

# **Yale New Haven Teachers Institute**

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## **Annual Report 1980**

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*Professor and Chairman of English Department*

\* Deceased

*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**

*President  
Yale University*

January 6, 1979

**New Haven Public Schools Administration**  
**Participating Departments**

Gerald N. Tirozzi  
*Superintendent*

Jessie G. Bradley  
*Assistant Superintendent, Curriculum*

Eugene F. Vitelli  
*Director, Secondary Education*

Robert D. Conte  
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Herbert Hennessy, Jr.  
*Supervisor, History and Social Studies*

Harry Levitin  
*Supervisor, Mathematics*

Emma M. Ruff  
*Supervisor, English*

Robert Serafino  
*Supervisor, Foreign Languages*



*The New Haven Public Schools and Yale University have had a working relationship for many years in several areas. With the establishment of the Yale-New Haven Teachers Institute, a formal structured program of curriculum and staff development was undertaken. This relationship, between Yale faculty and New Haven school teachers, has helped to develop a large number of curriculum units in the areas of English, history, art, science and mathematics. At the same time, teachers have had the opportunity to research a particular area of interest with the help and advice of an "expert" in the field, thus promoting their professional growth as teachers. As the relationship matures, so does the respect each participant has for the other's problems. If the public school system in New Haven is to continue to improve, we must utilize all the resources available to us—especially those which have had a positive impact on the school system. Our mission is to educate our students and help them to develop to their maximum potential. With the resources available through the Yale-New Haven Teachers Institute, both human and physical, we are in a much better position to achieve our goal. The New Haven Public School System looks forward to a continued "working" relationship with Yale as we, together, strive to provide our young people with the maximum potential to be successful and productive members of society.*

**Gerald N. Tirozzi**

*Superintendent*

New Haven Public Schools



## **Yale-New Haven Teachers Institute 1980 Annual Report**

### *Background*

The present national concern about the condition of urban secondary education is deep and widespread. We place enormous demands upon public education in America. Many believe that our system of government, our economic productivity, and our social cohesiveness all depend on free and universal secondary education. Yet analysts in the public and private sectors believe, and such statistical measures as falling SAT scores appear to confirm, that high schools graduate many students with inadequate skills; faculty members at highly selective colleges report that even their carefully chosen freshmen are less well prepared than those of a decade ago. For their own part, secondary school administrators and teachers complain that they are "whipsawed" by frequent changes in what colleges, parents, and the public want students to learn, and that pedagogical progress is blocked by financial, political, and social problems of staggering proportions. College students interested in teaching are counseled about the bleak prospects they face in finding a job or supporting a family if they do.

The New Haven Public Schools are no exception: sixty percent of their secondary students come from families receiving some form of public assistance; eighty percent are either black or hispanic; sixty-five percent are performing below national averages academically; thirty percent of those entering the ninth grade do not graduate. Absenteeism and the high mobility of students among schools impair the ability of teachers to plan a logical sequence for learning in their courses. Falling enrollments and financial constraints are causing an unprecedented reduction in the number of teachers.

In 1980 two national panels issued their findings on the state of student learning in the sciences and the humanities. A joint National Science Foundation/Department of Education study spoke of "a trend toward virtual scientific and technological illiteracy." The National Commission on the Humanities concluded that "a dramatic improvement in the quality of education in our elementary and secondary schools is the highest educational priority in the 1980s." The Commission called for curricula to teach children "to read well, to write clearly and to think critically." They also found that "the need to interrelate the humanities, social sciences, science and technology has probably never been greater than today."

These problems are of considerable importance to Yale, as national problems in secondary education are to universities generally, and Yale's reasons for becoming involved transcend altruism or a sense of belonging to the New Haven community. As President Giamatti pointed out in an interview on the December 7 David Susskind television program, "it is profoundly in our self-interest to have coherent, well-taught, well-thought-out curricula" in our local schools, and in secondary schools throughout the country. Yale acted upon this view as early as 1970, when the History Department began the History Education Project (HEP), which assisted a number of New Haven social studies teachers in developing improved curricula for courses in American history, world area studies and urban studies. Supported by grants from the American Historical Association, the New Haven Public Schools, Yale, local foundations, private benefactors and the State of Connecticut, HEP was for seven years the principal educational link between Yale faculty and their local colleagues in the schools.

The success of HEP led to discussions about organizing a more ambitious and demanding program which would include additional disciplines. 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, we believed, 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 that 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. Because of Yale's strength in the academic disciplines, all agreed that curriculum development was the way in which Yale could most readily assist the Schools.

Even at this early stage, both Yale and the Schools sought a substantial impact. The objective was eventually to involve as many teachers and subjects as possible, so that the program might address the school curricula comprehensively. In the summer of 1978, with grants from the Connecticut Humanities Council, the Edward W. Hazen Foundation, the Andrew W. Mellon Foundation, the New Haven Foundation, the New Haven Public Schools and Yale, and with matching funds from the National Endowment for the Humanities, the Yale-New Haven Teachers Institute conducted its first program, which involved four Yale faculty and forty New Haven middle and high school teachers as Institute Fellows. Meeting in seminars on Language and Writing, 20th-century Afro-American Culture, Colonial American History and Material Culture, and 20th-century American History, the Fellows each produced a curriculum unit; in the 1978-79 school year, these units reached 3500 students, over one-third of those enrolled in middle and high schools in New Haven.

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

National Endowment funding provided a larger 1979 program, which involved fifty-five teachers, five school department chairmen, and five Yale faculty. In addition, Yale supported a small pilot program in science, involving six teachers and one faculty member, which demonstrated that the Institute format for working in the humanities was also appropriate for the sciences. The impact of the 1979 program can be measured, in part, by the wide diffusion of the curriculum units: during the 1979-80 school year, two-thirds of all students in middle and high schools studied at least one unit prepared in the Institute; many studied units in more than one of their courses. Making careful use of evaluations of the 1978 program by Fellows, Yale faculty, and an outside consultant, the Coordinators, twelve teachers who meet weekly with the Director and constitute an essential part of the program's leadership, made several modifications in the schedule for the 1979 program, selected seminar topics from a number of proposals solicited from Yale faculty, recruited new Fellows, and took responsibility for maintaining the collegial rapport on which the Institute depends. This process of continual discussion, evaluation, and modification continues.





*Press conference, October 18, 1978, to announce a National Endowment for the Humanities grant to the Yale-New Haven Teachers Institute. Left to right James R. Vivian, Director of Yale-New Haven Teachers Institute, A. Bartlett Giamatti, President of Yale University, Frank Logue, Mayor of New Haven, Gerald N. Tirozzi, Superintendent of New Haven Schools.*

The 1980 program, the main topic of this report, involved two significant expansions: a statewide program on Connecticut history, which enabled us to adapt the format and requirements of the New Haven Teachers Institute to an intensive summer schedule for teachers outside New Haven, and the formal inclusion of seminars on mathematics and science in the New Haven program, which fulfilled our original intention that the Institute encompass all the basic academic subjects of the school curriculum. So far as we can determine, virtually every student in the New Haven middle and high schools was exposed in the 1980-81 school year to Institute materials, and our impact has begun to reach beyond New Haven: not only does the statewide program reach out directly to other Connecticut teachers and schools, but the National Commission on the Humanities has cited the Teachers Institute as a model for university-school collaboration that "integrates curriculum development with intellectual renewal for teachers." As we anticipated, there is now considerable interest in our success in New Haven and in our approach; the conceptual bases for that approach form the topic of the next section of this report.

#### *Program Philosophy*

The Teachers Institute is a joint program of Yale University and the New Haven Public Schools, designed to improve teaching and learning in the humanities and the sciences in our community's middle and high schools. The Institute is especially concerned with improving the education of those students who are least successful in school. From the outset, teachers have played the leading role in determining how Yale and the school system together can help them meet their students' needs.

Through the Institute, teachers have access to the human and physical resources of a major university, not only to those specifically organized to be available in the Institute.

Four principles, all implanted in the first Institute in 1978, but each shaped over time by experience, continue to guide the program and constitute much of its distinctiveness. They are: 1) our belief in the fundamental importance of the classroom teacher and of teacher-developed materials for effective learning; 2) our insistence that teachers of students at different levels interact as colleagues, addressing the common problems of teaching their disciplines; 3) our conviction that any effort to improve teaching must be "teacher-centered" and our consequent dependence on the Coordinators to make many of the most essential decisions and to perform much of the necessary administrative work; and 4) our certainty that the University can assist in improving the public schools only if it makes a significant and long-term commitment to do so.

The Institute differs from conventional modes of curricular development.\* There is no similar program in any other American city. 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 intensive and long-term 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.

We contend that those best qualified to develop curricula for public school classrooms are public school teachers. In applying to the Institute teachers describe topics they most want to develop; Yale faculty circulate seminar proposals related to these topics; and the Coordinators, after canvassing other teachers, ultimately select which seminars will be offered, so that the New Haven teachers are, in effect, deciding the subject matter and faculty for the program. The seminars have the related and equally important purposes of general study and individual unit development on the seminar subjects.

Our main concern is for the preparation of each teacher and the development in depth of new materials and approaches for classroom use. We insist that teachers, by writing a curriculum unit, think formally about the ways in which what they are learning can be applied in their own teaching. We emphasize that the Institute experience must have a direct bearing on their own classes. Each Fellow devises a unit related to the general topic of his or her seminar, reads independently toward that unit, writes several drafts, and presents work in progress to the others in the seminar. Intellectually, the units that emerge reflect the scholarly direction provided by the Yale faculty, but pedagogically, they reflect the experience gained by each teacher in the crucible of the classroom, his or her sense of what will work for

\* 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.



R. D. Smith



Seminar on Twentieth Century Afro-American Culture (clockwise from left): Verdell Roberts, Alice Jo Mick, Professor Charles Davis, Lula White, Robert Gibson, Elizabeth Lapucia, Caroline Jackson, Pamela Price Kabak, and Robert Moore.

students. As this year's outside evaluator, Professor Robert Kellogg, Dean of the College at the University of Virginia, points out:

*That Yale does not have a school or a department of Education is in this instance a blessing. Without an intermediary buffer, softening, exaggerating, or explaining away the contrast of intellectual milieu between secondary education and higher education, the two groups of teachers (the Institute Fellows and the Yale faculty) are free to explore for themselves the extent to which they share values and assumptions about their subject and its role in the development of children's minds and characters.*

The Institute is the only interschool and interdisciplinary forum allowing school teachers to work with each other and with Yale faculty. In referring to the collegial spirit of the program, we are speaking of a dynamic process that brings together individuals who teach very different students at different levels of their subjects, and who bring to the program a variety of perspectives and strongly held points of view. The tensions and disagreements that arise from these different perspectives are a source of vitality and innovation. With our emphasis on the authority of the secondary school teacher, the bond between Fellows and Yale faculty is mutual respect and a mutual commitment to the best education for New Haven students.

The Institute is organized to foster this sense of collegiality. Fellows are not students paying tuition for a regular, graduate-level course. Instead, teachers are remunerated, each Fellow receiving an honorarium on successful completion of the program. Fellows are full members of the Yale community, listed in the University Directory of faculty and staff, which has symbolic meaning and practical value in making Yale resources readily accessible to them. Also, seminars are conducted with informal, flexible styles—a tradition established by the first group of Yale faculty to teach in the program and maintained by some continuity of faculty, and by faculty meetings with the Coordinators. This principle makes the Institute utterly unlike the graduate-level courses in Education many of the Fellows have taken, and often unlike the graduate seminars most of the Yale faculty ordinarily teach. President Giamatti



chose this point for emphasis in his appearance on the Susskind program:

*Let them work together as colleagues. Let the history teachers, let the English teachers, let the math teachers, let the art teachers, let the teachers in biology, let the chemistry teachers work together. I am a high school teacher. You are a college professor. Wonderful! Let's get over the hang-ups about all of that and sit down together. And you say to me: "What do you do in your senior year, what do you do in your junior year?" Let us make a coherent set of conversations. And that will have an impact.*

We do not always succeed in establishing the collegiality we seek, a fact that reminds us that the differences are real. When asked to evaluate her seminar leader, one 1980 Fellow made this revealing statement:

*Being an English teacher I felt that some of the criticism on my writing style was heavy. I am not an excellent writer but when signing up for the Institute no one told me this was part of the criteria. . . . I just feel that my writing lacks the polished lustre necessary for it to pass Yale's expectations.*

In seminars where Fellows are working on very basic subjects, notably basic skills in writing and mathematics, there is a greater distance between the teaching problems of school teachers and Yale faculty, and consequently more difficulty in finding common ground. It was not unnatural, in that situation, for the teacher quoted above to feel more like a student than a colleague in a seminar with a university faculty member. Professor Kellogg's report suggests that differences between disciplines may also be a factor.

*The Teachers Institute has developed historically from a project originally devoted to the teaching of history. It works best, still, in the history seminars, perhaps because the ordinary person can go a long way, learning now this and now that about the historian's craft, without committing fatal blunders in the earlier stages along the way. . . . None of the other studies offered in the Institute this year—language and composition, literature, drama, art history, ecology, and mathematics—comes quite as easily and naturally to the classroom, where they are all slightly "displaced" from their "natural" setting.*

Many would disagree, including those Fellows who were enthusiastic in their praise of all those seminars, but all would agree that the collegiality we seek, definable in part as mutual respect and the discovery of common ground, is essential to the identity of the Institute—even when we fail to achieve it.

In order to build collegiality into the day-to-day workings of the Institute, it was necessary to devise an administrative structure that would reflect the primacy of teachers. We did not wish the program to be something concocted by Yale and imposed upon the Fellows, nor did we wish to create different classes of Fellows by involving New Haven school administrators in administrative roles in the Institute. At the most practical level, we hoped to use peers to solve problems of absence or lateness, lest the Yale faculty be forced into authoritarian roles. The Coordinators have provided a solution to all these potential difficulties. Again, Professor Kellogg's report puts the matter well:

*In order that the "managerial" aspect of the school administration not be reflected in the operation of the Institute, a small group of teachers, the Institute Coordinators, serves to "represent" both the schools in the Institute and the Institute in the schools. The conception is ingenious, and the individuals who serve as coordinators are, more than any other single element, crucial to the Institute's successful operation. The coordinators I*



*Meeting of Institute Coordinators and Director.*

*met were thoughtful and intelligent men and women who understood the purpose of the Institute and were effective representatives of the two institutions of which they were members.*

Through the Coordinators, who collectively represent every middle and high school teacher in the humanities and sciences, teachers are directly involved in the cyclical planning, conduct, evaluation, and refinement of the program. Through them we have developed and maintained both rigorous expectations and an accommodating schedule so that there has been a high level of participation by New Haven teachers. The evaluation of the Coordinators by participating Fellows confirms their crucial role; as one Fellow wrote, "as long as there are *teacher* coordinators, the program will belong to all the participants." This proprietary feeling of teachers toward the Institute, the feeling that it is "teacher-centered," is essential to our success. To participate in so demanding a program with limited personal rewards, teachers must believe that the Institute can assist them in their own teaching and that, by extension, it can eventually improve teaching and learning throughout the schools.

Using common sense, we know that the impact of the Institute will be roughly proportional to the number of teachers who participate on a recurring basis. The impact of the Institute on teachers and curriculum is cumulative; we must annually involve a large enough proportion of all New Haven teachers to be credible in claiming that their participation can improve the public schools. Each curriculum unit a teacher writes represents only a fraction of all he or she teaches, and the very nature of the academic disciplines and their teaching is not static, but constantly changing. Should the Institute ever become so small or ephemeral as to appear trivial, it would cease to attract a sizable percentage of New Haven teachers whose motives were other than the personal rewards they might obtain.

Not all teachers are sanguine about the present prospects for improving public secondary education. But the vision of the Institute, which many share, is that the problems confronting public secondary education are neither intractable nor quickly soluble, and that working through the Institute teachers can make a difference. As President Giamatti said on the Susskind program:

*This is a kind of effort that a private institution and the public municipal system ought to carry on together. I think this is exactly what the federal government ought to be funding. If the Department of Education wants to*



*know what to do, I don't want them to make more tests, more national initiatives to justify a cabinet-level position. Let them fund on a specific basis the coming together, and let the people who come together account for it and be very up-front about how they have spent their time. Let them fund the coming together of the municipal high school system and the private and public institutions of higher education in those municipalities, to have the people, in whose interest it is to improve and work on the curriculum of the high schools, work together. And let them begin to, at the college level, understand the problems of teaching in schools without everybody changing place.*

In one of its principal recommendations the National Commission on the Humanities concluded:

*Because schools change slowly, we endorse models of school-college collaboration that emphasize long-term cooperation. We recommend that more colleges or universities and school districts adopt such programs for their mutual benefit, and that funding sources sustain programs and administrative costs on a continuing basis. Programs of school-college collaboration offer the best opportunity to strengthen instruction in the schools while providing intellectual renewal for teachers.*

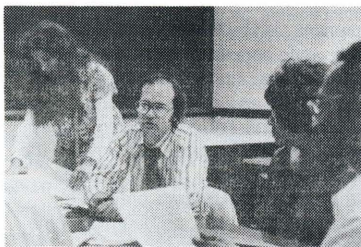
The four principles described above by no means exhaust the policies, problems, or ideals of the Institute; but they are fundamental for an understanding of this year's program.

#### *1980 New Haven Program*

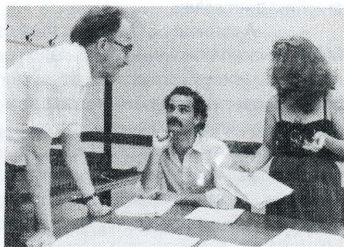
In 1980, the continuing support of the National Endowment for the Humanities, with a matching grant from the Carolyn Foundation, made possible a humanities program involving approximately 60 Fellows in five seminars. Based on the success of our pilot program in science, the National Science Foundation awarded a grant which enabled the Institute to expand into the sciences, enrolling 30 Fellows in two seminars.

As in past years, the Coordinators carefully studied faculty and Fellows' evaluations of the 1979 program in planning the 1980 program. The schedule, which had been somewhat revised between the 1978 and 1979 programs, remained essentially the same; as always, new Fellows had to be oriented about the various stages in which the unit was to be submitted, and the Coordinators paid particular attention to those participating for the first time. On the whole, the 1980 program had the best attendance and the least attrition of any of the first three years; most important, Fellows understood and pursued curriculum unit writing as a process better than ever before. Evaluations from new Fellows suggest that the Coordinators kept them on track successfully.

The most important procedural change in this year's program was the decision about certification for Institute studies. Initially, many had felt that any such arrangement might jeopardize the collegiality so central to the Institute concept by making Institute seminars more like regular graduate courses, but others argued that the work required by the Institute was at least comparable, in quantity and quality, to that required in graduate programs they had pursued elsewhere. The 1979 Institute faculty unanimously recommended that we enable Fellows to petition for certification of their course of study, so that they might seek to apply Institute work toward a sixth-year certificate or a degree they might be pursuing. This decision recognized the academic rigor of the program and offered teachers who were pursuing degrees at



*Professor James Winn and New Haven teachers in 1980 Institute Seminar on Language and Writing.*



*Professor Thomas Whitaker, Chairman of the Yale English Department, with New Haven teachers Robert Biral and D. Jill Savitt in 1980 Seminar on Drama.*

other institutions an additional incentive to participate in the Institute. Beginning in 1980, then, Fellows may petition for certification of their course of study upon successful completion of the requirements of the Institute. By having Fellows petition only after completing the program, we have avoided creating the impression of two classes of Fellows, with one group pursuing Institute studies more seriously than the other because their work might lead to credit toward a degree.

As they worked toward organizing the 1980 program, the Coordinators solicited ideas from both the University and the Schools. They collected and circulated lists of seminar and unit topics proposed by interested teachers; they encouraged Yale faculty to devise and submit seminar proposals related to these topics; they contacted teachers who had expressed interest and many who had not participated before; along with school department chairmen and subject area supervisors, they reviewed the resulting applications. The main criterion was that teachers propose to develop and teach in the coming year a unit consistent with the school curriculum and closely related to the general subject of an Institute seminar. At the conclusion of this selection process, the 1980 Institute emerged with some sixty Fellows in five seminars in the humanities, and thirty in two seminars in the sciences.

Professor Jules Prown, former director of both the Yale British Art Center and the Center for American Art and Material Culture, led a seminar on "Art, Artifacts and Material Culture." Fellows investigated ways of discovering cultural evidence found in objects, concentrating on objects in New Haven collections. They also examined parallels between studying material culture and using objects in classroom teaching. A seminar on drama led by Professor Thomas Whitaker, Chairman of Yale's English Department, explored three areas: theater games, improvisation, story theater; dramatic productions suitable for middle and high school; and teaching drama in English or literature courses.

Working with Professor Jean Agnew, another group of Fellows studied cultural history of the 19th and 20th Centuries, focusing on current issues to introduce aspects of contemporary history into the curriculum. Professor Ross Murfin led a seminar on strategies for teaching novels and short stories where teachers explored, in particular, ideas held by adolescent characters and the ways in which such ideas reflect or stand opposed to a nourishing or repressive culture. Professor James Winn, who taught twice previously in the Teachers Institute, again led a seminar on language and writing, with three related emphases: theory of language, major approaches to teaching writing, and practice in various styles of writing by the



teachers themselves.

A seminar on "Man and the Environment," led by Professor Richard S. Miller, covered principles of population growth, world population problems, laws of matter and energy in relation to ecosystem structure and function, energy flow and biogeochemical cycles, limiting factors in ecosystems, and ecological niches. These basic principles were discussed in relation to man's impact on ecosystems. A seminar on "Problem Solving" was led by Professor Robert H. Szczarba, Chairman of the Mathematics Department, who was assisted by David W. Burry, J. Willard Gibbs Instructor of Mathematics. The seminar had the two goals of Fellows' preparing curriculum units, based upon their own needs and experiences, and learning some new mathematics, including elementary probability and finite geometries.

Each of the seminars had an organizational meeting in the week of March 17, at which the seminar leader distributed a general bibliography on the subject, and the Fellows briefly described their interests. When asked to evaluate these bibliographies, Fellows used such phrases as "superior and aptly applied," "useful seed material," and "rich foundation." Using the bibliographies as starting points, Fellows were expected to read extensively during the next month, refining their topics through reading and through a required individual meeting with the faculty member. This initial gathering process concluded with the submission of a revised unit topic and basic reading list on April 15, and with a second seminar meeting allowing discussion of these revised topics among the Fellows. During the next month, Fellows continued their reading and thinking, working toward a brief prospectus of their units which they submitted on May 27.

During the course of this individual independent work, the collective energies of the Institute were focused on a series of talks and workshops, meeting each Tuesday afternoon; a list of topics and speakers appears at the end of this report. The Coordinators selected faculty to present talks on topics of current interest and wide appeal, and felt that this resulted in our most successful lecture series. While the talks were chosen for their general relevance, they have never been designed to provide specific information toward curriculum units; consequently, as in past years, some Fellows were impatient: one wrote, "I would rather have used the time on the unit, or get rid of the lecture and go right into seminars." Others however, were more enthusiastic; here are two typical comments.

*None of the talks were directly related to my unit, but I enjoyed them immensely. To me, their value was to allow me to ponder intellectual issues rather than purely professional ones.*

*Talks were much more interesting this year and did serve the purposes of bringing the larger group together.*

Both these comments recognize the purpose for which the talks were organized: general intellectual stimulation and a sense of collective purpose.

The last of the Tuesday meetings was a workshop on writing curriculum units, organized and presented by the Coordinators. Particularly directed at first-time Fellows, including virtually all Fellows in the science seminars, this meeting provided expanded written guidelines about the format and mechanics of a unit, a helpful guide by a veteran Fellow, and samples of each element of the unit, drawn from units written in 1979. The theme of the workshop was the audience for whom Fellows write units: other teachers. We stressed that each Fellow was preparing materials for use by colleagues who teach in New Haven schools, that the units are written by teachers for teachers. In no previous Institute had we been so specific about our expectations, which we made more explicit and detailed based on the experience of 1978-79, and in general the response was positive; as one Fellow wrote, "this year's workshop

really hit the target; the kit was a great success." Another wished we had scheduled two such workshops. Fellows were almost unanimous in approval of the format we require and the guidelines that explain the writing of curriculum units.

Weekly seminar meetings, scheduled this year from May 19 through July 11, have long been recognized as the heart of the program. In almost all cases, there is an inherent tension between two related but distinct activities that must take place in the seminar: the discussion of reading on the general subject and the presentation and modification of work in progress on individual units. This tension is partly a function of the authority of Yale faculty in their fields on the one hand, and on the other the authority we assign teachers in developing new materials which they believe will be effective in their classrooms. In some seminars, the time was arbitrarily divided: the leader either lectured for the first hour or used that time for a discussion of the common reading; the second hour incorporated either a presentation of work in progress by Fellows or a more general discussion of pedagogical applications of material learned in the seminar. One Fellow participating in a seminar organized along these lines praised it in his evaluation: "our seminars took on a most useful format: part lecture, part discussion." But others in the same seminar were not as pleased; one wrote: "the seminar was conducted with one hour of lecture and one hour of unit discussion. I found this to be very frustrating because the lectures were never relevant to my unit." Other seminar leaders sought more flexible or varied models; in their evaluations, the faculty seemed sensitive to the same problems noted by the Fellows. Here are some selected comments by seminar leaders:

*I tried to have each member of the seminar essentially responsible for leading discussion with regard to some aspect of the material presented. In retrospect, I would want to attempt yet stronger direction of the seminar. . . . There was too much talking about what we were going to do, and too little doing it.*

*A major difference between this seminar and Yale graduate seminars is that the Fellows here were speaking out of their own experience, and therefore brought to their presentations a kind of authority that is unusual. These reports were much more useful than is normally the case in a graduate seminar.*

Again, Professor Kellogg's comments about the discipline of history are pertinent. In the seminars on history, one clear purpose is for the Yale faculty to acquaint Fellows with recent findings and current scholarship, and for the individual Fellows to determine how to shape that knowledge pedagogically. But in a seminar on language and writing, or on the process of problem solving, both parties are intensely concerned with intellectual skills and how to develop them, with perhaps less of a consensus about what subject matter is important. So an attempt by the Yale faculty member to teach the Fellows some mathematics or linguistics that they do not know may meet resistance, because it will not be equally apparent how this knowledge might be translated in, for instance, a ninth-grade classroom. Yet either of the possible extreme alternatives—a regular "course" imparting new knowledge without concern for its classroom application, or a seminar exclusively about teaching methods, with no new intellectual input—would run counter to the collegiality on which the Institute is founded. We recognize that specific and general problems in the seminars will always require the careful attention they receive. At least one Coordinator is a regular member of each seminar, and during the seminars Coordinators meet weekly to discuss the seminars' progress and any general or individual problems which may arise. Also, within each seminar, Coordinators assist faculty on any such problems.



The overall rating of the seminars by the Fellows as "very helpful" is gratifying, and many Fellows made enthusiastic comments in evaluating their seminar, for example:

*I really enjoyed my seminar. The work done in the seminar was not only helpful for the unit I wrote, but I feel that I will be taking increased expertise back to my classroom in September. Interaction with a diverse group of individuals resulted in my revising some previously held judgments. I feel wealthier for having been part of the seminar.*

Fellow and faculty evaluations alike suggest that the unit writing process was better explained and understood in 1980 than in previous years, a success we can attribute to the workshop, the individual Fellow meetings with the faculty, and the continuing work of the Coordinators. This year, as in 1979, in addition to the statement of topic and prospectus, we required two drafts; the first, a prose account of the objectives and strategies of the unit, was due July 3; the second, including a rewrite of that section and a first draft of the rest of the unit, was due July 18. In both cases, faculty members returned the drafts with written comments a week later. The final version, typed in a format appropriate for reproduction, was due on August 1. Fellows' comments about the units stressed the amount of work required, though many were grateful for the opportunity to have drafts edited. A more philosophical point, the status of the units as an "end product," appears in Professor Kellogg's report:

*Because the curricular units are reproduced by the Institute and distributed through the New Haven Schools—eventually perhaps even more widely—they do represent a tangible "end product" of the Institute and of a teacher's participation as a fellow. Their public, published nature puts a good deal of pressure on everyone concerned to have them meet a broad range of expectations, but especially Yale's (whose name goes on them) and the New Haven School's (who are "paying for them"). Some of the fellows find this pressure disagreeable, believing that it distracts them from the experience of personal intellectual growth which they understand to be the main purpose of the Institute. A visitor has few words of wisdom to offer, except to encourage either the curricular units or of some closely analogous written "end product." The pressure of this exercise focuses the energies of all but the most free-spirited of the fellows, and it holds the teachers and the Yale faculty in a common community.*

In order to improve the dissemination of the units, which are printed in a volume for each seminar, we devised this year a Guide to the Units, compiled from brief summaries of the units written by the Fellows themselves on newly designed unit cover sheets. Fellows also recommended the courses and grade levels for which their units seemed most appropriate, and this Guide, together with the units themselves, has been widely distributed. We are particularly pleased with the more structured approach we planned this year for the dissemination and promotion of units within New Haven schools. In New Haven all school administrative personnel are required to attend four days of meetings before the beginning of the school year. The Superintendent of Schools designated one afternoon during that week for the Institute to acquaint administrators with the results of the 1980 program. The Supervisor of Staff and Organizational Development outlined the plans that had been made for subject-area supervisors and department chairmen to acquaint all teachers with the units, and Institute Coordinators conducted workshops on the units written by Fellows in the seminars in which they themselves participated. Initially, they spoke on a selection of interdisciplinary units applicable to a wide range of school courses. They



then presented to supervisors and chairmen of each school department those units prepared for their subject areas. Superintendent Gerald Tirozzi has repeatedly stressed the quality of Institute units and the responsibility of school administrative and supervisory personnel to promote their use throughout the curriculum.

On October 29, the Institute conducted about one-third of the workshops scheduled for city-wide in-service training for teachers. Thirty Institute Fellows presented about twenty workshops for teachers, who evaluated them much more positively than other in-service workshops. Teachers found that the workshops had a high degree of practical application and stimulated a rethinking of their teaching style. The Institute Advisory Council, which is taking an increasingly active role, has strongly recommended the selection of a group of outstanding units from the last three years, with a view to commercial publication.

The impact of the Institute on New Haven schools is cumulative and growing. We recently completed a survey of most New Haven teachers who might use the curriculum units teachers have developed in the Institute. Of the 142 units written between 1978 and 1980, almost all are currently being taught in school courses. The majority of these units are being used not only by the teachers who wrote them, but by other teachers as well. They are being taught in some 700 school classes attended by almost 30,000 students. Because there are 9,000 secondary students in New Haven, these figures mean that most students are studying Institute-developed curricula in at least one of their courses; many students are studying these materials in several courses in the current year, and each fall students enter new courses and encounter new teachers using Institute curricula. These statistics are most encouraging when contrasted with the well-known difficulty of effecting meaningful curricular change by more conventional methods.

We might conclude by quoting three overall evaluations of the 1980 New Haven Institute. First, an experienced Fellow:

*This was the best year ever for the Institute. Personally, I feel that my writing abilities and my thinking as a teacher are more highly developed than they otherwise would be, thanks to the Institute. I believe the seminars at their best are a highpoint in American urban education. I believe that the units at their best are among the most valuable writings, inspired and useful, available in American urban education today. The strength of the program continues to be its rare collegiability; its weaknesses are those of urban education: overbusyness, too fast a pace, and socioeconomic class hostilities. In the balance, the strengths greatly prevail.*

Then a Yale faculty member:

*After having taught in the Institute for a summer, I am more convinced of its value both to Yale and to New Haven than I had been before. The interchange is healthy and constructive both ways, and as long as the Institute has the kind of sensitive, responsive, and understanding administrative leadership it now enjoys, the enterprise is valuable. Given the understood differences between Yale and New Haven secondary schools, between university professors and secondary school teachers, between Yale and New Haven, there are ample opportunities for misunderstandings to arise and resentments to fester. The administration of the Institute has been remarkably sensitive to these dangers, and has confronted them without being patronizing and without compromising standards in either direction.*

Finally, Professor Kellogg:

*The Institute, as I reported at the outset, works very well. In an effort to discover why rather than simply to report the fact, one is impressed at*

*every point with the steady intelligence, industry, and good will of a large number of people, most conspicuously the director and the outstanding Yale faculty he has recruited. The relationship of the Institute to the New Haven schools has been developed with ingenuity and good sense and depends, too, on the enlightened leadership of the schools at every level and on the devotion of the School Coordinators to their important duties.*

### *1980 Connecticut Program*

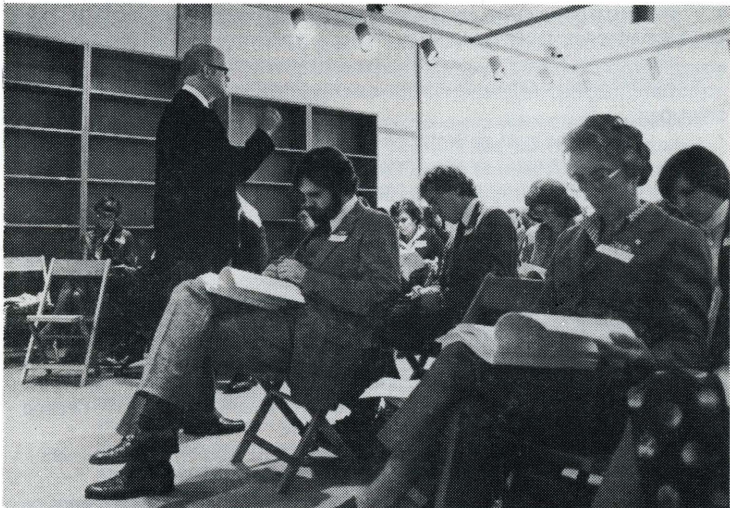
A grant from The Connecticut Humanities Council enabled us to explore adapting the Teachers Institute concept and schedule to work directly with teachers beyond New Haven. We believed that a statewide and local program might be mutually reinforcing and validating, but considered extending our reach only so far as would not detract from our central commitment to New Haven teachers and schools. We also recognized that while the New Haven program seeks an intensive impact on the teaching of various subjects in a particular school system, a statewide program would emphasize an extensive impact on the teaching of a particular subject in many schools.

The State's history seemed highly appropriate as the topic of a first statewide program, in part because of the pedagogical advantages of teaching a subject where local resources are abundant and because of the usefulness of state and local history in presenting important aspects of U.S. history. Also, as we have seen, the New Haven program has worked especially well in that discipline.

In the spring of 1979 the Connecticut Coordinating Committee for the Promotion of History and the Association for the Study of Connecticut History jointly sponsored a conference, "Towards an Agenda for Connecticut History." Representatives from a variety of Connecticut schools and colleges concluded that the main problems for teaching Connecticut history were a lack of teacher preparation and a scarcity of appropriate materials for teachers. Subsequently, the Coordinating Committee surveyed Connecticut institutions of higher education for courses in Connecticut or local history and found that, especially at institutions which prepare school teachers, there were few courses available in Connecticut history, and that many of these were undersubscribed or seldom offered. The Committee decided that the Teachers Institute provided the best vehicle for addressing the need for additional opportunities for teacher preparation and for the development of curricular materials, and joined as the founding sponsor of the statewide Teachers Institute on Connecticut History, which was also endorsed by the Connecticut Historical Commission and the Connecticut Council for the Social Studies.

The program was publicized through the Connecticut Council and the State Department of Education, and we contacted directly schools and teachers across the State. The application deadline was April 1, and teachers who applied were required to submit recommendations on their academic and professional qualifications and a written assurance by a responsible school official that the materials they proposed to develop would be used in that school system. Thirteen outstanding teachers from public schools across the State were accepted to participate as Fellows in a program, lasting from July 7 until August 8, which compressed all the obligations of Fellows into an intensive, daily, five-week schedule. They prepared new curriculum units in four general areas: public law and government, religious and ethnic diversity, nineteenth-century industrial development, and the chronological periods of the frontier, the Revolution, and the present. After an initial orientation to the Institute and Yale facilities, especially the library, the Fellows began their reading immediately, under the direction of Professor Christopher Collier, Chairman of the History Department of the University of Bridgeport, the seminar leader. Like their





*Fellow Peter Hanson conducting a workshop on his curriculum unit at the October conference.*

counterparts in the New Haven Institute, they each submitted a prospectus and two drafts, but at an accelerated pace requiring full-time effort. In the New Haven Institute, of course, Fellows pursue much of their early research while still meeting their own school classes full time. The Connecticut program incorporated as well the other elements of the New Haven program, including a lecture series with talks by Professor Collier and other scholars from within and outside Yale, workshops on unit writing, general study of the seminar subject, and discussion of work in progress on individual units.

With supplementary funding from Aetna Life and Casualty Foundation, the Connecticut Historical Commission, the Mellon Fund of the University of Bridgeport, and with NEH matching funds, the Institute undertook the allied project of preparing a bibliography on State history for teachers who already do or might incorporate aspects of that subject in school courses. Professor Collier, together with Bonnie B. Collier, Reference Librarian at Yale, compiled about 1000 entries and wrote "An Essay Toward a Bibliography of Connecticut History for Teachers." With its extensive annotation, that document, printed by Aetna for statewide distribution, makes the rich and varied materials of Connecticut history much more accessible to teachers than they have been before. We hope in 1981, again with supplementary funding, to enlarge and index the bibliography.

On October 31, over 350 educators from across Connecticut attended the Institute conference where Fellows presented workshops on the curriculum units they wrote, and where Professor Collier spoke on Connecticut history and presented the new bibliography. The unexpectedly large attendance at the conference reconfirmed our view about the widespread interest and need for new materials for teaching Connecticut history.

The response to the Connecticut Institute was enthusiastic. Professor Collier's evaluation describes the Fellows as "among the most professional [teachers] whom I have encountered. They were much more committed and hard working than I would have imagined. My respect for them increased as the hot weeks passed." He concluded:

*I regard the Institute Seminar as an almost unqualified success. I think the Fellows learned a lot about how to construct units and how to teach from them, and derived a lot of professional and intellectual stimulation generally from their association with each other and with Yale.*

The Fellows themselves, while unanimously confirming the intensity of the program, responded equally positively to what one termed "this revitalizing experience." As in the New Haven program, our emphasis on curriculum development should never obscure the larger ways the Institute reinvigorates teachers and leads them to a fresh discovery of their interest in their discipline and in teaching. This kind of renewal for teachers is particularly important in those school systems that will, in coming years, hire few new teachers and whose improvement will therefore depend on the continuing education of their present teachers.

All thirteen Fellows successfully completed the program. In typical comments two wrote:

*While the seminar was in session I felt that the five weeks allotted were too few. Now that my work is completed, I wouldn't have wanted it to have gone on any longer. For much of the time I really felt under the gun. Now I think that there was some value in that.*

*As an educational experience, this was first rate. We worked, we hustled, and we bitched. The instructor prodded us, and he hustled harder than anybody else.*

The comments of faculty and Fellows above suggest a positive value in the program's intensity, and the account of Professor Ronald Goodenow of Trinity College, who evaluated the program for the Connecticut Humanities Council, provides one striking confirmation:

*My feeling that this was an extremely demanding experience of the best kind was confirmed in the private interviews. One Fellow indicated that the summer had literally changed her entire view of teaching and, hence, a very important part of her life; she thought before attending the Institute that she would retire early.*

If the Institute, in its various programs, cannot always have that kind of impact, such a response does suggest that we are meeting a genuine need. We continue in our commitment to seek improved ways to meet that need.

In the final analysis, the Connecticut program validated the educational model we have developed in close collaboration with the New Haven Public Schools: it demonstrated the value of the Teachers Institute concept, and the fact that it has sufficient merit and coherence now to be readily understood and successfully undertaken by teachers and college faculty who have no prior contact with the Institute. Perhaps most interesting is the way Fellows contrasted the Teachers Institute with their own graduate coursework and the way they echoed the main principles of the program, its emphases on collegiality and practical classroom application, and its teacher-centered design. Three Fellows wrote:

*The Institute was much superior to most graduate-level work primarily because it represented a group of colleagues working on similar goals rather than merely amassing credits. The concept could readily be expanded to other subjects using essentially the same, established format.*

*The work and time was more concentrated and intense than any other post-graduate work [I have] done. The work was more helpful than other courses in that we actually prepared work to be used in the classroom. We were not just doing a paper to hand in for a grade. Writing the unit expanded our own knowledge and can also help other teachers teaching the same subject, so that more than one person can gain from the research and writing.*

*I think the most positive aspect of the course was its collegial atmosphere. Rather than being in a deferential teaching role, the faculty member actually is a consultant. This consultant role aided, I think, the writing and time-pressured process. Instead of being further pressured by a wall between teacher and student, that wall was omitted. I believe that this collegial institute concept should be extended to any subject where writing under time pressure is involved. It's a more healthy atmosphere. I think the same atmosphere can be recreated in other subject areas if the faculty member is sensitive and open.*

In 1980 President Giamatti sought and obtained a two-year, \$25,000 development grant from the Atlantic Richfield Foundation, which will enable us, in his words, "to launch a sustained effort to make known the work, the obvious value, of the Institute and seek collaboration with colleagues from other institutions."

*James R. Vivian*



## Institute Faculty

### 1980 Seminars

#### *Adolescence and Narrative: Strategies for Teaching Fiction*

Ross C. Murfin

Assistant Professor of English

#### *Art, Artifacts, and Material Culture*

Jules D. Prown

Professor of History of Art, Acting Chairman of American Studies

#### *Drama*

Thomas R. Whitaker

Professor and Chairman of English

#### *Language and Writing*

James A. Winn

Assistant Professor of English

#### *Man and the Environment*

Richard S. Miller

Oastler Professor of Wildlife Ecology,

Professor of Biology

#### *The Present as History*

Jean Christophe Agnew

Assistant Professor of American Studies and History

Julie Jones

Frederick Douglass Papers

#### *Problem Solving*

Robert H. Szczarba

Professor of Mathematics

David W. Burry

J. Willard Gibbs Instructor of Mathematics

## School Coordinators

### *Middle Schools*

Benjamin Gorman - Fair Haven & East Rock

Anthony Franco, Anthony Solli - Fair Haven & Betsy Ross

Joseph Montagna - Jackie Robinson & Troup

Valerie Polino - Sheridan & Conte

Edward Fitzpatrick - Trowbridge & Roberto Clemente

### *High Schools*

Chris Angermann - High School in the Community

Pamela Price-Anisman, Richard Silocka, James Langan - James Hillhouse High School

Frank Cacciutto, Linda Maynard, Steven Broker - Richard C. Lee High School

Maureen Howard - Wilbur Cross High School

## New Haven Institute Schedule

*Talks and Workshops:* from 3:00 to 4:30 p.m. each Tuesday, March 18 through May 13, except April 22. *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.

Charles A. Walker, Professor of Engineering and Applied Science and Institution for Social and Policy Studies, *Coal and Nuclear Energy as Near-Term Options for Generating Electricity.*

Edmund W. Gordon, Professor of Psychology and Afro-American Studies, *A Conceptual Framework for Urban Education.*

Firuz Kazemzadeh, Professor of History and Chairman of the Committee on Middle Eastern Studies, *Russia and the Middle East.*

James Tobin, Sterling Professor of Economics, *Inflation in the United States.*

Peter P. Brooks, Chester D. Tripp Professor of Humanities, Director of the Division of the Humanities, *The Peculiarity of Teaching the Humanities.*

Richard S. Miller, Oastler Professor of Wildlife Ecology, Professor of Biology, *Vanishing Species.*

*Workshops* present Institute unit guidelines and explore the Fellows' own approaches to writing a curriculum unit.

*Seminars:* one meeting each in the weeks of March 17 and April 14; weekly meetings between May 19 and July 11. An *Organizational Meeting* in week of March 17 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 14 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 19 and July 11 consider the development of curriculum units by focusing on common readings, including the stages of each Fellow's own writing. They also explore questions of methodology and classroom activities and approaches.

*Reading Period:* March 17 to June 2. Fellows read at least 1000 pages of books and articles to research the unit being developed. Readings are drawn from 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:* May 27 to August 1. Each curriculum unit is a minimum of fifteen typewritten pages in length and contains four elements: a) objectives—a clear statement of what the unit seeks to achieve, b) strategies—a unified, coherent teaching plan for those objectives, c) classroom activities—three or more detailed examples of actual teaching methods or lesson plans, d) resources—three *annotated* lists: a bibliography for teachers, a reading list for students, and a list of materials for classroom use. The discussion of objectives and strategies must be in prose and must constitute at least two-thirds of the completed unit. The writing workshops concern the writing of a curriculum unit. The stages in the writing process are as follows.



*Unit Topic, Reading List:* due April 15. 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 May 27. 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.

*First Draft:* due July 3. The first draft of the prose statement of each unit's objectives and strategies is distributed and discussed in the seminars. The seminar leader by July 10 provides written comments on this draft.

*Second Draft:* due July 18. This draft includes a rewriting of the objectives and strategies 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 1. Fellows should consult Institute instructions for typing, illustrations and use of any copyrighted material. The written evaluation of the Institute program and requests to order classroom materials are due with the completed unit. Honoraria checks will be mailed after all required submissions have been reviewed and accepted.

*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.

## Connecticut Institute Schedule

The process for developing and the stages in writing the unit are as follows. A revised unit topic and reading list will be due at the end of the *first week*. Each participating teacher in consultation with the seminar leader and other seminar members will refine his or her topic and choose basic readings for research. At the end of the *second week* each teacher will submit a prospectus of two to four pages describing what the final unit will contain. This will provide each seminar member an overview of his or her colleagues' work. The first draft of the prose statement of each unit's objectives and strategies will be due at the end of the *third week* and discussed in the seminar. At the end of the *fourth week* each seminar member will submit a second draft of the curriculum unit, including a rewriting of objectives and strategies and a first writing of the unit's other elements. The completed unit and a written evaluation of the Institute program will be due at the end of the *fifth week*. Upon acceptance by the seminar leader, these units will be prepared for publication by the Institute and dissemination.

### Outside Lecturers

Howard R. Lamar, Dean of Yale College, William Robertson Coe Professor of American History, *New Haven, 1800-1900: Remarkable City Revisited*.

Gaddis Smith, Master of Pierson College, Professor of History and Chairman of Department, *Teaching the Maritime History of New Haven*.

Bruce Stave, Professor of History at University of Connecticut, *Oral History: An Umbrella for Urban and Ethnic History in Connecticut*.

Bruce Fraser, Associate Director of Connecticut Humanities Council, *Yankee Perceptions of the New Immigrant, 1900-1917*.

## 1980 Curriculum Units Written By Institute Fellows

### Adolescence and Narrative: Strategies For Teaching Fiction

Bonnie S. Eisenberg  
Sheridan Middle School  
*An Introduction to Don Quixote.*

Laura F. Fernandes  
Wilbur Cross High School  
*A Guide to Teaching the Latin-American Novel to Adolescents.*

Maureen C. Howard  
Wilbur Cross High School  
*Some Strategies for Teaching About Adolescent Friendships in Literature.*

Margaret Krebs-Carter  
High School in the Community  
*Ages in Stages: An Exploration of the Life Cycle Based on Erik Erikson's Eight Stages of Human Development.*

Robert J. Moore  
Cooperative High School  
*Parallel Studies in Afro-American Literature Part III. Womanhood: Profiles in Black and White.*

CarolAnn Petuch  
Lee High School  
*I Hate to Read!! An Assortment of Young Adult Literature.*

Kathleen M. Ryerson  
Fair Haven Middle School  
*An Exploratory Approach to the Teaching of French in the Middle School.*

Pat Snee  
Lee High School  
*The Modern Novel: Reading, Writing and Wrestling with Form and Content.*

Phyllis A. Taylor  
High School in the Community  
*I Love a Mystery.*

### Art, Artifacts, and Material Culture

\* Franklin C. Cacciutto  
Lee High School  
*The Portrait as Metaphor: A Study of the World of John Singleton Copley.*

Annette B. Chittenden  
Jackie Robinson Middle School  
*The Native American: Through the Eyes of His Mask with a Special Focus on the Indians of Connecticut.*

Patricia Flynn  
Sheridan Middle School  
*Comic Books: Superheroes/heroines, Domestic Scenes, and Animal Images.*

George Foote  
High School in the Community  
\* Richard Silocka  
Hillhouse High School  
*New Haven: Its Ships and Its Trades 1800-1920.*

\* Benjamin A. Gorman  
Fair Haven Middle School  
\* Anthony Franco  
Fair Haven Middle School  
*VIEW: Visual Inquiry/Experience in Writing.*

Jane K. Marshall  
Lee High School  
*Poetry and Paintings: A Comparative Study.*

\* Valerie Ann Polino  
Sheridan Middle School  
*Early Man in North America—the Known to the Unknown.*

### Drama

\* Chris Angermann  
High School in the Community  
*Marlowe and Faustus: Visceral Magicians of the Theater.*

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

Beatrice G. Bennetto  
Fair Haven Middle School  
*Dramatize English.*

Robert L. Biral  
Lee High School  
*Contemporary Drama: A Unit in Boundary-Breaking.*

Belinda W. Carberry  
Lee High School  
*Images of Black Women in Drama.*

- \* Edward H. Fitzpatrick  
Trowbridge School  
D. Jill Savitt  
Roberto Clemente Middle School  
*Script Writing as a Means to Effective Writing.*

Myrella Lara  
Hill Central School  
*Drama in the Bilingual Classroom.*

- \* Pamela M. Price  
Hillhouse High School  
*The Family on Stage: Creative Play Production in the Classroom.*

James Ramadei  
Lee High School  
*Character Analysis: The Search for Self.*

### **Language and Writing**

Susan Airone  
High School in the Community  
Nan Baker  
High School in the Community  
*Reading and Sexuality.*

Bobby Banguer  
Roberto Clemente Middle School  
Robert J. Winters  
Hillhouse High School  
*Flash! Super Heroes Teach Students to Read and Write.*

Imma Canelli  
Troup Middle School  
*The Building Blocks to Children's Creative Writing.*

Amelia M. Macklin  
Roberto Clemente Middle School  
Pearlie Napoleon  
Roberto Clemente Middle School  
*Divide and Conquer: Breaking Down Skills for Slow Learners.*

Helen Sayward  
Wilbur Cross High School  
*Practicing Precision: Lessons from Mathematical Language and Writing.*

Carol Ramsey-Wells  
Hillhouse High School  
*Motivational Techniques for Improving Reading Comprehension Among Inner-City High School Students.*

### **Man and the Environment**

- \* Stephen P. Broker  
Lee High School  
*The Evolution of Plants.*

Robert J. Canelli  
Sheridan Middle School  
*The Circulatory System: A Different Approach.*

Frank Caparulo  
Lee High School  
*A Ninth Grade Unit on Human Embryology.*

Peter W. DePino  
Sheridan Middle School  
*A Creative Classroom Model for a Sixth Grade Science Class.*

Peter L. Evans  
Lee High School  
*The Energy Crisis.*

Ronald J. Jakubowski  
Winchester School  
*Observing City Animals.*

Sherree L. Kassuba  
Hillhouse High School  
*Human Ecology: How It Relates to Population.*

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



Zelda L. Kravitz  
Lee High School  
*Matter.*

Kathleen London  
Lee High School  
*A Family Life Science Unit for Early Adolescents—Ages Eleven Through Thirteen.*

Elisabet O. Orville  
Polly T. McCabe School  
*Pollination Ecology in the Classroom.*

Joyce Puglia  
Cooperative High School  
*The Origin of Life: A History of Ancient Greek Theories.*

Beverly Stern  
Lee High School  
*Developing Environmental Awareness Through Problem Solving.*

### **The Present as History**

Henry J. Brajkovic  
Wilbur Cross High School  
*The World War II Holocaust.*

Michael Burgess  
Lee High School  
*New Perspectives on Teaching Afro-American History.*

Ronald Byrd  
Hillhouse High School  
*Decision Making.*

Ivory Erkerd  
Lee High School  
*Black Music: Its Message and Meaning.*

Peter N. Herndon  
Lee High School  
*Prisons, Prisoners and Punishment.*

\* Linda J. Maynard  
Lee High School  
*Work and the American Dream.*

Alice Mick  
High School in the Community  
Karen Wolff  
*Our Working History.*

Italo Mongillo  
Cooperative High School  
*Puerto Rican Cultural Differences in Politics.*

David L. Parsons  
Baldwin Middle School  
*Slavery in Connecticut, 1640-1848.*

Deborah Possidento  
Roberto Clemente Middle School  
*Multicultural Education.*

Burt Saxon  
Lee High School  
*Administering Criminal Justice.*

### **Problem Solving**

Gerald A. Baldino  
Jackie Robinson Middle School  
*Incorporating Word Problems into Basic Skills Development.*

Joyce Bryant  
Troup School  
Carolyn Kinder  
Jackie Robinson Middle School  
*Problem Solving Through Careers with Hands on Materials.*

Richard N. Canalori  
Sheridan Middle School  
*Logic and Set Theory.*

Paul V. Cochrane  
Wilbur Cross High School  
*Problem Solving for the Ninth Grader.*

Raymond Davie  
Lee High School  
Helaine Rabney  
Lee High School  
*Word Problems Solved by S.M.S.*

Sheryl A. DeCaprio  
Roberto Clemente Middle School  
*Lunar Eclipse: Fact and Myth.*

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

Lauretta J. Fox  
Wilbur Cross High School  
*Solving Problems By the Hundreds: A Study of Percentage and Its Applications in the Solution of Consumer Related Problems.*

Bhim Sain Kaeley  
Lee High School  
*Topology.*

James F. Langan  
Hillhouse High School  
*Teaching Word Problems.*

- \* Joseph A. Montagna  
Jackie Robinson Middle School  
*Math is Everywhere: A Problem Solving Teaching Unit.*

### 1979 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.*

Anthony P. Solli  
Fair Haven Middle School  
*A Chronological History of  $\pi$  with Developmental Activities in Problem Solving.*

Thelma Stepan  
Hillhouse High School  
*A Problem Solving Approach to the Introduction of Chemistry.*

Nancy Wyskiel  
Roberto Clemente Middle School  
*Income Budgeting.*

- \* 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.*

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

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 Canalori  
Sheridan Middle School  
*The Development of Westville.*

\* George Foote 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.*

## 1978 Curriculum Units Written by Institute Fellows

### Language and Writing

Fred J. Acquavita  
Trowbridge School  
*A Language Arts Program With a Student-Centered Approach.*

\* Chris Angermann  
High School in the Community  
*Letters and the Postal Service: An Interdisciplinary Approach.*

Jane Baljevic  
Hillhouse High School  
*Sequential Curriculum for Advanced Writing Workshop.*

\* Franklin C. Cacciutto  
Lee High School  
*Poetry and Growth.*

\* John Colle  
Hillhouse High School  
*A Course in Basic Skills.*

Anthony F. Franco  
Fair Haven Middle School  
*Skill Building for Educational and Vocational Advancement.*

Jeremiah Gadsden  
Hillhouse High School  
*Ninth Grade English: Aims, Skills, and Procedures for Stretching a Student's Capacity to Think.*

Paul Limone  
Sheridan Middle School  
*Effective Methods for Teaching Paragraph Development.*

D. Jill Savitt  
Betsy Ross Middle School  
*Literacy: The Puerto Rican Papers.*

Jessie O. Sizemore  
Lee High School  
*Interpreting Ideas in American Literature.*

\* Antonia Storlazzi  
Roberto Clemente Middle School  
*Content Reading Skills (7th grade social studies) Who? What? Where? How? So What?*

Barry Yearwood  
Jackie Robinson Middle School  
*The Sequential Teaching of Writing Skills at Grade Eight.*

### 20th Century Afro-American Culture

Ivory Erkerd  
Roberto Clemente Middle School  
*A Middle School Approach to Black Literature: An Introduction to Dunbar, Johnson, Hughes, and Angelou.*

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



Robert A. Gibson

Hillhouse High School

*Booker T. Washington and W.E.B.*

*DuBois: The Problem of Negro*

*Leadership.*

Caroline Jackson

Lee High School

*Harlem Renaissance: Pivotal Period in*

*the Development of Afro-American*

*Culture.*

Pamela Price Kabak

Lee High School

*The Black Man in Late Nineteenth-*

*Century Literature: A Comparison of the*

*Short Stories of Page and Cable with*

*Those of Their Black Counterparts,*

*Chesnutt and Dunbar.*

\* Betty Lapucia

Betsy Ross Middle School

*Migration North to the Promised Land.*

Alice Mick/Lula White

High School in the Community/Lee High School

*Italians and Blacks in New Haven: The*

*Establishment of Two Ethnic*

*Communities.*

Robert Johnson Moore

Lee High School

*Parallel Studies in American/*

*Afro-American Literature.*

Henry Rhodes

Jackie Robinson Middle School

*The Social Contributions of the Harlem*

*Renaissance.*

Verdell M. Roberts

Jackie Robinson Middle School

*Two Controversial Cases in New Haven*

*History: The Amistad Affair (1839) and*

*the Black Panther Trials (1970).*

## 20th Century American History and Literature

*Issues in American Domestic Affairs*

\* Andrew Bram

Wilbur Cross High School

*The American Economy.*

Jay M. Brown

Troup Middle School

*I Hate All. . .*

Joan Rapczynski/Florence

\* Zywockinski

Wilbur Cross High School

*Prohibition as a Reform.*

Burt Saxon

Lee High School

*Economics in the Secondary School: A*

*Fusion Curriculum.*

*Aspects of American Foreign Policy*

Henry J. Brajkovic

Wilbur Cross High School

*The Foreign Policy of Franklin D.*

*Roosevelt to the Entry into*

*World War II.*

\* Linda J. Churney

Lee High School

*America's Wars, 1898-1945.*

\* Richard A. Silocka

Hillhouse High School

*Empire Beyond the Seas.*

*American Folk Culture*

\* Edward H. Fitzpatrick

Trowbridge School

*A Unit on American Folklore.*

*Topics in Women's History and Literature*

Lou Bohman/Marilyn Lipton

Wilbur Cross High School

*Women Writing: 1890-Present.*

\* Maureen C. Howard

Wilbur Cross High School

*Woman: Her American Experience.*

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

## **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 both the seminar subject and the unit topic, meeting due dates in preparing a 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.

Upon successful completion of the Institute Fellows receive an honorarium of \$500 and may petition for certification of their program of study. Any Fellow who intends to seek for Institute studies to be recognized for credit in a degree program is advised to consult in advance with the dean of the institution where he or she is enrolled.

**Yale  
New Haven  
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Annual  
Report  
**1980**





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*The 1980 Teachers Institute was supported by grants from the National Endowment for the Humanities, the National Science Foundation, and the Connecticut Humanities Council. This report does not necessarily reflect the view of the Endowment, the Foundation, or the Council.*