

**Yale
New Haven
Teachers
Institute**

**Annual
Report
1979**

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School of Forestry
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Of all the ways in which the City and the University do collaborate -- on health care, on economic development, on sports activities, on cultural programs -- it is most important that we collaborate on education. The Mayor and I had the pleasure of announcing together the Yale-New Haven Teachers Institute, whereby colleagues from the school system and the University collaborate in seminars on teaching methods and on designing curricula for use in the middle and high schools.

Education for excellence, for intelligent and humane citizenship, is the heart of a free society and nothing in education is more important than the incentive to take education seriously and responsibly and the capacity, through an education, fully to develop one's potential as a human being. To the extent that Yale can foster this attitude and this capacity in New Haven, Yale must and will. Yale's great contribution over the last three centuries to America has been, as a national resource and a national institution, to foster that attitude and that capacity for the country. Yale believes in that mission and nothing will shake it. And that mission begins at home. Yale lives in and with New Haven. The City is not going to move and neither is the University. We together are the permanent parts of this place. And our young people, New Haven's and Yale's, are the future. Our future. The future that, through the young people, we seek and share together.

A. Bartlett Giamatti

January 6, 1979

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THE TEACHERS INSTITUTE

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YALE-NEW HAVEN TEACHERS INSTITUTE
1979 ANNUAL REPORT

BACKGROUND

In 1977 Yale and the New Haven Public Schools considered how the University might better serve the Schools. The need is compelling: sixty per cent of New Haven students come from families receiving public assistance, seventy-five per cent are black or hispanic, fifty per cent are performing below the national average, and twenty-five per cent of students entering the ninth grade do not graduate. These statistics would characterize many other urban school systems; no less unusual was the underutilization of resources within the city which might be brought to the assistance of the Schools. How could Yale effectively aid the Schools? This was a specific instance of the general question of how major cultural institutions located in center-city areas can become constructively involved in addressing problems of the communities where they reside, and on which they depend. How Yale and New Haven answered this question might be of interest to universities and school systems elsewhere.

Teachers and administrators from the University and the Schools quickly reached a consensus: The relationship between the University and the Schools must be both prominent and permanent within any viable larger relationship between Yale and New Haven, and, of the many ways Yale might aid New Haven, none is more logical or defensible than a program which shares Yale's educational resources with the Schools. Because of changing student needs, changing objectives set by the school system and each level of government, and changing scholarship, school curricula undergo constant revision. All agreed that curriculum development is the area in which Yale can most readily assist the Schools.

Since 1970 Yale's History Department had conducted a program

to improve the high school social studies curriculum. Through the History Education Project (HEP), teachers had developed new curricula for their school courses in American history, world area studies and urban studies. Yale and the Schools recognized the accomplishment and potential of HEP and saw it as a model for expanding the relationship between them. Because of the experience with HEP and because of funding potentially available from the National Endowment for the Humanities, Yale and the Schools decided first to establish a curriculum development program in the humanities. The objective was eventually to involve as many teachers and subjects as possible, so that the program would address comprehensively the school curricula.

In 1978 the Yale-New Haven Teachers Institute conducted its first program with grants from the Edward W. Hazen Foundation, the Andrew W. Mellon Foundation, the New Haven Foundation, the New Haven Public Schools and Yale University, and with matching funds from the National Endowment for the Humanities. Forty New Haven middle and high school teachers of English, history and art history became Institute Fellows and prepared new curriculum units on language and writing, 20th Century Afro-American Culture, other American history and literature of the 20th Century, and colonial American history and material culture. In the 1978-1979 school year these units were taught to 3500, or over one-third, of New Haven's middle and high school students.

PROGRAM PHILOSOPHY

The Institute places confidence in teachers to identify how Yale and the school system can best assist them to meet their students' needs. Through the Institute, Yale faculty and school teachers join in a collegial relationship. The Institute also is the only interschool and interdisciplinary forum for teachers to work together on new curricula, sharing materials, ideas and approaches to achieve better coordination of curricula for grades six through twelve. The Institute is especially concerned with the preparation of each teacher and with the development in depth of materials and approaches to help insure that students meet objectives for each subject and grade level.

Through the Institute, teachers adapt current scholarship to appropriate levels for students in New Haven's public middle and high schools. The benefits of the Institute to New Haven students must be no less direct than those to participating teachers. That Yale faculty and school teachers gain personally from involvement in the Institute is of secondary importance. Because the disciplines represented in the Institute relate to courses required by the Schools, and because a high percentage of teachers are involved, all secondary school students in New Haven stand to benefit from Institute curricula. The fundamental purpose of the Institute is to improve the education of New Haven students, particularly those who are least successful in school. That is why teachers must propose to develop materials they will use in their courses.

In applying to the Institute, teachers state their priorities for curriculum development, the topics on which they want to work, and the relationship of their topics to courses they will teach in the coming school year; they have primary responsibility for identifying the subjects the Institute treats. Each teacher accepted to the program becomes an Institute Fellow and, in collaboration with other Fellows and members of the Yale faculty,

prepares a curriculum unit. Fellows are members of the Yale community with full access to the Yale libraries and other campus facilities and resources. Twelve teachers coordinate Institute activities for all New Haven middle and high schools; they have an indispensable role in planning and organizing the Institute. Through the Coordinators, who meet weekly with the Director, the Institute seeks to insure that its activities are responsive to the needs of teachers and their students.

With a keen awareness of problems attending efforts at meaningful curricular change, the Institute departs from conventional modes of curricular development.* Classroom teachers, who best know their students' needs, work with Yale faculty members, whose main expertise lies in current scholarship. The Institute does not develop curricula on certain topics only because they are important in terms of recent scholarship; rather, it brings this knowledge to the assistance of teachers in areas they identify as priority concerns. In short, the Institute involves no "curriculum experts," in the usual sense, who would themselves develop new materials, train teachers in short-term workshops to use these materials, and then expect the materials significantly to change classroom teaching. Instead, the Institute seeks to demonstrate that collaboration between an urban university and its neighboring school system--between school teachers and university scholars--can produce curriculum materials of high quality pertinent to student needs, and can have a major impact on school curricula.

After discussions with staff members of NEH, the Organization of American Historians History Education Center, the U.S. Office of Education and others, Yale and the Schools recognize that there is no similar program in another American city. In

* See especially Seymour B. Sarason, The Culture of the School and the Problem of Change, chapter 4, who discusses the manner in which "new" math was developed and introduced in the classroom.

concept, format, schedule and participants, the Institute differs from conventional curriculum development projects. Though the Institute's special concern is to provide a model of university-schools collaboration, and though the Institute values most the idea of a teacher's using a curriculum which he or she personally develops, units prepared under the direction of Yale faculty and taught successfully in New Haven classrooms will certainly be of interest to teachers elsewhere. Institute units will be publicized through such agencies as the ERIC Clearinghouse and disseminated in multilith form to the extent the budget allows. The Institute will also seek a publisher for a selection of units potentially useful to teachers elsewhere. Most important, the program will be promoted as an example of how major cultural institutions can assume a larger responsibility for improving public secondary education. This model may be particularly attractive to other colleges and universities which, while seeking a fuller use of their campuses in the summer, wish to make their resources available in their own communities to address important problems of American society.

1979 PROGRAM

In September 1978 the National Endowment for the Humanities announced a \$210,000 grant to Yale University and the New Haven Public Schools to support the Teachers Institute for three years. On October 18 the Mayor of New Haven, President of Yale, Superintendent of Schools and Institute Director held a press conference to announce the NEH award. The press conference highlighted the importance which the City and the University attach to the Institute: It was the first in over a decade involving the Mayor and President; it was the first in memory where the President and Superintendent of Schools made a joint announcement.

With high expectations, then, for what the Institute might contribute to teaching and learning of the humanities in New Haven schools, and for what this joint venture might demonstrate to universities and school systems elsewhere, Institute participants began to plan the 1979 program. Institute Coordinators, who represent their colleagues in all New Haven middle and high schools, began meeting weekly with the Institute Director. They reviewed the written evaluations submitted by Fellows and faculty in the 1978 program. These evaluations reconfirmed the Institute format, but suggested minor changes in the schedule, to accommodate even better the other demands on Fellows' time. The Coordinators and Director decided on lengthening the period for Fellows to conduct research and attend talks, maintaining the number of meetings but reducing their frequency, and adjusting due dates for submission of writing so that they did not so nearly coincide with periods of heavy paperwork at the end of the school year. Evaluating the program, Fellows saw the schedule as improved and in need of no further revision. One wrote, "this year's schedule seemed excellent to me. The time plan was convenient. The requirement of producing written materials at given points provided the needed structure." Another

wrote, "the freedom to work on what I choose, without feeling that I am following a prescribed and boring course, and having realistic deadlines are just two of the reasons I am willing to put in so much time and effort. The changes made in past years demonstrate the flexibility of the program as well as the responsiveness to teachers' needs."

Fellows in 1978 thought that the seminars were the most beneficial aspect of the program; greater emphasis was placed on the seminars for 1979. Two mandatory individual meetings between Fellows and their seminar advisor were added to the schedule, as was a prospectus, due June 1. This additional step in the writing process encouraged Fellows to begin thinking formally about their unit and acquainted seminar members with their colleagues' projects earlier in the course of the seminars. Fellows reacted favorably to each of the changes. One wrote, "the process for writing is outlined in a logical, sequential manner--clearly a strength of the program." Another wrote, "the format of the program is a sound and structured one which benefits the Fellow from the beginning. The sequence of written activities gives each Fellow ample time to research and write." A third said, "the process for writing the units from the prospectus to a completed unit is most helpful. Comments and suggestions by my seminar leader and other participants while my work was in progress were most useful in refining my unit."

Much of the Coordinators meetings concerned seminar topics for 1979. When asked to propose seminars for the coming year, 1978 Fellows suggested a disparate list of topics. In the period from early December through mid-February, Coordinators canvassed their colleagues about priorities for curriculum development and reported their findings in the Coordinators meetings, which served to identify themes among the topics which teachers wanted to pursue. A brochure on the 1979 Institute, Fellows applications and descriptions of possible

seminars were distributed in January. Prospective Institute faculty prepared these descriptions to encompass the units Coordinators expected teachers to propose in their applications. They were, in part, the product of a December meeting among Coordinators and Yale faculty.

Another means for identifying topics was a series of meetings with the Assistant Superintendent for Curriculum and Supervisors and Department Chairmen for English, social studies, and art. These individuals submitted written recommendations which, together with teachers' suggestions, were considered at Coordinators meetings. Particularly important were the recommendations of Department Chairmen, whose immediate responsibility for the courses offered in each school places them in a key position for influencing school curricula.

In meetings with the Institute Director, the Chairmen further defined their role in the program; they would participate in all Institute activities as other Fellows, but, instead of writing a curriculum unit, they would prepare a guide showing the units' relation to the total school curricula. The weekly meetings of Department Chairmen with the Institute Director are virtually the only occasion when they discuss the relationship of curricula in their respective disciplines and explore opportunities for interdisciplinary coursework. With the Director, the Chairmen developed a guide to units written in 1978. The Chairmen were dispersed among 1979 Institute seminars, and each had responsibility for preparing a guide describing the relation of units developed in his seminar to school curricula.

The deadline for Fellows applications was February 15. On February 6 at Wilbur Cross High School the Institute held an informational session for applicants, who also met in small groups to explore the topics on which they hoped to work. This helped to refine the theme of each seminar and prompted some Fellows to modify their applications. Fellows applications were

reviewed by the Assistant Superintendent for Curriculum and in meetings with school Supervisors and Department Chairmen. A main purpose of the latter sessions was to determine that each teacher would be teaching the unit he or she proposed, and to review teachers' proposals with respect to the school system's priorities for curriculum development. Taken collectively, the applications covered most of the topics which school administrators had recommended for development in 1979.

On February 19 Institute Coordinators attended an all-day session with the Director to review applications and determine final topics and faculty for 1979. Applications were grouped into five areas: language and writing, strategies for teaching literature, New Haven history, 20th-Century American history, and the idea of the stranger in modern black and white fiction. On March 1 fifty-five New Haven teachers and five Department Chairmen were notified that they had been selected as Fellows. The Superintendent of Schools sent a personal note to each, congratulating them on their selection, and also commended them in his Newsletter.

Five of the Yale faculty members who had submitted seminar proposals were selected to lead seminars: Michael G. Cooke, Master of Trumbull College and Professor of English; Jean-Christophe Agnew, Assistant Professor of American Studies and History; Thomas R. Whitaker, Professor of English and Chairman of the English Department; James A. Winn, Assistant Professor of English and an Institute faculty member in 1978; and Howard R. Lamar, William Robertson Coe Professor of American History and Dean of Yale College. Mr. Lamar was assisted by Michael McGerr, an advanced graduate student in the History Department.

The series of Institute talks and workshops began on March 13 with a presentation of preliminary results of a study of the New Haven Public Schools being conducted by members of the Yale Psychology Department. The purpose and number of writing

workshops were altered at the suggestion of 1978 Fellows. On April 3 the Institute presented three workshops on topics about teaching writing which teachers had requested. The subsequent talks by Professors Robin W. Winks, Sydney E. Ahlstrom, and Jules D. Prown, acquainted Fellows with subjects which might be themes for Institute seminars in 1980, and provided information and approaches applicable to courses Fellows presently teach.

Because of the interest in one of his seminar proposals, Professor Michael G. Cooke gave a talk on scientific writing as literature and the relation of scientific writing to popular American culture. Professor Lamar delivered the final Institute lecture on 19th-Century New Haven history. Because he stressed technological and industrial developments in New Haven which were important to the nation, the Institute invited to his talk various representatives of the local business community. The talk was followed by a reception for Fellows, faculty, and friends of the Institute. Attendance at the talks and seminars was aided this year by the Director of Secondary Schools who requested of all principals that no school meetings for Fellows be scheduled to conflict with Institute activities.

Though some Fellows regarded the talks and workshops as less helpful than the seminars, they evaluated positively these general sessions. One wrote, "Most of the talks this spring were extremely interesting and covered topics pertinent to what I teach. The writing workshops came closer to being real workshops this year with greater teacher participation. The greatest value of the talks for me was the interdisciplinary aspect of most of them." Another said, "though not all talks can approach our units' material, the main value for me has always been their inherent interest. If all else were to fail with the Institute, one could not deny that personal edification is an important factor in attending the lectures." A third wrote, "most of the talks proved to be very interesting. The principal value of the

talks was to expose me to a brand of intelligence that I had hitherto not encountered in other universities. The fact that the speakers were experts in their fields did much to impress me." Another said, "the talks provided me personal stimulation across a wide range of subjects and points of view. It was a personal pleasure to have such stimulation when so many of our teaching activities can be so mediocre and demeaning. Most important to me was the attitude presented by the Institute that we as teachers are intelligent, thinking and capable people."

At the suggestion of 1978 Fellows and Coordinators, the Institute on April 24 conducted a workshop on writing curriculum units. A general session included presentation of the Institute guide for units and a panel of 1978 Fellows who described how they approached writing each element of the unit. Following the general session, in three smaller groups Fellows discussed the purposes of the written unit. Evaluating the workshop and guide, one Fellow wrote, "this year's guide was well prepared and easy to follow. The necessity of presenting a prospectus and rough draft gives focus to development of the unit and stresses the discipline a fellow must impose on himself to put the unit into definite shape." Another wrote, "the guidelines for the units were very good. They provided the right balance of flexibility and uniformity." A third wrote, "the unit format was helpful in zeroing in on an exact topic and method of presentation. I also found the whole process to be very constructive since I had never been required continually to refine a paper in much the same way." Another Fellow said, "the unit format is as fine as the process is thorough. After eight years of teaching, when the possibility of teacher 'burn-out' is tremendous, the creativity and energy sparked by this program gives me the opportunity really to enjoy my profession."

In late March an organizational meeting for each seminar decided questions of the seminars' conduct and schedule and acquainted each seminar member with the projects others would

that teachers helped each other by suggesting further reading, teaching techniques and specific classroom activities. The final sessions were devoted to reviewing the rough drafts of the content objectives. Teachers helping other teachers with the development of these units is the key to an excellent curriculum program. The sense of sharing gained in this kind of interaction gives all of us pride in each other's work." Another wrote, "I think the seminar once again represented a terrific experience. Our leader put himself out from the start, pushing discussion, writing, thinking on the part of all participants. I found my meeting with him particularly helpful, since he could not only steer me toward books that proved helpful, but also save me time sifting through less significant background material. His personal suggestions and comments on-the-spot were vastly superior to the bibliography alone."

Another Fellow wrote, "the seminar was invaluable to me. Comments from others, related ideas batted about, exchanges with teachers engaged in similar areas stimulated my own thinking and rethinking of what I had done in my own classroom, and of the strategies I intend to try. My unit's ultimate intent is to stimulate such explorations on the part of others." Another wrote, "the seminar was the highlight of this year's activities. The first meeting revealed that we were an extremely diverse group--the teachers were teaching on all grade levels and ability levels; we were a collection of very diverse personalities with one thing in common--we were all rugged individualists. The success of the seminar hinged on the charm and expertise of our leader and on the dedication and unbelievable hard work every member devoted to making each meeting of the seminar more provocative and stimulating than the preceeding one." Another said, "I want to make clear the value I place on this seminar. It taught me more about teaching than any course I've had in college, and more than years of substitute and full-time teaching have. I have never been directed in my work and have

pursue. In this way, the Fellows and faculty determined collaboratively the shape of the seminars. Prior to the organizational meeting, faculty reviewed the Fellows' applications and prepared bibliographies covering their preliminary unit topics. Between the first and second seminar meetings, Fellows met individually with their seminar leaders to refine their unit topics and lists of readings. Coinciding with the second seminar meeting, Fellows submitted a revised unit topic and reading list. At that meeting Fellows presented their final topics, explored the common ground these topics suggested for future seminar discussions and decided on common readings. About this initial phase of the seminars, one Fellow wrote, "bibliographies for my seminar were excellent and provided the basis for most of my reading. The earliest individual meeting with my faculty member was tremendously valuable in terms of refining my personal reading list. My seminar leader's extensive knowledge and enthusiasm for my topic helped me narrow my focus and choose the most suitable books, thus saving me time and directing me towards currently accepted scholarship in my area."

Weekly seminar meetings began in late May. Most of the seminars divided their time between discussion of readings and presentation of work in progress on units. On June 1 Fellows submitted a prospectus, providing their colleagues with further information about what each unit would contain. Seminars continued meeting through July 10. The stages of the Fellows' written units were xeroxed for discussion in the seminars. Again this year Fellows found the seminars to be the most valuable Institute activity. One wrote, "the seminars were undoubtedly the strongest aspect of the program amidst a variety of activities that were helpful. In the earliest meetings we discussed articles we all read on changing interpretations. These meetings were informal and enlightening and helped us to get to know each other. The next taste of the seminars was to review each other's perspectives. This proved an invaluable experience in

suffered a sense of isolation from other teachers whom I do not usually see when I work."

In addition to the opportunity for teachers to work together, an obvious strength of the seminars was the Yale faculty. One Fellow wrote, "as in the past, they have shown their concern and interest at all points. I had some doubts before the program began, some trepidation about Yale faculty in general. How could they understand, care about what happens in the city schools? They came through with stars. Our seminar leader's enthusiasm has been an inspiration." Another wrote, "my seminar leader's organization of and leadership in the seminar made the meetings one of the most rewarding academic experiences I've ever had. His role in discussions was to set the tone and pace of the seminar at levels that were always intelligent, stimulating, and provocative. He was always available for personal meetings." A third Fellow said, "I complete this year's program with the most positive feelings toward the faculty and staff. This was my second year in the program. When I was first accepted as a Fellow, I was very diffident and a little in awe of some of the faculty members. The faculty and staff have extended a gracious and generous spirit of collegiality, sincere willingness to be helpful and friendly. Particularly impressive is the feeling that many people at Yale are receptive to what the Fellows have to offer. Many times Fellows are pleased to feel that they are giving as well as receiving."

By August 3 Fellows submitted final curriculum units, written evaluations of the Institute program, and requests for the Institute to order classroom materials. The units Fellows wrote were printed in five volumes: *The Stranger and Modern Fiction: A Portrait in Black and White; Themes in Twentieth Century American Culture; Remarkable City: Industrial New Haven and the Nation, 1800-1900; Language and Writing; and Strategies for Teaching Literature.* In early October the Institute began to distribute these units to all New Haven teachers who might use them. Workshops on

the units are being conducted through school department and in-service training meetings and through the Institute.

At the end of the summer, Fellows predicted the impact the Institute would have on their teaching. One wrote, "I hope that my unit will be helpful. Last year my unit was a smashing success at my school. We all benefited from it." Another wrote, "I feel that mine is a unit that might successfully be taught in a class with a wide range of learning abilities because it has built-in alternatives that can insure success for the individual students with differing abilities. I personally hope to try my unit with senior developmental classes because I feel these classes really need some materials that might excite the students' interest and because it is in these classes that there will be the greatest range of skill differences. At the present time there really isn't any curriculum for these students." Another wrote, "My unit forced me to organize bits and peices of things I have taught or have wished to teach for years. The materials ordered will update school materials and will finally create a working, accessible body of materials to use creatively. I'm looking forward to it." Another Fellow said, "my unit will be used between 20 and 25 days by 7 or 8 other teachers. The Institute program will have an immense impact on my teaching, school curricula and fellow teachers with whom I come in contact."

In evaluating the Institute, Fellows stated their overall conclusions about the program. Most Fellows rated the program "excellent." One wrote, "in conclusion, I feel that the Institute experience has greatly changed my life. It sounds corny, but once a teacher finishes his educational requirements, he tends to get lazy and to forget how to think and how to express himself in adult situations. Dealing with kids all day can make one fall into a rut and not seek out different avenues of self expression. I found the entire experience fun.

I came into the program really scared and nervous that I would not measure up, in short I had lost confidence in my ability to think. I have left the program confident and sure of myself, and for that I gratefully offer my thanks." Another said, "I particularly like being in the Institute because it gives me the incentive and the structure in which to do curriculum development which interests me and which can contribute significantly to making me a good teacher." Another said, "this year's Institute was by far the best curriculum development program I have participated in."

Another Fellow wrote, "my overall conclusion in having worked with the Institute is that it is vital for the continued growth of professionalism in the New Haven school system. There is no other program like it available to teachers who desire to improve instruction and curricula. The added incentive of remuneration makes it all the more worthwhile. My views changed somewhat since I did not really know what was involved in writing the unit, even though I attended preliminary workshops. There was much more substance to the writing than I had thought." One Fellow stated simply, "the Teachers Institute is one of the best things that has happened to curriculum development in this system."

On July 9-10 Dr. Edward Lindell, President of Gustavus Adolphus College, visited New Haven to evaluate the Institute. His report highlights concerns which the Institute will continue to address, especially continuing the Institute's work after the NEH grant. Dr. Lindell concluded,

The program itself has accomplished so much. Many feel that it has been an exceptionally creative outlet for public school teachers who are increasingly limited by restrictive budgets. There is no question that public school teacher enthusiasm is high and that the

primary beneficiaries will be the youngsters in the classroom.

The enthusiasm of the teachers as they presented their projects was both obvious and heartening. In several instances they pointed out that their particular area of inquiry would not only be of value to them but to other teachers both in their school and in other schools within the system. Many of the projects dealt with the history of New Haven and it became apparent to me as I watched and listened that the Institute offered a fresh curricular opportunity not only for the renewal of individuals but for the curricular renewal of an entire system if those in charge of the system are mindful of the potential which appears to be present.

The evaluations by Institute Fellows and Dr. Lindell point up the extent to which the Institute has begun to realize its goals for opening Yale resources to New Haven teachers, for developing a collegial relationship among Yale faculty and school teachers, for creating an interschool and interdisciplinary forum for teachers to work together, for encouraging in teachers a renewed sense of the importance of their role in the society, for developing new curricular materials of high quality pertinent to student needs, and for demonstrating that such a program can have a major impact on school curricula. In the fall of 1979, the Institute surveyed all New Haven teachers who might use the units Fellows wrote. This survey indicated that over two-thirds of all students in the middle and high schools will study Institute curricula in one or more of their courses.

James R. Vivian

December, 1979

INSTITUTE FACULTY

Seminar on The Stranger and Modern Fiction: A
Portrait in Black and White

Michael G. Cooke
Master of Trumbull College, Professor of English

Seminar on Themes in Twentieth Century American
Culture

Jean-Christophe Agnew
Assistant Professor of American Studies and History

Seminar on Remarkable City: Industrial New Haven
and the Nation, 1800-1900

Howard R. Lamar
Dean of Yale College, William Robertson Coe Professor
of American History

Michael E. McGerr
Seminar Assistant, History Department

Seminar on Language and Writing

Thomas R. Whitaker
Professor of English, Chairman of English Department

Seminar on Strategies for Teaching Literature

James A. Winn
Assistant Professor of English

CURRICULUM UNITS WRITTEN BY INSTITUTE FELLOWS

THE STRANGER AND MODERN FICTION:
A PORTRAIT IN BLACK AND WHITE

Robert L. Biral
Lee High School
"The American Hero-Quester."

- * Franklin C. Cacciutto
Wilbur Cross High School
"Poetry and Freedom."

Ivory Erkerd
Roberto Clemente Middle School
"The Stranger Redeemed: A
Portrait of a Black Poet."

- * Edward H. Fitzpatrick
Trowbridge School
"The Stranger in Fiction."

- * Anthony F. Franco
Fair Haven Middle School
"Search for Tomorrow: Science
Fiction Literature and Today's
Student."

- * Maureen C. Howard
Wilbur Cross High School
"Utopias: Man's View of
Society Perfected."

- * Pamela Price and Caroline
Jackson
Lee High School/Jackie Robinson
Middle School
"Images of the City in Modern
Lyrics and Verse: A Sequential
Approach to the Teaching of
Poetry."

Robert J. Moore
Lee High School
"Parallel Studies in American/
Afro-American Literature, Part II,
Black and White Images in
Alienation."

THEMES IN TWENTIETH CENTURY
AMERICAN CULTURE

Henry J. Brajkovic
Wilbur Cross High School
"The Foreign Policies of
Harry S. Truman."

Jay M. Brown
Troup Middle School
"From the Shetel to the
Tenement: The East European
Jews and America, A Social
History 1850-1925."

- * Linda Churney
Lee High School
"Student Protest in the 1960s."

Robert A. Gibson
Hillhouse High School
"The Negro Holocaust: Lynching
and Race Riots in the United
States, 1880-1950."

Maxine Richardson
Roberto Clemente Middle School
"The African and the Pequot
in Colonial America."

Burt Saxon
Lee High School
"The 1920s: The Rise of
Consumer Culture."

Beverly Stern
Lee High School
"A Mathematical Voyage of 20th
Century America."

REMARKABLE CITY: INDUSTRIAL
NEW HAVEN AND THE NATION,
1800-1900

Richard Canaleri
Sheridan Middle School
"The Development of Westville."

* This teacher served as a School Coordinator for the Institute.

* George Foot and Richard Silocka
High School in the Community/
Hillhouse High School
"New Haven - Maritime History and Arts."

* Benjamin A. Gorman
Fair Haven Middle School
"Discover Eli Whitney."

Peter N. Herndon
Lee High School
"New Haven's Hill Neighborhood."

Steve Kass
High School in the Community
"Fair Haven: An Historical and Ecological Field Study."

* Joseph A. Montagna
Jackie Robinson Middle School
"Urban Renewal in New Haven."

* Valerie A. Polino
Sheridan Middle School
"New Haven and the Nation 1865-1900: A Social History - Labor, Immigration, Reform."

Farrell Sandals
Sheridan Middle School
"New Haven Is Not Just Another One-Horse Town: New Haven on the Move, 1800-1920."

LANGUAGE AND WRITING

Cheryl Anastasio
Roberto Clemente Middle School
"Writing Through Reading."

Nan Baker
High School in the Community
"Myths, Folk Tales and Fairy Tales."

Madeline L. Carloni
Roberto Clemente Middle School
"Using the Calendar as a Basis for Research, Creative Writing and Correlation in Other Subjects."

Patricia Flynn
Sheridan Middle School
"A Plan for the Improvement of Reading Skills and for the Development of Personal Images through Art."

Alice Mick and Karen Wolff
High School in the Community
"Our Class."

Barry Yearwood
Jackie Robinson Middle School
"Sentence-Combining in Grade Eight."

STRATEGIES FOR TEACHING LITERATURE

* Chris Angermann
High School in the Community
"Shakespeare: Active and Eclectic."

John L. Colle
Hillhouse High School
"Teaching a Tale of Two Cities."

Richard Guidone
Fair Haven Middle School
"Poems That Work!"

Kathleen Jurczak
Lee High School
"Drama in the Classroom: A Ninth-Grade Curriculum Unit."

James Ramadei
Lee High School
"Shakespeare for the Developmental Reader."

Jill Savitt
Roberto Clemente Middle School
"Poems and Translation (from Spanish to English)."

Jessie O. Sizemore
Lee High School
"An Aesthetic Overview of the Narrative for the Ninth Grade."

Robert J. Winters
Hillhouse High School
"Slide-Tape Dramatization as a Way of Teaching Literature."

* This teacher served as a School Coordinator for the Institute.

INSTITUTE SCHEDULE

TALKS AND WORKSHOPS: from 3:00 to 4:30 p.m. each Tuesday, March 13 through May 15, except March 27. *Talks* are intended to stimulate thinking and discussion and to point up interdisciplinary relationships in scholarship and teaching. Though they are pertinent to many Fellows' unit topics, their purpose is not to provide specific information immediately applicable to each unit being developed.

Robin W. Winks, Master of Berkeley College,
Professor of History, Chairman of the
Council on African Studies, "Detective
Fiction: A Mirror of American Society."

Sydney E. Ahlstrom, Professor of American
History and Modern Religious History,
"America as God's New Israel: The Rise
and Decline of the Patriotic Tradition."

Jules D. Prown, Professor of Art,
"American Art and Material Culture."

Michael G. Cooke, Professor of English,
Master of Trumbull College, "Style,
Philosophy and Modern Science."

Howard R. Lamar, Dean of Yale College,
William Robertson Coe Professor of
American History, "Remarkable City: New
Haven and the Nation, 1800-1900."

Workshops explore practical aspects of the teaching of writing in each discipline and the Fellows' own approach to writing a curriculum unit.

Timothy C. Weiskel, Visiting Assistant
Professor of History, "The Importance
of Writing to the Study of History."

Thomas R. Whitaker, Professor of English
and Director of Undergraduate Studies,
"Invention."

James A. Winn, Assistant Professor of
English, "Encouraging Analytic Writing."

SEMINARS: one meeting each in the weeks of March 19 and April 23; weekly meetings between May 22 and July 6. An *Organizational Meeting* in week of March 19 decides questions of each seminar's conduct and schedule and acquaints seminar members with the projects each other will pursue. Faculty bibliographies are distributed.

The *Second Meeting* in week of April 23 is a discussion of the final unit topics Fellows have chosen. The seminar decides on common readings to be discussed at subsequent meetings.

Weekly Meetings held between May 22 and July 6 consider the development of curriculum units by focusing on common readings, including the three stages of each Fellow's own writing prior to the submission of the final unit. They also explore questions of methodology and classroom activities and approaches.

READING PERIOD: March 19 to June 1. Fellows read at least 1000 pages of books and articles to research the unit being developed. Readings are drawn from the annotated bibliographies prepared by Institute faculty and from the Fellows' own research. The importance of beginning to read early in this period cannot be overstressed.

CURRICULUM WRITING: June 1 to August 3. Each curriculum unit is a minimum of fifteen double-spaced, typewritten pages in length and contains a) content objectives stated in narrative form and based on current scholarship; b) a sequence of lessons showing how, daily or weekly, the content will be presented, followed by at least three sample lessons treating both content and method; and c) a description of resources to be used in teaching the unit, including an annotated teachers' bibliography and students' reading list, and a list of materials for classroom use. The first writing workshop concerns the writing of a curriculum unit. The stages in the writing process are as follows.

Unit Topic, Reading List: due April 24. Each Fellow in consultation with the seminar leader and other seminar members, refines his or her topic and chooses basic readings for research.

Prospectus: due June 1. A prospectus of two to four pages describes what the Fellow intends the final unit to contain. This provides each seminar member, from the outset of the regular weekly meetings, an overview of his or her colleagues' work.

Content Objectives: due June 29. The first full draft of the narrative statement of each unit's contents is distributed and discussed in the seminars. The seminar leader by July 6 provides written comments on this draft.

Full Rough Draft: due July 20. This draft includes a rewriting of the content portion of the unit and a first writing of the unit's other elements. The draft is returned with faculty comments by July 25.

Completed Unit: due August 3. This final writing receives only light copy-editing prior to printing. Instructions for typing and any illustrations are available by June 1. The written evaluation of the Institute program and requests to order classroom materials are due with the completed unit.

INDIVIDUAL FELLOW-FACULTY MEETINGS: Fellows are expected to meet at least twice individually with their seminar leader, once before deciding on a final unit topic and reading list, and again in July while writing the final unit. Fellows are encouraged to discuss the development or teaching of the unit with Institute Faculty at other times.

RESPONSIBILITIES OF FELLOWS

In applying to become a Fellow of the Institute, each teacher agrees to participate fully in program activities by attending all talks, workshops and seminar meetings, researching current scholarship pertinent to the unit topic, meeting due dates in preparing a final curriculum unit consistent with Institute guidelines, and submitting a written evaluation of the program. Fellows who meet these expectations become for one year members of the Yale community with borrowing privileges at the University libraries and access to other campus facilities and resources; they also receive an honorarium of \$500 upon completion of a final curriculum unit.