervising teacher or faculty member of the college. Together they dealt directly with the individual problems of the first-year teacher, and planned possible solutions for the teacher to try.

A luncheon session followed the morning meetings. There was no program for this luncheon, so that through "shop talk" the first-year teachers could exchange further ideas with each other. The afternoon session consisted of small group meetings. Each group was led by a first-year teacher with a faculty member of the college as recorder. They discussed such topics and questions as the following:

1. What are the ways in which we as first-year teachers have been most successful?
2. What are some of the problems and difficulties first-year teachers face?
3. How may some of these problems and difficulties be solved or avoided?
4. In what ways could this college be of more assistance to the beginning teacher?[1]

Nash has been of the opinion that "although the conference for first-year teachers is a relatively unexplored source of training",[2] a few guideposts may be suggested for future use. In these guides, he suggested that the meeting be held on a Saturday in late November or early December as more teachers and administrators are able to attend on Saturday and the school year is well enough along for the teacher to recognize

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[1]Nash, Curtis E., "A Conference for First Year Teachers", The Journal of Teacher Education, vol. 5-6, pp. 320-322, December, 1954.

[2]Ibid., p. 322.

some of her problems. He suggested the use of the keynote speaker to start things off. He also noted that all first-year teachers may be invited regardless of whether they have attended the institution giving the conference. The conference planning committee should include all levels and areas of teacher education. He included the idea that a printed form be given to the first-year teachers leading the discussion to ensure that these group meetings are run efficiently. He has stressed the importance of including time for individual help with problems, and planning evaluation of the conference. He also recommeded that colleges experiment with the workshop for first-year teachers and try to originate new ideas for help along this line.

Valdosta (Ga.) State College, in the same year of 1954, introduced a program for first-year teachers. Booker,[3] who reported on this program, wrote that any college accepting students in its training program should be responsible for placing the graduate in a teaching position and assisting him to make the adjustment to the position. That was the reason that Valdosta State College set up this plan of follow-up service designed to provide such assistance to new teachers over the first two years of teaching.

One aspect of the program was campus in-service conferences and/or seminars. They held two each year. At

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[3]Booker, Ted W., "Follow-up Services at Valdosta State College", The Journal of Teacher Education, vol. 5-6, pp. 235-236, September, 1954

the conference held in the late Fall, the first-year teachers' problems were identified, possible solutions were discussed, a tentative working plan set up and visits by the college staff members were scheduled. The conference the next Spring was a follow-up meeting. The work of the year was evaluated. The success or failure of plans made at the Fall conference was discussed. The important aspects of this final conference for the year were the sharing of experiences, exchanging of ideas, self-evaluation and the discussion of the strengths and weaknesses in the year's work of the new teachers.[4]

It is the opinion of this writer after reading of activity in workshops for first-year teachers that this area, described by Nash as a "relatively unexplored source of training",[5] has great possibilities for helping new teachers get a good start in teaching and for helping to raise the standards of teaching.

The Teacher's Conference and Summer Workshop, the Activity Workshop, the Laboratory School and the Workshop for First Year Teachers have been described in the past chapters. They have been carried out in various parts of the United States. Has Montana used this technique for in-service training of teachers? This question will be considered in the next chapter.

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[4] Ibid., p. 236.

[5] Nash, op. cit., p. 322.

PART III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VIII

THE USE OF THE WORKSHOP TECHNIQUE IN EDUCATION IN MONTANA

The use of the workshop technique in Montana, as an educational topic reported in the Montana Education Magazine,[1] was first announced in the May, 1945 issue. The meeting was advertised as a "Rural Education Workshop". However, as early as the first volume of the Montana Education publication in September, 1924, summer schools, councils, conferences on education problems, and education association meetings were announced or reported. The Rural Education Workshop was the first meeting, announced in the Montana Education Magazine, to use the title "workshop" for such a conference.

The Rural Education Workshop was held July 9-21, 1945 in Battle Creek, Michigan. It was made possible through a grant from the Kellogg Foundation. The participants were editors of education journals. The Montana Education Journal was represented. How could teachers and education benefit from such a workshop? The purpose of the meeting was to plan, with leaders and specialists, practical and usable material for rural teachers. The materials were related to all phases of the rural teacher's work, and especially the relation of the rural school to the community. The material, taken back

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[1]Official organ of the Montana Education Association, published monthly from September to May each year.

by the participant, was supplied to the teacher monthly through the issues of the journal. This gave the rural school teacher new ideas each month for use in the classroom.[2]

In succeeding issues of the Montana Education Magazine more workshops were reported. In the November, 1947 issue, an article entitled "Montana Parent-Teacher Workshops" told of the "friendly and informative workshop atmosphere"[3] that inspired the parents and teachers who participated. The following year, 1948, another such parent-teacher gathering was reported.[4]

In May, 1950, an Exceptional Child Workshop planned by Eastern Montana College of Education was announced for July 5-19. It was a repetition of a similiar workshop held in 1949. The personnel consisted of a coordinator and two outstanding authorities in the work for exceptional children. An added feature was the diagnostic clinic the participants observed and took part in.[5]

Through speakers, films, and field trips used as a part of a workshop, teachers were able to get first hand knowledge of the "Conservation of Natural Resources". This

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[2]Rural Education Workshop, Montana Education, Vol. 21, No. 9, 14, May, 1945.

[3]Reed, Mrs. Dallas J., "Montana Parent-Teacher Workshops", Montana Education, Vol. 24, No.3, 9, November, 1947.

[4]"Findings of PTA Workshops", Montana Education, Vol. 25, No. 1, 29, September, 1948.

[5]"Exceptional Child Workshop", Montana Education, Vol. 26, No. 9, 11, May, 1950.

was the title of a workshop, also held at Eastern Montana College of Education, and reported in November, 1951, in Montana Education.[6] The Glasgow (Mont.) Art Workshop was another activity meeting where, in the 1952-1953 school year, a group of Montana Teachers learned new art techniques and ideas through the actual handling of materials after a short demonstration. The creative approach was stressed and the teachers learned how to discover and develop the creative ability of the children.[7]

A record of a "Montana Co-Operative Project"[8] was also recorded in the Montana Education publication. The project was the result of the work of the Montana Teacher Training in Health Education Committee. It was planned to help further improve the health education program in Montana through a cooperative effort. The University of Montana and university units engaged in teacher training, the State Board of Health, State Department of Public Instruction, Child Welfare Services of State Department of Public Welfare, and the Extension Service were the agencies that worked together to carry out the project. The W. K. Kellogg Foundation gave some financial assistance.

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[6]Gloege, George, "Eastern Completes Summer Workshop in Conservation", Montana Education, vol. 28, no. 3, 9, November, 1951.

[7]Dahl, Norman T., "Let's Have a Workshop", Montana Education, vol. 29, no. 8, April, 1953.

[8]Anderson, K. Elizabeth, Coordinator, "Teacher Training in Health Education, A Montana Cooperative Project", Montana Education, vol. 24, no. 3, 10, November, 1947.

As a result of the cooperation of the committee members, who received special training through summer school sessions, workshops, or special meetings, and these state agencies, courses were offered for teacher training in Health Education at each University unit and it was planned that each University unit engaged in teacher training would sponsor local health projects of an experimental or demonstration type. Through these plans they hoped to improve the local school health programs so as to provide for every child's needs, improve cooperation between local school and health departments, demonstrate accepted procedures in school health, and stimulate other local schools to develop improved health programs. The cooperative effort of such a project illustrated how several agencies worked as a team to solve a problem in education with resulting benefits for many parts of the state.

Other workshops held in Montana Schools and reported in the Montana Education Magazine touched on such topics as leadership training, professional organizations, and effective in-service planning.

In making a detailed study of the most effective in-service plan for the Campus School of Eastern Montana College of Education, Stibal,[9] in explaining the plan, stressed these ideas that were tried. The educational objectives of the school are important to such an in-service training plan. They used a

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[9]Stibal, Dr. Willard, "A Flexible In-Service Training Plan", Montana Education, vol. 31, no. 7, 15, March, 1955.

testing program to obtain these objectives, so the in-service training included testing. Their plan also included consultants and resource persons at the college. They found them of great value in the fields of music, art, creative drama, science, reading instruction, etc. They tried the workshop method and lecture or discussion method. The workshop was found to be more valuable in their situation. They attempted to teach the individual as well as the group. The instruction was more worthwhile if it included such instructional devices as demonstration projects, actual classroom teaching and field trips. The parents were included in evening meetings. The parents were given the opportunity to evaluate the work presented in the workshop. More attention was given to areas low in the parents' evaluation. This experiment indicated for them the direction for teacher study but for this paper it indicated the successful use of the workshop technique in Montana for teacher help in solving educational problems.[10]

In a study conducted to find how some Montana schools used various available procedures to improve the professional training of teachers in Montana, Sederholm[11] used a check list including all phases of in-service training. Her survey included fourteen larger first class school districts of Montana. Her findings and conclusions about the workshop technique of in-service training only are of value here.

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[10] Ibid., p. 15.

[11] Sederholm, Gladys E., "In-Service Education Programs for 1st Class School Districts", Montana Education, vol. 32, no. 9, 8f, May, 1956.

In her check list the workshop item was stated thus: "There are workshops for common problems in the school system."[12] Of the fourteen schools participating, eight checked the "Using" column, six checked the "Not Using" column. Under "Qualifying comments made by some officers"[13] were these comments made by school officials not using the workshop technique. "We have a rotating advisory council" and "Meetings instead of workshops."[14] In her conclusions on in-service training programs for first class districts of Montana, she stated that the answers to the check list and available literature she read indicated that efforts made by the larger school systems in Montana to further teacher growth compare favorably with modern schools in other states. She stated also that the slow development of study groups or workshops in Montana as well as other states was indicated to be due to the fact that "school systems have not utilized sufficient school time in the development of effective in-service programs."[15]

Some workshops held in Montana are planned through the State Department of Public Instruction. On request William King, High School Supervisor of the State of

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[12] Ibid., p. 8.

[13] Ibid., p. 8.

[14] Ibid., p. 8.

[15] Ibid., p. 21.

Montana (1949-1957) has listed the types of workshops sponsored by the State Department in past years.[16] Institutes or teacher conferences and music workshops have been held annually. Summer workshops have included art, music, audio-visual, air-age education, laboratory schools, institutes and teacher conferences. He indicated that if the need should arise the State Department of Public Instruction would help with research and experiment through a Cooperative Study, plan with a teacher training institution for Follow-up Service to first-year teachers, or sponsor workshops in which parents and teachers cooperate in finding the solution to common problems. Future institutes, teacher conferences, laboratory schools or audio-visual workshops will be planned when the need arises.

Though this survey may be incomplete, and may not have touched upon workshops of Montana that were not recorded in available literature, this brief account has indicated that, generally speaking, Montana has kept pace with other states in the use of this workshop technique for teacher-training. The workshops planned throughout Montana have covered a variety of topics. The teacher conference type and activity workshops such as art and music have been used to a greater degree than other types. In the future there may be a greater need to use this technique in Montana, to give additional training to teachers or to study educational problems.

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[16]Refer to appendix.

A summary of the material presented in this paper and the conclusions drawn from this material will be given in the next chapter.

CHAPTER IX

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This investigation was conducted to bring together in one paper material on various kinds of teacher-training workshops being used throughout the United States. The kinds of workshops discussed were the cooperative study of educational problems, the teacher conference and summer workshop, the activity workshop, the laboratory school and workshops for first-year teachers. The material included the development of the workshop idea and the purposes, values, and accomplishments of these types of workshops. It was then determined whether the state of Montana had also made use of the workshop technique of teacher training.

The cooperative study, a long range experiment with solutions to educational problems, covered one year or several years of time. It included several types of schools or agencies cooperating on the problem. It used a variety of personnel, both specialists in the field of the problem and non-specialists. Because the project may extend over a period of several years, this type more than any of the others needed the careful joint planning, careful records of each step and its results so that there could be careful evaluation of each phase and the total evaluation at the close of the project. The cooperative study itself was not a workshop,

but the planning, training, study, and evaluation of the project was done through the use of the workshop technique.

The teacher conference and summer workshop were most often reported in the literature available. One writer has written the following statement of their popularity. "One of the most popular, or at least one of the most common, activities of teachers during the summer months is attendance at 'workshops'."[1] The teacher conference or summer workshop sometimes went under the name of institute. Workshops under these various names had several types of programs that might be used. Some used the general session for opening the meeting, featuring a speaker who lectured on a topic related to the purposes of the gathering. This was followed by a session of discussion in small group meetings or by a panel discussion with later audience participation. A luncheon was scheduled between the general session and the group discussion or at the closing of both sessions. They generally closed with a report session and summarizing of the accomplishments of the meeting. Some such conferences studied research papers and research techniques related to their problem. Others assembled materials and book lists to make available to local schools for use in teaching.

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[1]Goodlad, J. I., and Hodgson, N. C., "Reorganizing a Workshop: An Application of Learning Theory", Journal of Teacher Education, Vol. 5-6, pp. 134-137, June, 1954.

Lyon[2] questioned a group of twenty-five teachers regarding past experiences with in-service programs. He made this statement as a result of their answers. "Various types of workshops and conferences were mentioned by half a dozen members as valuable means of in-service education for teachers."

Some activity workshops followed the same program as the conference type and added to this program the opportunity for the members of the workshop to actually work with materials or take part in projects that they might later use in teaching. For example in art work, they handled the materials that they would later teach. In music conducting, they had the chance to teach the music instead of watching someone else do it, or being told how to do it. The greatest benefit of this type of workshop was that it allowed the teacher to learn materials, equipment, or methods in one or two days of meetings. This fact of the saving of time for the busy agricultural worker, led Luster[3] to write that, "Many teachers believe that the most practical in-service help available to them is the workshop."

The laboratory school, too, combined the program of

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[2]Lyon, R. M., "What Makes an In-Service Program Click", Journal of Teacher Education, Vol. 3-4, pp. 130-132, June, 1952.

[3]Luster, op. cit., p. 275.

the conference and the activity workshop. Using the specialist as a speaker or for demonstrations, the participants actually worked with materials, equipment and methods and added the class of children for demonstration purposes or practice teaching of a lesson that had been demonstrated. This type of workshop was well suited to the presentation of reading methods, the making of case studies, or practice teaching for graduates of institutions that do not provide this opportunity for their graduates.

The workshop for first-year teachers has been a fairly new idea. It originated about 1954 according to reports on it. It has been tried in recent years to help the first-year teacher with problems that may stand in her way of doing the best job possible with her class of children. The program was similiar to the program of the conference. It included the keynote speaker, group discussion, or panel discussion with summary reports and evaluation at the close of the meeting. The important new feature was the opportunity for the first-year teachers to have individual conferences with faculty advisers, to talk personally about problems that were bothering them, and try to work out solutions to try when they returned to their job. The teacher-training institutions that had tried this new workshop did not include only their own graduates but any new teachers who

felt that they could use help with problems that had arisen.

It was indicated through available literature and correspondence with the State Department of Public Instruction that the State of Montana had used all of these types of workshops except the workshop for first-year teachers. This has been shown to be the general trend in many states as the workshop for first-year teachers is so new an idea that only a few states have experimented with it.

Conclusions

Any type of workshop must be fulfilling a need or solving a problem for a school staff or group of teachers. This is an essential condition for initiation of any type of in-service program.[4] The workshop should be based upon real problems that teachers or personnel face on the job.[5] Most of the reports of workshops given in this paper have listed an institution of higher learning, teacher-training institution, state education department, or administration of a school system as the initiators of such workshop projects but sometimes teachers themselves will initiate and set up training projects of their own.[6]

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[4]Martorana, S. V., and Willis, D. E., "In-Service Education in the Northwest", Journal of Teacher Education, Vol. 5-6, pp. 145-148, June, 1954

[5]Goodlad, J. I., and Hodgson, N. C., op. cit.

[6]Eggert, Dr. C. Lee, Quoted from Harry and Bonaro Overstreet, "Leaders for Adult Education", "Frontiers in In-Service Education of Teachers", Journal of Teacher Education, Vol. 5-6, p. 308, December, 1955.

After the initiation of the project the first step should be careful planning in detail and the closing step, careful evaluation of the work covered and the accomplishments listed. Whichever of the several programs are set up in between the planning step and closing evaluation, there are these general values received in this type of teacher training. The workshop gives teachers the opportunity to share problems and to find new and stimulating ideas and solutions to the problems. It develops a spirit of fellowship among workers with common problems. The workshop usually allows for valuable creative and recreational opportunities, developing self-confidence, self-realization and self-expression. It helps the individual to develop any latent potentialities. The workshop strengthens the democratic process in school relationships, providing opportunities for leadership development. It helps the teacher to understand the student viewpoint by being a student in the activities of the workshop. Through the workshop medium of study, the teacher meets and listens to specialists in the field of education, and becomes acquainted with resources that are available for use in teaching. Lastly, the workshop functions as an initiator in educational experiment. It brings together individuals who are ready for a change, and groups who are

ready to initiate significant change.[7] Prall and Cushman[8] have stated definitely their opinion of where the real promise of school system workshops lies. "The real promise of school system workshops is in the field of group thinking and joint planning." It is through this group thinking and joint planning that the other values just listed will be realized.

Recommendations

After reading a variety of material and opinions of people who have participated in workshops for teacher training and improvement, or for experiment in new methods for education, it is the opinion of this writer that it is a valuable type of meeting to use because it draws sparingly upon the time of the participants and is flexible enough to adapt to any educational problem. The workshop merits more use in the future.

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[7]Prall, C. E., and Cushman, C. L., op. cit., pp. 227-240.

[8]Ibid., p. 238.

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APPENDIX

Letter sent to William I. King, High School Supervisor of the state of Montana (1949-1957).

February 7, 1957

I am making an investigation in coordination with the Education Department of Montana State College. As a research topic, I have chosen the teacher-training workshop. I have looked up types that are being used in other states, and I would like to reflect the use of these types in Montana. Would you please check the list below in regard to workshops sponsored by the State Department of Public Instruction, and return it to me at your earliest convenience?

Very truly yours,

APPENDIX

Check-list sent to William I. King, High School Supervisor of the state of Montana (1949-1957).

Type of Workshop	Annual	When need arises	Summer
Art			X
Music	X		X
Audio-visual		X	X
Air-Age Education			X
Lab Schools (An activity workshop with participation)		X	X
Institute and Teacher Conference (Authoritative speakers and small group discussion)	X	X	X
Orientation (Pre-school)			
Follow-up Service (Teacher-training institution conferences with 1st year teachers)		X	
Cooperative Study (Takes place in several types of schools during the school year for research and experiment on problems)		X	
Parent-Teacher (Expert advice and study on school problems involving parents and teachers of a particular school)		X	
Others:			