

The two weeks flew by, and when on the last day we were asked for our reactions to the workshop, we were unanimous in agreeing that it had been worthwhile and recommended that it be repeated in the future.

¶ I liked the Summer Workshop and found it of value in quite a number of ways. The atmosphere was pleasant and there was such a feeling of friendliness among the staff and the members that I am sure people asked questions and solved problems that they had hesitated to mention in the past. The general discussions within each group were of great value because you got not only the supervisors' views on the subject but those of the other members, and they were interested in the same type of work or they would not have been in the same group. Then there were also private consultations. At the same time one had the liberty of visiting any other group in which he became interested or visiting the art workshop or the visual aids department. The library was always open and the staff had brought and secured a lot of good interesting books. One could go in there any

time and read or check out books to read at home.

I think the workshop was of particular value to me in the special helps field. I have always been interested in this type of work but didn't feel that my views on the subject were much more than personal opinions. After reading numerous books on the subject and discussing each book and all my various questions with the staff, I felt more secure and better able to handle any cases I might have.

Needless to say, so far as the librarians' work was concerned I listened and copied down the names of all books—children's or professional—mentioned as outstanding works in their field. I also browsed through every room there to see what each supervisor had brought with her, again copying names and authors.

In conclusion I can only say that I feel I got a lot done at Workshop, but there was even more there I wanted to do when the two weeks were up. I think the workshop should continue and teachers be encouraged to go.

P.S. The noon meal was excellent and the luncheon time thoroughly enjoyed—gastronomically and socially.

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## Bremerton Teachers Plan and Judge—

BARBARA ELISE KOHLER AND TEACHERS

KITSAP COUNTY WORKSHOP was started the summer of 1945 at Bremerton City High School, Bremerton, Washington. County and city school officials together with representatives from the state department of education did the early planning for the project. Representatives from all three groups as well as faculty members from Western Washington College of Education were members of the

staff which worked during the summer.

These sessions were originally planned to meet the special needs of married teachers who could not attend summer school because of home responsibilities. In 1946 the workshop included other teachers who had heard about the enriched program offered the previous summer. This unique professional program has enabled enterprising teachers to develop new and better

procedures in many and varied fields.

In order to provide as many opportunities as possible for workshoppers actually to take over the responsibility of making things go, on the first day each major interest group met in its homeroom and organized itself by choosing a chairman, a recorder, a reporter, and a recreation committee member. The recorder's responsibility was to keep a summary record of the group activities; the reporter prepared publicity items for the *Daily Workshop Flyer*; the recreation committee member met with the other such representatives to plan the lunch time social hour.

Assuming that people who are affected by group policies shall have a share in the making and evaluation of those policies, a workshop steering committee was organized. This committee was composed of the various major interest group chairmen and the workshop staff. The steering committee met on call several times to consider and plan proposed policies. Student chairmen were expected to represent their group to express their group's concern and desires.

Early in the spring, Kitsap County Teachers interested in attending the workshop were asked through a questionnaire to designate in writing the problems they wished to attack in the workshop. First and second choices were requested. An analysis of their replies showed that the following five major interest groups were needed:

- Arts and Crafts
- Audio-Visual and Instructional Materials
- Music

#### Reading and Remedial Teaching Social Studies

In the arts and crafts group the teachers learned how to do finger painting, make plaster bats for drying clay, construct papier-maché forms and models and execute mural paintings.

The audio-visual and instructional materials group offered a comprehensive course in photography, including the taking, developing, printing, enlarging, and mounting of pictures for classroom use, and provided opportunities for previewing numerous films, film strips, and slides, and adapting them to classroom teaching.

The music group stressed correlation of music and art through rhythmic design and line drawings, music and physical education by means of folk dances, singing games, and exercises.

The reading and remedial teaching group investigated the emotional factors involved in learning to read, the use of phonics and other word recognition techniques, and problems involved in diagnosing reading difficulties and teaching oral reading.

The social studies group developed units of work, became acquainted with the latest materials in this field, and organized and developed trips to places of interest in connection with community resources. Field trips to places of interest in the Puget Sound area were made by all workshop students and staff.

Following last year's successful plan the workshoppers were encouraged to form special interest groups which cut across the major group organization. Some of these special interest groups completed their projects in two or three

sessions; others met throughout most of the workshop period.

A new feature this year was a continuing hobby display in the auditorium. This form of enriching the program consisted of the following types of exhibits: Indian relics from the Pacific Northwest, rocks and minerals from this area, cloth prints, autographs, woven mats, stamp collections, and Washington State historical materials. Members of both the student body and the staff contributed.

Evaluation of the workshop was continuous in that the participants as well as the steering committee and the staff were frequently asked their judgment of the program as it progressed. Later a more formal evaluation was developed for the purposes of a final appraisal. Through a questionnaire, participants were asked to list worthwhile features of the program. Students' comments tended to relate to various characteristics of the workshop period. These are cited below in order of frequency mentioned. It is interesting to note that the items ranking high relate to the working tone or atmosphere in which learning progressed. Comments from participating members give further insight into evaluation.

#### Informality and Freedom of Group Work:

"The freedom of our class work really impressed me. I only hope I can take some of these ideas back and put them to use in my own school room."

"The four freedoms of our workshop:

1. Freedom to choose daily interest groups
2. Freedom to use the wealth of library books, materials and supplies

3. Freedom from classroom to take excursions
4. Freedom of choice in making the whole workshop as meaningful as the individual desired

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#### Atmosphere of Friendliness and General Cooperation:

"Friendly contacts with teachers in and out of Bremerton School System with the informal exchange of ideas and suggestions used in their class work."

"The fine spirit of cooperation evident in the various working groups. Everyone seemed to feel free to participate in any activity in which he was interested."

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#### Democratic Spirit and Competence of Staff:

"The staff's spirit of helpfulness and understanding of the classroom teachers' problems was gratifying."

"Consultants gave unsparingly of their time and talent, no problem was too small to get interested attention and help."

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#### Resource Visitors:

"Some of the best features of our workshop were the outside speakers who gave us a glimpse of world's work outside of our particular field."

"One of the outstanding contributions to the workshop was the caliber of personnel visiting our general sessions."

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#### Opportunity to Work on our Own Problems:

"The thing that pleased me most was the workshop itself. Everything was so concrete—I think grownups are much like children, they enjoy really doing the things they read and hear about."

"The opportunity to select your problem and work on it at will with no class bells ringing at inconvenient in-

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willing to give it a try. But while we're on this matter of being professionally competent, let me throw in another idea. I think professional competence goes beyond teaching and program planning for a school. It means being up on a lot of things that have to do with our profession. For example, I think a lot of us were horribly naive, about asking for increases in salary. We didn't know anything about tax levies and assessments and all that. We seemed to think that if we just yelled loud enough, the money would be forthcoming. I'm afraid that in some places teachers lost the confidence of the public because they were so ill informed on these matters."

"You're right," Alice agreed. "And to continue opening up areas, why not get into our responsibility for our professional organizations? A lot of us pay dues and gripe, but maybe its our business to get in and do something. And another matter, how about our responsibility for national issues in education—military training, federal aid to education, nutrition programs and the like? Don't we have a job to do there, too?"

Bertha looked impressed, and a little frightened. "Golly," she exclaimed. "My sights are going up. Maybe we should see our professional responsibility as *international*, as well as national, community, school-wide and in the classroom. This business is beginning to scare me. If this is what a raise in salary



Looking up

means, we'd better get busy. Maybe the first job is to help every teacher raise his sights. That means meetings, I suppose." She made a face, but plunged bravely on. "Meetings, and other things, too. Why, there's lots of work to do. Come on, Alice, what are we waiting for? Things are looking up,—salaries *and* sights."

## Bremerton Teachers Plan and Judge

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tervals to disrupt what you are doing."

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Availability of Materials, Supplies and Library Facilities:

"We were all pleased with the wealth of the material available in all areas of study."

"Being able to get help where you most needed it. Splendid reference materials and suggestions for names and addresses of places to send for additional materials."

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Opportunities to Follow Varied Interests:

"Schedule was diversified enough to meet needs and wishes of the group in attendance."

"Opportunity to browse and note progress of areas in which we did not have time to participate but could ask questions and glean ideas that could in turn be developed at some future time."

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Relaxed Lunch Time Social Hour:

"For pure pleasure nothing equalled the community singing."

"The social hour at lunch time was a relaxing friendly get-together of the entire workshop group."

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