ested in improving his school and has
courage, a lay advisory council can be-
come a valuable group within the
school organization. At first the parents
may be suspicious and even somewhat
hostile. But as they come to see the sin-
cerity of the principal’s purpose and as
they take a hand in the school’s work,
they will come to accept the school as
“our” school.

. . . In Bloomington, Illinois

GEORGE N. WELLS

THE BLOOMINGTON PUBLIC
schools have greatly benefited from
Citizens Advisory Councils during the
past seven years. In 1944 an education
panel of The Better Bloomington
Citizens Committee made recommenda-
tions which have served as a blue-
print for the Bloomington Public
Schools to the present time.

The challenge presented the Bloom-
ington Schools through their represent-
ative citizens committee has been both
interesting and productive. Where but
in America could the people have a say
in what is to be done in their schools?
The story of educational progress in
Bloomington is an exemplification of
the democratic process in a free so-
ciety.

The Board of Education and the ad-
ministration accepted the recommenda-
tions of the “Educational Panel of the
Better Bloomington Citizens Commit-
tee” as a guide in developing the educa-
tional program. The citizens of the
community accepted their responsibil-
ity for safeguarding and promoting the
well-being of the public schools and
they recognized that the function of
the administration and the trained staff
was to furnish leadership and technical
skill in developing and improving the
program. It was in this spirit that the

February, 1952
quence and continuity of the educational program from kindergarten through senior high school, to correlate the various aspects of the regular educational program and specialized services, and to lead in continuous curriculum development. We are now engaged in an across-the-board program of curriculum development with the University of Illinois serving as consultant. This program is a project of the Illinois Secondary School Curriculum Program.

- In April 1945, a salary schedule was cooperatively formulated by faculty, board members and citizens and adopted by the Board of Education. This salary schedule has been revised from time to time. It requires a systematic evaluation of the services of faculty members.
- A good professional attitude and cooperative spirit is being achieved among faculty members. A positive approach has been standard practice in the solution of all school problems.
- Clerical help has been added in the central office to provide increased administrative service to the schools.

**Services Have Been Added**

The following services have been added:

- Kindergartens were reinstated in September 1945.
- A successful community adult program has developed.
- Audio-visual aids are used effectively.
- The test program reveals that Bloomington Public Schools are up to national standards.
- A complete guidance program has been instituted in Bloomington High School.
- A physical education program has been developed which is integrated from kindergarten through senior high school.
- Classes for exceptional children in primary, intermediate, junior and senior high school are provided.
- An art consultant has re-established an elementary art program.
- The vocal and instrumental music programs have been extended.
- Driver training is given in Bloomington High School.
- Agriculture was added to the high school curriculum in 1949.
- Citizenship education is the all important purpose to which the Bloomington Public Schools are dedicated.
- Homemaking and industrial education have been strengthened with directors heading these programs.
- A reorganized program has been instituted with three-year junior highs and a three-year senior high school.
- Buildings: A program of long term planning of school buildings has been adopted by the Board. Grounds have been extended to meet modern demands of physical education and recreational programs.
- School buildings have been remodeled with movable furniture and better lighting.
- School buildings are used extensively as community centers.
- Additions have been made to buildings and grounds and new buildings have been built to the extent of approximately one million dollars during the past seven years.

With an excellent background of success of public schools and citizens working together, the Advisory Council

Educational Leadership
to the Bloomington Public Schools was formed in March 1950, with the assistance of Professor Herbert Hamlin, University of Illinois, consultant in the Illinois Secondary School Curriculum Program. The Advisory Council is composed of citizens truly representative of all elements (not organizations) in the community. Its purpose is to serve as a two-way channel of communication between the public and the schools.

During its first year the Advisory Council was engaged in establishing the council as a functioning organization. Members learned much about the schools by meeting in various buildings and securing information from school staff members.

The Advisory Council is now engaged in a cooperative survey with the Board of Education under the leadership of Harold Hand, consultant from the University of Illinois, to find out what citizens think about their schools. The Illinois Inventories of Parent, Non-parent, Teacher and Pupil Opinion are being used. The method of survey now in progress is to ask the "customers" and participants how well satisfied they are with the schools. The results will be used for the basis of a program of improvement for the next five or ten years.

Through the cooperative effort of the citizens, the Board of Education, the administration, and the trained staff, the recommendations of a citizens committee have made a most significant difference in the Bloomington Public Schools.

---

**PRINCIPLES OF TEACHING**

by Harold Spears, Assistant Superintendent of Schools, San Francisco, California

- Presents the most pertinent principles of teaching in a stimulating and non-technical manner. Covers both elementary and secondary school work.
- Discusses thoroughly with the undergraduate his field of work and the part he will play in it, including professional relationships with parents, laymen, administrators, pupils, and other teachers.
- Practical examples of everyday classroom situations are used to illustrate the principles.

339 pages  
5 1/2" x 8"  
Published 1951

**SOCIAL STUDIES FOR CHILDREN IN A DEMOCRACY**

by John U. Michaelis, University of California (Berkeley)

- Skillfully and interestingly presents the most important research in the field of Social Studies as a part of the elementary school curriculum.
- Gives specific techniques and procedures which can be used to develop cooperation, responsibility, concern for others, and other important aspects of democratic behavior.
- Teaching Aids include: Many illustrations, charts, tables, and diagrams; wide selection of reference sources; sample units of work.

466 pages  
5 3/4" x 8 1/4"  
Published 1950

Send for Your Copies Today

PRENTICE-HALL, INC.  
70 Fifth Avenue  
New York 11, N. Y.

February, 1952