



**YALE-NEW HAVEN
TEACHERS INSTITUTE**

**Annual Report
1995**

Yale-New Haven
Teachers Institute

Annual Report

1995

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FOREWORD

The present report describes the offerings, organization and operation of the Institute's 1995 program for the New Haven teachers who participated as Fellows. It draws extensively from the evaluations written by Fellows and seminar leaders at the conclusion of their participation. The report also summarizes the Institute's recent activity in national dissemination, program development, and fund raising. The year was a rewarding time for the Institute's work locally and nationally, and for the successful completion of two challenge grants toward the endowment of the Institute's operation in the humanities.

Specifically, the report presents the content of the seminars the Institute offered in the humanities and the sciences, the application and admissions process, and participants' experience in the program. With respect to long-range planning and program development, it describes most notably the progress made in placing Institute resources on-line and in providing computer assistance to the Fellows, and the release of a new videotape program that depicts the results of the Institute for teachers, students, and schools. It summarizes the Institute's work in national dissemination, in particular the publication of its periodical, *On Common Ground*, which was assisted by the Editorial Board. Finally, it describes recent achievements in securing operating and endowment support, as well as the need that remains for building a more adequate endowment for the Institute.

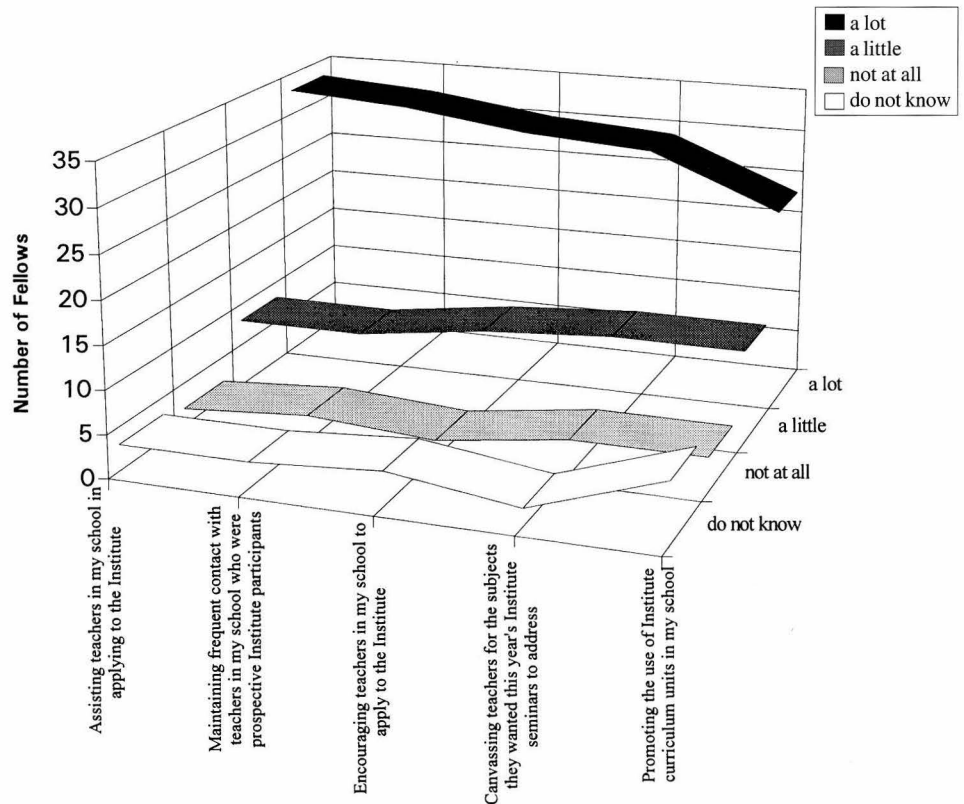
THE PROGRAM FOR NEW HAVEN TEACHERS

Beginning in the fall of 1994, the teachers who serve as the Institute Representatives and Contacts for their colleagues canvassed other teachers throughout New Haven elementary, middle, and high schools to determine the subjects they wanted Institute seminars to address in 1995. (Please see Appendix for list.) The Representatives met together twice monthly and communicated individually with the school Contacts with whom they were responsible for staying in close touch.

In their evaluations, the 1995 Fellows indicated, as Chart 1 shows, that the Institute Representative for their school had been helpful in numerous ways: by maintaining frequent contact with them, asking teachers for their views on seminar subjects for the following year, and encouraging and assisting teachers in the school to apply to the Institute.

Chart 1

Institute Representatives' Helpfulness to the 1995 Fellows



As a result, almost three quarters (71 percent) of all Fellows said in the end that they had, while the program was being planned, sufficient opportunity to contribute possible topics for seminars. From its inception, a tenet of the Institute's approach has been to determine its offerings annually in response to the needs for further preparation and curriculum development that teachers themselves identify. In 1995 this process resulted in the Institute organizing five seminars.

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*A tenet of the
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sponse to the needs
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Meeting of Institute Representatives. (Right to left: Fellows Stephen P. Broker, Carolyn C. Smith, Lisa S. Alter, Carolyn N. Kinder, and Kathleen Ayr.)

With support from the Pew Charitable Trusts, the Institute offered four seminars in the humanities:

“Gender, Race and Milieu in Detective Fiction,”

led by Paul H. Fry,

William Lampson Professor of English

“Film and Literature,”

led by Brigitte Peucker,

Professor of Germanic Languages and Literature and of Film Studies

“The Constitution and Criminal Justice,”

led by Rogers M. Smith,

Professor of Political Science

“Coming of Age in Ethnic America,”

led by Bryan J. Wolf,

Professor of American Studies

With additional support from the Howard Hughes Medical Institute and the Xerox Foundation, the Institute offered one seminar in the sciences:

“The Geological Environment of Connecticut,”

led by Antonio C. Lasaga,

Professor of Geology and Geophysics

Content of the Seminars Offered

The following overviews of each of these seminars are based on the descriptions their leaders provided and the Institute circulated in advance.

Gender, Race, and Milieu in Detective Fiction

This seminar emphasized the classroom uses of the crime fiction genre. While due attention was paid to the classics of the genre and their narrative tricks (e.g., Christie's *Who Killed Roger Ackroyd?*), together with standard commentaries (Edmund Wilson, Auden, Robin Winks, Howard Haycraft, Julian Symons, Nicholas Freeling, and recent feminist writers), the seminar departed from detective fiction seminars offered by the Institute in the past by laying stress on those elements of crime writing that can be adapted to the purposes of teachers in roughly grades three through twelve. The Fellows worked with age- and culture-specific texts in order to develop ways of discussing a broad spectrum of issues in accordance with the methods of "whole learning." As to the former category, they read chapter-book detective stories for third and fourth graders, followed by books from the Franklin Dixon stable. As to the latter, they focused on women, minorities, regions, and urban milieux.

This seminar emphasized the classroom uses of the crime fiction genre.

Studying detective fiction naturally encourages the following topics of discussion:

1. Problem solving. Like chess, which is mandatory in Russian schools, solving mysteries makes you smarter. It is a painless way to absorb the principles of elementary logic and to learn the difference between induction and deduction which is crucial for the practical understanding of science.
2. Issues of moral responsibility. In countless ways, this is the kind of reading that is most likely to convince young people that crime doesn't pay (the criminal is always caught), that there is no such thing as guilt-free crime (even though one needs to consider those times when one crime seems to justify another), and that devious behavior in general (among all the suspects who are ultimately exonerated of the severe crime being solved) is not a peer-group status symbol but a source of shame and embarrassment. In addition, by identifying with characters who solve crimes, young people can be brought to admire devotion to justice.
3. Issues of gender, race, and milieu. For very young readers, these are simple—but important—matters of identification and recognition, while for older readers a thoughtful discussion of such issues can introduce a proper measure of relativism to the moral issues mentioned above: an understanding, that is, of "extenuating circumstances" arising either from the critique of narratives in which they

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are not taken into account or from learning that the most interesting recent detective fiction is itself a critique of moral, political, and juridical absolutism.

The seminar started with Poe's Dupin ("The Murders in the Rue Morgue") and two or three Sherlock Holmes stories (including "The Speckled Band"), followed by Christie's *Ackroyd*, Dashiell Hammett's *The Red Harvest*, and Margery Allingham's *The Tiger in the Smoke*. A good deal of the standard commentary was read at this stage. Then came the children's stories: selections from the gentle, bygone Gertrude Chandler Warner "Boxcar Children" series, followed by the contemporary "Cam Jansen" and "Encyclopedia Brown" stories for third and fourth graders, followed by the Hardy Boys and Nancy Drew. Then novels involving women's issues (Dorothy Sayer's *Gaudy Night*) and women detectives (Christie's Miss Marple, P. D. James's Cordelia Gray, Sara Peretsky's V. I. Warshawski); novels by and about African-Americans: one of John Ball's Virgil Tibbs novels, Robert B. Parker's *Double Deuce*, Walter Mosley's *Devil in a Blue Dress* (which involves interesting glimpses of Latino culture too, as well as the theme of "passing"); and a Tony Hillerman novel featuring his two Navajo detectives—which led the seminar into the "regional" category. ("Urban Milieu" was covered by the Poe, Doyle, Hammett, Allingham, Peretsky, Parker, and Mosley titles.) The possibilities here were endless, but included South Africa during Apartheid (James McClure), which returned to Black issues, and working-class Western Pennsylvania (K. C. Constantine).

In addition, the syllabus also featured mystery stories written for children and adolescents. Half the teachers in the seminar wrote units on this material, in each case stressing the advantages of using serialized recreational reading involving a mystery element to teach cross-curricular skills: problem-solving, social studies, reading and writing, interpersonal and ethical judgment.



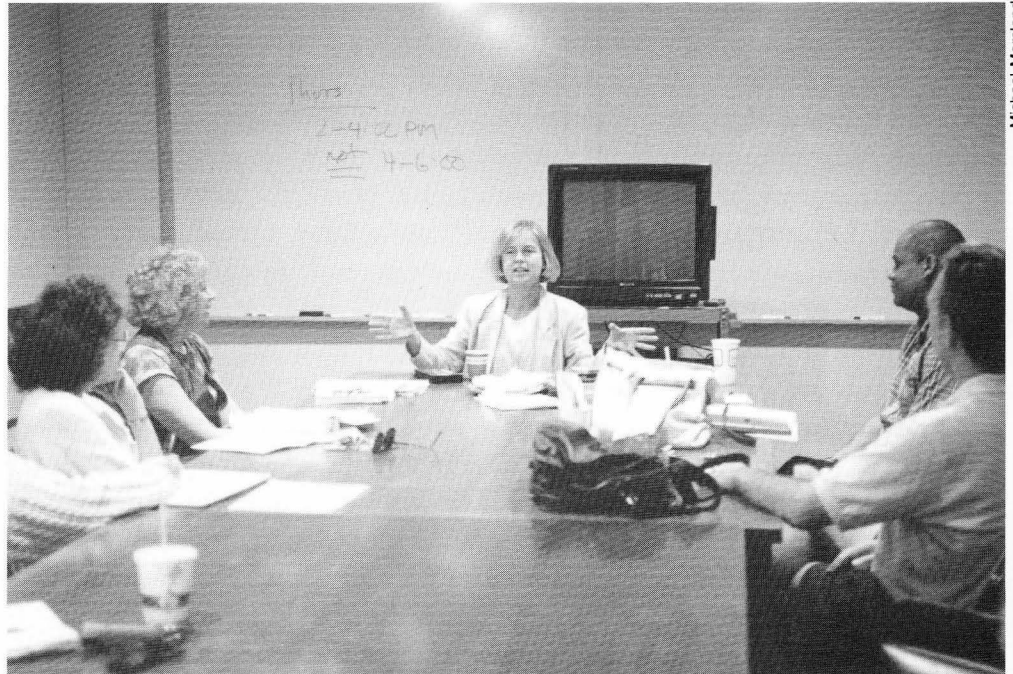
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The seminar on "Gender, Race, and Milieu in Detective Fiction." (Left to right: Seminar leader Paul H. Fry and Fellows Roberta A. Mazzucco, Edward H. Fitzpatrick, Vanessa E. Clayton, Gail G. Hall, Soraya R. Potter, Mary-Alice Howley, and Mary E. Brayton.)

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Film and Literature

This seminar was designed originally to focus on the adaptation of literature to film and suggest ways of using film in the teaching of literature. It was planned to begin with two or three sessions that introduced terminology and key concepts in the analysis of film, and then move on to a series of case studies that examined particular issues in the relation of the two media to one another.



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The seminar on "Film and Literature." (Left to right: Fellows Geraldine M. Martin and Carol L. Penney, seminar leader Brigitte Peucker, and Fellows Sloan E. Williams III and Alan K. Frishman.)

I. Introduction to the Language of Film

Clips from a variety of films used as examples.

Session 1. Art and Technology:

The lens; camera; film stock; soundtrack; video.

Session 2. Reading the Image:

Codes; *mise en scene*; shots, montage.

Session 3. Cinematic Grammar

Narrative structures; film genres; Hollywood conventions.

Reading: James Monaco, *How to Read a Film*.

II. Case Studies

Each session to revolve around one pair of texts—the literary text and its cinematic equivalent. The first three or four of these were devoted

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to material for younger students, while the last six or seven focused on texts for older students.

Sessions 4-6.

Possible texts for discussion: *The Wizard of Oz*; *Beauty and the Beast*; *Robin Hood*; *Sounder*; *David Copperfield*. Participants chose three from among the above and/or others. Each session was devoted to one set of texts.

Sessions 7-12.

Possible texts for discussion: *The Color Purple*; *Like Water for Chocolate*; *Wuthering Heights*; *Frankenstein*; *My Ántonia*; *Orlando*; *Howard's End*; *Othello*; *Age of Innocence*; *The Maltese Falcon*; *Rebecca*. Participants chose six from among the above and/or others. Each session was devoted to one set of texts. Since most of the above had to do with gender relations, this section could be called something like "Men and Women in Literature and Film."

All of the Fellows agreed that a thorough grounding in the interpretation of film per se best suited their needs.

Early in the seminar it became evident, however, that the diverse interests of the participants would not be well-served by limiting the films under discussion to cinematic adaptations of literary works. Although the concerns of the participants included literature and the teaching of literature through film, they also encompassed many of the other arts reflected in cinema— theater, dance, photography, and music—and included as well an interest in film as a medium that shapes history and social concerns in a uniquely cinematic way. Indeed, all of the Fellows, ranging from kindergarten through high school teachers, agreed that a thorough grounding in the "reading" or interpretation of film *per se* best suited both their individual needs and their needs as a group.

The Constitution and Criminal Justice

After the First Amendment, most of the Constitution's Bill of Rights is devoted to criminal justice procedures and the rights of accused persons. The Fourth Amendment includes rights against unreasonable searches and seizures, the Fifth against compulsory self-incrimination, the Sixth includes a right to counsel, the Eighth bans cruel and unusual punishments, and there are many more. The reason is clear. Americans in the founding age feared tyrannically coercive governments, and nowhere are the coercive powers of governments more regularly exerted than in their criminal justice systems. At the same time, Americans created a stronger national government in part because they knew that an effective criminal justice system is absolutely necessary for citizens to lead safe, peaceful, and free lives.

Today, scholars dispute whether crime rates in general are rising or falling, but no one disputes two facts. First, crime rates, including violent crimes, are disturbingly high. Second, crime is most severe in the urban environments where many American children, including most minority children, are raised and schooled.



The seminar on "The Constitution and Criminal Justice." (Left to right: Seminar leader Rogers M. Smith, and Fellows Carolyn N. Kinder, Henry A. Rhodes, and Carolyn C. Smith.)

Discussions centered on how to present the facts of crime and criminal justice in America to students clearly, honestly, and constructively.

With five million Americans in prison, jail, or on probation, and fifty percent of federal prisoners African-Americans, students in cities like New Haven do not need to be taught that crime and the criminal justice system loom all too large in their lives. But they do need to learn how to cope with the dangerous environment they inhabit, so that they can avoid wrongdoing and learn where and how to get help if trouble comes.

The seminar was designed to give teachers some background knowledge that could help them teach their children about dealing constructively with crime and the criminal justice system. It began with overviews of how the American system works, paying special attention to the special provisions for juvenile justice. Then it considered the sensitive issue of the high criminal arrest and conviction of non-whites, especially African-Americans. Do these patterns reflect racism in the criminal justice system, broader problems in the conditions of African-Americans and Americans in general, or both? Finally, it turned to the substantive provisions of the Bill of Rights. Fellows examined the legal and policy controversies over their extension to the states, largely by the Warren Court, and recent decisions cutting back the scope of the exclusionary rule, Miranda rights, and protections against the death penalty. Discussions centered on how to present the facts of crime and criminal justice in America to students clearly, honestly, and constructively. The seminar did not wish to hide problems of high crime rates and ineffective and sometimes biased and unfair criminal justice processes. It also did not wish to frighten or demoralize students. Above all it wanted them to learn how to stay out of and away from crime as much as possible, how to use the criminal justice system as an ally, not an enemy, and what their constitutional rights and duties are.

The teachers participating teach a wide range of children, from elementary

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to high school, and from “talented and gifted” to “special education” students. Their units confront the challenge of teaching these difficult and sensitive topics effectively in a great variety of imaginative, stimulating ways. Many of the units creatively employ real and fictional criminal cases, simulations, debates, writing exercises, role-playing, films, guest speakers and field trips to produce lively and thought-provoking lesson plans. Together they provide a wide array of resources and ideas for successful teaching about issues that are complex and difficult, yet of enormous importance for the current and future lives of urban students and indeed, all Americans.

Coming of Age in Ethnic America

This seminar took a comparative look at narratives of adolescence and coming of age among writers and artists of three minority cultures. Fellows examined both literature and painting by African American, Latino/a, and Native American artists. The seminar was organized topically into five categories: The Immigrant Experience, Folkways, The City, The Women’s Corner, and Healing.

The seminar explored how minority artists achieve voice in their art, how politics affects the arts, how artists both resist and accommodate themselves to the mainstream culture, and how categories like race, gender and ethnicity inform artistic production. The art was contextualized historically.

Teachers were encouraged to construct curriculum units around a particular writer or artist from one of the three traditions covered in the seminar, or to work comparatively among the traditions. Curriculum units could also focus on topics, issues or materials related to ethnicity in America (“Stories of the Barrio,” “Mural Making,” “The Art of the Quilt,” “African American Visionary

This seminar took a comparative look at narratives of adolescence and coming of age among writers and artists of three minority cultures.



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The seminar on “Coming of Age in Ethnic America.” (Left to right: Fellow Elsa-María Calderón, seminar leader Bryan J. Wolf, and Fellow Val-Jean Belton.)

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Artists,” etc.) Or, teachers could choose one of the five categories of the seminar and create a curriculum unit from it, e.g., “The Woman’s Corner” could become a unit on contemporary Latina writers. The preliminary list of writers included:

The Immigrant Experience

Esmeralda Santiago, *When I Was Puerto Rican*.

Julia Alvarez, *How the García Girls Lost Their Accent*.

Folkways

Jean Toomer, *Cane*.

John Neihardt, *Black Elk Speaks*.

The City

Ann Petry, *The Street*.

The Women’s Corner

Zora Neale Hurston, *Their Eyes Were Watching God*.

Sandra Cisneros, *The House on Mango Street*.

Toni Morrison, *Beloved*.

Healing

Rudolfo Anaya, *Bless Me, Ultima*.

Leslie Marmon Silko, *Ceremony*.

The units Fellows wrote are designed to develop students’ self-esteem and to help students live respectfully with each other.

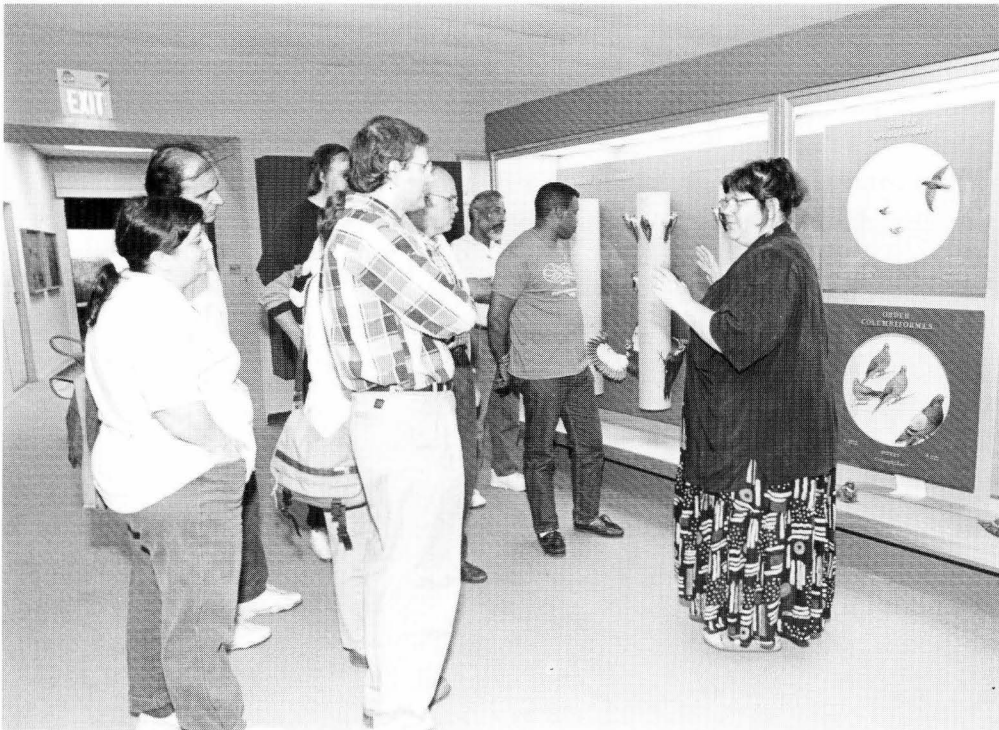
The goal of each of the units Fellows wrote is to put students in touch with their histories and heritages. The units also strive to familiarize students with the backgrounds and traditions of other students. Some of the units take a topical approach; they single out a particular theme, method or motif that provides a focus for the materials of the unit. Other units focus comparatively on different racial and ethnic communities. Virtually all these curriculum units involve an interdisciplinary use of materials. The units that focus on literature also investigate art. The units that are primarily visual or artistic also include culture and history. They all share a common concern to integrate visual and written materials, and to interpret both from an historical point of view. They are all designed to develop students’ self-esteem and to help students live respectfully with each other.

The Geological Environment of Connecticut

The seminar combined three methods of enhancing the school curriculum. First, it addressed the ways in which the Peabody Museum can be incorporated in the teaching of science and other subjects in the New Haven Public Schools. There were guest lectures from some of the curators, as well as from the staff involved with public education at the museum. Emphasis was on: a) use of the actual exhibits at the museum, (i.e., relating them to class material as well as engaging the students in interactive approaches while at the museum); and b) investigating what collections (e.g., mineral or rock collections) can be taken out

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of the museum and used in "hands-on" activities in the classroom. While the Peabody Museum covers a wide range of topics, the seminar particularly emphasized the geological aspects of the museum. Second, the study of the geological and ecological environment of Connecticut was discussed and incorporated in various curriculum units. The seminar also involved educational trips around the New Haven area that teachers themselves could use to enable students directly to discover and observe the natural environment. For example, a discussion of the movement of continents and how the history of Connecticut relates to plate tectonics, was incorporated with a field trip to Lighthouse Point (part of old "Africa"). Third, the seminar stressed use of the Internet in teaching science. In particular, satellite images, geographical and ecological data, fossil data, and museum exhibits on the Internet were presented.



Michael Marsland

The seminar addressed ways in which the Peabody Museum can be incorporated in the teaching of science and other subjects in the schools.

The seminar on "The Geological Environment of Connecticut." (Left to right: Fellows Lisa S. Alter, and Stephen Beasley-Murray; seminar leader Antonio C. Lasaga; Fellows Francis J. Degnan, G. Casey Cassidy, Raymond W. Brooks, and Eddie B. Rose; and Janet Sweeting, Head of Public Education at Peabody Museum.)

The curriculum units Fellows wrote incorporate the three components of the seminar to widely varying degrees. However, all the units emphasize both the "field" aspect of teaching science (whether that be a museum trip or a Connecticut trip) as well as the "hands-on" approach to science in the classroom. The use of the Internet is also prominently discussed in most of the units.

The Fellows' Application and Admissions Process

Having worked with teachers in their respective schools during the preceding months, the Institute Representatives met on January 10 to receive for distribution in all schools copies of the Institute application form, brochure, and

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descriptions of the seminars being offered. At this meeting there was a general presentation on the subjects of the seminars to ensure that all Representatives could accurately explain to their colleagues the purpose of each seminar.

The following week the Institute held an open house and information session for prospective applicants where any teacher might learn more about the planned seminars from the Representatives and from the seminar leaders who attended and who conducted discussions in small groups with interested teachers. As one Fellow wrote about this process, "I received terrific support as I prepared an application for the first time."

One week later, on January 24, the Representatives met to discuss their progress in working with prospective applicants and to hand in their own completed applications. The final application deadline for teachers applying to the Institute was January 31. This date was selected so that teachers would apply in advance of the February school vacation; in this way the office would have the period of the vacation to process application materials for the upcoming review, and the review could be completed during February to provide earliest possible notification to the teachers who were accepted.

The applicants write a brief essay describing how the curriculum unit they plan to write will assist them in their own teaching.



Michael Marsland

Meeting of Institute Representatives. (Left to right: Fellows Ida L. Hickerson, Val-Jean Belton, and Henry A. Rhodes.)

There are four principal criteria for teachers to be eligible for consideration as Fellows. First, the applicant must be a current New Haven school teacher who also will be teaching in New Haven during the school year following Institute participation. Second, the teacher must agree to participate fully in the program by attending and coming prepared to all scheduled meetings and by completing research and meeting due dates in the preparation of an individual

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curriculum unit. Third, the teacher must demonstrate in the application that his or her specific interests are directly related to the seminar as it has been described by the seminar leader. Fourth, the applicant must also show that the seminar and the curriculum unit that he or she proposes to write are directly related to school courses that he or she will teach in the coming school year.

In addition, beginning in 1990 we decided to place a firm limit of no more than twelve teachers in any seminar. We believe that the small size of the seminars is indispensable both for the collegiality of the Institute experience and for the individual attention that each teacher's work in progress receives from the seminar leader and from other teachers in the seminar.

During the planning process 85 teachers expressed interest in participating in one of the seminars to be offered. By the application deadline, the Institute Representatives, assisted by the school Contacts, had obtained applications from 55 New Haven elementary, middle, and high school teachers in the humanities and in the sciences. The application form calls for each interested teacher to specify the subjects and grade levels they teach, the course or courses in which they plan to introduce the material they study in the Institute, and their preparedness to meet each of the Institute's requirements for full participation. The applicants also write a brief essay describing why they wish to participate in the seminar to which they are applying, and how the curriculum unit they plan to write will assist them in their own teaching. Writing this short essay is, in effect, their first step in the formulation of a curriculum unit through which they will bring the material they study from the seminar into their own teaching.

The applicant must show that the seminar and the curriculum unit are directly related to school courses that he or she will teach.

The applications teachers submitted were reviewed by three groups. The Public Schools subject supervisors were given an opportunity to examine the applications of the teachers they supervise to determine whether or not each proposal was consistent with, and significant for, the teacher's own development and for school curricula generally.

At the same time, the Institute seminar leaders examined the applications for their relationship to the seminar subject. This afforded each seminar leader the opportunity, as well, to tailor or enlarge the bibliography for the seminar so that it would address the specific interests of the teachers who would be accepted. By conducting their reviews in early February, the school administrators and seminar leaders were able to provide timely information about any problems they found in the applications.

As we have done in the past, the Institute formed a group of teachers who served as Coordinators to assist with the organization and smooth operation of the seminars. Each Coordinator participated as a Fellow in a different seminar, and they met together weekly with the director. They also served as an admissions committee. They met after school on February 7 to conduct a first reading and discussion of the applications to their respective seminars. They then contacted individually all teachers whose applications needed to be clarified or

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amplified. On February 15 the Coordinators met again for a full day, by taking professional leave, for their final consideration of and decisions on the applications.

During their final application review, the Coordinators considered the findings of the school administrators and seminar leaders and made recommendations to the director about which teachers the Institute should accept. By these means, the Institute seeks to ensure that all Fellows participate in seminars that are consistent with their interests and applicable in the school courses they teach. As a result, on March 1 the Institute accepted as Fellows 54 New Haven teachers, 42 in the humanities and 12 in the sciences. Consistent with the Institute's aim to serve the largest possible proportion of all New Haven teachers, 21 (or 39 percent) of the teachers accepted in 1995 were participating in the Institute for the first time; 18 of these first-time Fellows were in the humanities and three were in the sciences.

The Fellows Who Were Accepted

The Institute first admitted elementary school teachers in 1990; this year one quarter (24 percent) of all Fellows were elementary school teachers. About one third (30 percent) were high school teachers and almost half (46 percent) were middle school teachers. Overall, about half of the Fellows were 41-50 years old; 37 percent were younger and 12 percent were older. One seminar leader who had participated in the Institute before wrote of the Fellows:

Having taught Institute seminars in the past, I expected this seminar to include teachers very much like those I had worked with: conscientious, dedicated, overworked, occasionally distracted, but always eager to discuss the readings assigned each week.

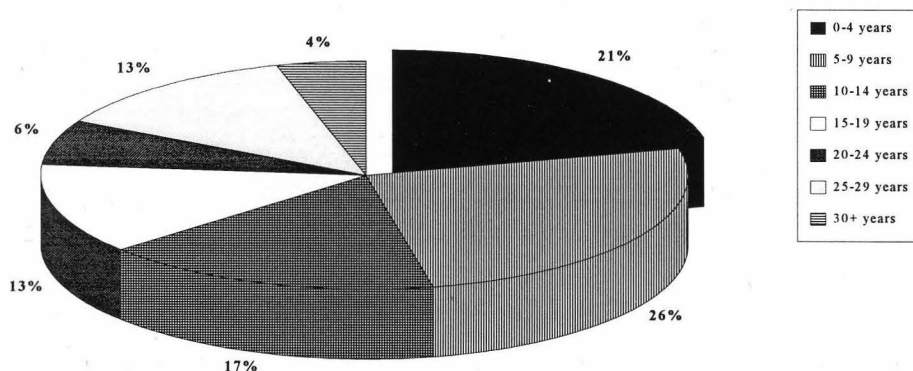
As Chart 2 shows, one fifth of Fellows (21 percent) had four or fewer years total experience in teaching. The Institute attracted a similar proportion (17 percent) of teachers with 25 or more years total experience in teaching. Almost half (46 percent) of the Fellows, however, had four or fewer years of experience teaching in the New Haven school system. Illustrative of the need for the professional development that the Institute provides, moreover, three fifths (60 percent) of all Fellows have been in their present teaching position four or fewer years; four fifths (79 percent) have taught in their present position for nine years or less. Thus, even though half of the Fellows have 13 or more years total teaching experience, half have 6 or fewer years experience in their present position. This helps to explain why many teachers say they need to develop their knowledge in subjects they have been recently reassigned to teach, or curricular materials for students of a different age or background than the students they have taught before. As one Fellow wrote, "I am a fairly new teacher; therefore I spend lots of time preparing to teach five subjects each day in addition to the myriad of other duties to which I am assigned or choose to participate."

Thirty-nine percent of the teachers accepted in 1995 were participating in the Institute for the first time.

Many teachers say they need to develop their knowledge in subjects they have been recently reassigned to teach.

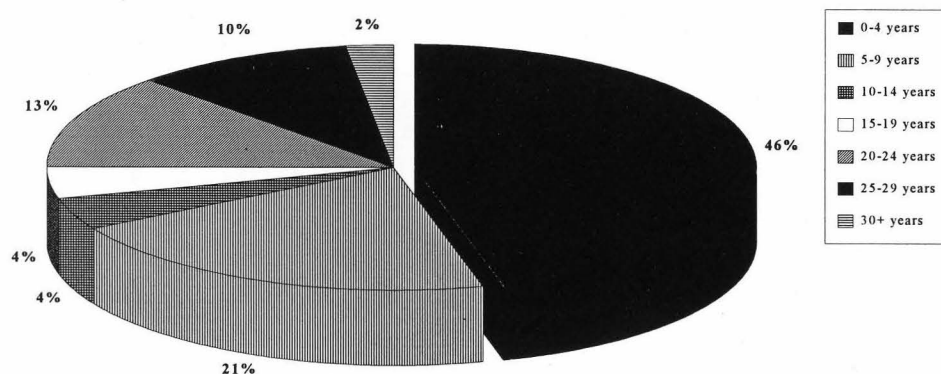
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Chart 2
Total Years Teaching Experience for 1995 Fellows



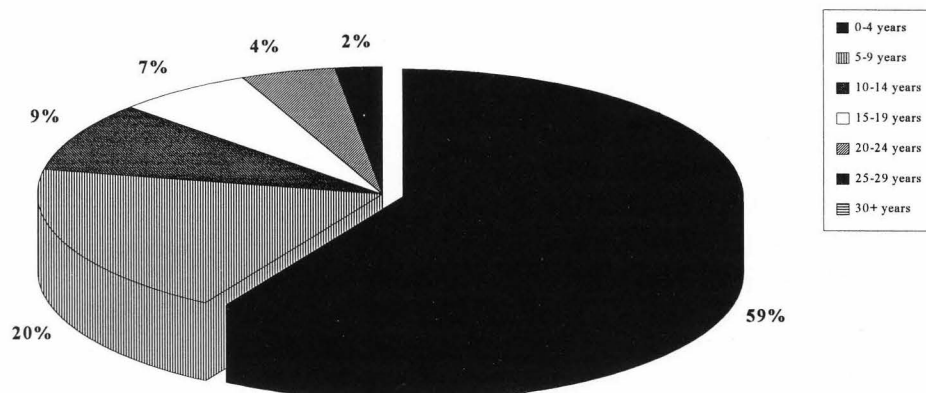
Total Number of Respondents = 47

Total Years Teaching Experience *in New Haven* for 1995 Fellows



Total Number of Respondents = 48

Total Years Teaching Experience *in Present Position* for 1995 Fellows



Total Number of Respondents = 46

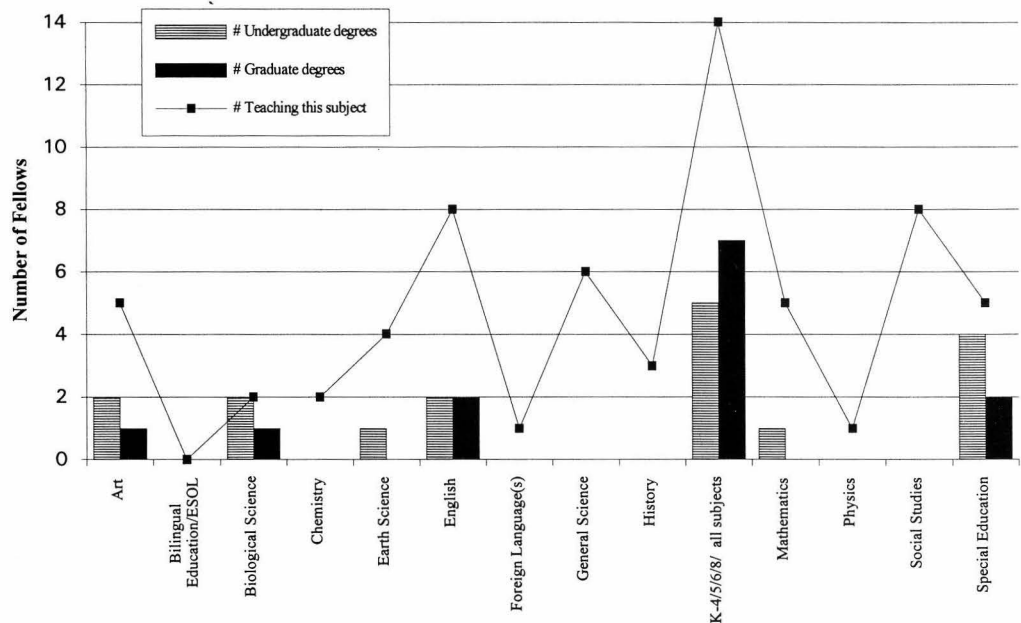
Three fifths of all Fellows have been in their present teaching position four or fewer years.

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Moreover, as in past years—and as in the case in the school system generally—many of the 1995 Fellows did not major in college or graduate school in the subjects they currently teach. As Chart 3 shows, in only one field (biological science) did all Fellows teaching a subject have a graduate or undergraduate degree in that subject. In several fields, including general science, history, and social studies, no Fellows had a graduate or undergraduate degree in a field they taught.

Chart 3

Number of Fellows with Degrees in a Subject They Taught in 1994-1995

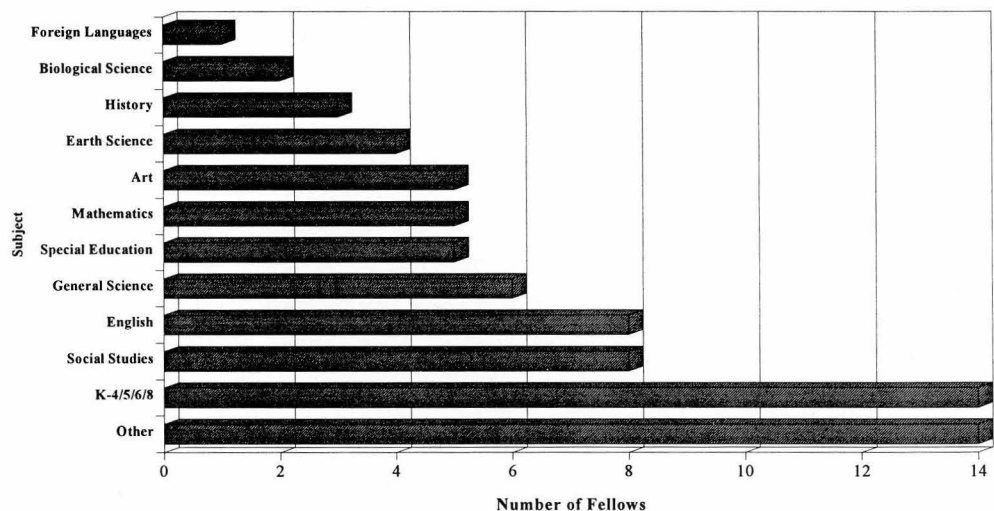


Many of the 1995 Fellows did not major in college or graduate school in the subjects they currently teach.

Chart 4 shows the subjects Fellows taught in the 1994-1995 year of their Institute participation. Overall, four fifths (80 percent) of Fellows in the humanities and the same proportion of Fellows in the sciences had not majored either in college or graduate school in one or more of the subjects they taught in 1994-1995.

Chart 4

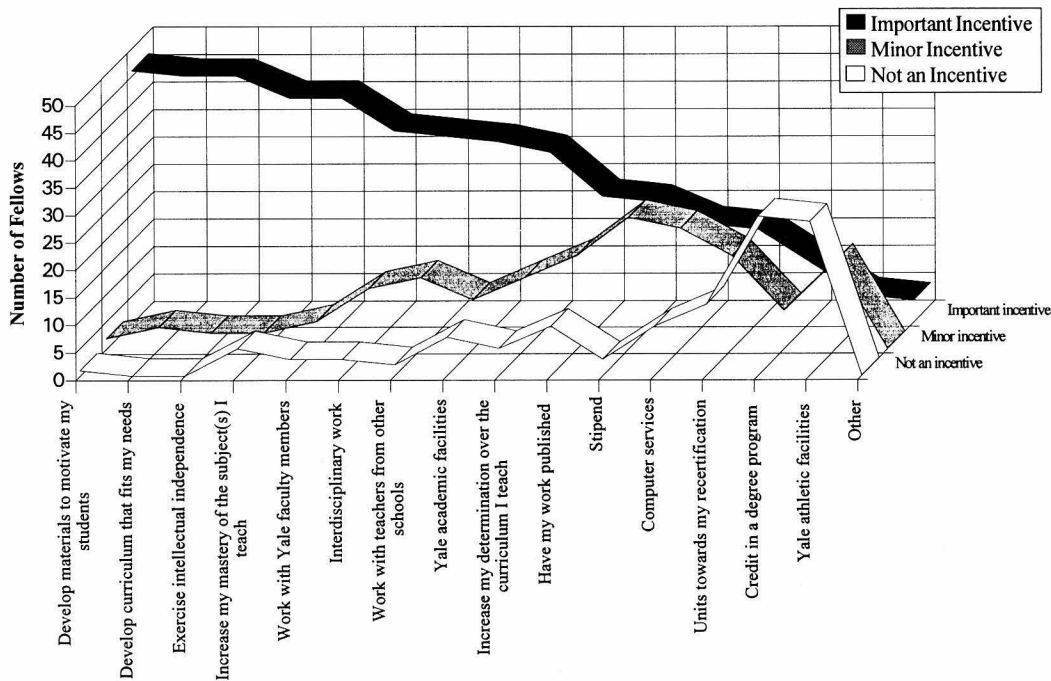
Subjects Taught by 1995 Fellows



Annual Report: Activities for Fellows

It is understandable, therefore, that 1995 Fellows, when asked about the incentives that attracted them to participate in the Institute, responded (as Chart 5 shows) that the most important incentives were the opportunities to increase their mastery in the subjects they teach (84 percent), to exercise intellectual independence (94 percent), and to develop curricula to fit their needs (92 percent) and materials to motivate their students (94 percent).

Chart 5
Incentives for 1995 Fellows to Participate



The most important incentives were the opportunities to increase their mastery and to develop curricula and materials to motivate their students.

As past Institute studies have shown, Fellows are in most respects highly representative of all New Haven teachers. So, for example, this year's Fellows, as Fellows before, reflect the gender and ethnicity of all New Haven teachers, though there are large disparities generally in the ethno-racial characteristics of New Haven teachers and their students. (See Table 1 on page 18). Similarly, the Yale faculty members who have led Institute seminars generally reflect the wider faculty at Yale.

Activities for Fellows

At the first organizational meeting of each seminar, held on March 14, the seminar leader distributed an annotated bibliography on the seminar subject and presented the syllabus of readings that he or she proposed the seminar would consider. The Fellows described the individual curriculum units that they planned to develop. This afforded the members of each seminar an overview of the work they were undertaking together and of the projects they would pursue individually.

Table 1
Ethnicity and Gender of Participants

	White			Black								
	non-Hispanic			non-Hispanic			Hispanic			Other		
	All	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female
Institute Fellows, 1995	55%	18%	37%	43%	12%	31%	2%	0%	2%	0%	0%	0%
Institute Fellows, 1978-94	70%	23%	47%	26%	5%	21%	3%	1%	2%	1%	0.5%	0.5%
New Haven Public School Teachers, 1995	67%	19%	48%	25%	5%	20%	8%	1%	7%	0.5%	0.2%	0.3%
New Haven Public School Students, 1995	14%	7%	7%	57%	29%	28%	27%	14%	13%	2%	1%	1%
Institute Coordinators, 1995	60%	20%	40%	40%	20%	20%	0%	0%	0%	0%	0%	0%
Institute Steering Committee, 1995	33%	11%	22%	55%	22%	33%	11%	11%	0%	0%	0%	0%
Representatives and Contacts, 1995	54%	8%	46%	38%	11%	27%	6%	2%	4%	2%	2%	0%
Institute Seminar Leaders, 1995	100%	80%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All Institute Seminar Leaders, 1978-95	89%	73%	16%	7%	7%	0%	4%	4%	0%	0%	0%	0%
Yale Faculty, 1995 (includes all tenured and non-tenured ladder faculty)	90%	69%	21%	2%	1.5%	0.5%	2%	1%	1%	6%	4%	2%

Totals may not add to 100% due to rounding.

Annual Report: Activities for Fellows

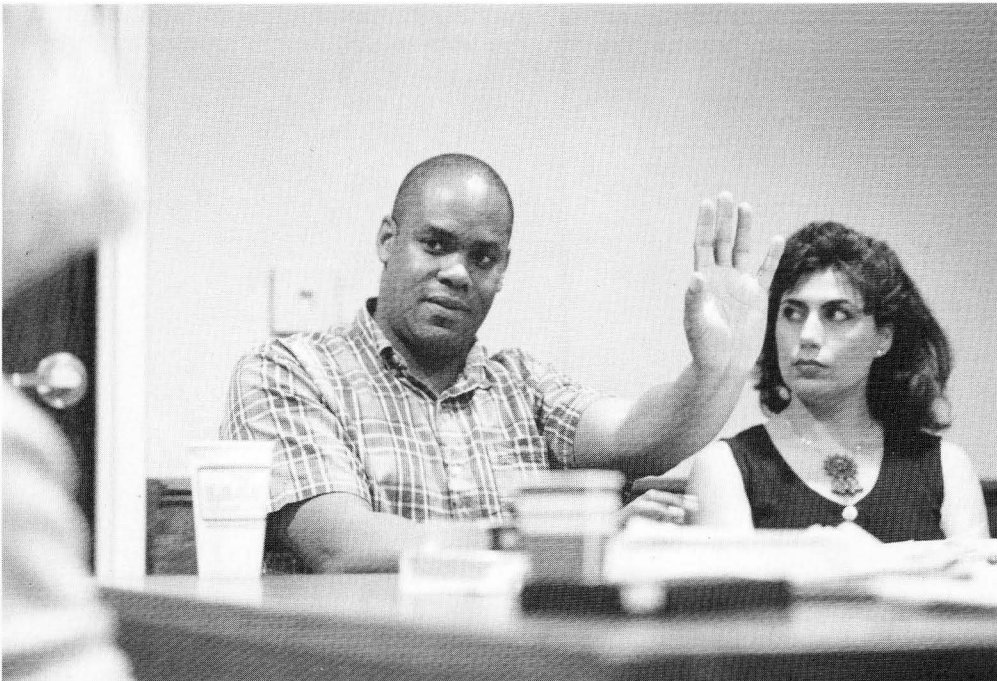
The bibliographies both introduced the seminar subject generally and guided Fellows as they began research on their curriculum units. As one wrote, “I liked the readings (but I always like the readings) and felt they were useful and appropriate.” Another said, “One aspect I truly enjoyed was the seminar reading assignments.” Others said:

We read several novels per week in preparation for the seminars. Unfortunate conflicts with my teaching workload made this difficult at times. However, I always managed to complete the required reading, not only because I wanted to take part in the discussion, but I knew that [the seminar leader] would offer an interesting perspective on the readings, and I wanted a full understanding of his insight.

I chose a topic which I believed to be narrow and focused enough that I would have few resources and so not much reading to do. But the farther I searched through Orbis, and once I got into the stacks of Sterling Library, I found a wealth of information. And of course there were numerous spin-offs I could have made. It was intellectually exciting.

The seminar was challenging in that I sat in a room with avid readers as well as people who hadn’t read detective stories for years. I found that rewarding because many of my peers were just as much in the dark as I was. We challenged each other to read farther, to dig deeper and to pull new ideas from old clichés.

The bibliographies introduced the seminar subject and guided Fellows as they began research on their curriculum units.



Michael Marsland

“We challenged each other to read farther, to dig deeper and to pull new ideas from old clichés.”

—Institute Fellow

The seminar on “Film and Literature.” (Left to right: Fellows Sloan E. Williams III and Cleo M. Coppa.)

Annual Report: The Program for New Haven Teachers

The seminar leaders also commented on what they perceived were the Fellows' responses to the weekly readings. One said:

The fun of it was the idea that you could put recreational reading to work. The teachers appreciated the painlessness of it (although our various titles generated strong positive and negative opinions) and quickly realized that this painlessness could be reproduced in their students....Nearly everyone read more secondary literature than I'd required or expected, and several units far surpassed my knowledge in that field.

"The teachers appreciated the painlessness of it and quickly realized that this painlessness could be reproduced in their students."

—Seminar Leader

Before the second seminar meeting all Fellows also met individually with their seminar leader to discuss their projects. The Institute requires that Fellows schedule at least two such conferences as part of the unit writing process; many Fellows, however, meet more frequently with their seminar leader. At the end of the program, most Fellows (90 percent) said in the evaluation that they had ample opportunity to discuss their choice of readings with the seminar leader. Three seminar leaders commented on how they handled meetings:

I arranged meetings to discuss prospectuses (in every case) and drafts as needed. A few teachers needed frequent assistance, but most were excellent self-starters.

I met with Fellows two times over coffee at Atticus, an environment I find relaxing and conducive to general discussions. The discussions concerned their individual units as well as larger questions that arose from the seminar materials or their experi-



The seminar on "Coming of Age in Ethnic America." (Left to right: Fellow Gerene L. Freeman and seminar leader Bryan J. Wolf.)

Michael Marsland

Annual Report: Activities for Fellows

ences as teachers in the New Haven public school system. I had several individual meetings with each of the Fellows. The individual meetings allowed the Fellow and myself to go deeper into the particular topic that he/she had selected for his/her unit. I found them to be very important to the seminar.

During the period that preceded the regular weekly meetings, Fellows continued their reading, both preparing for the upcoming seminar discussions and working toward a brief prospectus of what their final units would contain. At the second seminar meeting on April 11, Fellows submitted this prospectus, presented their revised unit topics, and began to discuss the common readings. The regular weekly seminar meetings began on May 9; thereafter Fellows continued to develop their units in stages, with a first draft submitted on May 23. The weekly meetings of the seminars continued through July 18, with Fellows submitting the second draft of their units on July 11 and their completed units by August 1.

In response to the comments of Fellows and seminar leaders participating in 1994, the schedule and steps for writing a curriculum unit were modified to place greater emphasis on the preparation and revision of the first draft of the unit. Many felt that the prospectus, previously required to be submitted in late April, had become somewhat redundant of the statement of revised unit topic due at the second seminar meeting usually held in early April. Beginning in 1995, Fellows were asked therefore to submit the prospectus, together with a revised topic of the unit and a list of appropriate readings, at the time of the second seminar meeting. Fellows then had a full six weeks to write a first draft. The due date for the second draft was also moved one week later into mid-July to allow Fellows more time to address the comments they received on that draft from other Fellows and from the seminar leader.

These adjustments apparently met with good response, as the great majority (87 percent) of the Fellows agreed this year that unit writing deadlines occurred at the right time in relation to the school calendar. One Fellow indicated a preference for the previous schedule:

I think we should go back to the old calendar of turning in the 2nd draft on July 3, 4, 5. We really do need the full two weeks to rework our units. By the time we receive our units back from our professors, our time and due date become rather constricted. I'd much rather return to the old or try another system.

Most, however, agreed with the four who wrote:

Most of the pressure I felt was self-imposed. The schedule was very appropriate and conducive to completing the unit in a timely manner.

"The individual meetings allowed the Fellow and myself to go deeper into the particular topic selected for his/her unit."

—Seminar Leader

Annual Report: The Program for New Haven Teachers

This year's scheduling of due dates was very manageable. There was more than enough time to write and edit the assignments. The planning thoughtfully took into consideration teacher vacations and the end of the year crush.

I thought that changing deadlines for the different aspects of the units was a positive thing.

The pace of this year's Institute was stimulating. I liked the timing of the due dates for everything.

The Institute attaches great importance to the process through which Fellows develop their curriculum units, and many Fellows commented in their evaluations about the various benefits they derived from following this process. As one wrote, "Writing my curriculum unit was challenging, yet fun." Another said, "Most profitable and rewarding has been my experience in writing my curriculum unit." In the minority, another Fellow plainly disagreed when she wrote, "The lengthy prose demand is artificially long; it's not useful to plow through the verbiage to get the lessons. It's too much writing!" At the conclusion of the seminars, though, more than four fifths of the Fellows indicated that the program schedule (83 percent) and the guidelines for writing a unit (86 percent) had been useful to them to a great or moderate extent. As one Fellow wrote:

Fellows try out with their own students the subject matter and strategies they are considering including in the curriculum units.

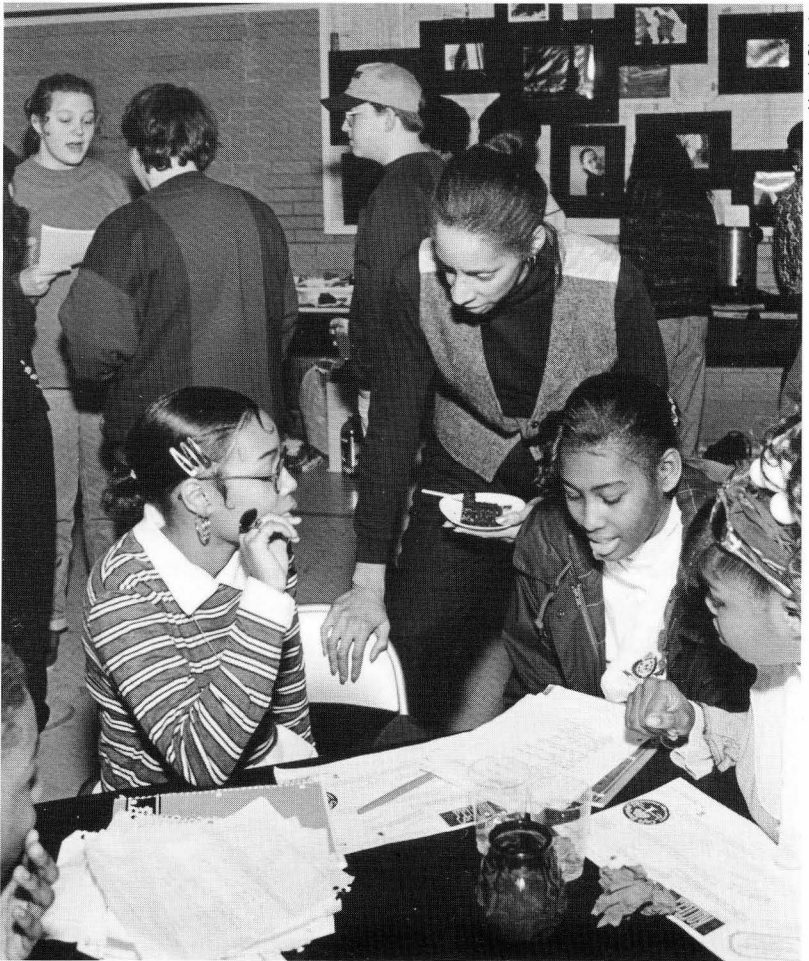
Another strength [of the Institute] for me was the challenge to write a curriculum unit, and to put it through the process of editing, revising, rewriting, and revising again. It has been a long time since I have done that.

One of the reasons the Institute schedule overlaps the school year by three months is to provide Fellows an opportunity to try out with their own students the subject matter and strategies they are considering including in the curriculum units they are developing. As one Fellow wrote, "It is always good to get feedback from the students as to what they may want in the unit. Everyone benefits: the teacher, the students, the school and the already-in-place curriculum is enhanced." A second Fellow commented on this advantage the schedule affords: "My students just love this program. Each Wednesday, following a seminar or a lecture, provides an exciting educational forum to discuss the highlights of Tuesday's experiences." This year about two thirds of Fellows said they tried out the subject matter (69 percent) and the strategies (69 percent) of their units in their classroom. For those who did, most (73 percent) said this influenced what they included in their final unit.

During the first two months of the program, which serve as a reading period, all Fellows also met together on Tuesday afternoons for a series of talks that were held after school. As we have done in recent years, the Representatives decided to invite both current and prospective seminar leaders to deliver talks. In this way all Fellows listen to either an overview or an example of the work their colleagues are pursuing in other seminars, while learning as well about seminars

Annual Report: Activities for Fellows

in which they might wish to participate in a future year. The talks that University faculty members gave were: "Education and the Internet: Opportunities Now" by Peter J. Kindlmann, Professor (Adjunct) of Electrical Engineering; "The Problem with 'Engl.lit'" by Bryan J. Wolf, Professor of American Studies and English; "Film and the Rival Arts" by Brigitte Peucker, Professor of Film Studies and Professor of Germanic Languages and Literature; "The Possibility of Life Elsewhere in the Universe" by Sabatino Sofia, Professor and Chairman of Astronomy; and "African-American Filmmaking and Race Cinema of the Silent Era" by Charles Musser, Associate Professor of Film Studies and American Studies.



Harold Shapiro

Institute Fellow Gerene L. Freeman teaches her students at Cooperative High School.

"My students just love this program. Each Wednesday, following a seminar or a lecture, provides an exciting educational forum to discuss the highlights of Tuesday's experiences."

—Institute Fellow

For the past three years, the talks have met with more favorable response than was the case in several prior years. Echoing comments from those earlier years, one Fellow wrote, "The talks were not at all productive or interesting. None of them covered my seminar topic. This strikes me as unfair because all other seminars had a related talk." Another said, "The lectures, with the exception of one or two, were boring and of little interest to me." Most Fellows, however, saw in the talks the purposes for which they were organized. They said that to a great or moderate extent the talks were successful in providing them intellectual stimulation (82 percent) and a sense of collegiality and common purpose among Fellows (80 percent). More than half (57 percent) said the talks were successful in providing an overview of Fellows' work in the seminars. The

Annual Report: The Program for New Haven Teachers

great majority (88 percent) said the Institute scheduled the right number of talks this year. One Fellow wrote, "Excellent lecture series, each presentation was fascinating." Others said:

I enjoyed the lecture series. While not directly connected to the seminar, I found the lectures enjoyable and thought provoking. I never went away feeling that I had wasted my time.

I greatly enjoyed the large group lectures, especially the one which explored the possibility of other life in the universe.

Some of the topics did not spark my interest, but this does not mean they were weak subjects. For instance, the lecture on the Internet was not of interest for me, but there were some teachers who enjoyed it immensely. I thought the variety of topics and speakers resulted in an interesting lecture series.

The talks were successful in providing intellectual stimulation and a sense of collegiality and common purpose among Fellows.

Many Fellows reported that the talks prompted them, at least to some extent, to read about the topic of the talks (78 percent), discuss the topic with their students (71 percent), and discuss the talks with other teachers (92 percent). In the end, the favorable response to the talks on astronomy by Sabatino Sofia and on film by Charles Musser led the Coordinators to conclude that the Institute should probably organize seminars on these subjects for 1996.

As we have also done in recent years, the Institute scheduled a session on curriculum unit writing on May 2, a week before the regular meetings of the seminars began. At the beginning of the program, as part of their admissions folder, all Fellows received Institute guidelines and mechanical specifications for preparing curriculum units, which outline the Institute writing process and the five steps for Fellows formulating, reformulating, and enlarging their individual units. The discussion on May 2 had two main purposes. First, all the Fellows met together for a general session during which the Coordinators spoke briefly about considering the audience for units; preparing a useful bibliography; using computing in developing and for disseminating curriculum units; and pursuing teamwork in presenting one's unit in school. Second, we divided all the Fellows into seminar groups, where each Coordinator led a discussion of purposes and practices in writing Institute curriculum units. This afforded an opportunity for the numerous first-time Fellows to learn about the guidelines and other aspects of curriculum unit writing from experienced Fellows. At the same time, it encouraged Fellows who have participated before to share their experience, and it allowed all the Fellows to discuss how the completed volume of units might display a range of diverse teaching strategies and contain a standard form of annotation. By leading these discussions, the Coordinators also identified themselves as being knowledgeable about the requirements for, and approaches to, writing curriculum units, so that other Fellows might seek their advice as they continued developing their individual units during the remaining months of the program.

Annual Report: Activities for Fellows

As described in more detail in the Section on Program Development (page 52, below), the Institute for the first time this year offered computer assistance to the Fellows. These services were provided by Yale students working for the Institute and included help with the following: getting started with computing; word-processing and file handling for the preparation of curriculum units; setting up e-mail and access to the Internet; using Institute curricular resources on-line; and using the Internet in research and teaching. Help was provided by e-mail, on the telephone, and in person. Fellows could meet with computer assistants by making an appointment in advance to come to a small computer cluster the Institute established adjacent to its main office. Although numerous Fellows did not take advantage of this assistance, those who did were appreciative of the help they received. Most who sought the computer assistants' help did so in person (47 percent of all Fellows). Some Fellows sought advice by phone (28 percent) or by e-mail (12 percent). Four wrote of their personal experience in this regard:

We all entered the Institute at different levels of proficiency on the computer, and we had many different needs and questions concerning the Internet. I had problems setting up my account on my home computer. I would get just so far and run into a

The Institute for the first time offered computer assistance to the Fellows.



Harold Shapiro

"I used the computer assistance a lot this summer as I want my students to become exposed and be able to use this new technology."

—Institute Fellow

Institute Fellow Francine C. Coss teaches her students at L.W. Beecher Elementary School.

Annual Report: The Program for New Haven Teachers

new obstacle. The Yale students and faculty were very helpful and gave much of their time helping us individually.

There was some time wasted as a result of somewhat of a hangup in regard to the Internet in that it was not as easy to access as we were led to believe. However, after we were directed to the student computer assistants, our problems were solved. They were extremely persevering and did not quit until we achieved our goals.

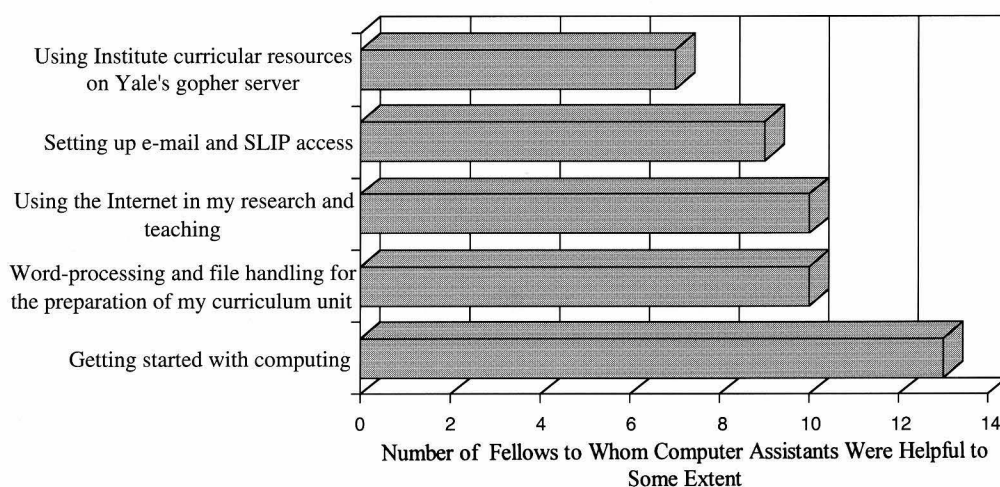
I used the computer assistance available to Fellows and was extremely grateful for the courtesy and patience I received from the student assistants. They were willing to take time necessary to solve my problems. They worked through both hardware and software problems.

I used the computer assistance a lot this summer as I want my students to become exposed and be able to use this new technology to their advantage. When I had problems, I was always able to go to the assistants for help. I have a lot more to learn but they have given me a good start and have made me comfortable in trying to learn.

Overall, of the Fellows who said they used the computer assistance offered them, all but one (93 percent) said the assistants were helpful to them in getting started with computing. Fellows who consulted the assistants found them also to be helpful in setting up e-mail and SLIP access (82 percent), in using the Internet in research and teaching (77 percent), in word processing and file handling for the preparation of a curriculum unit (71 percent), and in using the Institute's curricular resources on line (70 percent).

Chart 6

Computer Assistants' Helpfulness to the 1995 Fellows



"After we were directed to the student computer assistants, our problems were solved. They were extremely persevering."

—Institute Fellow

Annual Report: Rewards for Fellows

At the Coordinators weekly meetings with the director, which were held on the day after seminar meetings, they discussed the progress of each seminar and gained an overview of the program. In addition, the Coordinators had already met with the seminar leaders immediately before the program began to provide them information about the teachers who had been accepted and to begin to define, in practical terms, what their role would be in assisting with the conduct of the seminars.

Both the seminar leaders and Fellows acknowledged in their evaluations the essential role of the Coordinators. In the final evaluations, only two Fellows from all the seminars differed with the statement that the Coordinator had provided teacher leadership without diminishing the collegial rapport within the seminar. Overall, almost all Fellows said the Coordinators helped them by facilitating discussion of Fellows' work in progress (96 percent), and by providing information about guidelines and deadlines for unit writing (100 percent) and about use of University facilities (98 percent). Few Fellows found the Coordinators unhelpful in any respect. The Coordinators' role assists the seminar leader and helps to remove the leader from a hierarchical relationship to the Fellows, as one seminar leader explained:

Both the seminar leaders and Fellows acknowledged the essential role of the Coordinators.

The seminar Coordinator is essential to the smooth functioning of the seminar; it was important—especially at the point at which the curriculum units were due—to have an intermediary who would see to the enforcement of deadlines, etc.

To maintain current information on the program and to address any problems that arose, the Institute director met monthly with the seminar leaders as a group. This also afforded the seminar leaders, one of whom was conducting an Institute seminar for the first time, the opportunity to talk with each other about their approaches to, and experience in, their seminar.

Rewards for Fellows

The seminars have always been regarded as the core collaborative experience of the Institute, and Fellows' comments about the seminars are invariably rich and positive. The following statements Fellows made are typical:

I found the seminar one of the most stimulating experiences I have had in my teaching career.

The experience was very enjoyable, as well as intellectually stimulating. The Coordinator was very helpful and the professor was terrific. The subject matter was new to me, but the selections provided a wonderfully broad overview to the genre. I have become interested to the extent that I am reading further.

[The seminar] was outstanding. Great readings, rousing

*“Great readings,
rousing discussions,
and the seminar
leader kept the semi-
nar members fo-
cused.”*

—Institute Fellow



Michael Marsland

The seminar on “Coming of Age in Ethnic America.” (Right to left: Fellows Elsa-María Calderón and Kevin S. Miller.)

discussions, and the seminar leader kept the seminar members focused.

Firm control, leadership and fine execution have all contributed to the success of the seminar, which made my experience a very good, rewarding social and educational one.

I found the study informative and stimulating, the people friendly, knowledgeable and helpful and myself accomplished in my task. It was a good experience.

A theme in Fellows' comments this year, as in many past years, was the appreciation and understanding they gained of their own and other cultures as a result of what they read and the interaction they had with Fellows of different backgrounds. As one Fellow wrote, “The people within the seminar were a diverse group personally and professionally. Each contributed in their own unique way to the experience. We all seemed comfortable enough to offer our ideas and perception.” Another said, “Since the seminar group itself was diverse, not only to read about other ethnic groups was rewarding and informative, but for the members within the group to share their experiences was very valuable.” Another Fellow wrote:

In regards to my need to know more about race issues, this seminar gave me a greater love and appreciation for the works of art, literary and visual, being created by African American, Native American and Hispanic people. But it also gave me

Annual Report: Rewards for Fellows

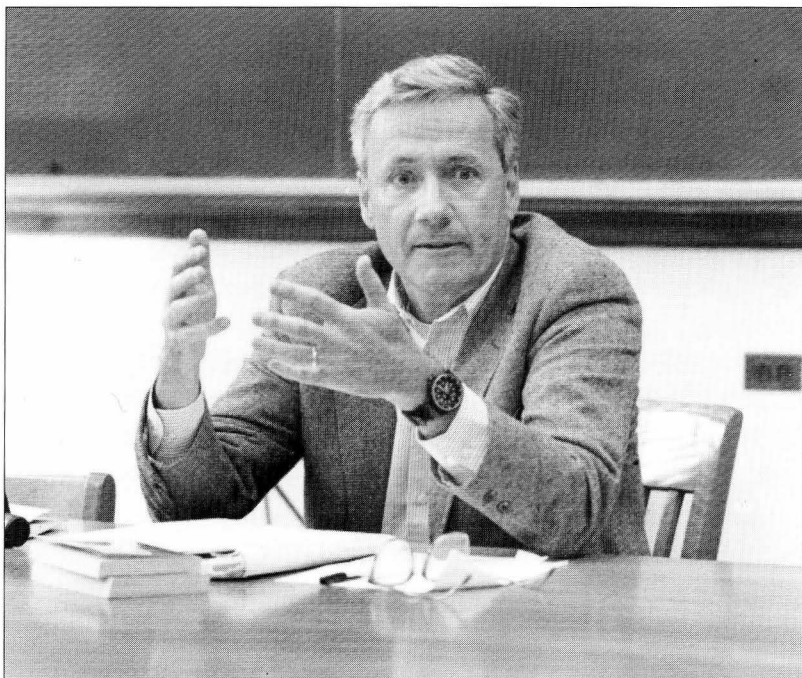
more concerns about the divisions between people. I do believe, and this belief was strengthened, that real learning is the power to fight against racism.

As has been the case since the Institute's inception, its participants and staff are still sometimes asked whether the co-professionalism among Yale faculty members and New Haven school teachers, for which the program is widely known, is authentic. The collegiality on which the Institute is founded is perhaps best illustrated by the mutual respect between Fellows and seminar leaders that the seminar experience engenders. The comments they made this year in this regard, including some already cited above, are representative. As one seminar leader wrote, "Having done an earlier Institute seminar, I was pleased, but not surprised, to find the high level of interest, enthusiasm and resourcefulness of many of the Fellows." Another wrote:

What's important to me is not the applicability to my work of what I do in the Institute, but the *difference*. I gain a fresh outlook and learn to admire the special abilities of hard working and undervalued professionals whose jobs don't very closely resemble mine. Nor can I imagine what would be gained if the remote resemblance between our jobs were increased by influence in either direction. I know this challenges the "common ground" idea, so I should add this: We learn from each other, yes, and learn a lot, but what we learn is not what other people *do*; what we learn is what they *are*.

The collegiality on which the Institute is founded is illustrated by the mutual respect between Fellows and seminar leaders

In turn, Fellows expressed their respect for their Yale colleagues. In typical



Michael Marsland

The seminar on "Gender, Race, and Milieu in Detective Fiction."
(Seminar leader Paul H. Fry.)

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comments, several wrote:

I found my seminar leader to be even more articulate and knowledgeable about the topic than I expected.

Our professor brought to class a wealth of knowledge about a wide variety of subjects. I was simply amazed at her intense preparation for each class.

The seminar leader continually and consistently demonstrated poise, confidence, concern and overall excellence in his performance during our seminar. As an integral part of our seminar he provided a vast array of expertise, energy and materials, blending together to form an outstanding seminar.

I have encountered few teachers with my seminar leader's excitement and knowledge about his subject area. It was wonderful!

The seminar leader was an exceptional teacher. She gave everyone individual attention.

One of the major strengths of the Institute is that it brings together so many teachers from different areas and grade levels. I found a lot of the conversations with teachers preceding and following the lectures to be very insightful. I most appreciated the opportunity and time the Institute provides for teachers of different academic/arts to gather and exchange ideas and opinions, as well as knowledge.

The seminars afford Fellows an otherwise too rare opportunity to talk and work with other teachers across the artificial boundaries that often separate grade levels, schools, and disciplines. Many Fellows this year spoke of the value of the Institute for them in these respects. One said simply, "I gained renewed respect for my colleagues." Another wrote, "The exchanges between the seminar leader and the Fellows developed a true sense of collegiality. A third wrote:

I really enjoyed getting away from my students (even though I love them) on Tuesday afternoons and having intellectually stimulating meetings with new colleagues who have become friends.

From Seminar Subject to Curriculum Unit

Each Institute seminar must balance the complementary and inseparable—but at times competing—demands for studying generally the seminar subject and developing specifically applications of that knowledge for school classrooms.

The seminars afford Fellows an opportunity to work with other teachers across the artificial boundaries that often separate grade levels, schools, and disciplines.



Michael Marsland

The seminar on "The Constitution and Criminal Justice." (Left to right: Fellows Joyce Bryant and Carolyn S. Williams.)

"The participants had a wide range of views on the substantive issues so discussions were often intense."

—Seminar Leader

Each seminar approaches these demands somewhat differently as seminar leaders strive to strike an appropriate balance. One seminar leader wrote:

The seminars moved between discussions of the readings, how to teach the issues generally, and regular updates by the teachers on their own units' progress. The participants had a wide range of views on the substantive issues so discussions were often intense.

In contrast, two others wrote:

I was not happy with the balance between curriculum unit discussions and seminar materials. I believe that I let the curriculum unit presentations (one each week) eat too much into the time for class discussions of the novel at hand. The participants all enjoyed the curriculum unit talks, but the talks didn't *challenge* the class in a way that the seminar materials did. In the future, I would keep a firmer hand on the curriculum unit presentations.

The teachers were themselves sharply divided on this subject. One wanted something like a graduate seminar, culminating in a research paper rather than a teaching plan, while several probably wished for yet more emphasis on pedagogy and education theory. Yet others, like me, felt torn between these objectives.

In the end, however, a sizable majority of this year's Fellows (80 percent)



The seminar on "Coming of Age in Ethnic America." (Left to right: Fellows Ida L. Hickerson, Gerene Freeman, Val-Jean Belton, and Jean E. Sutherland.)

A sizable majority of this year's Fellows said that there had been a good balance in seminar between general study and work in progress on their units.

said that there had been a good balance in seminar between general study of the seminar subject and Fellows' work in progress on their units. For many Fellows, in fact, making connections between the seminar and their classroom seemed natural, at times effortless. As one wrote, "Each Fellow was encouraged to bring into class their particular research and share it with the class. Class participation was very high." Two others wrote:

Even the discussions of "our units in progress" were somehow related to the seminar themes. And, amazingly enough, most of the folks seemed to keep abreast of the weekly readings which in turn led to rousing discussions.

Quite rightly the production of the unit is the tangible expression of development, but much more goes on than is conveyed by the unit. From this point of view, I came to value the series of lectures and appreciated more the total experience from beginning to end.

As mentioned above, the New Haven teachers who participated as Fellows completed their curriculum units by August 1. Their units were then compiled in a volume for each seminar, and in October the volumes were deposited in the libraries of all elementary, middle, and high schools so that New Haven teachers—whether or not they have been Fellows—might use them in their own teaching. As in the past, the Institute prepared a Guide to the new units Fellows wrote, based on synopses of the units by the authors and their recommendations of the grade levels and school courses to which their units apply.

Annual Report: From Seminar Subject to Curriculum Unit

The Institute also updated the Index of all the 951 curriculum units contained in the 109 volumes of units the Institute has published since its inception in 1978. The Index and Guide also were deposited in all school libraries and distributed to the teachers who serve as Institute Representatives for the schools. A full set of the new curricular resources was provided to numerous school district administrators who have responsibility for curricula systemwide. At the same time, the Representatives conducted an inventory to ascertain whether each middle and high school has a complete set of all 109 volumes of units and whether all elementary schools have each of the volumes that their teachers believe are applicable at those grade levels.

Although the Institute has, from the outset, furnished each middle and high school a set of every year's units—and although elementary schools have been encouraged for the last six years to request any units their teachers might use—a survey in 1994 revealed that there were gaps in the unit collections in a number of schools. Maintaining a library set of units has proved most difficult in those schools that do not have a full-time librarian or, in some cases, even a library. In 1993-1994, the Institute therefore sought to determine the best location for Institute material to be deposited in every New Haven school, and in 1995 it continued to supply units missing from any collection, insofar as the volumes were still in-print. As described below (page 52), we also pursued the creation of an electronic version that makes the Institute's curricular resources more widely accessible.

Both seminar leaders and Fellows were pleased with the units produced this year. A seminar leader wrote, "Generally speaking, I found the final units to be fairly well written and sound." Others wrote:

Overall the units are quite good; several display extensive work and considerable imagination; and all the teachers were very responsive to my suggestions for improvement, so that there are no units that I regard as poor.

It is hard for me to estimate how much they read on average for their units, but all displayed a respectable amount of research, clearly having examined several books and articles and also other materials, and some displayed a very impressive amount of work. The best units contain both research that is substantively well done in laying out their topic and concrete lesson plans that really promise to work; all contain at least some of the latter.

Fellows also commented, in diverse ways, on the value of the units they prepared. One wrote:

My curriculum was prepared through extensive use of Yale library resources, extensive personal research and field work,

"The best units contain both research that is substantively well done and concrete lesson plans that really promise to work."

—Seminar Leader



Harold Shapiro

Institute Fellow Vanessa E. Clayton with her students at Roberto Clemente Middle School.

and extensive past experience with the subject matter. I expect that the unit I developed will be very useful for my students and for the students of colleagues and that the school science curriculum will be enriched as a result.

Results for Participants

As in past years, Fellows in 1995 spoke of the results of their Institute participation especially in terms of intellectual growth and renewal. Just as the opportunity to increase mastery of the subject one teaches was an important incentive for most Fellows (84 percent) to take part in the Institute, almost all (94 percent) said that they had gained knowledge of their subject and confidence to teach it by participating in their seminar. Few Fellows differed with the statement that the seminar helped him or her grow intellectually and professionally. As one Fellow wrote, "I felt that the Institute offered me the opportunity to grow intellectually and professionally in a relaxed atmosphere." Another said the Institute, "continues to be the single most important source of academic rejuvenation for New Haven teachers." A third Fellow wrote:

I am always a better teacher for having participated in the Institute. Simply *being* a student for a while, and sitting and listening to a person who knows a lot about a subject in which I am interested, has both a restorative and energizing effect. And the effect of this experience is passed on to students and the school curricula during the year.

Numerous Fellows also described the Institute experience as having increased

"I am always a better teacher for having participated in the Institute."

—Institute Fellow

Annual Report: Results for Participants

their professional confidence and morale. Two Fellows wrote:

The Teachers Institute has had a profound impact on the way in which I approach teaching in the classroom. In past years I believed in the many theories presented in the Institute yet I had little guidance as to how to employ such concepts in the classroom. Through participating in the Teachers Institute I now feel more confident in my ability to meet the ever-increasing demands of today's students.

As my excitement grows in learning, I find the excitement of learning contagious among children. If I am knowledgeable about a curriculum area and excited about my own learning, children pick up that excitement and it permeates the classroom environment.



Institute Fellow Francine C. Coss with her students at L. W. Beecher Elementary School.

"If I am knowledgeable about a curriculum area and excited about my own learning, children pick up that excitement and it permeates the classroom environment."

—Institute Fellow

Fellows spoke, too, of the access to Yale facilities they had gained from participation. From the Institute's inception, all Fellows have been full members of the University community, listed in the directory of faculty and staff, and granted use of facilities and services across the campus. For many Fellows (86 percent) access to Yale's academic facilities such as the library was an incentive for their participation, and two thirds (66 percent) reported that membership in the Yale community had been greatly or moderately useful to them. As one Fellow wrote, "Another plus was the access to the resources at Yale University, both material and human. From the library to the computer assistant, I found nothing but a professional and caring environment in which to work." Another said, "The use of the library is a dream come true!" Two others wrote:

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The classification of members of the Institute as Fellows, while trivial to some, includes us into the Yale community and allows us even more opportunities to learn and grow.

"Yale is another world, and is so separated from New Haven. The Yale Institute is tremendously important to make the connections to the city."

—Institute Fellow



Michael Marsland

The seminar on "The Geological Environment of Connecticut." (Back to front: Janet Sweeting, Head of Public Education at Peabody Museum, and Fellows G. Casey Cassidy, Stephen Beasley-Murray, and Cynthia E. Wilson.)

Yale is another world, and is so separated from New Haven. This still amazes me. Entering into Yale property, I feel that I am going into another country. I think that the Yale Institute is a wonderful thing, and it is tremendously important to make the connections to the city of New Haven.

Nor do Fellows see the results of the Institute as being limited to their own classrooms, or even to teachers who have participated directly in seminars. Almost all Fellows (94 percent) said that they plan to encourage and assist other teachers in using the unit they prepared; half said they plan to do so with four or more other teachers. Fellows this year provided numerous accounts of the more extended influence the Institute has had for themselves and their schools. Several wrote:

I believe that my cross-curriculum unit will have a positive impact on teaching in my building. Collaboration is now a main component of New Haven's educational philosophy. My colleagues and I have discussed doing a cross-curriculum unit in

Annual Report: Results for Participants

the past, but never before had the opportunity to develop one.

Because I was able to use my YNHTI curriculum unit to successfully apply for a Library Power grant, my teaching, my students and my school curricula will all benefit.

I have been asked to participate in developing a theater curriculum for the New Haven School System's Comprehensive Arts Program. My work with Yale-New Haven Teachers Institute will certainly help me in this project.

The seminar addressed has issues of concern about a safe school environment. The knowledge gained will help me with social development, problem solving and other skills that children need in their learning environment.

As a result of having written this unit, [a Yale professor] invited us to audit his classes on campus and involved us in discussions with teachers from other systems. We became a resource to other teachers in the school system and were asked to become members of several on-going committees concerned with integrating this topic into the science curricula.

Each year we are attentive to the responses of both first-time and veteran participants because, on the one hand, we want a high proportion of New Haven teachers to become Fellows and, on the other, want the Institute to become a regular part of Fellows' professional lives. Both groups cite their own rewards. One first-time Fellow wrote, "One reason I signed up for the Institute was the challenge of working with Yale faculty members. The seminar was all that I had hoped it would be: the perfect transition experience." Another wrote, "The experience was very rewarding and fruitful, but I did not expect the load to be as great as it was." A third said:

This year represented my first experience in a science seminar. I thoroughly enjoyed our seminar discussions and I appreciated the numerous helpful suggestions from my "Fellow" colleagues. The seminar leader's enthusiasm and his zeal for helping our inner city students helped to motivate me to work extremely hard in developing my curriculum unit. This year has been a very rewarding experience. I would highly recommend participation.

For returning Fellows, the rewards of participation do not appear to diminish over time, as the experience becomes cumulative, and not repetitive or redundant. In fact, at least some teachers report that the benefits increase as one has more experience as a Fellow. Two wrote:

"The seminar leader's enthusiasm and his zeal for helping our inner city students helped to motivate me."

—Institute Fellow

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I have found that each professor was extremely helpful in giving me encouragement and help where needed for compiling units. I guess I must admit that [my first seminar leader's] toughness in completing my first curriculum unit paid off. Although it seemed like a hard dose of medicine to swallow at the time, each successive unit has been able to flow with much more ease and assurance on my part as I developed the writing process.

I felt more confident in my writing this year than I had felt in the two previous years. That was a good indicator of the growth that I have experienced as an Institute participant. My work was focused and there was no panic over getting it completed. I attribute that level of comfort to the seminar leader's knowledge of the subject and the ease with which the seminar class was handled, as well as my own improved skills in research and writing.

"I felt more confident in my writing this year. That was a good indicator of the growth that I have experienced as an Institute participant."
—Institute Fellow

Since first admitting elementary school teachers to participate as Fellows in 1990, the Institute has continued to examine their responses to participation. As in every year since elementary school teachers became a regular part of the Institute, they spoke this year of the particular advantages of the Institute for them specifically. Two wrote:

Overall, this was a great experience for me. The strengths were [the seminar leader] leading us to the discovery of some incredible writers and artists. His insight into what they have to say to us was remarkable, and as the seminar progressed I knew that I could read a book, soak out of it all my own perceptions, and then discussing it with him would bring out ever so much more.

The process that we complete as Yale Institute Fellows forces us to make connections between a variety of different subjects, all of which could be taught as separate subjects. But our challenge as teachers is to bring life to the whole, to show the way the journey takes us. I think this is one of the most important effects the Institute has had on my teaching.

Seminar leaders, too, speak of what they gain from participation not only in terms of their involvement in public education and the University's home community, but also in terms of their own scholarship and teaching. Presenting what they wrote in their evaluations is especially worthwhile because the Institute is often asked what are the incentives and rewards for Yale faculty members who participate. One wrote, "I have learned enormously in preparing and carrying out both YNHTI seminars. As a result, the seminars have contributed significantly to my own scholarship." Other seminar leaders said:

The benefits from teaching in the Institute are tangible. I have



Seminar leader Brigitte Peucker leading the seminar on "Film and Literature."

worked through new materials on literature, painting and ethnicity in the Teachers Institute that I subsequently brought into my regular teaching at Yale.

I have encouraged other faculty members to get to know the Institute and its work. I think that Yale faculty have much to learn about the local schools and the daily experience of teachers in an urban school system. I believe that the opportunity to work within one's field at a level different from graduate or undergraduate teaching is a valuable one.

I am convinced the Institute does an invaluable service in providing a forum for intellectual stimulation and exchange of ideas both about substantive issues and teaching methods that benefits New Haven teachers and Yale faculty alike. I know the concrete knowledge of New Haven conditions I get from the discussions helps me tremendously in my regular teaching and also makes my scholarship more textured and in touch with the perceptions of everyday participants in some of the problems and conditions I study....It also reduces the isolation and resulting narrowness of the life within a department at a high-level research university, in ways that at least have the potential to

"The concrete knowledge of New Haven conditions I get helps me tremendously in my regular teaching and makes my scholarship more textured and in touch."

—Seminar Leader

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make our work more meaningful.

I've felt too far removed from the public school system, and from the city of New Haven as well....I suspect that my teaching experience at the Institute will probably have the effect of loosening up my method of conducting Yale seminars.

Benefits for Students

The ultimate purpose of the Institute is not only to strengthen teaching in New Haven's public schools, but also in this way to improve student learning throughout the schools. The Institute intends to serve students at all achievement and performance levels, and Fellows often write their units for students at more than one level. In fact, a similar proportion of Fellows reported that they designed their new curriculum unit for their "least advanced" students (63 percent), as designed their unit for their "most advanced" students (59 percent). Eighty-eight percent of Fellows designed their unit for "average" students. The plans of four Fellows illustrate the wide range of unit use in the schools:

"By teaching these units, I gained a better sense of structuring the classes and offered more freedom to the students for independent learning."

—Institute Fellow

In my non-AP [Advanced Placement] classes, and in my advanced American Literature classes, I will be able to present many key concepts in a more palpable and more relevant manner.

My students have behavioral and emotional problems and are all 8-10 year-old boys. Approaching my unit from their point of view, I chose *The Jungle Book*. I think presenting information about rainforests, wild animals, foreign lands, and movies will be exciting and fun for my students.

As I began the Institute's 1994-95 application process, I also began planning my 1995-96 curriculum for seventh-grade TAG [Talented and Gifted Program] students. By the time I received the letter of acceptance, I had decided that this unit would be implemented as an eighteen-week theme project within the year-long study of America's criminal justice system. This project would serve as the course-required ISP [Independent Research Project] for this group.

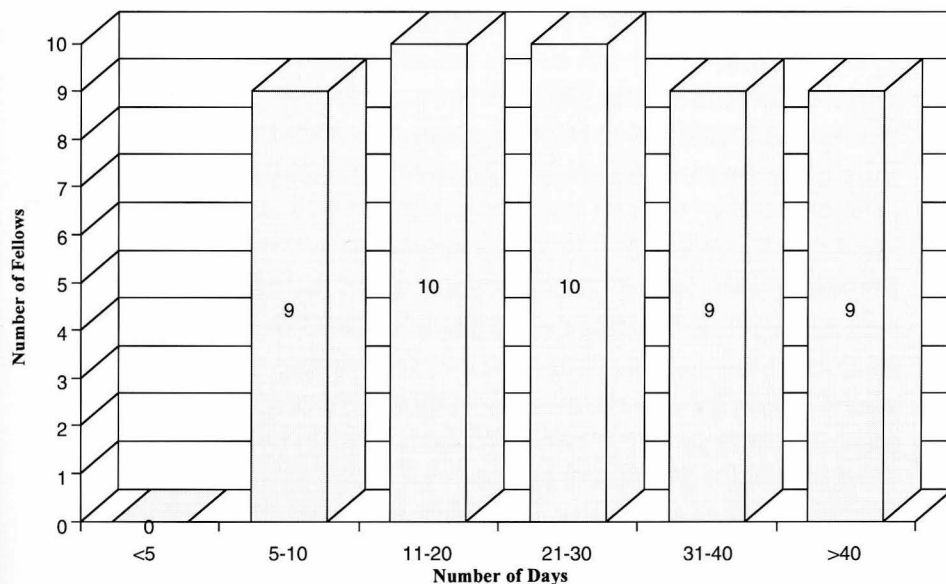
The units have represented a differentiated study that is required for gifted education and have helped me to better focus my attention on planning for specific groups. By teaching these units, I gained a better sense of structuring the classes and offered more freedom to the students for independent learning. This is a result of having planned the units, knowing the content and being aware of available resource materials that will supplement their learning.

Annual Report: Benefits for Students

To attempt to gauge the impact of this year's units in New Haven classrooms, we asked Fellows about the number of students to whom they planned to teach their new unit, and on how many days. Half of the Fellows responded that they would teach their unit to at least 62 students. The chart below illustrates the length of time they planned to teach the unit. For all Fellows, then, the unit is a significant part of their teaching plans.

Chart 7

Number of Days 1995 Fellows Plan to Teach Their New Unit



Fellows this year were optimistic about the responses they anticipated receiving from their students to the material they had studied and developed in the Institute. Importantly, all but two Fellows this year agreed that, as a result of Institute participation, they have a higher expectation of their students' ability to learn about the seminar subject. Two out of five Fellows (41 percent) strongly agreed with that conclusion. Fellows spoke about the ways their own enthusiasm for a subject would motivate students, and how they planned to involve students more actively in classroom learning. They wrote:

I thrive on creativity which I feel motivates me to bring fresh and new ideas to my classroom. The feeling of having something new and exciting in the classroom motivates my students and actually excites them in the learning process.

My experience this year has allowed me to become aware of the potential for using technology in my classroom. The resources and help that were made available to us will allow our students to become part of the process for becoming technologically proficient. By integrating subject matter with the technology, the student will be more stimulated, and a more meaningful

"The feeling of having something new and exciting in the classroom motivates my students."

—Institute Fellow

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learning situation will exist for them.

I foresee my students doing more writing, as the emphasis continues to be placed on the importance of improving their skills. This was reflected also in the lesson plans I wrote for my unit.

My curriculum unit, which emphasizes the role popular culture (through film) has played in reflecting and creating the images of women within our society, will serve nicely to counterbalance and augment the standardized, dry and rigorous curriculum of the AP [Advanced Placement] Program; to keep my students' interest longer, to fit with the current national trend toward social history, and, hopefully (since writing counts as 50% of the test) to give them an edge in presenting what they have learned in a more easily assimilated fashion on the national test in May.

"My unit is geared to foster positive attitudes, opinions and relationships that will impact students lives now and in the future."

—Institute Fellow

Instead of film watching being a passive activity or a break from the reading, it will become a stimulating part of the class curriculum. Students can write, discuss, and react to a film as they would a novel, and with a teacher confident enough to help in their exploration.

My unit will not only be fun and interesting, but will involve the active participation of my students. This will be accomplished through many hands-on activities. Not only will the children be verbalizing and writing their critical feelings about the literature in film, but they will be using their own creativity and talents in creating projects and putting on productions.

After doing the research and writing the unit, I have become more regimented and organized in preparing myself to teach in the classroom than I ever have been before. By using the strategies as I have written them in the unit, the course may offer the students the opportunity to learn more things in a shorter period of time, and they should be able to enjoy what they are doing as well.

My students will benefit tremendously. They will now be able to understand more clearly the great complexities of the U.S. Constitution. I believe the unit will inspire some to take a more active interest in learning about the law and how the criminal justice system works.

For many years students have very hesitantly asked questions regarding racial intolerance, racial injustices and, in particular,

Annual Report: Benefits for Students

the criminal justice system. Students have not had a positive view, opinion or relationship with law enforcement agents. I feel my unit will help eliminate many of the negative opinions regarding racial intolerance and law enforcement. My unit is geared to foster positive attitudes, opinions and relationships that will impact students lives now and in the future.

Whenever I am given the opportunity and time to create my own curriculum unit to satisfy a goal, I tend to be more innovative and energized. This creativity and energy is transferred to my students. The students thus learn more and also tend to be more creative and invested in meeting goals of the unit.

The curriculum at my school is designed so that physical science is taught at the sixth-grade level and earth science is taught at the eighth-grade level. The information and activities included in my unit on integrating physical science and the geological environment of Connecticut will promote understanding that will carry over not only to eighth-grade, but will become a foundation for the secondary school science curriculum as well.

I plan to use the resources near the school, the Peabody Museum, East Rock Park, Lighthouse Point Park, as outdoor classrooms. Children understand and internalize subject matter through direct interaction and hands-on work with their environment.

My students love to learn about subjects that are current and

"Whenever I am given the opportunity and time to create my own curriculum unit to satisfy a goal, I tend to be more innovative and energized. This creativity and energy is transferred to my students."

—Institute Fellow



Harold Shapiro

Institute Fellow Alan K. Frishman teaching his students at Career High School.

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that are not discussed in their text. They also like the new materials and subject matter that I present them as a result of my participation in the Institute.

We also asked Fellows who had participated in the Institute in prior years to report on student response they had actually observed when teaching units they had developed previously in the Institute. Their comments were very much in the same vein as the results Fellows expected to achieve with their new units. Fellows wrote:

This past school year I was able to increase the amount of poetry that the students read, and I also had a poetry corner in the room. Students were introduced to some basic poetic forms, and they were able to produce some wonderful writings. I also taught an extended day class on poetry. The students enjoyed the class and produced some writings which they took home in the form of a booklet.

Because of my previous participation, I felt more confident about asking my students to read and write folk tales and original poetry as well as to write somewhat expository pieces exploring their thoughts on the subject matter. I felt that many of my explanations were clearer with regard to theme and character, and many more of my students were able to pick up the gauntlet and run with it.

In two of my classes I taught most of my curriculum unit. In both cases it went well. In one class I even expanded on the unit and happily spent an extra week. Furthermore, I was able to use the unit as an example for one of my student teachers, who learned not only the material and the process involved in creating it, but about the Institute as well.

The children in each grade level were very excited and joined together in a collaborative effort for producing poetry, art, dance and music. Each student in my class proudly took home a completed book of poetry, essays and illustrations about our unit.

I did utilize the lesson plans from my unit. My acting classes enjoyed dramatizing the poems I had in my unit and others of their choosing. My students were basically unfamiliar with Browning, Tennyson, and Eliot (the poets I developed my unit around). Besides dramatizing the poems in my unit, they did outside research on the poets. I felt that the level of interest and the discussions engendered were very exciting.

"I felt that many of my explanations were clearer and many more of my students were able to pick up the gauntlet and run with it."

—Institute Fellow

Annual Report: Participants' Conclusions Overall

My curriculum unit developed in 1993 has been instituted as a standardized part of the curriculum. Once [it was] put to use I saw immediate results so far as my students were concerned; they made an outstanding showing in the Yale Drama Playwriting competition, Hamden Library writing competition and the City Spirits essay contest.



Harold Shapiro

Institute Fellow Geraldine M. Martin with her students at L.W. Beecher Elementary School.

"My students have demonstrated an enthusiasm for learning that I believe would have been less evident had I not participated in past Institute years."

—Institute Fellow

The units I have prepared in previous years have been very useful to my Science teaching. My students have been excited by the teaching strategies and content, and they have demonstrated an enthusiasm for learning that I believe would have been less evident had I not participated in past Institute years. I, in turn, have been a more effective educator and a greater contributor to the vitality of my school.

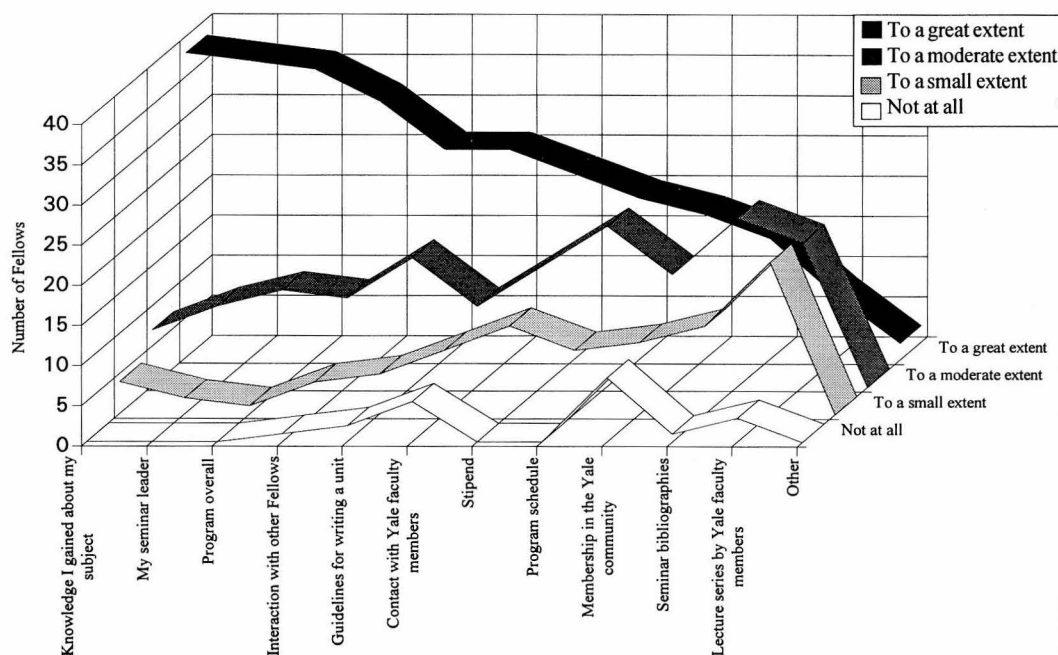
Participants' Conclusions Overall

We asked Fellows about the extent to which several features of the Institute had been useful to them. As shown in Chart 8 below, very few Fellows said that any aspect of the Institute had not been useful. In fact, with the exception of the

Annual Report: The Program for New Haven Teachers

lecture series, no fewer than three quarters of Fellows said that each aspect of the Institute had been useful to a great or moderate extent. They rated most favorably the knowledge they gained, their seminar leader, the interaction with other Fellows, and the program overall.

Chart 8
Program's Usefulness to the 1995 Fellows



For their part, seminar leaders reached the following general conclusions about the Institute this year:

"The Institute provides one of the best ways that I know to enrich both the Yale faculty and the public school teachers."

—Seminar Leader

It's terrific, and there's no doubt that it's enormously beneficial. I don't think there will ever be complete coherence among its objectives, but that scarcely matters as long as we concentrate on doing what we can.

I think the Institute is an excellent entity at Yale University. It is one of the golden eggs in the city of New Haven and the public schools in particular. The Institute provides one of the best ways that I know to enrich both the Yale faculty and the public school teachers through the seminars. If there is any one weakness, I guess it would be the need to have an ever stronger Institute so that more seminars and contacts can be pursued in future years.

On the whole, I see my involvement with the Institute as having been a happy experience, and a very rewarding one. It's most

Annual Report: Participants' Conclusions Overall

important that teachers at every level of the system maintain contact with one another.

Even though I know that what the Institute can contribute is not at all capable of solving the basic problems of New Haven schools, I think the Institute makes a real contribution. It combats demoralization and intellectual stultification on the part of New Haven teachers, something that is necessary for teachers at every level to keep performing well. I have reservations about whether I have contributed to the Institute's work as successfully as I might have, but on the whole I'm pleased with the way things have gone over the past two years, and I have no doubt that I personally have benefitted enormously. I will certainly propose seminars in future years.

Finally, we asked Fellows to sum up their overall conclusions about the strengths and weaknesses of the Institute. Their general observations presented here complete the discussion of the Institute's 1995 program for Fellows.

The program is excellent. It is one of the good things that happens in New Haven that allows for positive interactions among teachers, Yale faculty and support staff.

The real strength of this program is its people and the diversity of culture which they represent. Educators from all over the world and representative of numerous races united in a quest of educational truth for the benefit of the children of the city of New Haven. How fortunate we are to be a part of this wonderful program!

My experience was as full and rich as much or more than I expected to have in the Institute seminar this year. The exposure to Yale University as well as the many teacher Fellows provided me with many occasions to learn, reflect, develop and refine subjects that I want to teach in the classroom.

The Teachers Institute has now had nearly twenty years to refine its structure, organization and presentation and it has certainly matured into a well thought out, well conceived Institute during this time.

In their evaluations, all but one Fellow said they intended to participate (82 percent), or might participate (16 percent), in the Institute in one or more future years.

In July and August the Institute identified the teachers who would serve during the 1995-1996 school year as the Institute Representatives and Contacts

"The real strength of this program is its people and the diversity of culture which they represent."

—Institute Fellow

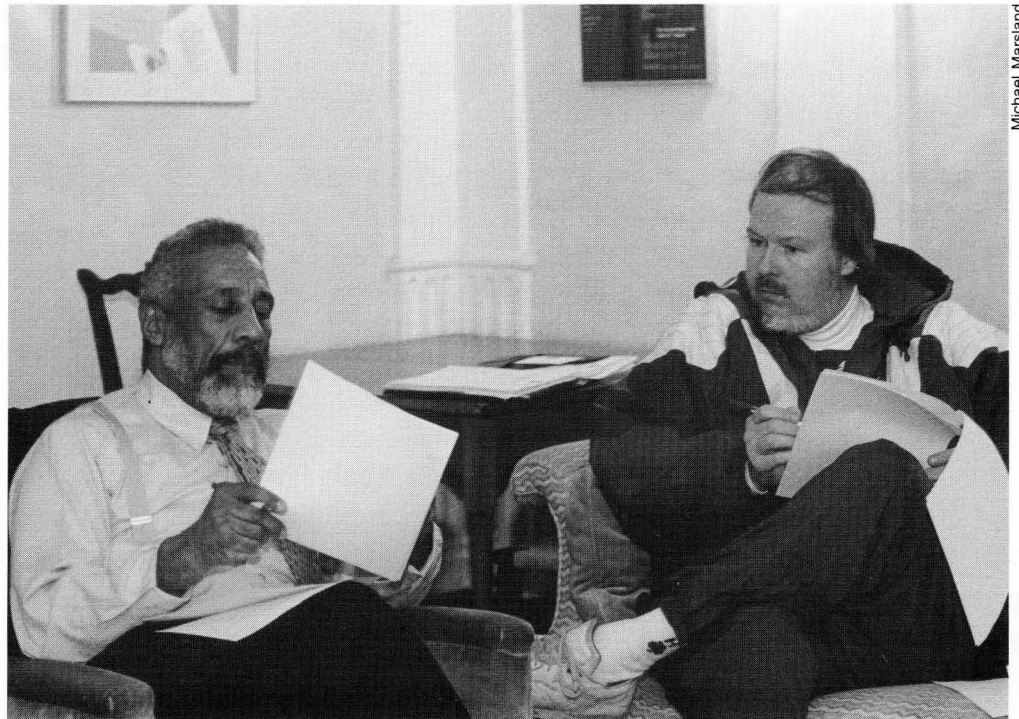
Annual Report: The Program for New Haven Teachers

for their schools. Representatives were selected according to the recommendations of the teachers who served as seminar Coordinators and conversations they had with individuals who have served as Representatives in the past, other Institute Fellows, and in some cases school principals. Because the Representatives who served during the 1994-1995 school year were widely regarded as effective, we sought a high degree of continuity of Representatives.

At the same time, we expanded the size of the Representatives group by almost half, from 16 to 23 school Representatives. These Representatives were well distributed across New Haven schools with nine (40 percent) representing elementary schools, eight (35 percent) representing middle schools, and six (26 percent) representing high schools. Whether or not they had a Representative, all schools had one or more Contacts to serve as a conduit for information to and from the Institute throughout the school year. The main difference between the Representatives and the Contacts is that the former attend meetings every other week from September to March, receive an honorarium for this work, and agree in advance to participate in the program they are planning; Contacts, on the other hand, perform many of the same functions but are not required to participate in bi-weekly meetings or to commit themselves to Institute participation. Through the Representatives and Contacts, the Institute ensures that all teachers throughout the school district may have an effective voice in shaping a program of curricular and staff development in which they will then have the opportunity to take part.

The Representatives held their first meeting of the new school year on September 13 and thereafter met twice monthly with the director. On October 11

Through the Representatives and Contacts, the Institute ensures that all teachers throughout the school district may have an effective voice in shaping a program in which they will then have the opportunity to take part.



Michael Marsland

Meeting of Institute Representatives. (Left to right: Fellows Raymond W. Brooks and G. Casey Cassidy.)

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the Institute held a reception for Representatives and Contacts, so that they might become better acquainted with one another and discuss plans for 1995-1996. Attendance at the meeting was even better than the year before, and it set the stage for another productive year of their work together. In the intervals between their meetings the Representatives communicated by phone and through school visits with the Contacts for whom they serve as liaison to the Representatives' committee. In these ways, their meetings compile information from, and distribute information to, New Haven teachers throughout all New Haven elementary, middle, and high schools.

PROGRAM DEVELOPMENT

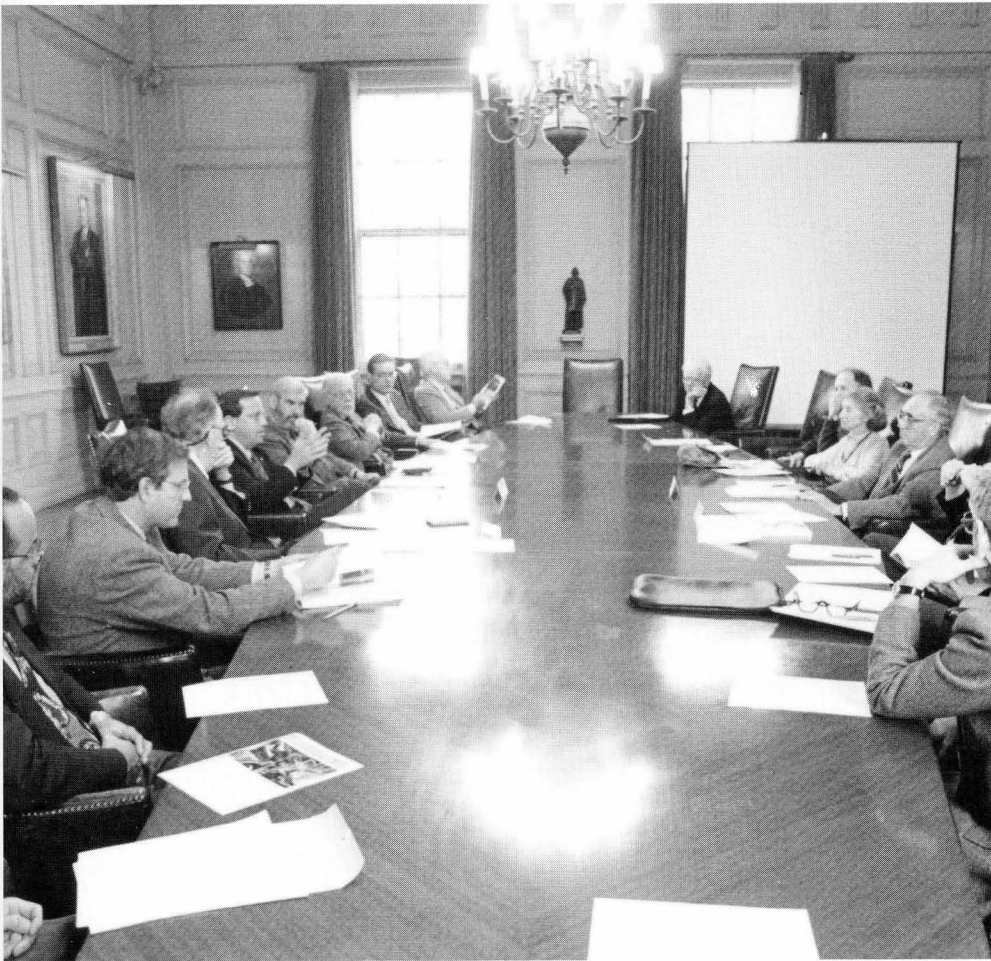
*Ongoing development
of the Institute is
guided by teachers
from the Schools and
the University.*

The ongoing development of the Institute is guided by teachers from the Schools and the University. In August 1995 the Institute reconstituted the teacher Steering Committee, a group of school teachers who have played leading roles in the Institute at various times since its inception. The Steering Committee was convened first in 1993 to plan the further development of the Institute's work in New Haven and to explore in specific terms the relationship between Institute resources and the priorities established by the new Public Schools administration. The Steering Committee meets biweekly during eleven months of the year. In September each member of the Committee assumed responsibility for working outside these meetings on one or more of the following areas: the next videotape program depicting the process and structure of the Institute's annual program; pilot Institute Centers for Professional and Curricular Development; Fellows' use of the Institute's on-line resources and electronic communications; and an Academy for Fellows and other teachers to teach Institute-developed curricular material to New Haven students in after-school, Saturday, and summer programs.

Yale faculty members advise and assist the Institute through the University Advisory Council and its Executive Committee, both appointed by the University President. The University Advisory Council meets once each year, the Executive Committee twice each semester, and the Council co-chairs meet and communicate frequently with the director between meetings. Members of the Executive Committee and the Steering Committee meet jointly from time to time to share information about their respective work and to explore appropriate ways of working together.

During 1995 the Executive Committee met in February, April, June, November and December. These meetings concerned priorities and plans for the Institute's work locally and nationally, in particular, the Institute Centers in New Haven schools, the involvement of Yale undergraduates in the Institute through a new partnership with Dwight Hall, and various possibilities for working with other institutions interested in adapting the Institute's approach to their circumstances. The Executive Committee recommended to President Richard C. Levin the appointment of several Yale faculty members as new members of the University Advisory Council, all of whom accepted the President's appointment. The Executive Committee, acting as the Institute's course of study committee, also approved the Institute's 1995 offerings so that the Institute might certify Fellows' course of study to institutions where they may be pursuing advanced degrees. In the fall of 1995, Frank M. Turner, John Hay Whitney Professor of History and former Provost of the University, succeeded Thomas R. Whitaker, who retired from Yale's faculty, as one of the two co-chairmen of the University Advisory Council and its Executive Committee. Other appointments to the Council included the following:

D. Allan Bromley, Sterling Professor of the Sciences
and Dean of Engineering



The meeting concerned the appropriate balance between the Institute's work in New Haven and across the country.

The University Advisory Council meeting held on April 27, 1995. (Left to right: Frederick J. Streets, Antonio C. Lasaga, Thomas R. Whitaker, Richard C. Levin, Jonathan D. Spence, Jon Butler, Michael Morand, Robin W. Winks, Charles A. Walker, Bryan J. Wolf, H. Catherine Skinner, Jules D. Prown, James R. Vivian, and Robert A. Burt.)

Paul H. Fry, William Lampson Professor of English

David B. Marshall, Professor of English and Comparative Literature

Mary E. Miller, Professor and Chair of History of Art

Jaroslav Pelikan, Sterling Professor of History

Linda H. Peterson, Professor and Chair of English

Brigitte Peucker, Professor of Germanic Languages and Literature and of Film Studies

Cynthia E. Russett, Professor of History

Sabatino Sofia, Professor and Chairman of Astronomy

Harry S. Stout, Jonathan Edwards Professor of American Christianity, American Studies, and History and Religious Studies

On April 27, the full University Advisory Council held its second annual meeting with President Richard C. Levin. The Council reviewed and discussed a nearly completed version of the videotape program, "Teaching on Common Ground." Most of the meeting concerned discussion of the question, "What is



Michael Marsland

The University Advisory Council meeting held on April 27, 1995. (Left to right: Thomas R. Whitaker, Richard C. Levin, and Jonathan D. Spence.)

the appropriate balance between the Institute's work in New Haven and across the country?" The Council also discussed the Institute's new initiatives in New Haven, recent issues and plans for the periodical publication *On Common Ground*, and other means for dissemination of the Institute's experience derived from almost two decades of working in New Haven.

Computer Resources and Assistance

From the Institute's inception, Fellows have been full members of the Yale community with access to resources throughout the University, including borrowing privileges at the libraries. For several years the Institute has been exploring how computing can provide an effective instrument for enhancing its partnership because of the ways in which computing overcomes the barriers of time and distance that can impede collaboration, and because it is a non-hierarchical form of communication and therefore quite consistent with the collegiality that is a tenet of the Institute's approach. In 1995 Fellows became eligible for Yale computer accounts, and a number of Fellows gained Internet access in this way. In addition, as described above (page 25), the Institute engaged several undergraduate and graduate students who served as computer assistants to the Fellows, a role that is modeled to some extent on that of the computer assistants in the undergraduate residential colleges.

Fellows may receive help with computing matters by calling the Institute computer help line, by sending an electronic message to the computer assistants, or by making an appointment to meet with one of them in the computer cluster established adjacent to the Institute's main office. These services include help

The Institute has been exploring how computing can enhance its partnership because computing overcomes barriers of time and distance and is a non-hierarchical form of communication.

Annual Report: Computer Resources and Assistance

with the following: getting started with computing, word-processing and file handling for the preparation of curriculum units on both Macintosh and PC platforms; setting up e-mail and PPP access; using Institute curricular resources on Yale's gopher server; and using the Internet in research and teaching. In these ways, the Institute began to assist teachers to gain access to the Institute's on-line curricular resources and to communicate with one another and with individuals at Yale.

During 1995 the Institute made substantial progress in creating an electronic version of its curricular and other material and in promoting and facilitating electronic communication between schools and the University. (Its Internet address, where the resources may be viewed, is <http://www.yale.edu/ynhti>.) As the Institute increases resources on-line, these become available nationally to a much greater extent than was possible when its dissemination depended heavily on printed material. To call attention to this growing resource, the Institute's Web location was advertised prominently in *On Common Ground* Number Five, both on the cover and on a pull-out card containing the Web address.

By the end of 1995, the Institute's electronic resources included Guides to all the units written since 1978, the topical Index to these units which can be searched using key words, and approximately 100 of the individual curriculum units in their entirety. In 1995 the Institute urged Fellows to submit their units on a diskette, as well as in printed form, and two-thirds of Fellows did so. This accelerates the process of placing the units on-line in that they do not have to be scanned and proofread first.

During 1995 the Institute made substantial progress in creating an electronic version of its material and in promoting and facilitating electronic communication between schools and the University.



Teachers at Beecher Elementary School, including Fellows team members Martin and Sutherland. (Left to right: Stephen Gray, Geraldine M. Martin, René McKinnon, Karen Carazo, and Jean E. Sutherland.)

"What was so very amazing was that other staff members at our school joined our team during our school-wide production."

—Institute Fellow

Teams of Fellows

Since 1994 especially, the Institute has explored various new ways for working with individual schools. For example, a team of four teachers from Beecher Elementary School participated in the 1994 seminar in "Poetry" led by Paul H. Fry. The Fellows team developed related curriculum units on colonial American, Japanese, Mexican, and African American verse. Using poetry as a focus, the units were designed for students to gain a broader understanding of their particular cultural group. These units were taught during the 1994-1995 school year. Through various cooperative learning activities, students from each grade shared in projects with other classrooms. Fifth-grade students, for example, taught poetry to first-grade students. For a culminating activity students presented a school-wide assembly in April 1995 featuring poetry, drama, music, and dance pertaining to their units of study. The program was a moving and memorable event for the whole school community. After the program, pupils, parents, invited guests, and staff came together for a buffet featuring food representing the culture of each unit. Booths displayed projects from each classroom. Parents participated throughout the course of study and at the assembly. One team member wrote:

The Institute began to encourage teams of teachers from any school to apply to take part together in an Institute seminar, thereby magnifying the results of their individual participation.

Last year I had the distinct privilege of being a member of a team of teachers as I participated in the Yale Institute. That experience has been a memorable one and one that I hope to be able to participate in again. Getting to know my colleagues in a team effort through the Institute was truly a unique experience. However, what was so very amazing was the fact that other staff members at our school participated and joined our team as well during our school-wide production. Our principal, students and community have not forgotten the many activities, and more importantly the culminating event that the team and students produced as a result of our team's units. In fact, since last spring many individuals have been commenting about the team's results and hoping for a similar repeat performance.

Based on the successful experience of the pilot team of teachers from Beecher Elementary School, the Institute began to encourage teams of teachers from any school to apply to take part together in an Institute seminar. In this way, they may develop complementary curriculum units that envision teaching a seminar topic in an interdisciplinary and inter-grade fashion, thereby magnifying the results of their individual participation. As the Beecher teachers did, each new team also is expected to plan a culminating activity for its work in the school during the year following seminar participation.

Institute Centers for Professional and Curricular Development

During 1995, the Institute devoted considerable attention to planning a new initiative designed to broaden and deepen its long-standing efforts to strengthen

Annual Report: Institute Centers for Professional and Curricular Development

teaching and learning in the schools. This initiative to establish Institute Centers for Professional and Curricular Development in certain schools is a natural expansion of the work of the Institute; it consists of the following nine components:

1. Identification of a physical space in each school appropriate to house the material, equipment, and objects a Center will contain and to provide a focus for Center activities.
2. Design of prototype elements, including furniture and architectural ornament signifying the purpose of a Center and calling attention to its existence as a place for teachers' work and that will accommodate the specific needs they identify.
3. Installation of these elements in flexible ways tailored to each different school site, but including at a minimum: all printed Institute curricular material, one or more computers connected to the Internet for access to these resources on-line and for communication among the school Centers and Yale, and a comfortable and dignified seating area conducive to teachers working together in a professional and collegial way.
4. Provision of Yale faculty members and students to assist the Center in ways teachers request and including in all cases Yale students working as their computer assistants, and Yale faculty members assisting with conceptual frameworks for organizing curricular material and identifying topics for future Institute offerings, as the need arises.
5. Review and organization of Institute curriculum units related to the school's needs that have been developed since 1978, resulting in an annotated reference list and identification of topics requiring additional work in the school.
6. Development of interdisciplinary curricular themes that hold strong interest for students, and the compilation of pertinent Institute units by teams of teachers working on school courses and on curricula for an after-school, Saturday, and/or summer Academy where Institute Fellows and other teachers teach Institute-developed curricula.
7. Preparation of school curricula, based on themes emerging from and proving effective in regular courses and at the Academy.
8. Evaluation to document work and communicate results effectively to key constituencies.
9. Dissemination of results that can be replicated by other New Haven schools and in other school districts.

The Institute planned a new initiative to broaden and deepen its long-standing efforts to strengthen teaching and learning in the schools.

The Centers represent an important step in embedding the Institute's work more deeply in individual schools.

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The Centers will be supported by grants the Institute received in the fall from the Sherman Fairchild Foundation and the Arthur Vining Davis Foundations. They represent an important step in embedding the Institute's work more deeply in individual schools.

The Institute has developed a new partnership with Dwight Hall.

Involvement of Yale Students

A point stressed in the first University Advisory Council meeting held in April 1994, and by teachers in the Institute's leadership, has been the desirability of identifying additional ways to involve Yale students in the Institute. As described above, the Institute has begun to involve undergraduate and graduate students as computer assistants to the Fellows. In addition, the Institute has developed a new partnership with Dwight Hall, the organization that provides an umbrella for all student volunteer groups on campus. After undertaking a several-months study, two student members of the Dwight Hall Executive Committee drafted a statement on the advantages they believe such a partnership will have for both organizations. This proposal was presented formally to the Dwight Hall Cabinet and to the Institute Steering Committee and was expected to be endorsed by both groups early in 1996. To coordinate volunteer student services for all the schools—and to assist each Center in formulating and implementing its plans—the Institute has engaged a graduate student as liaison to the planned Centers. He will work directly with the education “pod leader” at Dwight Hall, who is in effect the coordinator of all Yale volunteer services in the schools.

NATIONAL DISSEMINATION

The Institute continued during 1995 to disseminate its work by responding to inquiries, publishing its periodical, completing and distributing the videotape program, and planning new ways of working with schools and universities located in other cities. This last activity includes the possibility of assisting other communities to develop Teachers Institutes through national seminars and colloquia, and consulting relationships with other institutions.

Publication of *On Common Ground*

Requests for information about the operation of the Institute in New Haven were often the direct result of someone reading about the Institute in its periodical, *On Common Ground*. During 1995 the Institute responded to numerous inquiries from individuals representing diverse organizations that included, by way of example, the Isleta Independent School District in El Paso; the University of Texas at Austin; Suncrest Primary School in Morgantown, West Virginia; the State University of New York at New Paltz; the Department of Teacher Preparation at George Washington University; the University of North Texas; Castleton State College in Vermont; Texas Tech University; the National Center for Urban Partnerships at Bronx Community College; Edgewood College in Madison, Wisconsin; the University of Colorado at Boulder; and the University of Montana. In several cases, the person making the request indicated that he or she was exploring the establishment of a program similar to the Teachers Institute for their own community.

With support from the Carnegie Corporation of New York, the Institute published two numbers of the periodical during 1995: Number 4 (Spring 1995) on "Partnerships in Science and Technology" contained Fred M. Hechinger's column "About Partnership" on "The New High School Reform Movement." It featured articles on the role of university-school partnerships in science education in the elementary grades and on the National Science Foundation's role in assisting university-school partnerships in science, mathematics, and technology. An article, from a more international perspective, described the use of computing in Portuguese schools, while another addressed obstacles to introducing computing in public schools in the United States. In addition to "Voices from the Classroom," Number 4 also inaugurated a regular department for book reviews.

Number 5 (Fall 1995), devoted to "Partnership and the Arts," featured articles on the role of the arts in education as well as pieces describing the work of the National Writing Project, of St. Joseph's ballet program, and of teachers on student writing in Michigan and New Mexico. The number included a section "From the New Haven Experience" where Yale-New Haven Teachers Institute seminar leaders and Fellows described their work in the arts, architecture, drama, and poetry. With Number 5, the periodical began to include for the first time student artwork by reproducing the drawings of students in Santa Ana, California,

Number 5 included a section "From the New Haven Experience" where Yale-New Haven Teachers Institute seminar leaders and Fellows described their work.

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elementary schools and the poetry of students in Albuquerque and New Haven elementary schools.

To assist with the periodical, the Editorial Board for *On Common Ground* met twice during the year. The Board's role is very much in keeping with the original conception of the periodical: that is, that *On Common Ground* not be merely descriptive or promotional of particular collaborative programs but that, instead, it provide a forum for more thoughtful, provocative, and analytical writing about this educational field. The Board has been of invaluable assistance not only in conceiving of the nature of the publication, but also in formulating topics and approaching individuals to write articles for each number the Institute publishes.

A particular focus of the meeting was ways for teachers to have a strong voice in future numbers.



Participants at the Editorial Board Meeting held January 1995 in Santa Fe. (Clockwise from bottom left: Thomas R. Whitaker, James R. Vivian, Edward C. Kisailus, Antonio C. Lasaga, Manuel N. Gómez, Charles S. Serns, Patricia King, Sharon Olguin, Sharon Floyd, Jay L. Robinson, and Thomas E. Persing.)

Meeting in Santa Fe for two days in January 1995, the Editorial Board addressed the contents, illustration, appearance, and circulation of the periodical. Each topic was approached from the perspective of the varied constituencies among its readership. A particular focus of the meeting was teachers' views on the publication and ways for teachers to have a strong voice in future numbers. With this in mind, school teachers from Michigan, Pennsylvania, and New Mexico—all of whom have been deeply involved in university-school partnerships—participated in the meeting and subsequently joined the Editorial Board. Excerpts from their discussion were printed in Number 4 as "Voices from the Classroom," introducing this as a regular element of the periodical.

The Board also discussed various individuals who should be approached as

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authors for future issues. During and following the meeting, they made phone calls to a number of these individuals whom they know or with whom they have worked. As a result, more than sixty individuals agreed to write articles for the next four issues of the periodical on the sciences and technology, the arts, educational organization and change, and diversity and community. On the last topic, Manuel Gómez, a member of the Editorial Board, presented a draft of an article he was writing, which the Board discussed at some length. The Board also considered articles that had been submitted but not yet published, including one by Bruce Alberts, President of the National Academy of Sciences. The Board's suggestions about these articles were conveyed to their authors. The Board has thus been of direct assistance, not only in shaping the publication in general terms, but also in formulating specific topics, approaching individuals to write articles, and reviewing submissions for each number published.

Meeting in New Haven on June 29-30, 1995, the Board discussed additional articles that had been submitted for future numbers and the contents of those numbers; feature topics for numbers beyond those already planned; and other matters concerning the possible publication of the periodical over the next two or three years, if funding were available for that purpose. They devoted a half day of the meeting to close consideration of more than 60 images, including student artwork, for possible use as illustration in future numbers.



Harold Shapiro

The Board devoted a half day to close consideration of more than 60 images, including student artwork, for possible use as illustration.

Participants at the Editorial Board meeting held on June 29-30, 1995 in New Haven. (Left to right: Sharon Floyd, Jay L. Robinson, Antonio C. Lasaga, and Edward C. Kisailus.)

During 1995, the circulation of the periodical was expanded to more than 10,000 individuals nationwide and included the following, in addition to numerous teachers and administrators at Yale University and in the New Haven Public Schools: the Chief State School Officers; all college and university presidents and chancellors and chief academic officers; deans and directors of edu-

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cation, continuing education, and graduate programs at four-year institutions; directors of community services and governmental relations at four-year institutions; heads of many corporations, foundations, and professional organizations involved in education reform; education policy-makers at both the federal and state levels; members of the print and broadcast media who cover education; and a growing list of individuals who asked to receive it. The periodical was mailed also to individuals in schools and colleges across the country with whom the Institute has worked since the inception of its dissemination activities in the early 1980s.



Harold Shapiro

Participants at the Editorial Board meeting held on June 29-30, 1995 in New Haven. (Clockwise from left: Charles S. Serns, Antonio C. Lasaga, Thomas R. Whitaker, Norine A. Polio, Edward C. Kisailus, Manuel N. Gómez, and Sharon Olguin.)

To try to learn more about readers' response to the periodical, the Editorial Board devised a postage-paid reply card that questioned whether the recipient read the periodical, passed it on to others, wanted to receive future issues, and would purchase a subscription. The card also solicited general comments and suggestions of topics and authors for future numbers. Even though too few cards were returned to reach general conclusions about the entire readership, there was no apparent bias in the sample with respect to the type of organization or position of the reader. The responses came from all categories of the mailing list and all regions of the country, and the results are therefore suggestive, if not definitive.

Of those individuals responding, one third (34 percent) said they read *On Common Ground* "cover to cover." Fifty-seven percent said they read "some" of the articles, and fewer than 10 percent indicated that they did not read the articles at all. The great majority (80 percent) of respondents said they pass the periodical on to others to read. When asked to whom, the responses ranged from schools in Montana, to teachers in my building, to the superintendent of schools, to "my

One third said they read On Common Ground "cover to cover." The great majority pass the periodical on to others.

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wife who is an elementary school principal,” to provosts or deans, to fellow teachers. Ninety percent of the respondents said they want to receive future issues, and two thirds said they would (45 percent) or might (20 percent) purchase a subscription.

In commenting on the periodical, many readers said simply that it is “excellent,” “beautiful,” “timely,” and “well written.” One wrote that the periodical, “has coherence and tone I find stimulating.” Another said that it is “ahead of its time and sorely needed.” In typical comments, others wrote:

I find some very helpful articles in this publication.

—Priest, Regis University, Denver

Very interesting for all of those involved in teaching—at any level.

—Williamsburg, Massachusetts

Well done, attractive, always substantive and thought-provoking!

—Professor, Martin Luther College, New Ulm, Minnesota

Very much needed and significant.

—Dean, State University of New York, New Paltz

Professional, current, articles well linked by Professor Whitaker’s introductions; classy.

—Middle School Teacher, New Haven

Interesting, thought-provoking articles. Nice layout and illustrations.

—Laguna Beach, California

I find the articles stimulating and some offer concrete ideas and activities.

—Program Coordinator, The Arts Council of Richmond, Virginia

I enjoy the perspectives and use some of the material in speeches.

—Portland State University, Portland, Oregon

As a teacher, I find the topics covered very relevant and interesting. I like the fact that one issue is addressed in depth rather than many superficially.

—Teacher, Olivette, Missouri

The best thing that I read about reforming schooling in a long time. Really great articles.

—Dean, University of Arkansas, Little Rock

It has a fresh approach and subject treatment is very substantive.

—Director, Professional Development Programs, National Association of Elementary School Principals, Alexandria, Virginia

“As a teacher, I find the topics covered very relevant and interesting.”

—Teacher, Olivette Missouri

“The best thing that I read about reforming schooling in a long time.”

—Dean, University of Arkansas, Little Rock

Annual Report: National Dissemination

In October 1995 the Carnegie Corporation of New York renewed its support for the periodical, which will allow the Institute to continue publication of *On Common Ground* in 1996. The new grant awarded by Carnegie will also provide for the production of a second videotape program on the process and results of school teachers' participation in its programs.

Videotape Program

In the past, Institute participants, the New Haven Public Schools administration, and members of our National Advisory Committee alike have recommended the production of videotape programs on the process of teachers' participation in the Institute and on the results of their participation for New Haven schools. Some have suggested that our written literature does not amply convey the complexity and variety of the teachers' experience. Moreover, videotape programs may provide a particularly effective medium for depicting what in practice the Institute means by collegiality in its seminars, and teacher leadership in its program. In fact, the Institute has often presented first-hand accounts by participants as the most vivid way to capture the nature and operation of its program.

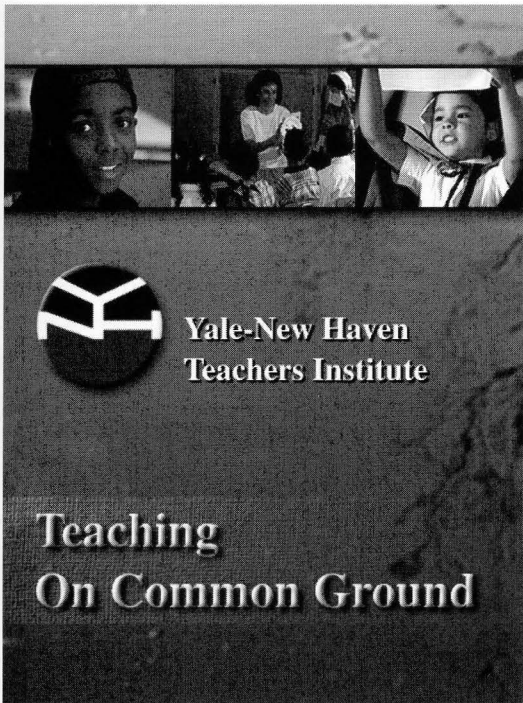
Videotape programs may provide an effective medium for depicting what the Institute means by collegiality and teacher leadership.

Based in part on two Fellows' own experience several years ago in preparing a videotape program on a high school course in visual art and literature, we also came to believe that videotape programs are a promising method of conveying more than we have previously about the benefits New Haven students receive from their teachers' participation in the Institute.

Audiences we have envisioned for these productions include not only teachers and administrators in New Haven schools, colleagues at other institutions, and potential donors, but also members of the public at large whose views of our community's public schools strongly influence where families decide to live and businesses decide to locate. We therefore have contemplated and begun to use the local access provisions of cable television companies to broadcast programs we produce so that the general public may, through the Institute, have a window through which to view teaching and learning in New Haven classrooms. This hopefully will offer the public—who often obtain information about the schools from headlines about test scores or “dropouts” or other topics that put the schools in a negative light—a more balanced view of the education young people are receiving in the New Haven Public Schools.

A first, short videotape program, “Teaching on Common Ground,” was completed during the summer of 1995. It is based on numerous hours of interviews with Institute participants from the University and the Schools, the Superintendent, principals, and others; and on videotaping of teachers and students during the 1994 summer Academy and the previous school year. This video was previewed by several audiences, including school teachers on the Institute Steering Committee, Yale faculty members on the University Advisory Council, and members of the Special Gifts Committee, among others. The response was generally favorable and encouraged us to believe that additional videotape produc-

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tions would be worthwhile. Many individuals who viewed the first program suggested, in fact, that the Institute needs a companion video that explains the structure and process of the Institute in more detail. Their concern has been that viewers of the short program not conclude that the highly positive results of Institute participation as depicted in "Teaching on Common Ground" can be too readily achieved, but rather that they are the product of an in-depth and long-term engagement among University faculty members and public school teachers through a structured process of seminars and curriculum writing. The viewers have suggested that the next production therefore

should be more according to a script, and less in a documentary style. The first production was approached as a documentary in order not to appear unduly promotional, but instead to relate in a seemingly authentic manner the views of participants.

The first video was distributed in the fall of 1995 to all the Institute's school Representatives and Contacts in New Haven, and they showed it throughout their schools in special meetings, regular faculty meetings, magnet school meetings, and at other events. They used the video to heighten the visibility of the Institute in their schools and to encourage teachers and administrators to view the Institute as being designed to meet their needs. The video was employed specifically—and with apparently good result—to call attention to seminar plans for 1996 and to on-line and printed resources already available from the Institute.

The next production, with a script written by Thomas R. Whitaker, will describe the structure and process of the Institute while it follows a few individual teachers through that entire process. The video will follow them from the initial stages as they suggested the seminars they would like the Institute to offer, through their own application and formulation of a provisional unit topic, through participation in a seminar and writing a curriculum unit, into their own school and the actual teaching of the unit developed through the seminar. In this way, we hope to show the Institute from the perspective of teachers participating in it. We believe that this video will be meaningful for all the audiences mentioned above, but especially for New Haven teachers who have never participated in the Institute and individuals at other institutions who are exploring the establishment of similar programs.

Videotape programs are a promising method of conveying more than we have previously about the benefits New Haven students receive.

The next production will describe the structure and process of the Institute while it follows several individual teachers through that entire process.

PROGRAM EVALUATION

Numerous evaluations of the Teachers Institute demonstrate that such collaborative programs can assist schools in specific ways, and that the results are cumulative. As described below, 36 percent of New Haven secondary school teachers of subjects in the humanities and sciences have completed successfully at least one year of the Institute. A number have participated for two to sixteen years. An increasing proportion of current elementary school teachers, who were first admitted in 1990, have also taken part.

Table 2

Institute Fellows as a Percentage of Eligible New Haven *Elementary* School Teachers

Kindergarten	3%
Grade 1	7%
Grade 2	5%
Grade 3	5%
Grade 4	5%
Grade 5	13%
Total K-5*	10%

*Includes non-graded arts and special education teachers
and librarian and curriculum coordinators.

*Of the 382 individual
New Haven teachers
who have completed
the program, three
fifths are currently
teaching in New
Haven.*

In the fall of 1995, the Institute updated its ongoing study of New Haven teachers who have been Fellows in terms of the proportion of eligible teachers from each New Haven school and department who have participated, the number of times Fellows have completed the program, and whether Fellows have remained in teaching in New Haven.¹ This study showed that, of the 382 individual New Haven teachers who have completed the program successfully at least once between 1978 and 1995, three fifths (57 percent) are currently teaching in New Haven. An additional twenty nine (8 percent) have assumed full-time administrative posts in the school system. Thus two thirds (65 percent) of all Fellows

¹**Note on methodology:** Apparent differences between data for 1995 and for prior years result from a changed approach this year in several respects. For secondary schools, teachers in transitional centers are reported separately, as are middle-school teachers in grade-level, self-contained classrooms. (This reflects changes that have occurred in the schools in recent years.) Sixty seven middle-school teachers have been reclassified for this reason. Some transitional centers have been recently established or enlarged. For elementary schools, data have been added for grades K-2. Whereas the Institute initially regarded teachers in grades 3-5 as the most likely to take part as Fellows and find something useful for their teaching in Institute offerings, in fact K-2 teachers have participated in similar numbers. In short, the pool of potentially eligible teachers has been expanded, and the proportion who have taken part therefore appears to have declined.

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since 1978 are currently working in the New Haven Public Schools. These statistics are particularly encouraging because of the Institute's determination to involve individuals who will continue to serve students in our urban school district.

As Table 3 below shows, a considerable proportion of eligible middle school teachers (35 percent) and high school teachers (38 percent) have participated in the Institute. With respect to the number of years Fellows still teaching in New Haven have taken part in the Institute, 36 percent have participated once, 38 percent have taken part either two or three times, and 26 percent have participated between four and sixteen times. On the other hand, of Institute Fellows who have left the New Haven school system, 60 percent completed the program only once, and 31 percent took part two or three times. Only twelve individuals (9 percent) completed the program four or more times.

The Institute has worked in the most sustained way with those individuals who have chosen to remain in teaching in New Haven.

Table 3
Institute Fellows as a Percentage of Eligible
New Haven Secondary School Teachers

	Middle Schools	High Schools	Transitional Centers	Overall
English	48%	37%	14%	40%
History	35%	41%	17%	37%
Languages	26%	27%	n/a	26%
Arts	52%	45%	0%	50%
Math	12%	30%	33%	23%
Science	29%	27%	29%	28%
Grade 5*	6%	n/a	n/a	6%
Grade 6	22%	n/a	n/a	22%
Grade 7	25%	n/a	n/a	25%
Grade 8	33%	n/a	n/a	33%
Total**	35%	38%	22%	36%

*Grade 5 teachers are included here only for middle schools; grade 5 teachers in elementary schools are reported in Table 2.

**Includes teachers of interdisciplinary and other subjects.

n/a=not applicable

Thus, as an indication of its cumulative influence in the New Haven school system—and as potential evidence of its effects in retaining teachers in New Haven—the Institute has worked in the most sustained way with those individuals who have chosen to remain in teaching in the New Haven Public Schools.

INSTITUTIONAL AND FINANCIAL DEVELOPMENT

The University successfully completed the endowment challenges awarded in 1991.

The year was an especially heartening time for the Institute's financial development. As Yale President Richard C. Levin, NEH Chairman Sheldon Hackney and DeWitt Wallace-Reader's Digest Fund President M. Christine DeVita announced in December at an event in New Haven, the University successfully completed the endowment challenges awarded in 1990 by the Wallace Fund and in 1991 by the National Endowment for the Humanities. This accomplishment was the result of a five-year fund-raising drive during which nine foundations, four corporations, and 324 individuals contributed over \$3 million to help endow the Institute. The fund raising was assisted by a volunteer committee, chaired by New Haven lawyer Milton P. DeVane. The endowment includes the DeWitt Wallace-Reader's Digest Endowment Fund, the William Randolph Hearst Endowment Fund, as well as Funds named to honor Mary B. Griswold and Howard R. Lamar.

This is a milestone in the establishment of a core endowment of more than \$4 million, the income from which is restricted to support the Institute's activity in the humanities in perpetuity. Endowment revenues not needed to support the Institute's annual operation during the period of the three-year (1995-1997) \$750,000 grant from the Pew Charitable Trusts, will be reinvested to build the Institute's endowment.

To mark the completion of the endowment challenge grants, the Teachers Institute invited all the Institute's participants and donors to a celebration on December 11, 1995. At the event, Yale President Richard C. Levin thanked the many individuals and organizations that assisted Yale in fulfilling the matching requirements. He said:

"The Institute was boldly leading the way to help make an organized difference in an area that should be the first concern to Yale as an educational institution."

—Richard C. Levin



Richard C. Levin at the 1995 celebration.

Since the time that I became President of Yale, Secretary Linda Lorimer and I have placed partnership with the New Haven community at the very top of our administration's agenda. We do this because we realize that Yale's fate is deeply interconnected with that of the city of which we're a part. We also do it because we believe in partnership.

Long before any of the current cast of characters were engaged in this activity, there was Jim Vivian laboring in the vineyards, and the Yale-New Haven Teachers Institute was boldly leading the way to help make an organized difference in an area that should be the first concern to Yale as an educational institution,

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and that is of course the success of our city's schools. We're extraordinarily proud of the path-breaking work of the Teachers Institute which was on the cutting edge of recognizing the way in which schools and universities could form partnerships.

Former Yale President Howard R. Lamar then spoke of the Institute's history and recalled its founding. He said:

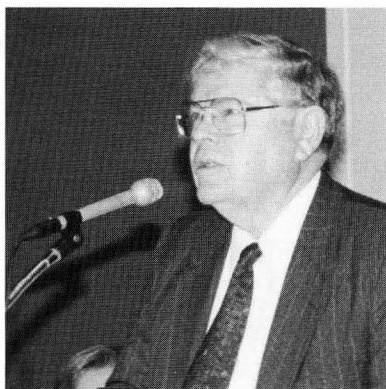
In 1977, based on our rewarding experience with the History Education Project, we made our first application to the National Endowment for the Humanities to create the Yale-New Haven Teachers Institute. In a meeting that Jim Vivian, Henry Turner and I had with acting President Hanna Gray, she offered "a good faith assurance to the NEH that Yale was committed to locating the funds to continue the work of the new Institute if



1978 news conference announcing the establishment of the Yale-New Haven Teachers Institute.

NEH provided the grant to establish it." We were lucky that the NEH was as wise and perceptive then as it is now, for in 1978 we were able to announce the

receipt of the first NEH grant for the Institute. It was not lost on anyone present that for the first time in anyone's memory a Yale President, in this case Bart Giamatti, the New Haven Mayor and the New Haven Superintendent of Schools made the announcement jointly.



Howard R. Lamar

I close as Rick Levin did with a tribute to Jim Vivian whose dedication to the goal of finding a common ground between schools and universities has been unswerving. To him, as well as to the National Endowment and the DeWitt Wallace-Reader's Digest Fund and the Carolyn Foundation, we owe a very special thanks for working what I consider an educational miracle.

"It was not lost on anyone that for the first time a Yale President, the New Haven Mayor and the New Haven Superintendent of Schools made the announcement jointly."

—Howard R. Lamar

"We owe a very special thanks for working what I consider an educational miracle."

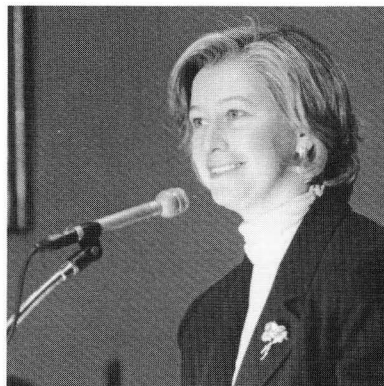
—Howard R. Lamar

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Institute Director James Vivian acknowledged the seminal \$2 million challenge grant made by the DeWitt Wallace-Reader's Digest Fund, and the President of the Fund, M. Christine DeVita, said:

"Long before collaboration became a household word, Yale understood the benefits that could accrue both to itself as an institution and to its public school system in its city by bringing university professors and classroom teachers together."

—M. Christine DeVita



M. Christine DeVita

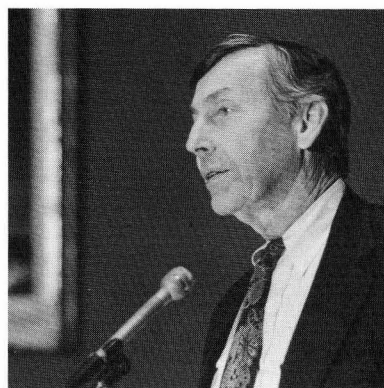
In the current economic climate, raising \$4 million is no easy feat. But then again the Institute has never been known for doing easy things. For nearly twenty years, as you have heard, the Institute has recognized that one of the most fundamentally effective ways to improve public education is to work with the classroom teacher. This is a belief shared

by the DeWitt Wallace-Reader's Digest Fund whose mission is to improve educational and career opportunities for school-aged youth. Long before collaboration became a household word, Yale understood the benefits that could accrue both to itself as an institution and to its public school system in its city by bringing university professors and classroom teachers together to study and to plan more effective ways to improve the classroom teaching and learning. This has never been easy, but time has proven that it has been very effective, so effective that today the Yale-New Haven Teachers Institute is considered a national model, and we at the Fund are absolutely honored to be associated with such an outstanding program.

In introducing the Chairman of the National Endowment for the Humanities, Mr. Vivian acknowledged the continuous support the NEH provided the Institute from 1978 through 1994, which was indispensable as Yale worked to complete an endowment to continue the Institute's activity in perpetuity. Mr. Hackney said:

"Nothing could be more hopeful than the Institute that we're celebrating here today. Nothing sees the future through its children in quite the same clearheaded way as the Institute. It is a model for the nation."

—Sheldon Hackney



Sheldon Hackney

Nothing could be more hopeful than the Institute that we're celebrating here today. Nothing sees the future through its children in quite the same clearheaded way as the Institute. So I admire what the Yale-New Haven Institute has done here. As Christine has said, it is a model for the nation, and it comes as a model for other

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universities in what I think is critical activity of the future in getting higher education really linked in a more substantial way to primary and secondary education. I'm very proud that the NEH was here with the Institute from the very beginning.

This is an example of a federal-local and public-private partnership that really does transcend ideology. It's a partnership of the sort that we need to see much more of if we're going to solve this nation's problems in the current political climate.

I'm also reminded of the Biblical injunction: where there is no vision, the people perish. Without vision I think this society really is in difficulty. And it's only with investments in the future through our children, as represented by this Institute, that I take some hope. So I am very much indebted to Yale for taking this brave step. It really is a ground breaking—trendsetting I hope—thing to do.

Milton P. DeVane, who was Chairman of the Special Gifts Committee that solicited individual donors, said:



Milton P. DeVane

A great deal of the support for the capital fund drive came from people with New Haven connections. This really suggests to me the quality that was on the mind of the people who participated and who contributed to this drive: A real commitment to New Haven and to Yale to make this project succeed; moreover, a commitment to the kind of

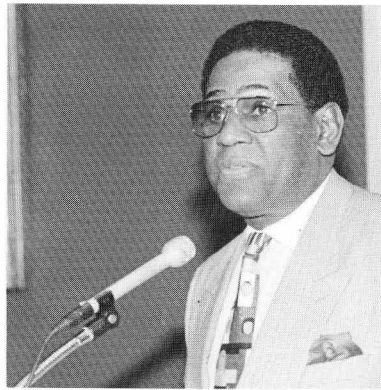
contribution that Yale can make best to the community in assistance to the educational process.

The Superintendent of the New Haven Public Schools, Reginald Mayo, and the Mayor of New Haven, John DeStefano, Jr., also spoke about the Institute and the significance of Yale's having completed the challenges. Superintendent Mayo said:

I certainly would like to thank the National Endowment for the Humanities for work that you've done and the dollars that you have committed, as well as the DeWitt Wallace-Reader's Digest Fund. We want to thank you on behalf of all of the teachers and students in New Haven.

"Team projects—that's something new with an emphasis on school change. That's the thing that Jim and I have been talking about more."

—Reginald R. Mayo



Reginald R. Mayo

In recent years collaborative efforts [with the Institute] have included New Haven curriculum staff participating in the selection of appropriate units. One of the things that we've done since I've been Superintendent, is to take these units actually and to make sure that all of the teachers in our school district have them. One of the other things that we tried last summer was to

take many of the Fellows in the Institute and actually do a summer program with their students, using many of the units that have been developed over the years. So that was a first last summer and it worked out very, very well, and I'm hoping that we can institutionalize it for our young people in the school district. Recent projects have included team projects—and I want to say that again, team projects—and that's something new with an emphasis on school change. That's the thing that Jim and I have been talking about more—how can the Yale-New Haven Teachers Institute have more of an impact on the school reform that we're going for?

Mayor DeStefano said:

"Occasionally [President Levin and I] find intersections in our institutional lives where we do spectacular things, and this is one of them."

—John DeStefano, Jr.



John DeStefano, Jr.

I think this illustrates that uniqueness and creativity of the relationship between university and community. Occasionally and increasingly [President Levin and I] find intersections in our institutional lives where we do spectacular things, and this is one of them. The Institute recognizes that at the heart of what we do in our schools is the act of teaching, and that impor-

tant to supporting that act are our teachers themselves. Without good teachers we can't have successful students, and the Institute recognizes that.

As the Institute looks to the future, it will work to increase the endowment to \$5 million or more in the humanities, and to secure an additional \$2 million to provide the Institute's work in the sciences a similar financial stability.

During the fall of 1995 the Institute also received grants from the Carnegie

Annual Report: Institutional and Financial Development

Corporation of New York, the Arthur Vining Davis Foundations, and the Sherman Fairchild Foundation. The two-year \$100,000 Carnegie grant will support continuation of the periodical publication of *On Common Ground* and the production of the next videotape program on the Institute, described above. The 20-month \$125,000 Davis Foundations grant will support the development and implementation of Institute Centers in New Haven high schools. The three-year \$160,755 Sherman Fairchild Foundation grant will support both the Institute Centers and annual Institute seminars in the sciences.

In these ways, the Institute is attempting to secure not only the operating support that will be necessary to fund fully its current operations, but also to invest as much as possible of its endowment revenues in order to increase the Institute's permanent funding and thereby provide more adequately over the longer term for its efforts locally and nationally.

The Institute will work to increase the endowment to \$5 million or more in the humanities, and to secure \$2 million in the sciences.

CONCLUSION

During 1995, the Institute conducted a program of five seminars for Fellows, reconstituted the teacher Steering Committee and pursued its long-term planning process, completed and distributed a videotape program that depicts the results of the Institute, further developed the Executive Committee of the University Advisory Council, published two numbers of the periodical in the Institute's field of university-school partnership, held two meetings of the Editorial Board, and completed the endowment challenge grants that are intended to ensure the continuation of its activity in New Haven and across the country over the longer term.

APPENDIX

Committees, Council, and Boards of the Institute

National Advisory Committee

Gordon M. Ambach
Carla Asher
Leon Botstein
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Donna V. Dunlop
Richard Ekman
Norman C. Francis
Thomas Furtado
Fred M. Hechinger**
Robert Schwartz
Theodore R. Sizer
Donald Stewart
Glegg L. Watson

*deceased (12.8.95)

**deceased (11.6.95)

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Stephen Wizner
Bryan J. Wolf
Werner P. Wolf

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Gerene L. Freeman
Alan K. Frishman
Ida L. Hickerson
Carolyn N. Kinder
Roberta A. Mazzucco
Kevin S. Miller
Luis A. Recalde
Jean E. Sutherland

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*deceased (11.29.95)

On Common Ground

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*deceased (11.6.95)

Fred M. Hechinger, 1920-1995

Because of their early prominence in advocating partnerships between universities and schools in order to strengthen teaching and learning in schools, Fred M. Hechinger and Ernest L. Boyer were invited in 1984 by Yale President A. Bartlett Giamatti to become members of the National Advisory Committee for the Yale-New Haven Teachers Institute. From that time until their deaths last year, they assisted and brought wide attention to the Institute. They were personal friends. When Ernest Boyer delivered a eulogy at the memorial service for Fred Hechinger, he said:

More than any other journalist of our generation, Fred shaped the national education debate and helped all of us understand that it's in the classrooms of the nation where the battle for the future of America will be won or lost....Our challenge, Fred urgently reminded us, is to affirm the nation's schools and to continue the struggle to achieve excellence for all children, not just the most advantaged.

As early as 1981, Fred Hechinger wrote about the Yale-New Haven Teachers Institute in his *New York Times* column, "About Education":

To critics who charge that higher education neglects the elementary and high schools, Mr. Giamatti replies by pointing to the Yale-New Haven Teachers Institute, expanded at his urging in 1978. It brings together university professors and local teachers as colleagues to study and improve the schools. While not on a level with the late Mr. Conant's nationwide school reform efforts, Mr. Giamatti feels that universities today can make their most useful contribution "to where we live."

Giamatti had, Hechinger wrote, "urged Education Secretary T. H. Bell to use those severely limited Federal funds to encourage local cooperation between colleges and schools because 'education is a continuous seamless web, or ought to be.'"

The next year, Yale, the Carnegie Foundation for the Advancement of Teaching, and the Chief State School Officers planned a conference of the Chiefs and college and university presidents from all the states to address the role that higher education can and must play in strengthening teaching in public schools. In his column, Fred Hechinger wrote, "This signals the reversal of a twenty-year breach between higher education and the schools." After the conference, he wrote that the "inspiring examples" of programs like the Yale-New Haven Teachers Institute which were featured as case studies at the conference indicated that "the college-school connection many experts consider crucial to school reform is turning into a movement." He added:

An appeal by top university presidents is crucial. Most of the current university-initiated school improvement efforts emanate from only one sector of those institutions:

their schools of education. This is not to belittle the schools of education, but their involvement with the public schools is part of their normal mission. If the universities are to have any impact on high school teachers who feel cut off from their academic disciplines, then professors from all academic departments must become involved.

Throughout the period from 1959, when he was hired as Education Editor of *The New York Times*, through 1990 when he retired from *The Times*, he often wrote, as he titled a 1986 column, that "To Unlock School Reform, Teachers are the Key." That year, commenting on the Institute's second national conference on

"Strengthening Teaching through Collaboration," he said: "Largely unnoticed by the public, a new movement of collaboration between high school teachers and college professors has begun to stretch across the country 'subverting' the traditional separation between school and college." He added, "Yale was the host of the conference because the Yale-New Haven Teachers Institute, established in 1978, is one of the oldest and most successful of such collaborative programs." As he was retiring from *The Times*, in his penultimate column he wrote: "When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million [as an endowment challenge grant] to the Yale-New Haven Teachers Institute, the relationship between colleges and local public schools entered a new era. This major underwriting of one of the earliest university-school compacts is expected to have a great impact in furthering such cooperation." During his illness late last year, it was gratifying to be able to tell him that the University had successfully completed that challenge.

It was our great good fortune that, on retiring from *The Times* and becoming Senior Advisor to the Carnegie Corporation of New York, Fred Hechinger agreed to continue to write a column that he entitled "About Partnership," which appeared in the first four numbers of *On Common Ground*. For Number 3, published in the fall of 1994, he wrote about the recent meeting of the National Advisory Committee of the Institute that he had attended:

What the Yale experience and the deliberations of the National Advisory Committee make clear is that university-school partnership cannot work unless it is taken seriously as a permanent academic enterprise, not as a minor dabbling in doing good works at the fringes....With these vital conditions now firmly in place, the Yale-New Haven Teachers Institute is ready to serve as a model for other universities in other cities, and the many teachers waiting to be admitted to a truly professional partnership.

—J. R. V.



FRED M. HECHINGER AT THE 1986 NATIONAL CONFERENCE

Ernest L. Boyer, 1928-1995

In 1981 Yale President A. Bartlett Giamatti and I invited Ernest L. Boyer to serve as one of the first outside consultants who evaluated the Yale-New Haven Teachers Institute. After a two-day visit to New Haven, he wrote:

I must report...that the impact of the Yale-New Haven Teachers Institute far exceeded my expectations. My own past experience (including three years as director of the Santa Barbara Coordinated Education Project) has left me suspicious of such ventures. School-college collaboration frequently is either ceremonial with "showcase" luncheons or bureaucratic with endless planning sessions. Rarely does the program get to the heart of the matter—helping teachers and advancing the quality of education. The Yale-New Haven teacher project is a dramatic exception to this rule.

The next year President Giamatti invited him to deliver the first President's Lecture at Yale, in which he spoke of the study of the American high school that he was to release a year later. In an interview in *Change* magazine, he responded to a question about why partnerships between high schools and colleges were not more widespread:

Part of the barrier, part of the lag, may mean that colleges still haven't confronted the priorities. I think there are two other problems, however. One has to do with structure and one has to do with resources. The truth is that we tend to operate within the organizational units we've created....But the issue we are talking about—school-college partnerships—breaks out of traditional structures, and without bridges that are sustained, we could have meetings, great enthusiasm, but when it's all over there will be no machinery to keep the agenda alive. Second, resources tend to flow into the structure we've created. And so very often there is neither structure nor resources to carry on the program.

At the 1983 national conference, "Excellence in Teaching: A Common Goal," held at Yale with support from the Carnegie Foundation for the Advancement of Teaching, of which Boyer had become President, he joined President Giamatti and me in presenting the Yale-New Haven Teachers Institute as a case study of how university-school partnerships can strengthen teaching and improve learning in the nation's schools. There he said:

Perhaps to my greatest surprise, I discovered that this did involve, in fact, the most distinguished faculty at Yale. I found it hard to believe, but I discovered that it was a blue-chip commitment by senior professors....This was just a powerful experience, and I think I'm old and calloused enough to know when I'm being had. We all look faculty in the eye, and they look us in the eye. And frankly, I became a true believer.

He added, "I spent hours with the teachers who had participated, and they have in fact shaped the agenda....So it is a genuinely shared curriculum that is shaped."

On numerous occasions Boyer urged that the Institute provided a model that "might be established in every region of the country." When the DeWitt Wallace-Reader's Digest Fund in 1990 announced its endowment challenge grant to the Institute, he wrote that this program "brings the resources of the university to teachers in the schools in a way that recognizes their own professional stature. The Yale-New Haven Teachers Institute is leading the way to improve teaching and education." The last time I saw him, only a few days before his death, I told him we had completed that challenge, and he responded with a knowing grin.

In one of the last interviews he granted, he reiterated themes he had stressed for fifteen years:

Excellence in education means excellence in teaching. Any new vision of what schooling should involve must be in the heads and hearts of teachers. They're the ones who meet with children every day. It doesn't come in a report from the Carnegie Foundation. It doesn't come from a state regulation. It can't be mandated. I think it comes from teachers who have a sense of wholeness, who are well-informed and who understand that the children will look to them every day to see the kind of lives they live....We should not be

preoccupied with structures and bureaucracies, but rather with classrooms and with children. People come ahead of procedures. And so we should not pick up the notion that there is a quick fix or an easy panacea that can make our schools better. These are strategies which are distracting, if not dangerous, and diverting in their implications. Rather, school renewal is going to come out of the continuous engagement of those at the local level.

In a eulogy given at the memorial service held in January at Princeton, Ernest Boyer, Jr. emphasized his father's belief in connections:

It was...obvious to him...that there is far, far more that unifies all of us as human beings than that separates us....Thus it was that his strongest impulse...was always to make connections. He took it as his daily task to form bridges. Bridges between ideas. Bridges between institutions. And most important of all, bridges between people. He was persuaded that there could be no greater task for schools, for parents, or for anyone else concerned with the future of the human race, than to teach children how much we all have in common, and how much depends on the recognition that we are all in this together....

—J. R. V.



ERNEST L. BOYER AT THE 1983
NATIONAL CONFERENCE

Comments on the Yale-New Haven Teachers Institute December 11, 1995

The Yale-New Haven Teachers Institute is one of our nation's most effective school-university partnerships to improve student achievement. This partnership produces a direct impact in the classrooms with school and university faculty working together to strengthen student learning. I am just delighted that the Institute now has a core endowment of \$4 million which assures that its work is long-term and the service to elementary and secondary education in New Haven is fully embedded as a responsibility of the University. Congratulations to New Haven and to Yale.

—Gordon M. Ambach, Executive Director
Council of Chief State School Officers

The Yale-New Haven Teachers Institute is an outstanding example of the public-private partnership the President's Committee on the Arts and the Humanities encourages. The combined support of the National Endowment for the Humanities and the DeWitt Wallace-Reader's Digest Fund has stimulated support from other donors—foundations, corporations and individuals—to sustain an enterprise that demonstrates how a great university can effectively strengthen the public schools of its community. I add my own to the many tributes being paid on this splendid achievement.

—John Brademas, President Emeritus, New York University and
Chairman, President's Committee on the Arts and the
Humanities

This is yet another success to add to the steadily growing list of Yale's programs to help the Greater New Haven Community. Reaching the lofty goal of a \$4 million endowment for the Yale-New Haven Teachers Institute will ensure that generations of school children will benefit from the work we celebrate here today. I am proud to support this outstanding effort.

—The Honorable Rosa L. DeLauro, United States House of
Representatives

I commend the Yale-New Haven Teachers Institute, especially in these times of budget constraints, for meeting its challenge and raising the funds necessary to continue the important work of educating our kids and encouraging our country's future growth and competitiveness. This educational partnership should serve as a model of community cooperation and initiative for the entire country.

—The Honorable Christopher J. Dodd, United States Senate

The Yale-New Haven Teachers Institute is home to several of the brightest and most enthusiastic educators in the region. The Institute recognizes that fresh and innovative approaches to education are necessary to insure that the children of this city and this region are well-prepared to compete on a global scale. Maintaining an adequate endowment is critical to the long-term success of the Institute, and it is great news for America's students that you are more than halfway to your endowment goal of seven million dollars.

—The Honorable Joseph I. Lieberman, United States Senate

A university's priorities are best seen by how its endowment is distributed. That the Yale-New Haven Teachers Institute is now on "hard" money says worlds about Yale's acceptance of responsibility for the quality of public education in New Haven.

—Theodore R.Sizer, Director, Annenberg Institute for School
Reform

On behalf of the College Board, a nearly 100-year-old association of schools and colleges, I salute the Yale-New Haven Teachers Institute for its successful fund-raising drive. The College Board has had the pleasure of supporting the work of the Institute over the years, most notably during the EQ Models Program for School-College Collaboration several years back. The Institute stands as one of the great university-school collaborations in education, a pioneering model integrating curricular development with intellectual renewal for teachers. We applaud the Institute's tremendous contribution to the professional lives of teachers, and we sincerely hope that its new endowment will ensure its service to teachers in perpetuity.

—Donald M. Stewart, President, The College Board

ACKNOWLEDGMENTS

The DeWitt Wallace-Reader's Digest Fund and the National Endowment for the Humanities have provided the Yale-New Haven Teachers Institute major grants in the form of both endowment and program support. The Pew Charitable Trusts have provided significant operating support for 1995-1997. The 1995 Institute program was also supported in part by a grant from the Xerox Foundation and the Howard Hughes Medical Institute. Grants were received during 1995 from the Carnegie Corporation, Arthur Vining Davis Foundations, and Sherman Fairchild Foundation. In addition, a number of individuals and foundations, notably the William Randolph Hearst Foundation, have made gifts and grants toward the Endowment Fund for the Teachers Institute.

