It is, moreover, quite clear that high school students are able to distinguish between process and content. They were, in the experiment described, able to recognize the fundamental elements of the group process as it is now understood. Although interpretations of the process demonstrated in the evaluation varied from individual to individual, the general problems of group process were discovered and commented upon. In general, the evaluation “examination” elicited enthusiasm from both the demonstration group and the observers. The general attitude of the group seemed to be typified by one student who wrote in large letters at the top of her evaluation sheet—“I like this exam!”

Everyone Shares in City Planning

C. LESLIE CUSHMAN and JOHN T. MLADJEN

Children and youth prove the worthwhile contributions they have to make to improved community living when they are included on a partnership basis. This account of rebuilding a city with the aid of the schools comes from C. Leslie Cushman and John T. Mladjen, both in the Curriculum Office of the Philadelphia public schools.

IF YOU WANT A CITY to be planned and built well, you need the help of the boys and girls and youth who live in that city.

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This statement has been made many times during the past two years by city planners in Philadelphia. In part, the basis for the assertion is that among
these planners are a number of persons who have a deep and long-time interest in children and in the schools. Their faith in youth has been reenforced during the past two years by concrete evidence that school pupils are capable of sharing richly in building a better city.

No city anywhere ever started with a more noble idea than Philadelphia. There should be established here a country town built according to a plan that would make for a good life for man and beast. There should be many green spots for children to play and for animals to graze. In brief, it should be designed so that here men and women and children might find it easy and natural to live together with brotherly love.

The spiritual plan which Penn developed for Philadelphia was sufficiently far-seeing to be adequate for centuries to come. The physical plan, quite adequate for more than a century, has, however, been long outgrown. And it is an open secret that as Philadelphia grew in size and complexity, the plans for physical development of the city were not reshaped and reformed. At least, so it was until the 1940's. The years since 1940 are, however, of another period. They mark the beginning of what many citizens are resolved shall be a great period of planning for and rebuilding this city.

The Growth of an Idea

Space does not permit a detailed description of events since 1940. In brief, these things have occurred:

- a Citizens' Council on City Planning has been organized and has demonstrated considerable ability to rally the citizenry to the cause of planning
- a model ordinance for city planning has been adopted by the City Council
- a City Planning Commission has been organized with a staff of unusually high professional competence
- a Better Philadelphia Exhibition has pictured for many thousands of citizens the finer things that can be had here
- the schools have been invited to partnership in the planning program and have accepted that invitation
- a Redevelopment Authority has been established to work with the Planning Commission in administering redevelopment programs in blighted areas
- ten city areas have been certified for redevelopment
- fifty schools located in or near the ten redevelopment areas are sharing in deciding what shall be done away with, what preserved, and what added
- the Division of Fine and Industrial Arts of the public schools is devoting one of its cultural programs to Philadelphia, the Growth of an Idea
- signs are springing up everywhere with the welcome words, "Philadelphia is here building . . ."

This is the city-wide background. We turn now to how schools are sharing.

Children Make Themselves Heard

In the fall of 1946 the Citizens' Council on City Planning asked, "Would the schools like space in the 1947 Better Philadelphia Exhibition to demonstrate children's interest and stake in city planning?" The answer was an emphatic "yes" with the plea that the space be large.

The story of how sixteen schools, chosen to represent different types of neighborhoods, shared in the Exhibition has been told elsewhere. At the insistence of certain far-seeing members of the Planning Commission, children were given almost complete freedom to
say what they really wanted in their city and to employ their own graphic methods for making known their wants. A good illustration of a child's point of view about city planning was contained in a model which showed a second sidewalk on which children could skate and ride without threatening or being threatened by the austere adult grown too old to remember.

About one-fourth of the Better Philadelphia Exhibition was used for display of children's and youth's ideas. Through models and pictures they expressed their yearning for better homes, more play space, better equipped playgrounds, cleaner and more attractive neighborhoods, and more convenient and adequate school buildings.

Out of the schools' participation in the Exhibition there developed increased acceptance of two very important generalizations. First, youth has a unique point of view that should be heard as to what is needed in a city, if it is to be a good place for all citizens. And second, the school exhibits demonstrated thoroughly that youth has a unique ability to communicate ideas. One distinguished art critic called the school section, "The most beautiful and telling thing in the Exhibition."

Curriculum Geared to Better Living

A year has elapsed since the Better Philadelphia Exhibition. Much added progress has been made in establishing city planning as one of the fundamentals in the curriculum. Courses of study in many subject fields and at all school levels are being examined and reorganized to focus attention on city planning—that is, on the ways in which the citizens of Philadelphia can work together to obtain what they need and want. Of equal importance, schools in all parts of the city are demonstrating practical techniques whereby they may share with neighborhoods in planning. These descriptions illustrate what is meant.

A second grade teacher took her class for a walk. The children liked the flowers and gardens they saw around the homes, but they objected to many things: garbage and refuse were strewn on nearby lots; open ditches served as sewers in this lowland area; there was no regular garbage or refuse collection in this section; and rats thrived.

Back in the classroom they discussed their problem and, with the teacher's guidance, composed a letter to the city's chief of the Division of Housing and Sanitation. They asked him to help them improve their neighborhood.

Within two weeks inspectors had surveyed the situation, with the result that a nearby lot was cleaned of refuse by the city. In addition, regular garbage and refuse collection was started in the locality. This showed neighbors who had been "griping" for years, but doing nothing about the situation, what can be achieved by good leadership and proper action.

A sixth grade group surveying their community found streets dirty, lots littered with garbage and filth, and rubbish being thrown into yards. After returning to the classroom they discussed their problem and decided to ask the director of the Department of Public Health for assistance.

An interchange of letters resulted in the rubbish being removed, and the busy director took time to visit the class-
room and listen to the children tell about their plans for improving the community. He showed how their complaint had been processed by various city departments which had cooperated to improve the situation. However, he emphasized that the people in each neighborhood have the responsibility for sharing in keeping the neighborhood clean, and that boys and girls must help.

A few senior high school students and their teachers were present at a meeting of the City Planning Commission when they reviewed a landscape architect's plans for a recreation center to be built. The students showed the architect and the Commission how a wading pool might also serve as a spray pool with a roller skating rink around the edge. They urged that the pool also be built for ice skating in the winter. Furthermore, they asked if the landscape architect had ever played ball, doubting that a ball player would have planned a baseball diamond with a concrete surface. As a result of this meeting the landscape architect and the head of the Bureau of Recreation sensed the practical help that might be had from youth.

A junior high school has united with many other community groups in working for a better neighborhood. An orientation program gives each incoming seventh grade a knowledge of their real community and of their responsibilities. Through the school curriculum, youth discovers ways of improving its facilities for living.

The physical defects of students revealed by complete physical examinations pointed to a desperate need for attention. In the past very little correction of defects had resulted. A parents' health council was formed to assist financially in the correction of defects and to attack the basic causes.

The school has now become the center of many types of neighborhood activities. An afternoon program operated cooperatively by many community groups provides needed recreation facilities for boys and girls. In the evening parents engage in a program that includes a variety of activities designed to improve home living.

Representatives of the entire community meet together regularly with planning officials and local councilmen to plan future action for the community welfare.

An Ambitious Partnership

The advantages of incorporating city planning into the curriculum are legion. The study of city planning introduces youth to society in a positive and wholesome way, much superior to the more common approach through social problems. Pupils go beyond the talking-and-studying-about stages to a partnership with adults in social action. It gives added significance to almost everything else the school attempts to teach—spelling, arithmetic, art, public speaking, mechanical drawing, and on and on. It tends to launch youth on a civic career in which active sharing in the improvement of the community will be accepted as a duty and a privilege.

It would be inappropriate to conclude without mentioning the particular good fortune of the Philadelphia schools in having a Planning Commission that understands and practices democracy.
Our Commission conceives of planning as an on-going process in which all citizens share continuously in deciding what they want in their city. They see their function as being that of coordinating and giving practical form to the dreams and hopes of all the people, including the city’s children. It was a member of that Commission who asked the help of the schools in developing among citizens, particularly the youthful citizens, an awareness of their environment; an awareness of the passage of time and a belief in the reality of the future; an awareness of the possibility of a more creative environment; and a will that what is wanted shall be obtained.

This is an ambitious partnership into which the schools have entered. There are skeptics who say, “It’s a pipe dream.” But there are others who remember that God offered to spare Sodom and Gomorrah, peradventure ten righteous men could be found. For those who have faith, the morrow holds great hope.

Understanding Communication

JULIA MARBAUGH

This is the story of how two teachers guided children in using reading experiences as aids to a better understanding of themselves and others. Julia Marbaugh, who tells the story, and Grace Pointer, the cooperating teacher, are in the South Bend, Indiana, schools. The project described was carried out under the guidance of Intergroup Education in Cooperating Schools, American Council on Education, which now functions as the Center for the Study of Intergroup Relations, University of Chicago.

MOST OF US have given book reports of some kind. When we did so we were asked to give the title, name the author, list the important characters, discuss the plot, and state the climax. We probably considered the action in the story but certainly not the interaction that existed between the persons or groups of persons.

A Fascinating Program Begun

In the Intergroup Education Workshop at the University of Chicago, during the summer of 1947, my job was to plan work for our sixth grade communication unit. While another teacher developed the social studies portion, I explored ways in which stories could be used to develop insight into the processes of communication and into the blocks that prevent good communication. We planned to explore the human experiences of people in books and those of the children themselves, the ways in which people communicate with each other, and the things which block that communication.

This placed a new responsibility on organizing our work with children. It was necessary to determine with the social studies teacher ideas, situations, and experiences in communication to...