FLORIDA STATE UNIVERSITY

THE WORKSHOP AS A MEANS OF IN-SERVICE GROWTH

FOR

TEACHERS OF WALTON COUNTY

By

Ina Thompson

A Paper
Submitted to the graduate Council
of the Florida State University in
Partial Fulfillment of the Require-
ments for the Degree of Master of
Arts under Plan II

School of Education
Tallahassee, Florida
August, 1948

Approved:

[Signatures of professor and graduate council representative]
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>AN EDUCATIONAL PHILOSOPHY FOR WALTON COUNTY</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Some Statements on a Democratic School Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some Statements on a Desirable Learning Situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implications for a Philosophy of Supervision in Walton County</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>AN ANALYSIS OF THE WALTON COUNTY WORKSHOP</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Definition of a Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brief Survey of the Workshop Movement in Florida</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purposes and Development of the Walton County Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria for Judging the Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Questionnaires Answered by Participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Workshop Reports</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>IMPLICATIONS OF THE WORKSHOP EXPERIENCE FOR THE FUTURE SUPERVISORY TASK</td>
<td>32</td>
</tr>
</tbody>
</table>

| BIBLIOGRAPHY | 33 |
CHAPTER I

AN EDUCATIONAL PHILOSOPHY FOR WALTON COUNTY

Some Statements on a Democratic School Philosophy

Meaning is given to a philosophy not through the mere acquisition of facts but in addition to facts, a certain spirit of open-mindedness of work and a search for causes. In the attempt of school personnel in Walton County to achieve democratic cooperation, attention has been focused on leaders in the educational field who, through experience, have learned that certain patterns are more conducive to use of initiative and cooperation than others. From them and through our own experiences we have learned that to achieve democratic cooperation the group must understand the nature of the process itself and be willing to take the necessary steps to achieve it. The group as a whole must realize that the well-being, happiness, and growth of each individual within the group are the basis of its strength and progress. The group members must be willing and ready to serve and to make necessary sacrifices in order that the welfare of the individual may be insured. Also, the group must be convinced that the conditions of human living can be bettered through intelligent cooperation supporting the efforts for improvement.

In our nation we label growth or change as good or bad in terms of democratic values. However, in recent years science and technology have advanced so rapidly and appear to be so far out in front of other cultural arrangements that society is failing to make good use of the
possibilities at hand. We need to concern ourselves with rethinking what makes up a democratic way of life.

"From the standpoint of American tradition, the concept of democracy is distinctive in that it is an exclusively political term. It is commonly associated with the principle of majority rule. The fact that a person believed in the principle of democracy was supposed to carry no necessary implications with respect to his economic, ethical or religious beliefs. It seemed to be taken for granted that the belief in democracy could be kept in a separate intellectual compartment.

"This is by no means true in the case of those present-day movements which are commonly regarded as a challenge to democracy. It would hardly do to say that the communism of the Soviet Republics, for example, is just a political concept. On the contrary, it is a determining influence in every major area of life. The abolition of the profit motive and the provisions for social planning have to do, first of all, with the realm of economics. The reliance on science to the exclusion of all beliefs in the supernatural collides head-on with the standpoint of traditional religion. The inculcation of the view that the accumulation of personal wealth is a disgraceful thing, that sex-relations are subject to no regulation save the principle of social consequences, and that work is an obligation devolving upon everyone -- all of this falls obviously within the sphere of ethics... To know that a person is a communist, in the strict or party sense of the term is to know a great deal about him. In contrast with our historical democracy, communism is a comprehensive or inclusive scheme for the organization of the whole of life."

The day has come when we must make adjustment as a people to changed and changing conditions of economic, social and political life. True democracy in America is more than an ideal. It has become a part of the attitudes, sentiments, customs and habits of living of the people.

"It is an attitude of mind to which the exploitation of man by man is abhorrent, a way of life in which human life is judged of supreme and measureless worth, an order of social relationship dedicated to the promotion of the individual and collective interests of common folks; in a word, it is a society of the people, by the people and for the people."  

This foregoing interpretation of the democratic ideal implies the school must give the individual an opportunity for growth in a democratic environment. It implies for each child a well-rounded program of living, with purposeful experiences interpreting democratic processes, a gradual induction into community life with emphasis placed on conditions and problems of society and on the persons who make up society.  

What is growth?  

"Since growth is the characteristic of life, education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent to which it creates a desire for continued growth and supplies means for making the desire effective in fact."  

"The moral for education, so it is insisted, is that our first obligation is to protect the sacred principle of growth. The impetus in learning must come from the 'inside' and not from the 'outside'; that is, it must spring from a felt need for a new adjustment."

"The old teacher had no fear of imposing his ideas; that was what he was there to do. The newer teacher is trying always to build up a process more adequately creative and self-directing from within. He therefore does not impose hurtfully. He works always that his pupil may grow as best possible in acting on thinking."

---

"The recognition of the common man - which is what we call democracy - introduces a point of view which is so far-reaching in its implication as to make democracy a distinctive and competing way of life." 6

As long as he was content to remain submerged, the situation offered few problems. Today the rise of the common man is a disturbing factor on both the social and educational levels. For many decades it was thought the higher cultural values would have no meaning for him.

"It was even supposed he was too earth-earthy to appreciate them." 7

This idea has been refuted by his use of wider opportunities. Too, it appears, his sense of values differs from that of the aristocratic class which had controlled him in the past. This difference is making itself felt in certain areas, namely industrial relations and organized religion, it is not too clear as yet just what reorganization is required here in the application of the principle of democracy. In the reorganization of the field of education the requirement of the democratic principle is perhaps more obscure.

Recognition of the common man entails an understanding of the nature of freedom as it applies to thought, desire and purpose. It is a common mistake to identify freedom with external or physical expression which it is true cannot be separated from the internal side of activity. But this freedom of outer movement does not solve the educational problem. However, without its existence it is almost impossible for a teacher to know the individuals with whom he is concerned. Enforced quiet

---


7Ibid. p 13.
prevents pupils from acting naturally.

"They put seeming before being. They place a premium upon preserving the outward appearance of attention, decorum and obedience. And everyone who is acquainted with schools in which this system prevailed well knows that thoughts, imaginations, desires and sly activities ran their own unchecke course behind this facade." 8

Another advantage of increased outward freedom is found in the nature of the learning process. The older methods of classroom control set a premium upon passivity and receptivity. That these practices are non-social in character is easily determined. It is recognized that all individuals, even the very young, should have time for quiet reflection but only when it follows more overt action and is used as a period to organize what has been gained from activities where other parts of the body besides the brain are used. Freedom of outward action is a means to freedom of judgment and of power to execute deliberately decisions reached. The amount of external freedom needed varies from individuals to individuals and tends to decrease with maturity.

This freedom, however, should not be treated as an end in itself. There is no growth intellectually without some reconstruction, some remaking, of impulses and desires. This involves inhibition of impulse in its original state, the phrase "stop and think" is psychologically sound.

"Thinking is a postponement of immediate action while it effects internal control of impulse through a union of observation and memory, this union being the heart of reflection." 9

9Tbid. p 75.
Freedom resides in the operations of intelligent observation and judgment by which the development of purpose takes place.

"The very essence of a democratic program of education involves the idea of freedom and almost infinite variety of types of activity." 10

The school basically is designed to promote the development of the individual and consequently, working in cooperation with the community to achieve those conditions which are essential for the good life of all members.

Many changes are taking place in the American pattern of life. Much discussed but tragically disregarded in social thinking and educational practice is the fact of modern rapid change. Conditions are changing daily, new situations appear, new aims enter. Old habits and knowledge are reworked in the changed conditions and new results are obtained.

"In a rapidly changing civilization new social problems thus continually arise, with ever new solutions proposed. These new solutions democracy demands must be passed upon by the people. Citizens must then be continually studying, criticizing their institutions to improve them. Social education thus must become a lifelong process." 11

A second development is presented by science. The Newtonian science outlook, which has recently been discarded, analyzed the world into small material particles. These particles and their movements constituted all phenomena. Mind was spectator only as opposed to matter.


In attempting to be scientific education imitated this method. Some advocates seemed to forget they were concerned with living persons and to be objective attempted to put aside both personality and life. Life was analyzed into pieces as impersonal as possible - facts, skills, habits were studied separately as if they could be put back together and get persons and life.

The third development is within psychology itself, especially as it is related to education. It has moved away from physiology which appears but body, mechanistic and non-thinking to biology which gives full sway to all the organism can accomplish, to the organism acting as a whole with impulse, physical moving, glandular action, thinking and feeling as aspects of one organic action. Learning is beginning to be seen as creative of its own subject matter, not simply an acceptance of what was already there.

A last development is that of the social-economic situation. The American dream in its original setting no longer exists. Adequate free land and self-sufficient farming no longer exist. Our nation is now industrialized, and all the people are more or less dependent upon industry. Equality of opportunity has disappeared. Industry has influenced this change. There is not sufficient room at the top for all, nor enough businesses and factories to go around. Security has gone and effectual self-direction. Most of us are slaves to a system.

\[12\] Ibid. p 16.
If it were properly planned our economic system would give security and comfort to all. In making the needed changes, we should hold to democracy and a way of reason.

"Democracy as a way of thought and life can yet serve to bring us to peace and comfort, to sweetness and light. But democracy will not so serve us unless the most of us become more intelligent about the situation which now holds us captive." 13

Some Statements on a Desirable Learning Situation

In the final analysis the school exists for one purpose only, namely, to facilitate the best quality and greatest amount of learning on the part of the pupils. The success of the school, therefore, must be determined by the degree to which it contributes to the accomplishment of that purpose. What are the facts and principles the teacher needs to know in order to best facilitate learning?

Some of the definitions most frequently found are: "Learning is the act of acquiring habits and knowledge;" "Learning consists of changes in the nature and behavior of human beings;" "Learning is the process by which we become able to do something which we previously could not do."

In the above definitions there is agreement that learning is identified with growth - growth in thoughts, feelings and actions. Learning depends upon many things, background, training, appreciations, health situation, surroundings, responsible understanding and others. The school of today looks upon the curriculum as a sequence of desirable life experiences.

Growth is accomplished only through activity.

"Growth is the basis of all change. If a child did not increase in stature and weight, if his muscles did not become strong, if his sex organs did not grow, if his brain did not mature, if his internal organs did not increase in size and efficiency to meet the requirements of an enlarged body the child would never become an adult. So far as parent and teachers are concerned, however, the facts about growth are mainly important in their direct influences upon the personalities and capacities of boys and girls." 14

Learning in the modern interpretation, is considered as an aspect of interaction of organism and environment. The trend is away from the former psychology of learning which was founded on stressing what already exists.

"The newer psychology grows out of a better biology, the doctrine of evolution, and the fact of modern rapid change. It views life as a process of continual interaction between organism and its environment, and accordingly understands both learning and thinking as instrumental aspects of this process, working inherently within it. This conception of learning and thinking, in contrast with the older static view, is essentially creative and dynamic as befits a plastic and changing world." 15

"The play of the environment upon the essential and inheritable integrating mechanism of the organisms, conditioned by their physiological state at any given moment, results in the integration of the animal with its surroundings." 16

The problem of systemizing the results of learning has been much misunderstood notwithstanding its great import. Some insight into the problem may be gained if we can understand what constitutes desirable child growth.

"It refers to all those changes that we desire and approve as we study their bearings on life, on the one hand to enrich the content of life, on the other to supply such knowledge, habits, and skills as bring control over the process." 17

Three background presuppositions in terms of which desirable growth is to be understood are: first, the fact of physiological birth, growth and death; second, each child is born into a cultural group that has its own pattern different from those of other groups; third, our culture in America is very complex and poses many problems. This background

information supports an understanding of the significant elements of desirable growth. The one fundamental element that pre-conditions all else is "emotional adjustment". In the midst of all the change taking place the individual should by continual achieving be able to maintain a satisfactory adjustment. The intellect, emotions and skills are interwoven in each experience of an individual. He reacts to each situation he meets as a complete organism. Though he is born a unique organism, his personality is developed through social contacts and each individual ever adapts himself to the environment of which he gradually becomes a dynamic part.

An understanding on the part of parents and teachers of the normal process through which emotional adjustment is achieved and maintained and the dangers that may be involved is needed in order that we may have good conditions of wholesome living and that beginning mal-adjustments may be remedied in time. Mental hygiene has an unquestioned place in teacher and parental education.

**Definition of Need.**

Perhaps it would be well here to give some thought to the term "need". School people commonly refer to the "needs" of pupils. Formerly the term "felt need" had general acceptance. A felt need was identified with desire; it was projected by the nature of the pupil and it indicated an appropriate course of action. But we cannot now accept that all desires are needs. And it is recognized also, that a need may be a real need without being felt at all.
Modern education believes some standard is necessary for discriminating between real and fictitious need, just as guidance work is necessary to aid in the discovery of needs. It believes the only way to discover a need is in terms of a "pattern" or scheme of values or a philosophy of some kind. In the terminology of Gestalt psychology "the pattern is more important than any of the ideas included in it for it is the pattern, the whole that gives significance to the parts". In a truly democratic system -

"We cannot start with needs, because needs must be determined with reference to the way of life which the pupil eventually adopts as his own and the choice that he will make cannot be presupposed from the outset. Instead of using needs as a starting point, we educate people in order that they may discover their needs." 18

Insight and Skill.

At no time does learning depend entirely upon fixed associations or patterns. Learning comes when the individual is ready to learn, and what is learned is dependent upon the level of development and upon past experiences of the learner. A bit of information is not added to a bit of information. Since no two problems can ever be identical, learning involves the development of insight.

The basic characteristic of learning is organization, it is a behavior-pattern of one piece.

"The details of the process cannot explain the process, because they are determined by the organization. The organization of the learning process is represented in the behavior pattern by insight, when one thinks of the pattern from the standpoint of the learner's experience." 19


Differences in ability and in environment make for variations in individuals of the same age and are basic contributions to the fact that individuals do not develop at the same rate.

The curriculum which develops the individual, physically, manually, emotionally, mentally and socially combined with a comprehension of language, will furnish the skills needed for successful living today.

**Total Situation and Motivation.**

When the individual is recognized as a unique organism, a new light is thrown on the total situation surrounding learning. The learner will be aided in securing and using experiences which have meaning and significance for him. He will be helped in finding joy in the achieving of a wide variety of purposes. The seeking, striving and meeting of situations in everyday life will be guided ever to increasingly broader and fuller levels.

The behavior of the individual will be continually under observation. Any indications will be watched for that will show whether the experience is contributing toward understanding, or whether the stimulation is toward too much or too little effort, or whether it is pleasant and commanding the best, or whether the individual is apathetic and resentful.

Since organism learns through many avenues of approach, activity will be stimulated in keeping with the unique capabilities of the individual. Opportunity will be given to gain meaning through contact with varied relationships - thus each individual may pursue
ends which have significance to him as a person and also as a member of society.

**Creative Aspect of Learning.**

Cultural learning is an outcome of experience, its main goal is not knowledge but a change in being. Real experience is always an adventure into the unknown, a learning of strange new things and an accumulation of firsthand knowledge to be used in further adventures into the unknown.

"In cultural learning, as different from the common practice of book teaching, rules and principles are postponed until needs arise, or they are brought in casually; the conventional notion that one should learn all the techniques of an art before practicing the art has no place here. Soaking in experiences until one has reached the stage of delight is, rather, the initial aim; then one will find out about symmetry, balance, rhythm, unity, dissonance, suspense and the like because—actually their only reason for being—they are apprehended as needs of one's own hidden sense of harmony thus brought to consciousness." 20

The creative view of learning places the emphasis not upon the teaching of laws and principles as something to be learned outside of experience but upon knowing them sensitively through continuous experience.

Learning by itself is empty; associated with experiences, it revives the spirit and sends one on further adventures. The youth who has made a model jet-propelled plane is soon reading technical material far beyond the understanding of most of his elders.

"Effective learning is, inwardly, to search for the better self and, outwardly, to extract the fullest meaning from experience past and present." 21

---


21 Ibid. p 264.
Implications for a Philosophy of Supervision in Walton County

1. Supervision must be an outgrowth of the total situation, people and environment.

2. Supervision must begin where teachers are.

3. Supervision is basically a matter of changing human behavior of teachers and administrators.

4. Supervision must be based in cooperative work to solve problems.

5. Supervision must be of a long range planning nature as well as of emerging character.
CHAPTER II
AN ANALYSIS OF THE WALTON COUNTY WORKSHOP

Definition of a Workshop

The workshop idea, though short-lived, has apparently already established itself as an acceptable means of in-service training for teachers. Following are some characteristics and definitions of the workshop that clearly describe the value of this technique. The Progressive Education Association, after five years of experimentation with workshop (1936-1940) recognizes the development of certain characteristic ways of operation, which seem essential to the program of a workshop. These essentials do not take on their greatest significance when viewed as parts of a total pattern of experience for the participant.

"1. The participant is given an opportunity to make an intensive study of an interest which has arisen out of his experience as a teacher.

"2. The participant shares in planning a program of individual and group activities designed to meet his needs and those of his fellow-workers.

"3. The participant is provided with easy access to the services of various staff members representing a variety of kinds of assistance.

"4. Formal and informal association with other participants of varied background contributes to the participant's thinking on his specific problem, broadens his general professional orientation, and provides opportunity for experiences in cooperative activities.

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

"6. The participant's total experience as he studies a specific interest or problem tends to prepare him for the solution of other professional problems in the future.
"7. Since workshops have been concerned not only with the professional problems of the teacher but with his life as an individual, efforts have been made to afford opportunities for balanced living." 22

"The workshop idea is a more or less unique design for living and learning in a favorable environment for as many days or weeks as are available, with a group held together by some common purpose in terms of which guided individual effort and integrative common interests and concerns contribute optimally to individual growth and to productive social action. This implies creative living and free access to abundant resources for such living." 23

A good workshop experience will

"offer an opportunity for teachers and principals to meet together in faculty groups, to analyze their school programs in terms of pupil and community needs, and to plan new programs which would better meet these needs." 24

In Florida's experimentation with the workshop program, a difference is noted with respect to the early workshops conducted by the Progressive Education Association. In Florida

"a 'community of ideas' on the part of total faculty groups was stressed rather than the development and enrichment, on an individual basis, of teachers interested in exploring a particular field." 25

---


24Stone, Mode Lee, An Analysis of the Total Faculty Workshop Technique, Nashville, Tennessee; George Peabody College for Teachers, 1941. p 16.

Brief Survey of the Workshop Movement in Florida

The workshop program had its beginning in Florida in 1939. The State Department of Education took the initiative, making necessary arrangements with the institutions and inviting schools.

Six secondary school principal-faculty groups, Bay County High School, DeSoto County High School, Gainesville High School, Putnam County High School, Reddick High School and Washington County High School, were in attendance at the University of Florida in Gainesville for six weeks of planning during the summer of 1939. The development of a "community of ideas" on the part of total faculty groups was stressed rather than development on an individual basis. Opportunity, however, was given for teachers to experiment with creative art material, to plan resource units and to work together in determining a common philosophy.

With the coming of the war, faculty groups became unstable, to the extent that in many instances faculty groups that had worked together in early fall were broken by resignations before the end of the school year. Many emergency teachers came into the schools and needed orientation. Women who had taught prior to marriage and the rearing of their children came back into the classroom.

The nature and character of workshops in Florida changed at this point in terms of interest, purposes and needs and the county-wide or school system workshop was developed. These workshops held on the home base sought to:
Re-orient teachers returning to the profession after an absence of several years spent in the rearing of families.

Assist emergency teachers, particularly in the small rural schools, secure some factual information and insight for their role as teachers.

Provide opportunity whereby teachers from other states migrating to the war-training centers in Florida might become acquainted with the philosophy of Florida's program for improvement of instruction."

In this type workshop it was admitted frankly that the participants needed "emergency treatment". Little effort was made to work on group problems of a faculty. These workshops often provided for sub-groups working on the teaching of elementary science, the problem of reading, grades one through twelve, grading and promotion, school administrative policies and the like.

So far in the post-war period, the pattern established during the war years of holding workshops in the counties has continued. These are held under the auspices of the State Department of Education, the General Extension Division, the two state-supported institutions of higher learning and the county school boards.

The passage of the 1945 and 1947 legislative programs providing for supervision in every county has given impetus to instructional planning on the county basis. Through the surveys conducted under the auspices of the Citizens Committee it was found the county and local programs were not too well coordinated. It is recognized that a better

---

understanding and coordination of the total flow of pupil experience from grade to grade, and among the various subjects within single grades are needed.

The county-wide workshops which were developed to meet an emergency situation have taken on the characteristics of substantial, long range planning. In addition Florida's state curriculum development program has become to a greater extent a part of local planning and effort. Teaching guides are being developed on a county basis within the general framework and philosophical direction suggested by the state bulletins and general trends in the field of education.

The Polk County Workshop held in 1943 illustrates the subject-area type workshop. Special interest groups worked in the areas of Elementary Language, Arts, Library Service, Secondary English, Science, Social Studies and Mathematics. The Santa Rosa County Workshop held in 1946 carried through the experience of working in one subject-area, the Language Arts. Here a study was made of teaching the Language Arts Grades 1-9.

The 1945 Hillsborough County Workshop is an example of curriculum study. The ultimate purpose was the development of a General Course of Study for Elementary Schools and an English Course of Study for the Secondary Schools. An outstanding contribution was made at this time toward the development of a Junior Primary and Third Grade Course of Study.

The Columbia County Workshop last year and the Walton County Workshop this year were organized around the purpose of building deeper insight into the instructional program and to bring about fuller coordi-
nation of effort. Inquiries were made into county-wide problems affecting all teachers and into problems which involve general teaching methods and employment of instruction.
Purposes and Development of the Walton County Workshop

in Relationship to Total School Program

Organization and Administration of Workshop

A. Pre-Planning for the Workshop

The Walton County Workshop grew out of a need felt to an increasing degree by the teachers and administrators over several years. Therefore, it represented a culmination of effort rather than a sudden decision to act. The following dates represent high points with respect to the several activities leading to the workshop opening:

1. Pre-school conference 1946 - Teachers and principals in pre-school meeting discuss need for a workshop.

2. November 13, 1946 - County Superintendent Alex Caswell discusses possibilities with Dean Ralph Eyman and Dr. W.T. Edwards.

3. May 13, 1947 - Dr. Edwards stated to Mrs. Thompson and Mr. Caswell he would direct a pre-planning conference in August and that this would give participants some knowledge of workshop procedures.

4. November 5, 1947 - Workshop dates agreed upon by Mr. Caswell, Mrs. Thompson and Dr. Edwards in Pensacola.


6. March 5-6, 1948 - Superintendent Caswell and Mrs. Thompson confer with Dr. M.L. Stone and Dean Eyman in Gainesville regarding staff and budget.

7. March 19, 1948 - Dr. Edwards meets with principal's group, on his first pre-service visit.

8. April 9, 1948 - Dr. Edwards makes second pre-service visit; meets with principals and steering committee.


10. May 25, 1948 - Staff meets with Mrs. Thompson in Tallahassee to work out last minute details, prepare bulletin for first day, etc.
B. Organization of the Workshop Day.

Since the purpose of the Walton County workshop was to build deeper insight into the instructional program and to bring about fuller coordination of effort, several types of discussion groups were included in the proposed workshop day. It will be noted that a basic set of values was developed during the opening morning session. These were analyzed and made practical in the course of the discussion groups dealing with (a) Countywide problems affecting all teachers in all schools at all grade levels, and (b) Problems which involve general teaching methods and employment of instruction as these affect elementary, secondary and rural teachers. To insure facultywide cooperation on these matters and in dealing with additional specific problems of individual faculties, the last period in the workshop day was devoted to principal, faculty planning.

PROPOSED WORKSHOP DAY

8:30-9:30 Opening Session followed by General Basic Discussions (including the nature of learning, school-community relationships, functional learning, etc.) About 15 minutes of the time will be taken up in assembly singing, Bible reading, etc. Following this, 30 minutes will be given to a general talk followed by 15 minutes of questions from the floor.

9:30-10:30 County-wide Problems Groups A, B, C, and D.
10:30-10:45 Mid-morning Break (orange juice) Subject Problems Groups
10:45-12:00 (To discuss questions pertaining to method and organization of instruction in such major subject fields as language arts, science and mathematics, social studies, etc. Provisions will be made for elementary and secondary groups to meet separately and jointly.)
12:00-1:15 Lunch Period and Enrichment (with the understanding that 30 minutes will be given to eating and 45 minutes to such enrichment groups as art, choral reading, singing, games, music, etc.)

1:15-1:45 Individual reading, conferences with staff, general workshop committees.

1:45-2:00 Mid-afternoon Break

2:00-3:00 Faculty Group discussions and problems. 27

C. Types of Groups, Their Purposes

Three distinct types of groups were provided for in the workshop day dealing with: (1) County-wide Problems, (2) Subject-Area Problems, (3) Faculty Problems. It was found that the groups were not ready to do subject-area planning the first week; further, the staff members assigned to work with Elementary teachers believed this would deter unit teaching or over-all planning. At the high school level, it was conceded that the idea of "integration" needed to be built first to prevent specialists from perpetuating a type of teaching unmindful of total pupil need.

The work of the three types of committees might be summarized as follows:

Type I. County-wide Problems

Attention was given to four areas: Materials and Resources for Instruction, Pupil Growth--Progress--Guidance, Citizenship Education, and Health. Each of these was broken into sub-committees to explore facets of the general problem.

The complete report of these committees is given in Part II of this report.

Type II. As was pointed out above, the second type of group was abandoned for the reasons given. The following new
type of grouping was substituted:

(a) Group Planning for Teachers of one grade.
(b) Group Planning for Teachers of two or more grades.
(c) Group Planning at the Secondary level.

After attacking over-all problems of planning, teaching method, evaluation, etc., these groups did go on to develop special suggestions for improving teaching in the several areas.

Type III. Faculty groups.

These groups dealt with specific problems of scheduling, faculty planning for the pre-school period, evaluation and pupil progress, community relations and the like.

During the first week, the faculty groups were given over largely to completing teachers' registers and attending to mechanical details connected with closing school. This was necessary, but delayed somewhat the attack on new problems. The following groups were designated as "faculty groups":

(a) Walton High School and Elementary Faculty
(b) Paxton High School and Elementary Faculty
(c) The Junior High School Group (Glendale, Gaskin, Liberty, Darlington, Santa Rosa, Point Washington)
(d) The Small Schools Group (Freeport, Bruce, Red Bay, Portland, Mossy Head, Knox Hill, Alaqua, Children's Home, Beech Grove, Sandy Creek, Bell, Eucheeanna, New Harmony, Moores.
Criteria for Judging the Workshop

1. Did the workshop deal with basic problems of the school and the teachers?
2. Was there opportunity for Democratic sharing of purposes and plans?
3. Was the workshop rich with good learning situations?
4. What behavior patterns of participants did it afford opportunity for changing?
The Criteria Applied to Data Secured from Questionnaires
And Workshop Report

1. Did the workshop deal with basic problems of the school and the teachers?

   Listed below are some of the problems which were faced:
   (a) An enrichment period as an integral part of the school day.
   (b) The improvement of the school health program with emphasis on sanitation.
   (c) The purchase, distribution, and care of audio-visual materials on a county level.
   (d) Opportunity was afforded each participant to gain first-hand information about the operation of audio-visual machines.
   (e) Curriculum planning to bridge the gap between junior high school and senior high school.
   (f) Re-thinking the curriculum in rural schools in the light of this question: Are the needs of rural children being met by the school?
   (g) The teacher as a personality.
   (h) The development of better faculty-wide, school-wide and community-wide understanding.

2. Was there opportunity for Democratic sharing of purposes and plans?

   Answers from Evaluation Questionnaires -

   Answer 1. I have discussed with other participants the planning of health and social studies units for next year. We are concerned with providing material that will be applicable to particular community needs - and will help the child to adjust to his community.
Answer 2. I have discussed problems dealing with the development of citizenship, problems in the teaching of reading and use of our natural resources.

Answer 3. The discussions have made me realize the relationship between Vocational Agriculture and the other high school subjects.

Answer 4. We have discussed the way in which commercial subjects may add to the growth of the child in his thinking, appearance and personality.

3. Was the workshop rich with good learning situations?

Answers from Evaluation Questionnaires -

Answer 1. In the secondary group I was impressed with the interest evidenced in defining the over-all goals of education and in making plans for meeting pupil needs in relation to these over-all goals.

Answer 2. The work of the Health Committee interested me. With the information Mr. Bowers gave and the cooperative attitude of the local agencies, I think we ought to be able to carry our plans through. Probably the reason some of the local agencies did not seem interested is that we, as teachers, have not heretofore been concerned.

Answer 3. I think each workshop day has been an ideal school day. Why can't we follow it through in our own school - especially the mid-morning break for orange juice, the excellent meals served in the lunch room, and the enrichment period.

Answer 4. The trip to Eglin Field and the opportunity to see the Climatic Hangar was a fine experience.

4. What behavior patterns of participants did it afford opportunity for changing?
Answers from Evaluation Questionnaires -

**Answer 1.** I have gained the following ideas regarding responsibility or effectiveness as a teacher. I have a great responsibility in the guiding of children to a fuller and more enjoyable way of living. I have learned that for "learning" to be effective, it must be enjoyable and the Democratic method of teacher-pupil planning and working together leads to "enjoyable" learning.

**Answer 2.** I feel a greater interest in every problem of the total school program instead of just my subject area.

**Answer 3.** I see now my responsibility for helping children to be the kind of citizens who can make adjustments to their community.

**Answer 4.** The workshop has helped me to understand that the most important contribution the teacher can make is to give boys and girls a thorough "grounding" in the fundamentals of good living.
The following brief resume of the Health Committee Report is indicative of the way of work followed in the workshop.

This Committee was concerned with improving the school health program in Walton County. Through discussion, the Committee decided on three major purposes: (1) To find out what the health situation is in Walton County; (2) To make plans on county-wide basis for working on these health problems; (3) To improve the teaching of health instruction in the school, and help solve these health problems.

To understand better the health situation in Walton County, this Committee called a special meeting of representatives from agencies in the County to hear reports and discussion on this problem. The following agencies are concerned with the development of the program: (a) County Health Unit; (b) Rural Housing Committee; (c) Tuberculosis and Health Association; (d) State Welfare Board; (e) County Demonstration and Farm Agents; (f) Medical Society; (g) Civic Organizations (Kiwani, Pilots, American Legion, V.F.W., P.T.A., Red Cross); (h) Farmers Home Administration; (i) County Commissioners; (j) County School Board.

A meeting was called with all county agencies. The following agreements were made with respect to sponsorship of the total plan:

(A) Pilot Club sponsor Mobile Dental Clinic.

(B) Tuberculosis and Health Association
1. Sponsor X-Ray Unit
2. Provide treatment for cases
3. Small amount of money available for purchase of health materials for schools

(C) County Health Unit
1. Will survey upon request all school facilities and individual facilities.
2. Will build and install septic tanks and sanitary privies at a minimum cost.
3. Will give physical examinations to students screened out by their teacher and health nurse.
4. Will supply testing materials and treatment free for intestinal parasites.
5. Will immunize students against contagious diseases upon request.

(D) All other agencies listed promised full cooperation.

A full report of this meeting was made at a general assembly of the workshop. At this time some commitments were made relative to definite action in carrying through the program. Some of the commitments are: (1) Each school will actively participate in the program; (2) Definite action will be taken to clear up sanitation in the small schools prior to the opening of the fall term; (3) A portion, or if needed, all of one day of the pre-school county level planning time will be used to complete the county-wide health program for the school year. At this time the county agencies will again be invited to assist in determining a program and a way of work.
CHAPTER III

IMPLICATIONS OF THE WORKSHOP EXPERIENCE

FOR THE FUTURE SUPERVISORY TASK

1. It gave a reason for interest in establishing a professional library.
2. It gave a purpose to three day county level pre-school conference.
3. It led to cooperation in purchase of audio-visual materials. These materials are to be shared by all county schools.
4. It placed the responsibility on principals and faculties for stepping up community effort.
5. It placed the schools in a better position to get services from the County Health Unit.
6. It put principals in a position to carry on supervision through a plan.
BIBLIOGRAPHY


