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WORKSHOP - DOUGLASS HIGH SCHOOL  
April 11, 1953.....8:30 a.m.-12:30 p.m.

WORKSHOP - DOUGLASS HIGH SCHOOL

I. Foreword by the Chairman...  
A. Meaning of Moral...  
1. Moral--Dealing with or concerned with es-  
tablishing and disseminating principles of  
right and wrong in conduct and behavior.  
Concerning the standards of right and wrong.

WORKSHOP - DOUGLASS HIGH SCHOOL

Negro Schools

April 11, 1953.....8:30 a.m.-12:30 p.m.

Science, Home Economics, Industrial Arts,  
Business, Music, Mathematics, English, Social  
Science, and Eighth Grade Teachers of Douglass  
High School and Carver Elementary School.

Lack of discipline (beginning at an early age)  
1. Lack of understanding right of others  
2. Progressive education abused or misunderstood  
3. Lack of cooperation with school in the home  
4. Too much stress on "bean eye" and other stages  
from article by H. H. H. "The Bad Up With  
Teenagers" (Socials - January, 1953)  
1. Teachers lack of discipline  
a. Step by step...  
b. Demand and get the proper discipline  
c. Give teenagers what they need and not  
what they want  
d. Encourage to children and give our work  
for their benefit and not their liking  
III. Report on Moral and Ethical Values--Mr. Tolson  
(Virginia Journal of Education, September, 1951)  
"Are Moral and Ethical Values Being Taught in  
the Public Schools as outlined by the National Committee  
on Morals."  
A. Schools have been teaching these values, but need  
to teach them more in the present generation.  
B. Importance of the high importance.

WORKSHOP - DOUGLASS HIGH SCHOOL  
April 11, 1953....8:30 - 12:30 p. m.

THEME--MORAL AND SPIRITUAL VALUES

I. Foreword by the Chairman-----Mr. Brooks Jones

A. Meaning of Moral, Spiritual and Value

1. Moral--Dealing with, or concerned with establishing and disseminating principles of right and wrong in conduct and behavior. Conforming to standards of right and wrong.
2. Spiritual--Of and pertaining to intellectual and higher endowments of the mind, mental, intellectual; also highly refined in thought or feeling of the soul, as distinguished from external actions.
3. Value--Something as a principle or quality

II. "The Shame of our Collèges" article by Louis Bromfield (Esquire, March, 1953).

A. Total disregard for everything as evidenced today.

B. Lack of discipline (beginning at an early age)

1. physical
2. lack of understanding rights of others
3. progressive education abused or misunderstood
4. lack of cooperation with school in the home

C. Too much stress on "teen age" and other stages. From article by Abigail Heath "I'm Fed Up With Teenagers" (McCalls - January, 1953)

1. To correct lack of discipline

- a. Stop experimenting--start teaching.
- b. Demand and get the proper discipline.
- c. Give teen agers what they need and not what they want.
- d. Stop catering to children and plan our work for their benefit and not their liking.

III. Report on Moral and Spiritual Values--Mr. Tolbert (Virginia Journal of Education, September 1951) "Are Moral and Spiritual Values being taught in the public schools as outlined by the Education Policies Commission.

A. Schools have been teaching these values, but need to teach them more in face of present day needs.

1. Requirements--

- a. Realization of its high importance.

- b. Mutual responsibility of the school and teachers, other institutions and members of the community.
- c. Should be set up as aims of the school.
- d. Discussion of the aims should be in PTA, Teacher's Associations, student and youth groups and other appropriate groups of the community.

- 2. Outcome of the program depends on the individual teacher.
  - a. It is necessary to have skilled, devoted imaginative teachers.
  - b. Institutions should train teachers by offering courses in curriculum.
  - c. In-service workshops are very helpful.
- 3. Should these values be taught children in lessons
  - a. May invite the child to do something about the problem.
  - b. Since learning of values is somewhat different from learning of skills and organized knowledge, teaching values in separate courses may not produce the proper effect.
- 4. How to proceed to teach values
  - a. Experience and example
  - b. Let students experience in actual situations the choosing of values.
  - c. Setting a good example
    - (1) the school
    - (2) the teachers
- 5. Organized studies of the school can contribute to Moral Values
  - a. Understanding is learned in all the subjects which help to give meaning and direction to our lives,
  - b. Special activities--(If operated in a manner consistent with values)
    - (1) In the classroom
    - (2) Homeroom
    - (3) In the athletic field
    - (4) Hobbies and clubs
    - (5) Drama
    - (6) Debating
  - c. Religion--Teach objectively without advocating or teaching any religious creed.

IV. Report on "Human Relations Begin In The Classroom" by: Mr. Sydnor (Virginia Journal of Education, October 1952)

- A. Promoting good human relations programs in our classrooms and student body to bring about a change in a person--toward growth.

1. Methods used in a biology class.

a. Procedure

- (1) Good discipline
- (2) Good Planning
- (3) Use sociometric tests at the beginning and after the project.
- (4) Choose a common interest theme.
- (5) Exploratory period (Source material on main theme)
- (6) Evaluating material and dividing it with sub-topics.
- (7) Divide class into four interest groups
- (8) Reported to class--Checked by class and evaluated by class and teachers.

b. Findings

- (1) Pupils learned to work with each other and in groups.
- (2) Respected and tolerated opinions of others.
- (3) Accepted responsibility.
- (4) Opportunity for pupils to know each other and work together.
- (5) The whole is equal to the sum of its parts and greater than any part.

V. Report on "It Starts in the Classroom"-- Miss Martin

A. Public Relations--

1. Meaning

- a. Doing good in the school and community.
- b. P/R--"P" for performance, "R" for recognition.
- c. Interpreting or explaining what schools are doing.
- d. Good relations between the school and community.

2. The teacher's role in Public Relations

- a. Interpreting the schools to people, Public education brings public understanding.
- b. Teacher's conduct a sample of the quality of the profession.
- c. Believe "Teachers mold our Nations future".
- d. Have pride in the profession.
- e. Loyalty to the profession.
- f. Be interested to be interesting.
- g. Lessen failures by
  - (1) Proper classification of pupils
  - (2) Good teaching
  - (3) Stimulating pupils
  - (4) See that children work together.

3. Making parents partners by:

- a. Having a mutual understanding
- b. Making friends by mail
- c. Individual conferences and orientation of parents

12:00 noon-

## VI. Discussion of each report

### A. How we can teach Moral and Spiritual Values.

1. In the homeroom a teacher has a chance to observe her pupils and to know which values a child needs.
2. Teach them at any time--all times.
3. Literature lends itself thoroughly, Example poem "IF" (Rudyard Kipling) Have child choose the "If" which is harder for him to do. Explain and teach how he can do this. The lives of the men and women in the content.
4. Science--beware of ideas conflicting with religion. Ex. The theory of evolution,
5. Athletics--fairplay
6. Religion--due to various beliefs teach religion objectively.
7. Morning devotions--make interesting. Teach values.
8. Summary by Mr. Barrett:
  - a. See what we can do.
  - b. Think how to do it.

## VII. Discussion of the teaching of Sex Education.

### A. Meaning

1. The sum total of relationships between sexes.
2. Teach by other names--health, body organs, social behavior.

Mr. Gibson thanked the Planning Committee for cooperation in planning and discussions of the Workshop.

Election of officers for next year--

Mr. Alfred Tolbert, Chairman  
Miss Sewell, Secretary  
Mr. Daniel

### Planning Committee:

Mr. Brooks Jones  
Miss H. E. Wilson  
Mr. Caleb Gibson  
Mrs. Marie Briscoe