

CITY & COUNTRY SCHOOL OF BLOOMFIELD HILLS

BLOOMFIELD HILLS, MICHIGAN

INFORMATION BULLETIN

March, 1957

TABLE OF CONTENTS :

- I. REORGANIZATION OF THE SCHOOL.**
 - A. Gifted Child Project.
 - B. Preliminary Steps Prior to change in School Program.
- II. ADMINISTRATIVE ASPECTS OF THE PROJECT.**
 - A. Admission Policy.
 - B. Testing Program.
 - C. Present Enrollment.
 - D. Scholarship.
 - E. The Staff.
 - F. In-Service Training for the Staff.
 - G. Parent-School Relationship.
- III. EDUCATIONAL PROGRAM.**
 - A. Character Education.
 - B. Recommendations of the Institute.
 - C. Recommendations put into practice.
 - D. Activities in Nursery School and Kindergarten.
 - E. Class Projects.
 - F. Extra Curricular activities and clubs.
 - G. Research.
 - H. Reorganization and Expansion of Facilities.
- IV. PUBLIC RELATIONS.**
 - A. P.T.A.
 - B. Community Relations and Public Appearances.
 - C. Gifted Child Project Fund Raising Campaign.
- V. PLANS FOR THE FUTURE.**

CITY & COUNTRY SCHOOL OF BLOOMFIELD HILLS

INFORMATION BULLETIN

MARCH, 1957.

1. REORGANIZATION OF THE SCHOOL

In 1956, arrangements were concluded for reorganization of the School as a non-profit educational trust, with trustees, George A. Roeper, Morris W. Stein and Annemarie Roeper as trustees. The trustees are assisted by an advisory Board whose members are: Dr. Editha Sterba, Chairman; Dr. Alfred Thomas; John Cooper; Gordon Getsinger; Sydney Littmann; Paul Broder; and Henry & Sue Moses. Preliminary activities began in May 1956 and the new method of operation became effective for the school year beginning in September, 1956.

A. THE GIFTED CHILD PROJECT.

At the beginning of the new school year in September 1956, the school was changed to an Elementary School for Gifted Children. However, normal children of average and superior intelligence are accepted for the Nursery School and Kindergarten. From first grade on, only children who establish eligibility as gifted are admitted. The reasons for the reorganization have been fully stated heretofore. We repeat only a few of the more important ones:

1. The great need for special attention to the educational requirements of gifted children has now been generally recognized.
2. In a school with a small enrollment one is able to work out a curriculum that is integrated to the more special aspects of gifted child education. It is hoped that what is here accomplished can be applied also to the larger school systems after it has been tried out and its validity checked by research projects.
3. There are, in the Metropolitan Area of Detroit, many gifted children of various racial, economic and religious backgrounds to whom such a school would offer opportunities to develop special abilities and talents.
4. Research and authorities in education indicate that special attention, guidance and specialized education should be given gifted children as early as possible.

It is realized that this is an ambitious aim. Much work has already been done by our staff members, parents, and many other interested friends of the School. Even in our first year we see the hopeful beginnings toward achievement of our aims.

This bulletin serves mainly to state our goals, to describe what has been done, and what has yet to be accomplished.

B. PRELIMINARY STEPS PRIOR TO CHANGE IN SCHOOL PROGRAM.

The following steps were taken in advance of the actual beginning of the Project:

Inauguration Dinner:

June 1, 1956: An Inauguration Dinner was given by the School which was attended by over 100 guests including parents, friends of the School, educators, and other persons professionally interested in a Gifted School Project. Dr. Gunnar Dybwad, Director of the Child Study Association of America, came from New York to be the speaker at this occasion.

Institute of Experts:

An Institute was held at the School from June 18 to June 22, 1956. The purpose was to design a program and specifically to establish a curriculum for this Project. It consisted of Dr. A. Harry Passow, Assistant Professor from the Horace Mann Lincoln Institute for School Experimentation (He also is the Chairman of the Talented Youth Project); Dr. Robert DeHaan of Hope College; Dr. Miriam Goldberg, Research Associate from the Horace Mann Lincoln Institute; Dr. Anton Brenner, Research Staff of Merrill Palmer School of Detroit; Dr. Marie Skodak, Head of the Psychological Services of the Dearborn Public Schools; Dr. Elizabeth Drews, of University of Buffalo

and member of the Gifted Child Committee of the Michigan State University; Mr. and Mrs. George A. Roeper; and Miss Marie Spottswood, long-time Director of the Fieldston School in New York. Staff members of the School also attended some of the sessions of the Institute.

A summary of the recommendations of the Institute has been compiled and is still in the editing stage. It is hoped to make it generally available through educational publications. Some of the recommendations are being referred to in the curriculum section of this bulletin.

Fund Raising:

Since such a new project necessitates adequate funds, a fund-raising campaign was inaugurated.

Publicity and Gathering of Information:

There have been many discussions with leading citizens in the field of Education, Industry and Government in an attempt to find out what they thought was most essential in the education of the gifted. A series of articles on our Gifted Child Project have appeared in Detroit and local newspapers. An illustrative Brochure was printed to aid in the communication of the aims of the project to the public.

Many books on this subject, as well as articles, have been studied and numerous books have been acquired for reference.

II. ADMINISTRATIVE ASPECTS OF THE PROJECT

A. ADMISSION POLICY:

The Institute defines a gifted child as one who has an I.Q. of 130 or above, or unusual abilities in other areas. In the latter case the I.Q. should be at least 110.

This is the basis which established eligibility in the school from the 1st grade on.

For the time being, the School is not applying these eligibility standards for enrollment in the Nursery School and Kindergarten, because it is felt generally that at this age the child's observable intellectual potential has not developed enough to be accurately tested. However, in many instances, intellectual potential is very clearly indicated, and therefore it is felt that many of the future grade school students will come from the Nursery School group, and will have had the best emotional, social and intellectual preparation for their future attendance at this School.

All children who have been newly enrolled in the grade school since Fall 1956, have been accepted on the basis of eligibility by I.Q. tests, in addition to the usual personal interview and checking of past records. Students who have been enrolled in school prior to Fall 1956, are permitted to continue without having to pass admission tests.

B. TESTING PROGRAM:

Two specialists in testing administered individual tests with either the Wechsler-Bellevue or Stanford-Binet Intelligence Scales.

All students of the grades have been tested since last fall and this established the fact that more than 60% of the present enrollment consists of gifted children. Except for one grade, a majority of the children are in the gifted category in each class. The I.Q. of the gifted range from 130 to 180. The average I.Q. among the gifted is 141.

Since only gifted children are newly admitted, the ratio of gifted compared to average will increase every year. It should be at least 70% next year and 100% within the next three or four.

C. PRESENT ENROLLMENT

The School is filled to a capacity enrollment of 185 children. There is an average of 17 students in each of the grade school classes. 50 children are enrolled in the Nursery School, 10 in the youngest group (2-to-3 year-old group) with 1 teacher and 1 assistant; 13 in the 3-to-4-year-old group with 1 teacher and 1 assistant; and 27 in the 4-to-5-year-old group with 3 teachers. The Kindergarten has 26 children with 2 teachers and 1 assistant.

GEOGRAPHICAL DISTRIBUTION

Students come from all of the surrounding communities:

Detroit	73	Clawson	1
Franklin &		Farmington	2
Bloomfield Hills &		Orchard Lake	2
Birmingham	54	Oxford	2
Huntington Woods	18	Highland Park	2
Oak Park	10	Clarkston	1
Royal Oak	8	Keego Harbor	1
Pontiac	5	Lake Orion	1
Berkley	4	Rochester	1

D. SCHOLARSHIPS

It is the aim of the School that scholarships should be available for all gifted children whose parents are not able to pay the full fee. The School is presently not able to provide as many scholarships as are necessary for this purpose. The existing Scholarship Fund is based on the proceeds of an annual Carnival which raises about \$2,000. This year, 7 children are receiving partial scholarships. Decisions on scholarship awards are made by the Scholarship Committee. (For further information call the school.)

THE STAFF:

Directors:	Year joined staff:	
Grades:	George A. Roeper (German degree, equiv. to M.A.)	
Nursery & Kindergarten:	Annemarie Roeper (Medical School, Vienna)	
Assistant Administrator:	Miss Marianne Hoag, A.B.	1948
Consultant:	Dr. Elizabeth Drews, (Life Certificate) one of the members of the Institute	
Lower Nursery (2-3 years):	Mrs. Carolyn W. Levin, B.A. (Life Certificate)	1949
	Mrs. Thelma Yedlin,	1956
Middle Nursery (3-4 years):	Mrs. Sally Booth, B.A. (Certificate)	1947
	Mrs. Alicia Mackie, alternating with	
	Mrs. Alma Burrows	1955
Upper Nursery (4 year olds):	Mrs. Annemarie Roeper	
	Mrs. Charlotte Whitney, M.S.A. (Certificate)	1949
	Mrs. Hattie Wyatt, (Certificate)	1942

IV

Kindergarten:	Mrs. Helen Ruddock, B.E. (Certificate)	1952
	Mrs. Elenor Barkell, Assistant	1951
	Mrs. Nancy Kern, alternating with Alma Burrows	1956
First Grade:	Mrs. Josephine Shotka (Life Certificate)	1947
Second Grade:	Mrs. Faye Kempner, B.S.Ed. (Certificate)	1956
Third Grade:	Mrs. Ellen Dressler, B.A. & M.A. (Certificate)	1956
Fourth Grade:	Mr. Arnal Colvin, B.S.Ed. (Certificate)	1956
Lower Seniors:	Mrs. Kay Benyai, B.S. & M.A. (Certificate)	1956
Seniors:	Mr. Bernard Cohen, A.B. (Certificate)	
	M.A. in preparation	1956
Music:	Mrs. Evelyn Kronemeyer, A.B. & S.M.	1957
Art:	Mrs. Charlotte Whitney	
Dancing & Fencing:	Miss Norma Carter, B.A. Creative Arts	1953
Sports Coach:	Mr. Arnal Colvin & Mr. Bernard Cohen	
Humanities:	Dr. Scheyer, Professor at Wayne U.	
Human Relations:	Mr. George Roeper	
Child Care:	Mrs. Annemarie Roeper	
Shopwork & Maintenance:	Mr. Gordon Barkell,	1948
Librarian:	Mrs. Margaret Littman, M.Ed.	
Psychological Testing:	Mrs. Margaret Littman	
Speech Correction:	Mrs. Margaret Littman	
Health Inspection:	Miss Marianne Hoag	
Secretary:	Mrs. Helen Reid	
Kitchen:	Mrs. Lucy Donald, Cook & Dietitian	1943
	Mrs. Willie May Reynolds, assistant	1955
Bus Transportation:	Mr. Gordon Barkett	
	Mr. Clement Robinson	1952
Station Wagons:	Mrs. Thelma Yedlin	
	Mrs. Carolyn Levin	
	Mrs. Alicia Mackie	
Custodian:	Mr. Roy Reynolds	1955
Maintenance Assistants:	Mr. Al Harris	1955
	Mr. Archie Croft	1956

There were several changes in the staff during the year for various reasons, such as illness, motherhood, etc.

Mrs. N. Dresser, who was curriculum director and teacher of the 5th and 6th grade was replaced by Mrs. Kay Benyai as teacher:

Fran Horwitz, 3rd grade teacher, by Mrs. E. Dressler.

George Margolin, who taught science and music by Mrs. E. Kronemeyer as music teacher.

Dr. Scheyer will not be able to continue teaching in the second semester, as his schedule at Wayne State University does not permit it. He plans to be back for the Fall Semester, 1957. He will be replaced by Mrs. Wittowsky.

F. IN-SERVICE TRAINING FOR THE STAFF

In the two teachers' meetings held each week, all questions of psychology, common educational goals, individual needs of the children, practical and organizational questions are discussed.

Dr. Elizabeth Drews is conducting a weekly "In-Service Training" which is attended by teachers of the Nursery School, Kindergarten and Grade School. These sessions are concentrating on the characteristics and needs of gifted children and especially the importance of applying "Critical Thinking" as recommended by the Institute. "Critical Thinking" has been conceived as the ability to think independently, to examine and evaluate, to reason and appraise and arrive at careful exact unbiased judgements. Special emphasis is here given to the examination of facts presented to avoid their being taken merely at face value.

A Movie, "Learning is Searching", produced by Vassar College, showing how a project can be developed with emphasis on research methods applied by the children, was screened for this staff. It demonstrated practical application of "Critical Thinking".

The ideas developed in these sessions are currently being applied by all teachers from Nursery School on. Their progress is discussed in our meetings. The results of some of our investigations will be published. Mrs. Josephine Shotka has written an article on "Teaching 'Critical Thinking' in First Grade" which has already been received by various groups with great interest.

Guest speakers have been invited to some of the weekly "In-Service Training" session. The subject matter will concentrate on the psychological motivation for learning.

G. PARENT-SCHOOL RELATIONSHIP

An extensive history of each child has always been taken at the time of enrollment. All through a child's schooling, at City and Country School, which in some cases is ten years, a close cooperation between parents and school has been maintained. The teachers write two reports a year on the progress and social development of the child. Parents are free to call and visit and request interviews at any time, in addition to scheduled ones. After present needs of the child are clarified, a plan is evolved with the parents which would determine how both the school and the parents can help the child develop his potentialities to his fullest capacity in relation to his stage of development.

III. EDUCATIONAL PROGRAM

A. CHARACTER EDUCATION ON A PSYCHOLOGICAL BASIS

For the last fifteen years the School has stressed character education as the basis of successful adult living and functioning.

The leitmotiv is the education of the total personality which embraces its psychological structure, phases of development, social adjustment and emotional motivation for creative and productive living. This is considered to be just as essential for the education of the gifted as for any other child, and will therefore continue to be a most important part of the Schools' program.

It is hoped that research will reveal the relationship between phases of development and childrens' special interests even more specifically. When available this should be made use of in future curriculum planning.

B. RECOMMENDATIONS OF THE INSTITUTE

A summary of the recommendations of the Institute will be published at a later date. Some of the high-lights are as follows:

1. Common qualities of gifted children:

The curriculum can be adapted to certain capabilities which gifted children have in common. They have unusual ability for problem solving, critical and abstract thinking, conceptionalizing, interpreting experiences, and generalizing.

2. Teaching basic skills:

Reading, writing, arithmetic, etc., should be taught daily in separate, regular blocks of time as drill subjects, and in addition, integrated into projects. This should be taught at an accelerated pace in order to provide, as early as possible, tools for further work.

3. Teaching Study Skills:

Study skills should also be taught early in order to be used as tools. This involves speaking and listening effectively, the ability to collect information from a dictionary and encyclopedia or other reference works and to organize one's work.

4. Development of Physical Skills:

5. Encouragement of creative skills such as music, art, dramatics, creative writing, dancing, etc.

6. It is important to keep awake a thirst for knowledge, love of learning and self-realization in the child.

7. Learning about and understanding people through their problems of living; becoming aware of as wide a range of culture as is possible, tying together the past, present and future. Here are included all parts of living and changes in all areas, such as technical economic, social, etc. In all of this the responsibility of the individual to contribute to this process should be stressed.

8. Teaching of "Critical Thinking" as outlined before.

9. Club programs ranging across age and classroom lines would serve the two-fold purpose of expanding curricular interests and extending beyond curriculum into special activities. A child could join more than one club according to his interests.

10. There should be an unscheduled period for the children to use as they wish.

11. Resources in the community around the School should be made use of as much as possible. Such resources include the Cranbrook Science Institute, industrial plants, laboratories, etc.

12. There should be parent participation in informing the children about their professions, in helping to stimulate interests in areas which otherwise might not be available among the Staff.

13. Importance of communication, therefore, the ability of learning to speak and write was stressed. Foreign languages should be taught on a Club basis.

14. The Institute made a tentative plan of sequential order in which different subjects should be studied. For instance: Age 6 to 7: study how things grow. Age 8 to 9; study of space, rockets, astronomy, chemistry and the overall romance of science. Age 10 to 11; interest can be channeled in pre-history, archeology, geology, evolution of man, and nuclear physics. Age 12 to 13; laboratory experiments, and use of scientific methods.

15. Research in all fields bearing on the education of gifted children was recommended.

C. RECOMMENDATIONS PUT INTO PRACTICE.

The translation of these recommendations from theory into practice has been the new task confronting the teachers. There is no course of study preparing them for this task and no past experience to build up upon. In-service training, discussion amongst each other, relating the

VII

recommendations to the specific groups they are working with in addition to the reality limitations of space and material resources has been the basis upon which they have arrived at their methods.

Some methods may have to be changed, many are proving successful. The children also have to become familiar with new methods, demands, schedules and activities. For instance the introduction of clubs necessitates a different more complicated type of schedule.

All this is new, exciting for both children and teachers, and requires flexibility and imagination on the part of the teachers.

Stress has been laid on "Critical Thinking" in all groups from Nursery School on through the Grades and has become an integral part, particularly in the way units and projects have been built up.

The following will show the practical applications (occasionally modified) of the Institutes recommendations. We begin with the Nursery and Kindergarten, because we believe that here the ground is laid for the development of curiosity, intellectual interests and critical thinking, which will be later the basis for learning attitudes in the grades.

D. NURSERY SCHOOL AND KINDERGARTEN:

One issue of a little bulletin, entitled "Talking out of Nursery School" reporting on the Nursery School and Kindergarten, has been sent to the parents. A second one will follow.

Stress is laid on developing emotional growth. This means relative freedom of anxiety, a secure place in the group, confidence in oneself and others, changing destructive impulses into constructive ones and channeling free-floating curiosity into intellectual interests. This emotional growth has been found to be the most important factor in readiness for reading and other intellectual pursuits. It provides both the average and the gifted child with the possibility of making extensive use of their innate abilities.

Age 2 to 3.

At this age the initial introduction to group life takes place. The children learn to relate to teachers, to feel comfortable away from home. They begin to use materials offered constructively.

Age 3 to 4.

The process begun in the 2 to 3 year old group continues here; groups become closely knit, interests in doing and learning increase rapidly.

Age 4 to 5.

As in previous years, Mrs. Whitney, the art teacher teaches also in the older Nursery School providing the children with an unusual variety of material, stimulation and opportunity for creative outlets are encouraged such as dramatic play and puppetry. Interests, expressed by children, are followed up and furthered by trips, books, discussions and occasionally even a simple experiment, such as showing that liquids become solid when frozen.

Kindergarten.

In kindergarten the child has reached an age where he has developed great independence. He likes to use his own imagination in initiating activities. Group play reaches its greatest proportion. On the other hand he is most eager for stimulation and new learning. To satisfy both these needs much outdoor activities are offered but also the type of stimulation described above for the Nursery School in a more organized fashion. Regular group projects are begun and the beginnings of academic work.

VIII

E. SPECIAL CLASS PROJECTS.

These projects are being developed in addition to the subjects usually taught in these grades. Many of the children are working considerably above their age level.

First Grade:

The first graders are having for their project (or unit) "The Home and The Community". They are making bulletin board displays, each child writing his own stories, taking trips and seeing movies correlated with the project. Mrs. Shotka has developed special techniques of critical thinking during this work.

Second Grade:

The second grade project was the study of how plants, animals, and insects prepare for winter. This included the life cycle of the butterfly, many trips on the school grounds, the recording of seasonal changes in one tree by drawing pictures of it each month and charting observations. Words like "migration" and "hibernation" became familiar to them. Interest in seeds developed. In order to try to identify these, the children had their first experience with a microscope.

Third Grade:

The third grade has done some work in astronomy with great interest which culminated in a trip to the Cranbrook Planetarium. The next project deals with "People of Other Lands".

Fourth Grade:

The fourth grade has done a study on the United Nations. They have recently begun a Project on Space.

Fifth & Sixth Grades:

The fifth and sixth grades have done a study on the development of Automobiles. These grades are now doing a study on Exploration of the Heavens. This group has also received training in note-taking which is so important for listening ability.

The Seniors:

The seniors have completed a unit on Mexico. In connection with this they saw a collection of film strips from paintings by Life Magazine, a movie from the library from the University of Michigan, and slides taken by the teacher while visiting Mexico. They have done some research of their own on this subject. The seniors are doing a project on Germany at the present.

F. EXTRA CURRICULAR ACTIVITIES AND CLUBS:

Art: During art activity the children are encouraged to use inventive and discerning ideas within the many materials and processes made available to them. Their work goes all the way from miniature to mural size, from a sense of the microscopic world to an astronomical one. Ranging across this is a development of line, color, forms, and space, but beyond the tendency to sense these relations the child always comes forth with his own personality and a direct expression of his own happiness in art.

Music: The music department is attempting to establish a firm foundation of fundamental knowledge concerning the "tools" needed to understand and enjoy music both actively and passively.

This program includes a study of simple theory, sight reading, rhythm instruments and ear training.

Science: The children's interest is very outspoken in this area and many of their questions were taken up. For instance: What is Light? What makes colors? And many others.

Also their interests in nature study was supported by meaningful walks in the surroundings. An elementary science unit was purchased. Further emphasis on science teaching is contemplated.

Shop for Boys: The student is encouraged to choose a project, which we feel he will be able to complete. The handling and care of tools is explained. By watching his progress. We see where he needs help. One project must be completed before another can be started. The children make such things as book ends, lamps, simple decorations or objects of their own choosing. They learn how to fix broken toys, their own sleds, etc.

Dancing for Girls: Modern Dance is creative dance -- a joyful experience where the student discovers the discipline of technique, along with the infinite possibilities of expression through movement, both improvised and designed.

While he is always encouraged to individual expression, the student also works creatively with others and takes pleasure in the work which the whole group produces, the study of this "basic dance" also includes performance skill, and knowledge of the other arts such as music, poetry, fine arts (as in stage design and costuming) and drama.

Fencing for Boys: Fencing is an ancient sport which develops both the body and the mind. The foot patterns and blade work require coordination and concentration. The skills involved present a challenge and teach the student how to meet an opponent and defend himself. The exercises given to strengthen the body for fencing are similar to those of creative dance and are eventually used to lead the student to creative dance work.

Sewing, for girls from 2nd Grade on: The girls learn to use the sewing machine. They work on a variety of objects, such as: puppets, stuffed animals, aprons, nightgowns, and dusters.

Human Relations: This class has been conducted for each grade by George Roeper for a number of years. It gives him, as the head of the school, an opportunity to see each child operate in his own classroom. These classes help the children to understand each other, to recognize values, to tolerate each other's individuality, to know what makes people happy and unhappy. Often a story is used to present a problem of social conflict. The children discuss it and find out what is wrong and what is right in human behavior.

Child Care, for girls from 3rd Grade on: This class consists of two parts; observing the activities offered in the Nursery School, the different behavior and characteristics of individual children, the teachers' methods of handling them. This is followed by a discussion period where their observations are interpreted. The girls have written some beautiful stories for the Nursery School children. The children look forward to their visits and the times when they read stories to them, or give unrehearsed puppet shows for them.

Humanities, for Grades 5 through 8th: The art of the "Old and New Stone Age" as well as that of the "North American Indians" was demonstrated in slides and a film, and gave rise to lively discussions with the students. The question of "origin" was particularly stressed. To fix certain important objects in mind of the students and to stimulate an understanding of aesthetic values, works of art were drawn from the slides by the students during the class session, a device which proved successful.

Sports: Baseball, Football, sledding, and skating are the main activities for which the ground offers ample opportunity. Badminton is offered for the girls, in addition to other outdoor activities. There is a field day every Spring.

CLUBS:

Most of these are in addition to regular classes within the Grades. They are offered to further stimulate children with special talents and interests. The aims and purposes are similar to those outlined before, only that a higher level of achievement is being reached.

The following clubs are offered:

Art Club.

Music Club.

Shop Club.

Dance Club.

Science Club.

Newspaper Club. Publishes a monthly newspaper.

Photography Club. The children are learning the basic rules of the use of a camera and to understand the principles of developing and printing.

Brainstorming Club. - is still in preparation.

TRIPS:

Trips are an integral part of the children's work.

The Older Nursery School children have made several trips, in small groups which were inspired by the children's interests. One day they visited the G. M. factory building on the outside because from their School window they had seen the G. M. chimney day after day and had asked about it. At another time they watched the building of a parking lot, and combined this activity with a trip to the Art teacher's house,

The Kindergarten went on a trip to pick out pumpkins for Hollow'een, another trip to pick out Christmas trees for Christmas. They have taken several trips to the Public Library.

The First Grade took a trip to the Fire Department.

The Third Grade went to the Planetarium.

The Fourth Grade went to the International Institute.

The Lower Seniors went to Pontiac Motor Division and to the Cranbrook Planetarium.

Future trips are planned for all classes in connection with their various projects.

AUDIO-VISUAL EDUCATION:

Movies are used in connection with the children's projects. They have seen, "Our Mr. Sun"; "Our Night Sky"; and a movie about Automobiles.

The Fourth Grade was shown a movie about Folk Songs.

The boys of the upper and lower senior class saw a movie about human growth, which was followed by a thorough discussion led by Mr. Roeper. The same movie was shown to girls of the same grades; discussion was led by Mrs. Roeper.

The First Grade was shown a movie about fire and the job of firemen in connection with their project on community helpers.

The same movie was also shown to the Kindergarten and Older Nursery group, who had a long discussion on "good" and "bad" uses of fire.

Additional movies will be shown to all children according to the subject matter they are studying.

STUDENT GOVERNMENT:

As the Safety Patrol was merely taking care of school traffic in congested areas and during sports, a new Student Government was needed that shared responsibilities for improvements, which was to be the guardian of the students' basic rights and which derived authority from being elected

by the students. The present Student Government had an excellent beginning. It exercises faithfully democratic procedure, shows competent responsibility, and demonstrates a dedicated spirit in the best traditions of the school.

G. RESEARCH:

Nursery and Kindergarten: At what age do children develop definite areas of interest and what are they? This question has been investigated before. However, we feel that with the advent of Television and other stimulations offered to young children by their surroundings, some basic changes might have taken place in recent years. We are, therefore, trying to find out what the interests of very young children are, and how far they are developed. This research is being carried out with assistance from Dr. Elizabeth Drews. A questionnaire is being sent out to the parents who will report to us their observations of their children. Another questionnaire that will be filled in by the teachers relating their experiences in terms of interest expressed by the children in regard to subject matter in books and other areas. Also we are taking some small groups of children ranging in age from 2-1/2 to 6 years to the library. We are recording the different reactions at different age levels. This will show to what extent interests can exist and develop in young children even though they may be typical only for a small section of the population.

Grades: We are currently engaged in two research projects.

1. "Critical Thinking".

A great part of the in-service-training of our staff consisted of discussion as to "What is Critical Thinking?" Further more, how to apply and teach "Critical Thinking". As a result, Mrs. Shotka's article on "Critical Thinking in First Grade" is an enlightening methodological demonstration.

Since it is assumed that gifted children have a capacity for critical thinking, it will be investigated whether a special training in this area will contribute to a significantly greater ability of gifted children in defining and solving problems, in evaluating and comparing findings.

Preparations are made by Dr. E. Drews and psychometrists of another University to design a special test for elementary children which would measure critical thinking ability. Comparisons with control groups would indicate the effectiveness of teaching critical thinking.

2. "Effectiveness of an extracurricular program on achievement levels of gifted children".

Gifted children of City & Country School, exposed to teaching adapted to them and to an extracurricular program will be compared on the basis of achievement tests with gifted children in other schools not exposed to a specialized program.

We are not sure yet whether Critical Thinking Tests will be ready before this school year 1956/57 is completed. It is also doubtful that the "Effectiveness" as to 2 can be measured before June 1957. Both projects might very well carry us into the school year 1957/58 or later.

H. REORGANIZATION AND EXPANSION OF FACILITIES:

A new dining and play area which has been added for the Nursery and Kindergarten, is in use in the Spring and Fall Months.

All the Nursery and Kindergarten groups are now on the first floor. The two and three year old group have the use of another additional outdoor area adjacent to their rooms.

Provision has been made for a Library on the second floor.

Mrs. Littmann has taken over the task of collecting books most needed for the School Project. The School purchased a new bus and a new station wagon last fall.

A new athletic field is now in use.

An Opaque Projector has been donated to the School which completes the Audio Visual Department; since the school already owns a movie projector, film strip projector and two slide projectors and also has the use of a Tape Recorder.

IV. PUBLIC RELATIONS

A. P. T. A.

A meeting was held at the beginning of the school year for the new parents familiarizing them with the idea of the school project.

The first regular PTA meeting which was held in October opened, traditionally, with a speech by Mr. Roeper, in which he explained new plans of the school for the coming year.

In November there was a meeting for Nursery School and Kindergarten parents conducted by Mrs. Roeper, wherein there was discussed the different phases of development of children.

At the December meeting a square dance took place with proceeds going into the Library Fund.

A film "Children Who Love", by Dr. James Clark Moloney was presented in the January meeting.

At the February meeting Dr. Peden of Wayne University spoke. On February 24th there was an Open House for the parents and children at the School. "Chalk Talks" by Peter Jepson was a delightful entertainment for parents and children.

Dr. Tom Hamilton, vice-president of Michigan State University, is the speaker on the March Program on the topic "Gifted Children".

B. COMMUNITY RELATIONS AND PUBLIC APPEARANCES:

(a) SPEECHES:

Mr. Roeper spoke to the PTA of Winship School in Detroit; Birmingham Torch Club; Detroit Optimist Club; Argo Fighters; and PTA of Bloomfield Hills High School.

Mrs. Roeper spoke to the Berkley Pre-school Association on some aspects of child "Discipline". Mrs. Roeper, who is on the Board of the Pre-school Association of Metropolitan Detroit, together with Mrs. Levin appeared on two Television programs in a discussion on problems of Nursery School education. Mrs. Roeper, in collaboration with President Roslyn Braden, Vice-President, Nan Sallan of the Detroit Kindergarten Association and Eleanor Moore from Wayne University and Jane Bacon, President of the Pre-school Association of Metropolitan Detroit is currently working on a pamphlet dealing with the differences between Kindergarten and Nursery School procedures.

Mrs. Shotka's article on the subject of "Critical Thinking" already referred to was discussed at the teachers' seminar as well as at the course for gifted children conducted by Dr. Drews who found this material of value for use on other occasions.

(b) ACTIVITIES:

Mrs. Levin is the chairman of the Oakland County Section of the Pre-school Association.

The Birmingham Public Schools are currently using the tape recording at the sessions of the Institute.

The summary of the proceedings of the Institute is currently being prepared by Professor Robert DeHaan and will soon be published.

A course was given by Dr. Drews at the School for interested parents and teachers on "Understanding Gifted Children". Five evening sessions were devoted to this subject which attracted not only Parents but also many teachers and principals from different public school systems.

The "Theater Dance Group" participated in a program conducted by Miss Norma Carter demonstrating the teaching of Modern Dancing to Teachers at the Best School in Oak Park.

XIII

A "Frieze" made by the Lower Grades is currently exhibited at Baldwin Public Library in Birmingham.

In February the Dance Club performed for the Oak Park Section of the Roundtable for Christians and Jews.

C. GIFTED CHILD PROJECT FUND RAISING CAMPAIGN:

For the past few months the Gifted Child Project Campaign for Funds has been in an interim period. About \$15,000.00, half the quota set at the beginning of the campaign, was realized during the spring and summer of 1956, at which time all of the ground work was done for personal soliciting. The funds that have been collected are due directly to the very earnest efforts made by those working with the campaign at that time.

Shortly after school began in September it was decided by the working committee that the personal soliciting had been developed almost to a maximum and that continuing effort would be concentrated on an approach to service clubs, industry, and business management. In order to do this with any degree of success it was necessary to plan and execute material that would convey the story of the Gifted Child Project and its needs, so that it might be presented in an effective way to these possible sources of financial and community support.

This effort took time because it had to be done largely by members of the parent group. We are very fortunate in having people in the parent group who have given their talent and time in the preparation of a second brochure -- smaller than the first, which is set up to appeal specifically to industry. This brochure, we hope, will be in print within the next few weeks and ready for distribution.

In addition, it is expected there will be a picture story of City and Country School, presenting the effort it is making to develop Gifted Child Education, on a film strip, with coordination narration, photographic slide films, accompanying art work and appropriate music.

VISITS AND INQUIRIES:

Although the Gifted Child Project is but a few months old in the history of the School, numerous visits have been made to the school by teachers and others from the vicinity, from Ann Arbor and elsewhere. Many inquiries are made as to selection of children and method of teaching in reference to the Gifted Child Project.

PLANS FOR THE FUTURE

1. Educational program.

The program will include a curriculum director.

The Institute recommends Foreign Language Clubs for those who have interest and ability. It is planned to reintroduce foreign languages for this purpose.

It is also hoped to engage a dramatics teacher.

Special emphasis will be placed on building up a science program. This should foster a tradition of high achievement such as is already found in Art and Dancing. Considerably more and larger facilities for laboratory experiments will have to be provided.

Communicative skills, such as composition writing and speech will find more stress in the years to come.

Not only some grades but all grades will in the future regularly schedule "Current Events".

We hope for more parent participation in a program which enlightens the children about the parents' occupations and professions. The parents' experience and knowledge will definitely bear meaning as to the purposefulness of the children's own learning.

XIV

The school will make all possible effort to have occasionally experts in specialized fields as guests for the enrichment of the program.

As time goes on, a new picture will unfold, based on a curriculum for gifted children with new achievement goals.

2. The school expects to increase the number of gifted children every year until a homogeneous group of gifted children is formed.
3. With further progress of the Gifted Child Project a building expansion will be considered. The building of a new Nursery would make the present building entirely available for the Grades and enlarge the square foot space per classroom.
4. Research related to gifted child education will be continued and expanded, possibly in the area of finding relationships between psychosexual development of gifted children and curriculum content.
5. Much of the success of the project will depend on raising funds. The administration of the school, the P.T.A. and the Project Fund Raising Committee is continuously making efforts in various ways to raise funds.
6. Close cooperation with public institutions will be stressed.