

Testimony of
James R. Vivian, Director

THE YALE-NEW HAVEN TEACHERS INSTITUTE

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Members of the University Advisory Council for the
Yale-New Haven Teachers Institute

Members of the National Advisory Committee for the
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1990

TESTIMONY OF JAMES R. VIVIAN
DIRECTOR OF THE YALE-NEW HAVEN TEACHERS INSTITUTE
YALE UNIVERSITY
BEFORE THE THE HOUSE OF REPRESENTATIVES APPROPRIATIONS SUBCOMMITTEE
ON INTERIOR AND RELATED AGENCIES
APRIL 19, 1991

Mr. Chairman, I appreciate the opportunity this morning to speak about the experience of the Yale-New Haven Teachers Institute, which has been supported since 1978 by the National Endowment for the Humanities, and more specifically about the model our program may offer to the National Endowment for the Arts as they address the legislation passed last November (Public Law 101-512 Section 105) on "access to the arts through support of education." I was encouraged to see that the Congress has provided there, among other activities, for projects which would develop faculty resources and curricular materials in the arts in part through partnerships of colleges and universities and local education agencies (Section 5A(b) 3, 4, and 6).

Mr. Chairman, we continue to face a crisis in the preparation of our nation's 2.3 million public school teachers. We therefore must increase the participation of colleges and universities in the movement for partnerships in education. We must strengthen and lengthen their ties with schools.

After 16 years of working precisely in the vein of the projects which this legislation authorizes, I believe that greatly increased support for these purposes will be necessary to create the conditions for the systematic and widespread improvement of teaching and learning of the arts and humanities, and of the sciences and mathematics, in our nation's schools.

After the many reports and studies on our schools, after more than eight years of widespread public concern about improving our schools, I am convinced that the changes which have been envisioned in the reports, enacted by state legislatures, mandated by local or state boards of education, will depend upon the support, the leadership, and the preparation of school teachers. Whether we speak of increased regulation or deregulation in education--of standards, accountability, or choice--still, we depend on the capacity and effectiveness of teachers.

Yet, the needs of the teachers in our nation's schools, in terms of their previous preparation to teach the subjects they are assigned to teach, are compelling. It is therefore vital that we assist both those individuals now in teaching, as well as those individuals whom we especially wish to enter the profession.

In New Haven, as is the case nationally, there is a dramatic shortage of teachers who specialized during their formal preparation in the subject areas in which they now teach. A high proportion of teachers in the sciences and in

the humanities, approximately 60% and 40% respectively in New Haven, did not major in college or graduate school in one or more of the subjects they now teach. In New Haven, more than 40% of art teachers did not major in college or graduate school in a subject in the arts.

Mr. Chairman, from our educational experiment in New Haven, we know that collaborative programs which emphasize subject matter, if they are conducted with teacher leadership and on a collegial basis, can further prepare teachers in the subjects they teach, heighten their morale, increase their expectations of their students' ability to learn, encourage them to remain in teaching in our urban school district, and can thereby improve student learning. Our program also demonstrates that a cross-section of urban school teachers can participate successfully in such institutes. In New Haven, Institute participants are highly representative of all New Haven teachers in terms of age, race, sex, and other demographic characteristics.

Mr. Chairman, the prepared testimony that I am providing to the Committee--and which I would now ask be made a part of the hearing record--describes and documents the concept, operation, and early results of our Teachers Institute. I have also brought for the Chairman and other Members who may wish to receive a copy this morning a small book on the Yale-New Haven Teachers Institute entitled Teaching in America: The Common Ground, which was published by The College Board in 1985. This book contains an introduction by Adrienne Y. Bailey, who was Vice President of The College

Board for Academic Affairs until she returned last year to become Deputy Superintendent for Instructional Services in the Chicago Public Schools. It includes also a chapter by Howard R. Lamar, who was Dean of Yale College between 1979 and 1985; a chapter by Thomas R. Whitaker, Professor of Theater Studies and English at Yale about a seminar in drama that he led in the Institute; a chapter by a New Haven schoolteacher, Jane K. Marshall, on an approach to teaching poetry and painting she developed in working with Professor and Chairman of Art History at Yale, Jules D. Prown; a chapter by Robin W. Winks, who last year led an Institute seminar on our National Parks, about his earlier experience in leading Institute seminars; and a highly significant evaluation of the Institute written in 1981 by Ernest L. Boyer, who testified before the subcommittee earlier this morning.

In her introduction, Adrienne Y. Bailey writes:

Three out of five students in the New Haven Public Schools come from families receiving some form of public assistance. Four out of five are either Black or Hispanic. Since this demographic pattern will become increasing characteristic of public school enrollment throughout the United States, the Yale-New Haven Teachers Institute has chosen, in a sense, to wrestle with the nation's educational future....This sharply focused effort increases the likelihood of achieving significant progress toward the goals of educational quality and

equality....The organizational principles followed by the Yale-New Haven Teachers Institute certainly should receive careful consideration elsewhere.

Mr. Chairman, because of the importance of attracting and retaining teachers in our nation's urban school districts, I should stress that almost half of the teachers who have participated in our Teachers Institute have told us that their participation in the Institute has contributed to their decision to remain in teaching in New Haven. In recent years, the proportion of teachers who have said that their participation greatly influenced their decision to stay in teaching has increased significantly.

Mr. Chairman, Yale has recently undertaken an initiative, with the magnificent assistance of the DeWitt Wallace-Reader's Digest Fund, to make the Teachers Institute a permanent institutional mechanism for Yale's faculty of the arts and sciences to work with their colleagues who teach in public schools in New Haven and across the country. At the same time, we are increasing our efforts to encourage and to assist other institutions to establish permanently such collaborative programs to benefit mutually the schools and colleges in their own communities.

I would therefore be pleased, this morning or at a future time, to respond to questions which you, other Members, or representatives of the National Endowment for the Arts may have about the experience of the Yale-New Haven

Teachers Institute in addressing the vast need in all subjects--in the arts no less than in the humanities, sciences and mathematics--to strengthen teaching and learning in our Nation's schools.

The NEH has provided indispensable support for our Institute's development, and I would be delighted if our experience might now prove useful to the other Endowment as they develop new education programs. Because of the crisis in the preparation of school teachers in the subjects they teach, the work of these two agencies which are directly concerned with the Arts and Humanities is vitally important.

The Historic and Current Importance of Programs
that Foster Teaching Excellence

During the past eight years our nation's public schools have received unprecedented attention. Much of what has been said about the condition of public education has been highly critical, grimly portraying the quality of our country's 83,000 public schools. However, an encouraging result of this intensified scrutiny of our schools has been a renewed appreciation of the ways in which communities can develop partnerships to improve their schools. In particular, the spotlight has been focused on the growing movement for university-school collaboration. One of the highest educational priorities for the 1990s and beyond, many analysts now agree, is for schools and colleges to work together at the local level to improve the quality of elementary and secondary education.

Of all the ways schools and colleges might collaborate, there are no programs more important than those that concentrate on excellence in teaching. Many observers of our schools single out the present "crisis" in teaching as foremost among the problems of schools. Based upon our experience with the Yale-New Haven Teachers Institute, we know that school-college collaboration, though not a panacea, can improve teaching and learning of the humanities in our schools.

The interrelation of schools and colleges has, of course, been a central theme in the history of American education. Over the past century many of the most influential analysts of our schools have emphasized the fundamental importance of teaching to schools, and of the continuing engagement of teachers with the subjects they teach. In a series of widely-read essays published in 1893, Joseph M. Rice argued that "teachers must constantly endeavor to grow both in professional and in general intellectual strength." Having observed schools in thirty-six cities, Rice concluded, "by far the most progress has been made in those cities where the teachers themselves are the most earnest students.... [I]t is, after all, the teacher that makes the school" (Rice, 1893, p. 15). That same year, under President Charles W. Eliot, Harvard University instituted free courses for Cambridge teachers in new subjects in the sciences. The following year, writing for the Committee of Ten, Eliot asserted that the changes the Committee recommended depended on teachers more highly trained during their initial preparation and while in service. The Carnegie Report of 1920 on The Professional Preparation of Teachers spoke of the importance of "regular periods of uninterrupted study" for teachers because "the present vitality of the school is directly involved" (Learned and Bagley, 1920, p. 281). In 1945 the authors of the Harvard Report, General Education in a Free Society, stated that "there is no educational reform so important as the improvement of teaching," and that the greatest of the schools' needs was "a more rounded, longer, more continuing education of teachers" (Harvard Committee, 1945, pp. 104, 90). In 1963 James B. Conant's The Education of American Teachers recommended especially continuing study and in-service education for teachers.

In 1983, in the Carnegie Report on High School, Ernest L. Boyer called for greater emphasis on subject matter in the initial preparation of the teacher, and for "a planned continuing education program...[as] part of every teacher's professional life" (Boyer, 1983, p. 178). As Boyer later wrote in commenting on the numerous education studies and reports issued in 1983, "We are beginning to see that whatever is wrong with America's schools cannot be fixed without the help of those teachers already in the classrooms. Most of them will be there for years to come, and teachers must be viewed as part of the solution, not as part of the problem" (Boyer, 1984, p. 526).

After the many reports on our nation's schools, then, there has been a rediscovery of the fact that the educational improvements envisioned in the reports, enacted by state legislatures, and mandated by state boards and local school districts depend on the support and especially on the preparation of school teachers. Thus the Yale-New Haven Teachers Institute is following precisely the course that educational leaders have repeatedly urged, a course that is even more necessary at the present time.

Recognition the Yale-New Haven Teachers Institute Has Received

Since its establishment in 1978, the Institute has repeatedly been recognized for its pioneering and successful approach. In 1980 the Rockefeller Commission on the Humanities cited the Institute as a promising model of university-school collaboration that "integrates curriculum development with intellectual renewal for teachers." In 1982 the National Endowment for the Humanities awarded the Teachers Institute an unsolicited

grant for the dissemination of its model nationally, and revised NEH guidelines to encourage other communities to develop similar programs. The College Board asked the Institute in 1983 to join the Education Equality Project's Models Program to serve as a resource for other institutions and schools.

In 1984 the American Association for Higher Education, Council of Chief State School Officers, National Association of Secondary School Principals, and the Carnegie Foundation for the Advancement of Teaching singled out the Institute as a "pioneering and nationally significant program with an exemplary approach for improving public education." This recognition was accorded at the AAHE 1984 National Conference on Higher Education. The Teachers Institute also received the 1984 Grand Award from the Council for the Advancement and Support of Education as one of the best collaborative programs in the nation.

In 1985 the U.S. Department of Education cited the Teachers Institute as "exemplary" and "among the most substantial and effective" university-school partnerships in the nation. The Teachers Institute was then invited to present its program at the second National Symposium on Private Sector Initiatives, sponsored by the White House. The Institute was also invited to make a presentation at the National Capital Quest Conference of the American Federation of Teachers. That same year, the book describing the Institute, Teaching in America: The Common Ground, was republished by the College Board and widely advertised and distributed through them.

The Institute director presented testimony in 1985 before the Senate Subcommittee on Education, Arts, and Humanities because the Committee was considering legislation that would authorize a major national program of teachers institutes in the humanities in all the states. The sponsors of the legislation singled out the Yale-New Haven Teachers Institute as a highly successful example of precisely the kind of program they envisioned the legislation would establish in many communities across the country.

More recently, in their 1988 report, An Imperiled Generation; Saving Urban Schools, the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching recommended that "colleges should have summer and year-long institutes, following the Yale-New Haven Teachers Institute model which asks the teachers themselves to shape the content of the program." In testimony before the U.S. Senate and House committees in 1989 Ernest L. Boyer recommended the Yale-New Haven Teachers Institute as a model for institutes to be established across the country.

The Compelling Needs of Teachers

The needs of teachers in our schools are compelling and must be addressed. As is the case nationally, a high percentage of teachers in New Haven have minimal formal preparation in their subjects. Only about 60 percent of New Haven secondary school teachers in the humanities and about 40 percent in the sciences majored in college or graduate school in the subjects they are teaching. Moreover, because scholarship in these fields is constantly changing, even those teachers who majored in the subjects they teach need to stay abreast of new findings and interpretations.

In New Haven during the 1980s, as in many school districts that have experienced declining secondary school enrollments, the rate of teacher turnover has been only about 2 percent. In so stable a teaching force many individuals are reassigned to teach subjects they either have not taught recently, or have never taught before. The magnitude of this problem nationally is not fully known. Certainly, even though we need much better statistics, tens of thousands of teachers are currently teaching subjects in which they either are not prepared or certified. Furthermore, even in times of higher turnover of teachers, teaching assignments--and therefore teachers' need for further preparation and new classroom materials--change frequently in response to shifting priorities of schools, which are so influenced by social and political change.

This present state of teacher preparation will not be quickly improved as a result of new teachers entering the profession. Nationally, in 1983, the latest year for which national information is available, more than 14 percent of newly hired teachers in central city school districts were uncertified in their principal field (Darling-Hammond, 1988, p. 17). Thus there are already shortages of qualified teachers, especially in some subjects and some areas of the country. These shortages are likely to become more widespread and severe at the secondary level as the children of the "baby boomlet," who began in 1985 to increase total elementary school enrollment, begin in the mid-1990s to enter secondary schools (McCarthy, 1984, pp. 7-8).

In short, to strengthen teaching in public schools we must provide for the ongoing preparation of individuals already in, and those now entering, the profession.

Not only the demographic information I have cited, but also research findings underscore the importance of this work. I mention four points in particular: First, we know that a serious problem facing the teaching profession is its inability to retain many of the individuals we especially wish to remain in teaching. Second, we also know that a principal reason these people leave teaching is the lack of intellectual stimulation, collegial relationships, and serious discourse with other adults--all of which should, but often do not, characterize the profession. Third, we know that there is little correlation between length of experience in teaching and effectiveness as a teacher. Fourth, we know that the recency of the teacher's own learning is an important factor in student learning.

Ironically, then, at a time when many businesses and professions in our society increasingly require continuing education, we have not fully appreciated the fact that teachers themselves are the largest white collar group in need of professional development.

When we speak of university-school collaboration, therefore, we refer not only to a most natural, logical, and fruitful alliance, but also to one that could not be more timely: The present vitality of our schools is, in fact, at stake.

Equally important, collaborative work in this vein can begin to create the professional life and the conditions for teaching which will help both to attract and to retain those individuals whom we now wish to enter and to stay in the profession.

All of this argues for the critical importance of partnerships between schools and colleges and universities through which school teachers and university faculty members can address together, as colleagues, the common problems of teaching their disciplines.

The Partnership the Yale-New Haven Teachers Institute Represents

From the beginning, the administrations and teachers of Yale University and the New Haven Public Schools have worked in partnership in planning and guiding the Teachers Institute. In 1969, the Yale History Department and teachers from Lee High School began the History Education Project (HEP), which assisted a number of New Haven social studies teachers in developing improved curricula for courses in American history, world area studies, and urban studies. The success of HEP led to discussions about organizing a more ambitious and demanding program that would include additional disciplines. This was a specific response to the general question: How can institutions located in center-city areas become constructively involved in addressing problems of the communities where they reside, and on which they depend? The way that Yale and New Haven answered this question, we believed, might be of value to universities and school systems elsewhere.

In response to a request of the Superintendent of Schools and the Board of Education, the expansion of the earlier joint program in history began with the addition of seminars in English, the subject in which the Schools then saw the greatest need. In 1977, the Superintendent of Schools and the New Haven Board of Education joined with their counterparts from Yale to determine the philosophy and design of the new program.

Teachers and administrators from the University and the Schools quickly reached a consensus: The relationship between the University and the Schools must be both prominent and permanent within any viable larger relationship between Yale and New Haven, and, of the many ways Yale might aid New Haven, none is more logical than a program that shares Yale's educational resources with the Schools. Because of changing student needs, changing objectives set by the school system and each level of government, and changing scholarship, school curricula undergo constant revision. Because of Yale's strength in the academic disciplines, all agreed that developing curricula, further preparing teachers in the subjects they teach, and assisting teachers to keep abreast of changes in their fields are the ways that Yale can most readily assist the Schools.

The intent was not to create new resources at Yale; rather, it was to make available in a planned way Yale's existing strength, that is, to expand and institutionalize the work of University faculty members with their colleagues in the Schools. Even at this early stage, both Yale and the Schools sought a course of action that might have a substantial impact. The Teachers Institute was established, then, in 1978, as a joint program of Yale University and the New Haven Public Schools designed to strengthen teaching and thereby to improve student learning in our community's middle and high schools. The Teachers Institute has since become by far the most comprehensive, intensive, and sustained collaboration of Yale faculty members with public school teachers.

Principles and Operation of the Institute

Four principles guide the program and constitute much of its

distinctiveness: First, teachers of students at different levels can and must interact as colleagues to address the common problems of teaching their disciplines. Second, teacher leadership is crucial in efforts to revitalize public education. Third, teaching is central to the educational process, and teacher-developed materials are essential for student learning. Fourth, university-school collaboration must be long-term if it is to be truly effective.

Collegiality. Each year as many as 80 New Haven school teachers, or almost 20 percent of all secondary school teachers in the humanities and the sciences, become Fellows of the Institute to work as colleagues with Yale faculty members on topics the teachers themselves have identified. The Institute is organized to foster collegiality. Through the Institute, teachers become full members of the Yale community and are listed in the University directory of faculty and staff. This has symbolic meaning in recognizing them as colleagues and practical value in making the human and physical resources of the University accessible to them. Teachers who complete the program successfully receive a stipend, as well as certification of their course of study, if they are pursuing an advanced degree. They also receive four "continuing education units (CEUs)" applicable to the nine CEUs they must acquire every five years in order to be recertified to teach in Connecticut schools.

The Institute's rigorous five-month program of talks, workshops, and seminars incorporates the Fellows' preparation of new curricular materials that they and other teachers will use in the coming school year. The

materials Fellows write are compiled into a volume for each seminar and distributed to all New Haven teachers who might use them. Institute Representatives in each school promote widespread use of these materials by their colleagues.

A number of the University's most distinguished faculty members have given talks and led seminars in the program. The seminars, which are not regular courses, have the related and equally important purposes of increasing Fellows' background and developing new curricular materials on the seminar subjects. As a group, Fellows study the seminar subject generally by discussing common readings; individually, each Fellow selects a more limited aspect of the subject, and researches and develops it in depth for classroom use. Each seminar must balance these complementary, but in some ways distinct, activities.

Teacher Leadership. In order to practice collegiality in the day-to-day workings of the Institute, we devised an administrative structure that reflects the primacy of teachers. We did not wish the program to be something concocted by Yale and imposed upon the Fellows, nor did we wish to create different classes of Fellows by involving New Haven school administrators in administrative roles in the Institute. At the most practical level, we hoped to use peers to solve problems of absence or lateness, in order to avoid placing the Yale faculty members in authoritarian roles. Teachers serving as Institute Coordinators and Representatives have provided a solution to all these potential difficulties.

Through the Coordinators, the Institute seeks to ensure that its

activities meet the needs of teachers and their students. Coordinators must be, and must intend to continue as, teachers in New Haven's public schools and must participate as Institute Fellows. Their principal responsibilities include coordinating the activities of the School Representatives; taking major responsibility for the admissions process; and assisting with the long-range planning, evaluation, and national dissemination of the program.

In addition, in each middle and high school, one or two teachers represent their colleagues to assist with planning, organizing, and conducting Institute activities. Collectively the School Representatives represent every middle and high school teacher in the sciences, mathematics, and the humanities. They promote the Institute to other teachers in their school and enable them to have a direct role each year in designing the program. Specifically, they are responsible for maintaining frequent contact with, and soliciting the views of, all teachers in their school; promoting the use of Institute-developed curricular materials by their colleagues; and urging teachers who are not Institute Fellows to attend all activities open to them. School Representatives must intend to continue as teachers in New Haven's public middle or high schools, and must participate as Institute Fellows.

Through the Coordinators and School Representatives we have developed and maintained both rigorous expectations and an accommodating schedule so that there has been a high level of participation by New Haven teachers.

Our evaluator in 1980, Professor Robert Kellogg, Dean of the College at the University of Virginia, puts the matter well:

In order that the "managerial" aspect of the school administration not be reflected in the operation of the Institute, a small group of teachers, the Institute Coordinators, serves to "represent" both the schools in the Institute and the Institute in the schools. The conception is ingenious, and the individuals who serve as Coordinators are, more than any other single element, crucial to the Institute's successful operation. The Coordinators I met were thoughtful and intelligent men and women who understood the purpose of the Institute and were effective representatives of the two institutions of which they were members.

To participate in so demanding a program, teachers must believe that the Institute can assist them in their own teaching and that, by extension, it can over time improve teaching and learning throughout the schools. Our evaluator in 1981, Ernest L. Boyer, wrote in his report:

The project has teacher-coordinators in each participating school who clearly are committed and who pass on their enthusiasm to colleagues. One of the most impressive features of my visit was the after school session I had with these Coordinators from the New Haven schools. Arriving after a fatiguing day, the teachers turned, with enthusiasm, to key issues. How can the Institute best help us meet our goals? How can we improve our work?...The dedication and optimism of these teachers was impressive, almost touching....The significance of teacher leadership cannot be overstated.

Long-term Collaboration. An objective of the Teachers Institute is to involve annually as many school teachers as possible and to provide a range of seminar subjects in the humanities and the sciences, so that the program can address school curricula, and thus students' education, broadly.

Three-hundred nine (309) individual teachers have completed the program successfully from one to thirteen times, and 73 Yale faculty members have given Institute talks or led one or more seminars. Since 1978, the Institute has offered 88 different seminars in the arts and humanities, the social

sciences, mathematics, and the physical and life sciences. Through these Institute seminars Fellows have developed 708 individual curriculum units for use in school courses.

Thus the impact of the Institute over time is proportional to the number of teachers who participate on a recurring basis, and the influence of the program on teachers' preparation and curricula is cumulative.

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

Because schools change slowly, we endorse models of school-college collaboration that emphasize long-term cooperation. We recommend that more colleges or universities and school districts adopt such programs for their mutual benefit, and that funding sources sustain programs and administrative costs on a continuing basis. Programs of school-college collaboration offer the best opportunity to strengthen instruction in the schools while providing intellectual renewal for teachers. (Commission on the Humanities, 1980, p. 56)

After five years of developing the Teachers Institute as a model of university-school collaboration, Yale and New Haven therefore decided to seek an endowment to give the program a secure future. As our evaluator in 1983, Theodore R. Sizer, wrote:

The Institute's work now reaches virtually every New Haven public middle or high school student. Over a third of the city's teachers have been directly involved, and more wish to join. A significant number will continue to stay involved, enjoying "intellectual renewal" as well as "curriculum development," as the National Commission on the Humanities expressed it. Such renewal does not come quickly. It benefits from sustained contact, from supportive conditions, from simmering.

Emphasis on Classroom Application. The Institute's approach differs from conventional modes of curriculum development. Classroom teachers, who best know their students' needs, work with Yale faculty members, who are leading scholars in their fields. The Institute does not develop curricula on certain topics only because they are important in terms of recent scholarship; rather, it brings this current knowledge of a field to the assistance of teachers in the areas they identify as their main concerns. The Institute involves no "curriculum experts" in the usual sense, who would themselves prepare new materials, train teachers in short-term workshops to use these materials, and then expect the materials significantly to improve classroom teaching. Instead, the Institute demonstrates that long-term collaboration between school teachers and university scholars can produce curriculum materials of high quality pertinent to student needs, and can have a real influence on teaching and learning in schools.

What Fellows write, then, is not "curriculum" in the usual sense. They are not developing content and skill objectives for each course and grade level, nor are they preparing day-by-day lesson plans for their courses. Institute units also differ from traditional curricula in form; they are not composed mainly of lists and outlines of topics to be covered. Rather, teachers research and write in prose on a manageable topic within the seminar subject and strategies for introducing that topic in their own teaching.

By writing a curriculum unit, teachers think formally about the ways in which what they are learning can be applied in their own teaching; we emphasize that the Institute experience must have direct bearing on their own

classes. This balance between academic preparation and practical, classroom application--as well as the depth and duration of our local collaborative relationship--are central features of the Yale-New Haven Teachers Institute.

The Institute's Offerings in the Humanities and in the Sciences

Through the Teachers Institute, the academic resources of a major institution are focused in a concentrated way on the school system in our own community. The Institute makes available the principal resource of the University, our faculty, to assist teachers in meeting their students' educational needs.

Each year the teachers who participate as Fellows take part in the five-month program of talks, workshops, and seminars that culminates with the Fellows' preparation of new curricular materials. The talks are intended to stimulate thinking and discussion and to point up interdisciplinary relationships in scholarship and teaching. Presenting Institute unit guidelines, the workshops explore the Fellows' own approaches to writing a curriculum unit and stress the audience for whom Fellows are writing: other teachers.

Each fall, the School Representatives canvass the teachers in their schools to determine the subjects that prospective Fellows would like the Institute to treat. The Institute then circulates descriptions of seminars that address teachers' interests, and the Institute Coordinators, after several meetings with the Representatives, ultimately select which seminars will be offered. In effect, New Haven teachers determine the subject matter

for the program each year. In applying to the Institute, teachers describe curriculum unit topics on which they propose to work and the relationship of these topics both to Institute seminars and to courses they will teach in the coming school year. In this way, the seminar leaders can tailor the readings and discussions of the seminars to Fellows' specific interests and teaching needs.

The Institute's numerous past offerings in the humanities have been concentrated in the disciplines of literature, history, art history, and classical civilization. Many of the University's distinguished senior faculty members in the humanities, including the former Dean of Yale College and the Chairmen of the Departments of English, History, American Studies, and Spanish and Portuguese, have led Institute seminars. Several faculty members have led two, three, or four seminars in the program.

Seminars in literature have emphasized close textual analysis of and critical writing on major works of the American, European, and South American literary traditions. The Teachers Institute has offered a series of seminars which explored particular literary genres, including a survey of major literary genres, as well as concentrated studies in poetry, the short story, drama, biography, detective fiction, and autobiography. Thomas R. Whitaker, Professor and Chairman of English, for example, has led three seminars in drama. Traugott Lawler, Professor of English and Master of Ezra Stiles College, has led two seminars in poetry. Robert B. Stepto, Professor of English and Afro-American Studies, has led two seminars in American autobiography. Roberto González-Echevarría, R. Selden Rose Professor of

Spanish and former Chairman of Spanish and Portuguese, led, among the three seminars he has offered, one on the modern short story in Latin America. Robin W. Winks, Randolph W. Townsend, Jr. Professor of History and former Chairman of the Council of Masters, has led, among his five Institute seminars, two on detective fiction. In each of the seminars concentrating on a particular genre, there has been an emphasis on how best to introduce middle and high school students to the genre, how to relate what students would study to their own experiences, and how, simultaneously, to teach analytical reading and composition skills.

Additional seminars in literature have taken a thematic approach. Michael G. Cooke, Professor of English and past Chairman of the University Advisory Council for the Teachers Institute, has led two such seminars. One considered the theme of the stranger in modern fiction, and a second explored the relationship between the oral tradition and the civilization in which it developed in three literary environments: classical Greek poetry and drama, British poetry and German folktales, and Black American fiction. Sylvia Molloy, Professor of Spanish and Chair of Spanish and Portuguese, led a seminar on family relationships as depicted in Latin American fiction. Lawrence J. Manley, Professor of English and Director of Undergraduate Studies in Renaissance Studies, led a seminar on ideals of community during the growth of urban life and its impact on society and the arts between 1250 and 1700.

Several seminars have explored literature and history together. For example, Robin W. Winks, Randolph W. Townsend Jr. Professor of History and Master of Berkeley College, has led three seminars in the program in British

history and literature, and American history and literature. Henry A. Turner, Professor and past Chairman of History and Master of Davenport College, led a seminar on twentieth-century American history and literature. Alan Trachtenberg, Professor and Chairman of American Studies and Professor of English, also led a seminar in American literature and culture. Offerings in history and literature have included as well a seminar on Central and South American history and literature led by Roberto González-Echevarría, Professor of Spanish and Chairman of Spanish and Portuguese, and a seminar led by Jean-Christophe Agnew, Associate Professor of American Studies and History, on autobiography and nineteenth-century American history.

In history, the Institute's seminar offerings have included studies in American history; studies of state and local history; and approaches to history which pursue a particular methodology. One of several Institute seminars which have concentrated on American history was, for example, a seminar led by Robert M. Cover, Chancellor Kent Professor of Law and Legal History, on the Constitution in American History and American Life. Another, led by Robert A. Burt, Southmayd Professor of Law, examined the roles of the courts, Congress and the Constitution during the twentieth century.

Seminars on state and local history have offered the pedagogical advantages of teaching a subject where abundant primary resources are easily available and have also aided teachers in the presentation of major aspects of United States history. In this area, for example, Howard R. Lamar, former Dean of Yale College, Sterling Professor of American History, and former Director of the Division of the Humanities led a seminar on nineteenth-century industrial New Haven and the United States.

Among our offerings which have explored the usefulness of a particular methodology in the teaching of history, literature, and culture, were, for example, two seminars led by Jules D. Prown, Professor of History of Art, on art, artifacts, and material culture. Professor Prown's seminars investigated ways of discovering the cultural evidence found in objects in order to understand the culture that produced them. Two other seminars, led by Bryan J. Wolf, Professor of American Studies and English, examined how ideas of America and family life have been depicted in literature and painting.

The Institute has also offered seminars in classical civilization. For example, William G. Thalmann, Associate Professor of Classics and Director of Undergraduate Studies for Directed Studies Special Programs in the Humanities, led a seminar on Greek and Roman mythology from Homer through Virgil. Victor Bers, Associate Professor and Director of Graduate Studies in Classics, also led a seminar on Greek civilization which incorporated Greek literature, art, history, political thought, and philosophy.

Between 1978 and 1990 the Institute offered 18 seminars in the sciences, mathematics, and technology. The majority of the Institute's work in these fields has taken a strongly interdisciplinary approach. An early seminar, for example, led by Ronald C. Ablow, Professor of Diagnostic Radiology and Pediatrics, integrated the physical and life sciences and incorporated as well advanced medical technology. One of the main areas of teachers' interest has been the physical sciences, engineering, and technology. Charles A. Walker, Raymond J. Wean Professor of Chemical Engineering, for example, led a seminar that provided a comparative study of coal and uranium as sources of

electricity, beginning with a quantitative analysis of these two methods for generating electricity. In a second seminar, Professor Walker discussed the impact of science and technology on varied aspects of society, including population, labor and work, and the environment. Peter P. Wegener, Harold Hodgkinson Professor of Engineering and Applied Science, led a seminar in aerodynamics which examined the science of flight, as well as its recent history and impact on transportation. Werner P. Wolf, Raymond J. Wean Professor in Applied Physics and Professor of Physics, led a seminar on the nature and property of crystals. Through a seminar in electrical technologies led by Robert G. Wheeler, Professor of Applied Physics, Fellows studied how technology has changed the ways society lives, works, and thinks between the introduction of artificial illumination in the nineteenth century and the development of microelectronics in the late twentieth century.

When we started our Institute, some observers were skeptical that our project would involve distinguished Yale scholars and teachers. The kind of senior faculty participation that we have had, however, is precisely what we intend to continue and what, with increased federal support, might become more widespread throughout the nation.

The Demonstrated Value of the Institute to
New Haven Teachers and Their Students

The results of the numerous evaluations of the Teachers Institute offer real encouragement that such collaborative programs can assist our schools in specific ways. The results are cumulative and growing: more than one-third

(37 percent) of all New Haven secondary school teachers in the humanities and the sciences have completed successfully at least one year of the Institute. As described below, many have participated from two to thirteen years.

Evaluation by Prominent Educators. Annual evaluations by outside consultants have been particularly encouraging. In his report in 1981, Ernest L. Boyer, former U.S. Commissioner of Education and current President of the Carnegie Foundation for the Advancement of Teaching, wrote: "The impact of the Yale-New Haven Institute far exceeded my expectations....Rarely does [school-college collaboration] 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." Theodore R.Sizer, former Dean of the Harvard Graduate School of Education and Chairman of the national Study of High Schools, wrote in his report in 1983:

I share the view of my predecessor "visitors" that yours is a remarkable program, for its clear and useful focus, for its simplicity and--above all else--for the atmosphere of constructive collegiality between Yale and New Haven teachers that has been created....The arguments for the current scale are powerful. All too few school "reform" efforts get the scale right; almost universally they are too ambitious.

He concluded that "the healthy mixture of respect and realism among the participants in the Institute is as refreshing as it is striking. Many universities would not dare to attempt such a program, much less seek to endow it. Yale is notable for its commitment."

Evaluation by Participants. In addition to review by outside consultants, our evaluation activities have included written evaluation of the program by participants. The comments that Fellows have made at the conclusion of each

year's program have resulted in a number of program refinements, and have provided extensive documentation of their views on the program for the Institute's annual reports.

In 1981 the Institute first developed lengthy questionnaires for a more comprehensive examination of the influence of its program on teaching and learning in New Haven middle and high schools. Overall, this analysis showed--as subsequent studies have confirmed--that the Institute has significantly increased teachers' knowledge of their disciplines, raised their morale, heightened their expectations of their students' ability to learn, encouraged them to remain in teaching in New Haven, and has in turn improved student learning.

Teacher Surveys. Also in 1981 we first surveyed all New Haven teachers, both those who had been Fellows and those who had not, concerning their use of the curriculum units Fellows prepare. In the spring of 1985 we conducted a similar but more detailed survey. The principal aim of the latter survey was to reveal the extent and patterns of use of Institute-developed materials by Institute participants and other teachers in the schools during a particular school year. The survey showed that the number of school classes in which Institute-developed curriculum units are taught more than doubled between 1981 and 1985.

Already by 1984 Institute-developed units were taught in more than fifteen hundred school classes with an attendance of thirty thousand students. A third of all New Haven secondary school teachers--whether or not they have been Fellows of the Institute--use Institute-developed units. A high

proportion of units written since 1978 have remained in use, and the use of units does not depend upon how recently they were written. Furthermore, 71 percent of the teachers who use units use two or more, and 43 percent use three or more. The overwhelming majority of teachers who use units (over 97 percent) have stated that the curriculum units they use are both innovative and successful with students.

Ongoing Study of Fellows' Participation and Retention. In the fall of 1990 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. This study showed that of the 309 individual New Haven teachers who have completed the program successfully at least once between 1978 and 1990, two-thirds are currently teaching in a New Haven school. Another thirteen Fellows (4 percent) have assumed full-time administrative posts in the school system. Thus 70 percent of all Fellows 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 their work with students in our urban school district.

In terms of frequency of participation, of current New Haven teachers who have participated in the Institute, two-thirds (67 percent) have participated once or twice. Sixteen individuals (8 percent) have participated in the Institute seven or more times. On the other hand, of Institute Fellows who have left the New Haven school system, 80 percent completed the program only

once or twice, and only eight individuals (9 percent) completed the program four or more times. 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 New Haven schools.

Very significant with respect to the capacity of professional development programs such as the Teachers Institute to work successfully with a cross-section of school teachers, the New Haven teachers who have been Institute Fellows are highly representative of all New Haven teachers in terms of age, sex, race, and academic background. Because of the importance of attracting, retaining, and developing minority teachers, I cite in particular the fact that the percentage of Black and Hispanic teachers who have completed the Institute successfully closely resembles the proportion of Black and Hispanic teachers in the schools. One-third (32.8 percent) of all Institute Fellows are minority teachers. The following table also shows the disparity between Black, White, and Hispanic students and their teachers.

Institute Fellows (to 1990) Compared with All New Haven Teachers and Students

	White	Black	Hispanic	Other	Total
Institute Fellows	67.2%	27.4%	5.4%	0.%	100%
All New Haven Public Schools Teachers	67.8%	24.6%	6.7%	0.9%	100%
New Haven Public Schools Students	17.8%	59.1%	21.5%	1.6%	100%

Forthcoming Studies and Evaluation Plans. Beginning in 1984 the Institute was able to work more intensively in program evaluation because of support from the Rockefeller Foundation. The studies we undertook included a more detailed examination of the subjects, structures, styles, and uses of the curriculum units Fellows have written since 1978; an ethnographic field study of the process of teacher leadership and participation in the Institute; and multifaceted questionnaires for extensive analysis of the results of teachers' participation. We presently are preparing public reports on these studies so that they can be furnished to those of the Institute's constituents who may wish to receive them. These reports will be particularly useful, we believe, to individuals developing similar programs in other communities. We also expect to prepare summaries of the reports individually, as well as a more comprehensive statement of the results of all the studies considered together, so that these more general reports on the study findings can be made available to a wide audience.

The Institute's ongoing evaluation, which employs the perspectives of several methodologies, will reveal and document much more about the effects of the program on teaching and learning in New Haven. Hopefully, this also can suggest future directions for innovative research at a time when many individuals are calling for the development of new approaches in education evaluation generally, and for the identification specifically of the most promising means for assessing the results of collaborative programs.

With respect to the future, only 3 percent of 1989 Fellows and 2 percent of 1988 Fellows have said they do not intend to participate again in the

Institute. In an early study about 80 percent of teachers who had never been Fellows said they would take part, or would consider participating, in the future. In fact, for the 1990 program a record high number of New Haven teachers applied to participate. Moreover, between 1986 and 1990, one-third or more of Institute Fellows were taking part in the Institute for the first time. This confirms our belief that the Institute will continue annually to attract first-time participants together with former participants on a recurring basis in New Haven.

The Value of the Program to Yale University

The Institute also benefits Yale. As the late Yale President A. Bartlett Giamatti pointed out in an interview on the December 7, 1980, David Susskind television program, "it is profoundly in our self interest to have coherent, well-taught, well-thought-out curricula" in our local schools and in secondary schools throughout the country. The Institute is important to Yale not only in terms of future students, but also in terms of what our faculty members who lead Institute seminars gain from the program. They increase their knowledge about public schools and the background of many of their own students. Faculty members often speak also about how their experience in the Institute has influenced their own teaching and scholarship.

The Institute is the most logical and natural way for the University to be involved with pre-college education--drawing on the University's existing strength and tradition of academic excellence. In the absence of a school or department of Education, the Institute serves, in effect, as a center for

faculty from throughout the institution who care deeply about both public education and the New Haven community and who wish to have a practical and constructive involvement. In the past, the Institute has drawn its faculty from both Yale College and the Graduate School, including the Departments of American Studies, Biology, Classics, Engineering and Applied Science, English, Geology and Geophysics, History, Physics, and Spanish and Portuguese; and the Schools of Architecture, Art, Divinity, Forestry and Environmental Studies, Law, and Medicine.

The Institute is also of unquestioned value with respect to the University's relationship with New Haven. Yale's future and New Haven's are bound together in important ways. The Institute represents what Yale as an educational institution most has to offer New Haven. It has become a principal bridge between the University and the City, part of the educational and human infrastructure of our community. The program, then, is a natural alliance of the University and Schools, together with the city administration, business, and labor in our community.

As Dr. Boyer wrote in his 1981 evaluation of the program:

The Institute is an educational venture and when measured on this yardstick it has been a great success. However, I cannot avoid observing that the project is a political success as well. It's no secret that the University and New Haven are two separate worlds. The challenge is to find a way for these worlds to meet. From my observation the Institute offers dramatic promise. It has put a human face on the University, opened doors, and focused resources where they are needed most. The University has gained enormously from the Institute and I conclude that for both educational and community reasons the program should be nurtured and sustained.

These are among the reasons the partnership became institutionally important for Yale. In 1984, President Giamatti commissioned the University Council on Priorities and Planning to examine Yale's relations with the City of New Haven. The Council chose to address three areas of the "town-gown" relationship; the dominant of these was public education. The Council wrote:

Yale's principal mission is education. Thus, it seems only natural that Yale concentrate its community efforts upon helping the local public schools meet the enormous challenge of preparing a significantly poor and undereducated population to compete successfully in America's increasingly technical job market. The benefits of a stronger school system extend, moreover, beyond the students assisted directly. Improved public schools provide greater neighborhood stability, make the community a more attractive place to live and create a positive environment for business investment. Both the City and Yale gain appreciably once this process has set in. (Council on Priorities and Planning, 1984, pp. 26-27)

The Teachers Institute, in the Council's words, "appear[s] to offer the greatest prospects for making structural improvements in New Haven's public school system." The Institute assumed a prominent position in the Council's discussion of the University's involvement with public education. The Institute, the Council wrote, "deserve[s] to be expanded and sufficiently funded with the University's active assistance to ensure that [it] remains a permanent component of Yale's efforts to improve public education in New Haven." First among the Council's recommendations was their statement that a \$4 million endowment should be established for the Institute.

In September 1986 the new President of Yale, the Mayor of New Haven, and the Superintendent of Schools held a news conference on the Teachers Institute to accept a grant from the National Endowment for the Humanities. Eight years earlier, in 1978, the announcement of the initial grant by the National

Endowment for the Humanities to the Teachers Institute provided the first occasion within anyone's memory for the President of Yale, the Mayor of New Haven, and the Superintendent of the New Haven Public Schools jointly to hold a news conference. The announcement of the new NEH grant provided a similar occasion for President Benno C. Schmidt, three days after his inaugural, to hold his first news conference together with Mayor Biagio DiLieto and Superintendent of Schools Dr. John Dow, Jr.

Mayor DiLieto said the Institute "is an excellent illustration of the kind of cooperation that exists between the City administration and Yale University, and it speaks well for our efforts to maintain that relationship at a very high level." Superintendent Dow said that "the improvement of our school system can be directly related to the kind of involvement that we have here." The Institute demonstrates, he said, that "urban public school education can be an outstanding venture."

President Schmidt said that public school teachers involved in the Institute have made the program "successful here in New Haven and widely acclaimed as a model all across the country." He said, "Among the many ways in which Yale University seeks to be a good and active citizen of New Haven, the Yale-New Haven Teachers Institute is one of our great successes."

Yale's relationship with New Haven was one of the five general areas of activity and responsibility for Yale which Mr. Schmidt chose as the focus of his planning efforts during his first year as President. After systematically examining numerous aspects of that relationship--including especially economic development and Yale's educational contributions--he concluded, he has stated,

that the Teachers Institute is a "striking success" and "a proven institutional mechanism." He has stressed the importance of the Institute for the New Haven community and for Yale, and as a model for the country. Mr. Schmidt has said that colleges and universities have to become more involved with issues of educational quality in public and private secondary schools, and that New Haven is "a wonderful place to look to educational innovation" because it has many of the problems of urban education, but in a manageable environment. He has spoken of the Institute as being therefore in Yale's self-interest, broadly perceived.

National Implications of the Teachers Institute

In part because the demographic characteristics of the New Haven Public Schools mirror urban public education in the United States, the Institute's work has national implications. According to Department of Labor statistics, and in terms of the proportion of the population living in poverty, New Haven is the seventh poorest city in the nation. In our low income areas, 38.7 percent of residents are 18 years of age or younger. In New Haven 41.6 percent of all children live in poverty, according to Bureau of Census estimates. Of the students in New Haven's public secondary schools, more than 60 percent come from families receiving public assistance.

The percentage of minority students enrolled in New Haven's public schools is higher than in 39 of the 46 major urban school districts surveyed recently by the National School Boards Association. At 82 percent (mostly Black and Hispanic), the rate of minority student enrollment is approximately the same

as in Chicago and higher than in Baltimore, Miami, Philadelphia, Birmingham, Cleveland, and St. Louis (National School Boards Association, 1983, p. 3). Nationally, the percentage of Black and Hispanic students entering the ninth grade who do not graduate is about twice as great as the proportion of White students who complete high school (National Coalition of Advocates for Students, 1985, p. 9). In New Haven, 45 percent of all the individuals entering the ninth grade do not graduate.

As Adrienne Y. Bailey, Vice President for Academic Affairs of the College Board, points out:

Since this demographic pattern [in New Haven] will become increasingly characteristic of public school enrollment throughout the United States, the Yale-New Haven Teachers Institute has chosen, in a sense, to wrestle with the nation's educational future. And yet, although the reputation and influence of Yale University extend far beyond the precincts of New Haven, the Institute has chosen to limit its work to the public schools of that city. This sharply focused effort increases the likelihood of achieving significant progress toward the goals of educational quality and equality. (Vivian, 1985, p. vii)

During its first twelve years in operation, the Teachers Institute became, as described above, a widely recognized leader in the growing movement for university-school collaboration. As a result of the attention the program has received, the Teachers Institute has received hundreds of inquiries from other institutions and schools across the country interested in our experience in New Haven. Institute participants and staff have made numerous consulting visits to other institutions and have made presentations at conferences in many states.

In 1983 the Institute itself organized and cosponsored with the Council of Chief State School Officers and the Carnegie Foundation for the Advancement of Teaching a national conference, held at Yale, of the Chiefs and college and university presidents on "Excellence in Teaching: A Common Goal."

In 1986 the Institute organized and hosted a national conference of teachers and administrators from schools and colleges on "Strengthening Teaching through Collaboration." The conference provided a forum for discussion of concrete issues that cut across programmatic differences. Teams of representatives from nineteen collaborative programs from across the country, which the Institute had assisted, participated in the conference. Writing about the meeting in an article in the New York Times entitled "Promoting Subversion", Fred M. Hechinger 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.

Earlier this month 180 representatives of that movement met for two days at Yale University in a conference on "Strengthening Teaching through Collaboration."

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....The list of participants in the conference showed collaboration's rapid spread.

During the 1980s programs patterned on the Institute were established at diverse universities and colleges throughout the country, for example, at the University of New Mexico, Lehigh University, Canisius College, the University of Hartford, the University of California at Santa Cruz, and Duke University.

The continuing operation of the Teachers Institute as a model university-school partnership can thus, I believe, help to advance the national movement for partnerships in education and to increase the participation of colleges and universities within the movement. This is one of the reasons we established a National Advisory Committee, composed of Americans distinguished in the fields of education, private philanthropy, and public policy, to assist us with plans for the further national dissemination of the program. (Please see attached list of National Committee members.) This is also to say that we have been in a position to learn about the large number of institutions and schools across the country who would wish to undertake this type of work, if the funding were available for them to do so.

Norman Francis, President of Xavier University, a member of both the National Commission on Excellence in Education and the Carnegie Panel on the High School, wrote in his 1984 evaluation of the Teachers Institute:

Academic change does not come quickly or easily. Perhaps that is how it should be. When these changes involve cooperative ventures between like educational institutions or departments within institutions, such movement is additionally slow, and often it is strapped with personal interventions by some to avoid losing cherished privileges. It is known as "protecting turf." To achieve what is considered, nationally, as important for public schools, namely, college and university cooperative efforts with public school systems, one must scale all the traditional barriers, and cross one, on the higher education side, namely, the "it's none of our business" attitude.

The Yale-New Haven Institute has traversed all of these "burning sands" and has done so prior to the recent national interests. Its experience and current presence as a cooperative venture in and of itself argues for the absolute need for it to continue to be an example of how these difficult change ventures

between colleges and universities and schools can be developed and nurtured. Its efforts have inestimable value for a number of local school districts, colleges and universities, all of which are talking about the need to work together, but are uncertain about how and where to start.

Aside from the current and future educational value the Institute has for the New Haven school system, if anything happened to it, the loss would have national impact and not be simply a local loss. Such a demise would be the self-fulfilling prophecy for those who say it can't be done, and a serious blow to those who know it can and are making efforts in their local districts. And as it happens much too frequently, others would bumble about trying to invent a wheel that has already been perfected, and, in not knowing, spend precious funds on form that could best be used on substance.

The above is offered to affirm that the Institute should be maintained in its present concept, and that resources must be sought to place it on stable and appropriate funding levels. Present use of funds is prudent and well managed. This may be one of the highest rates of return on funds invested in an educational project.

Financial Support

The cost of the Yale-New Haven Teachers Institute stems from our belief that the program is, for University and School participants, a vital professional activity for which they should be remunerated accordingly. Yale University and the New Haven Public Schools together support a major share of the total cost of the program. Since 1978 a considerable portion of the remaining need has been met through strong support from the National Endowment for the Humanities. We have been pleased also to receive support from numerous foundations and corporations (Please see attached full list)--including Aetna Life and Casualty Foundation, The Ford Foundation, The New Haven Foundation, Atlantic Richfield Foundation, The Bay Foundation, The Carnegie Corporation of New York, Carolyn Foundation, The Horace W. Goldsmith

Foundation, The DeWitt Wallace-Reader's Digest Fund, The Hearst Foundation, The Rockefeller Foundation, The New York Times Company Foundation, Xerox Foundation, and more than fifty local businesses which have seen our efforts to improve the public schools as important to the development of our city and region.

Recommendations for the Establishment of Similar Programs

There is, in my view, no more important recommendation in the Carnegie Foundation Special Report on School and College than the one that calls for universities and schools to develop genuine partnerships based on the needs of schools as determined by their principals and teachers (Maeroff, 1983, p. viii). Both aspects of this recommendation are essential: not only that universities and schools work together, but especially that those of us in higher education encourage our colleagues in schools to show us the ways we can marshall our resources to address their needs.

From our experience in New Haven, I would offer the following guidelines for the successful implementation of the Carnegie recommendation.

Definitions. "Collaboration" is a term currently used to describe quite varied activities. I mean by the term something specific. Collaboration arises from a recognition of mutual interest between school and college--between city and college--that must become more widespread if we are to improve our public schools. Within a partnership of institutions there should be a coequal relationship of colleagues, a volunteer association of individuals who choose to work together, of allies in league to improve our

schools. An equal importance must be attached to what each partner brings to the relationship. The aim is to work together without everybody changing place.

Resources. Because institutional and other resources are never adequate, an early step in establishing a collaborative program is to assess the resources that can be made available to meet the needs of teachers, and then to apply these resources in an intensive way where the need is greatest. Institutional support must come from both sides of the partnership; tangible and highly visible evidence of such commitment is essential. Participants should be compensated as generously as possible, in order to make their collaboration both demanding and professionally important.

Aims. We especially need to encourage partnerships between schools and colleges and universities that concentrate on teaching and on the continuing engagement of teachers with their fields. Cooperative efforts should insist on a direct application in school classrooms, and not merely assume that their work together will somehow improve teaching and learning in the classroom.

Limitations. A tendency in establishing collaborative programs--as in school reform efforts generally--is to be too ambitious. Programs will succeed only if they have well-defined and manageable goals; they should avoid making impossible claims.

Evaluation. Precisely because collaborative projects can achieve only limited, though important, results, participants must be confident that their efforts are worthwhile. An ongoing evaluation process is therefore integral to a program's design and should be used perennially to refine both goals and

activities. Because collaborative programs are often, unfortunately, seen as non-traditional--because they may not be regarded as central to the mission of either institutional partner--they have a special burden for providing sound evidence of their results.

Teacher Leadership. The most successful projects may well begin small, investing real authority in teacher leadership and developing organically based on the needs teachers identify. In that way, programs are not guided by preconceptions, but grow from their own local experience. Efforts at school improvement will not succeed without teacher leadership. In this country we have too long held teachers responsible for the condition of our schools without giving them responsibility--empowering them--to improve our schools.

Duration. For these reasons, and for the benefits to be lasting, effective collaborative programs must be long-term.

Conclusion

These are among the reasons Yale announced in 1990 a plan to build a \$5 million endowment for the Yale-New Haven Teachers Institute. Writing about this initiative in The New York Times, Fred Hechinger pointed to its significance, not only for the Teachers Institute in New Haven, but also for university-school collaboration across the country. "When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million to the Yale-New Haven Teachers Institute," he wrote, "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 great impact in

furthering such cooperation." By endowing the Institute, we want, in fact, to transform perceptions so that it is seen, not as a short-term project, but as a permanent and central function of a major university which is committed to collaborating with school teachers and to strengthening teaching and learning in local schools and in schools across the country. We also want to send a signal to other institutions that Yale believes that our work locally with school teachers in the arts and humanities, and sciences and mathematics, is crucially important and directly in our own self-interest. We hope that this may be influential with other institutions and schools. At a time when it is highly important for the leading universities across the country to be more outspoken and involved in strengthening teaching in schools, endowing the Institute demonstrates a way for the faculty of arts and sciences, who otherwise might have little or no involvement in preparing school teachers, to contribute effectively to teachers' continuing education. We have therefore determined to increase our efforts for similar institutes to be permanently established at other universities across the country, thereby bringing potentially immense resources to bear on improving teaching and learning in many other local school districts.

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Cooperation Grows Between Yale and City Teachers

By GENE L. MAEROFF

THE Gothic stone walls that buffer the campus of Yale University from the rough and tumble city of New Haven, barriers that often seem psychological as much as physical, are becoming increasingly less forbidding to at least one group: local public school teachers.

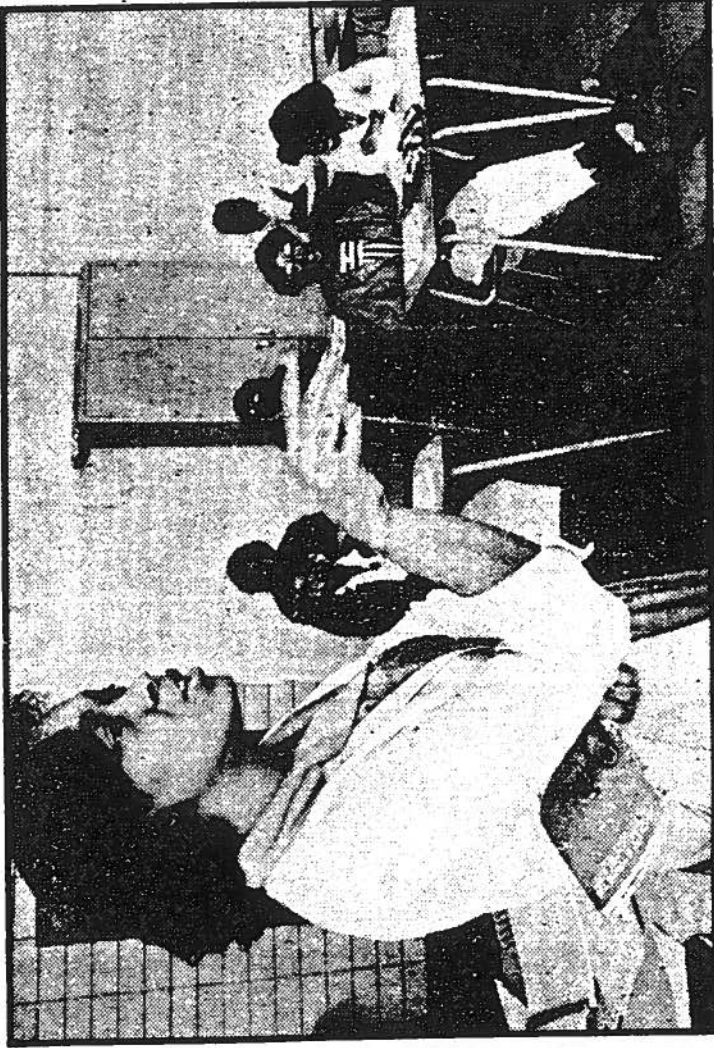
An ambitious program, the Yale-New Haven Teachers Institute, bridges the gulf by allowing about 80 teachers a year to work with Yale professors in developing curriculum units to take back to the city's public schools.

"The attitude of teachers has changed and Yale is no longer seen as an ivory tower separated from New Haven," said Linda J. Maynard, a social studies teacher at the Hamden-New Haven Cooperative Education Center, a public school that operates in a nontraditional manner.

The program, which starts every March and continues with weekly meetings until the end of July, provides courses — known as seminars — in which groups of eight to 14 teachers gather with a senior professor. The subjects of the seminars are determined in advance by a panel of teachers who consult with their colleagues in the school system to identify areas of mutual concern.

In reaching out to the surrounding public schools, Yale is making a gesture that many educators say ought to occur more frequently. Colleges and universities have a high stake in improving the academic preparation of young people who will eventually be their students.

Nothing made this interdependence more apparent than the spread of remedial studies for incoming freshmen in the 1970's. There is now more inter-



Belinda Carberry, who participated in Yale program, conducts a class in urban poetry at Hillhouse High School.

est than ever before in seeking avenues of cooperation; the huge City University of New York, for instance, is involved in 128 individual projects with public, private and parochial schools.

Yet the gulf that divides elementary and secondary education from higher education is not easily crossed. A long history of poor relationships still sepa-

rates those who teach in colleges and universities and those who teach in the public schools.

"There is a continuum from secondary school to college that Americans have tended to ignore, creating a kind of gap that shouldn't be there," said Howard R. Lamar, dean of Yale College and a founder of the Institute.

"What is very important now is an awareness of the role that a university can play in a public school system."

The teachers' institute at Yale, formed in 1978 and supported by the National Endowment for the Humanities, the National Science Foundation and other sources, is emerging as one of the better examples of cooperation between a school system and a university. The program grew out of a project for history teachers that began in 1970, and in 1980 was cited as a model by the National Commission on the Humanities.

This spring, the Institute expects to provide six separate series of seminars, all for secondary school teach-

ers. Its aims are far more practical than a simple addition to the teachers' theoretical knowledge. Besides listening to lectures, reading books and engaging in discussions, each participant prepares a curriculum unit to present to his or her classes the following year over a period of two to eight weeks.

For example, Ben Gorman, a teacher at Fair Haven Middle School, introduced into one of his courses this year a sequence of lessons on trees and their function in the life of the city. He prepared the lessons last year in connection with a seminar on the environment that lent itself to many possible lesson plans.

"Ongoing curriculum development is important and the Institute is a way of doing this," said Mr. Gorman. "People in New Haven have always had some access to Yale, but there was nothing like this in which professors and teachers worked closely together in ways that have an impact on the public school students."

Program participants, or fellows as they are called, have the opportunity to become members of the university community. They are listed in the Yale directory and enjoy privileges in the libraries and other facilities. This is no small matter for public school teachers, so many of whom are accustomed to few amenities. The program is free to the teachers, who are paid \$800 for their participation.

"It's nice to get away for a while from the realities of urban poverty and the problems of secondary schools," said Miss Maynard. A recent survey of the former fellows showed that almost half were influenced in their decisions to remain as schoolteachers in New Haven by their experience in the Institute.

Another useful product of the Institute has been the continuing relationships formed between some of the New Haven teachers and members of the Yale faculty.

"Most of the people I taught a year ago are still in touch with me," said Robin W. Winks, a Yale history professor.

Planning to Lead 2 Seminars

Dr. Winks has been so pleased with his seminars that this year he is leading two: "Society and the Detective Novel" and "An Unstable World: The West in Decline." Seminar assignments are in addition to the regular schedules of Yale professors and they receive extra pay.

Among the subjects on which teachers hope to develop curriculum units from this seminar are the treatment of Japanese-Americans in World War II, the effects of urban law on families, the procedures of a criminal trial and the question whether equality can be legislated.

The value of the institute, which is directed by James R. Vivian, a Yale official, does not seem limited to the schoolteachers, many of whom repeatedly participate in the program. Professors maintain that they are forced to think anew about their subject matter, knowing that it has to be recast in ways that can be passed on to students in high schools and junior highs.

"The seminars help me grow as a teacher," said Dr. Winks. "Furthermore, I've learned about the practical problems of teaching in high school. People who have been in what some call 'the real world,' have a different perspective on learning and it's nice to be teaching them."

Yale program for public school teachers to be copied nationwide

By David McKay Wilson
Special to The Globe

NEW HAVEN — With neither a graduate school of education nor continuing education courses for area residents, Yale University has been criticized over the years for neglecting local educational needs.

Recently, though, that criticism has been blunted by the work of the Yale-New Haven Teachers Institute, which is being recognized as a national model for town-gown collaboration.

The 6-year-old institute brings New Haven public school teachers to the campus for seminars with Yale faculty. The 13-session seminars, held from May through July, serve as a foundation for curriculum units — akin to course plans — that the teachers develop to use in the fall in their own classrooms.

Since its establishment in 1978, more than 40 percent of New Haven's secondary school teachers have participated.

Middle school bilingual education teacher Jill Savitt, for instance, has just completed a unit she developed on the role of women in Latin America, which grew out of an institute seminar on Hispanics in America. The unit focuses on three women: Eva Peron, wife of former Argentine president Juan Peron, who believed that women should be paid for housework; the passionate Puerto Rican poetess Julia de Burgos; and a 17th Century Mexican nun

whose writings deal with the pursuit of knowledge by women.

Savitt hopes her unit will be used by other teachers in the New Haven schools who teach language, history and social studies.

"I wanted to find Hispanic women heroes for my students," said Savitt, who has been an institute fellow since 1978. "This is a way to introduce Hispanic culture and women into the curriculum. Hopefully, the kids will learn English better when they have some cultural identification with the material."

This year, 70 teachers are developing units that grew out of six seminars. The topics were Geology in Connecticut's Industrial History, Elements of Architecture, the Oral Tradition, Greek Civilization, American Adolescence and Hispanics in America.

The units will be published in bound volumes, which — along with 50 volumes of units developed in previous years — will be available to other teachers. In addition, the new units will be presented to teachers throughout the New Haven school system in workshops coordinated by the institute early this fall.

"Some teachers say they prefer to teach these units because they are prepared by teachers who know what it's like in the classroom," said institute director James Vivian. "Some are used only by the author, but others are used by as many as 12 others."

This spring, the institute was

singled out by the American Assn. of Higher Education as "a pioneering and nationally significant example of university-school cooperation with an exemplary approach to improving our public schools."

With a \$60,000 grant from the National Endowment for the Humanities, the institute is helping other communities and colleges establish similar programs. The University of Hartford has used the model, and similar institutes are being planned at Duke University, the University of Washington, Lehigh University and the University of California at Berkeley.

New Haven officials are heartened by the impact of the program

on teacher morale, often lagging in inner-city schools. In one study, 48 percent of the institute's fellows said they had decided to stay in the New Haven public school system because of the institute.

"The institute attracts good people, and it helps teachers feel better about teaching, about themselves and about what they are doing in the classroom," said Savitt.

Seminar topics evolve from proposals by teachers, not from the institute office.

The institute's annual budget of \$360,000 comes from a variety of sources. The New Haven school system and Yale pick up half the tab; the rest comes from grants from major foundations and the

National Endowment for the Humanities (NEH). In addition, Yale has used its development office to raise contributions from 50 local corporations. The National Endowment for the Humanities grant will run out in 1986, and the institute has embarked on a \$4 million endowment campaign to secure permanent funding.

Let's not dismiss this as elitism

Almost three months ago, when Gov. Richard Celeste was back at Yale for his 25th reunion, one of the weekend's feature attractions that he attended was a panel discussion on educational quality.

Bart Giamatti, the university president, headed the panel and pretty much set the pace for the discussion. To no one's surprise, he and his colleagues talked about the lasting value of a liberal education.



Celeste

Rather, Yale seeks to train minds, develop intellect and teach the values of integrity, civility, ethics and honesty.

"People and an institution teach as much by how they act as by what they say," he said. "You don't separate intellect and character."

It was a springboard for a free-wheeling discussion of university policy in attracting candidates with talent, in granting scholarships and loans so anyone once admitted can attend, in getting involved with public education on the secondary school level "because it is deeply in our interest (to get involved)."

Now Giamatti called upon one of his deans to talk about a local cooperative effort between Yale and the New Haven, Conn., school system that brings university professors and high school teachers together each summer as equals to devise



Laurence S. Newman Jr.

Associate editor
of the editorial page

ways to improve secondary school curricula.

"It is in Yale's interest to improve the state of education in its own community not just to increase the numbers of applicants but to show how quality education can be stressed in new, exciting ways and students motivated better.

The Yale-New Haven Institute has evolved, therefore, with some private foundation money, and one of its most intriguing programs to date has been to encourage high school teachers to develop enriched courses for their students that go beyond the normal curriculum.

The Institute claims it has already helped develop 600 new high school units — and that figure is increasing.

For those who might scoff that Yale is elitist — one of today's more obvious code words — and it doesn't really relate to the real world, it should be noted that a follow-up visit with the institute's director produced this information:

- The New Haven school system is more than 80 percent black or Hispanic — and the figure is increasing.

- More than 70 percent of its students come from families on public assistance.

- Scholastic aptitude tests have outlived their usefulness as a measure of students' abilities, and the institute is working at developing better ways to measure and validate the rate of learning in New

Haven's classrooms.

If Yale can demonstrate the value of such collaboration in the name of quality and show that urban students in its backyard can benefit, surely there are other institutions in the land that can go out and do likewise.

We ought to be doing this in Ohio, a state that is blessed with an inordinate number of colleges and universities, both public and private — and Dayton, with a consortium already in existence, wouldn't be a bad place to start.

But we need a governor who is willing to talk about the ways you can improve the quality of education on the secondary school level so that our state-supported colleges and universities are not burdened with thousands of students who cannot do college-level work.

We need a governor who will insist that minimum educational standards be set and observed — and if students with high school diplomas can't measure up, they should be brought up to speed on the local level, not on college campuses where state subsidization runs as high as \$6,200 per student per year.

We need a governor who will get involved to the extent of naming trustees he knows understand the value of upholding standards and will fight to improve them by going after better professors, more competent administrators and more challenging curricula.

We need a governor with the fortitude and the foresight to resist blanket calls for more student subsidization as a public university's salvation.

We need a governor to explain that insofar as Ohio's youth are concerned, elitism isn't a dirty word.

Program Aids Teachers

By DAVID MCKAY WILSON

MICHAEL CONTE, a teacher at a New Haven public school, has a new approach for teaching mathematics this fall. He is incorporating math problems involving Connecticut's industrial and geologic history.

His novel method evolved from a seminar he attended last spring at the Yale-New Haven Teachers Institute, which is recognized as a national model for collaboration between universities and the towns where they are located.

The six-year-old institute brings New Haven public schoolteachers on campus for seminars with Yale University faculty. The 13-session seminars, held from May through July, serve as a foundation for course plans that teachers develop for use in their classrooms. About 70 teachers have participated this year.

Mr. Conte, a former social studies instructor, now teaches remedial math at the Jackie Robinson Middle School. The institute seminar that he attended, which dealt with the relationship between the state's geology and its industrial development, provided him with material and he incorporated into a course plan.

He will teach ratios and proportions by talking about how much iron ore from the Salisbury mines was needed to produce high-grade metals for the nuts and bolts manufactured at Unionville factories. Students will hone their math skills working with maps and graphs about the growth of Connecticut industry.

This fall, Mr. Conte is also serving as one of 10 coordinators promoting the institute at their schools. He is canvassing teachers to find out what topics they want to study, recruiting teachers for next spring's seminars and encouraging them to use any of the 70 course plans, or curriculum units, developed in 1984.

The topics of the six spring seminars ranged from elements of architecture, geology and Connecticut's industrial past to Greek civilization, American adolescence and Hispanic culture. The course plans will be published and will be available to other teachers. These locally produced teaching aids have been increasingly popular, said James Vivian, director of the institute.

"Some teachers say they prefer to teach these units because they are prepared by teachers who know what it's like in the classroom," he said.

New Haven school officials said they are heartened by the impact of the program on teacher morale. About 40 percent of the system's middle and high school teachers have participated in the institute since 1978.

Participating teachers do become part of the Yale community, with access to libraries and gymnasiums, and take classes that deal in subject matter, not educational methodology. A study done by the institute showed that 48 percent of the participants decided to stay in the New Haven school system because of their involvement with the program.

"It has made me rethink my teaching strategies and it doesn't allow me to become dormant," said Mr. Conte about the program. "It's great being in the seminar with 12 other teachers



The New York Times/Rollin A. Rigg

Michael Conte helping student at the Jackie Robinson Middle School in New Haven

because they give you ideas, too. It's a collaborative process in that the Yale professors really want to know what we want to learn."

The institute has been singled out by the American Association of Higher Education as "a pioneering and nationally significant example of university-school cooperation with an exemplary approach to improving our public schools."

In October, institute officials will travel to Washington, D.C., to receive a \$1,000 award from the Council for Advancement and Support of Education for University-High School Partnership Programs.

With a \$60,000 grant from the National Endowment for the Humanities, the institute is helping other communities and colleges establish similar programs. An advisory board with some of the nation's leading educators is overseeing the outreach program. Institutes are being planned at Duke University in Durham, N.C., the University of Washington in Seattle, Lehigh University in Bethlehem, Pa. and the University of California at Berkeley.

In Connecticut, the outreach resulted in the establishment of the University of Hartford's institute last spring, financed with grants from the Aetna Foundation and the Connecticut Humanities Council. Twenty-six Hartford public schoolteachers participated in four humanities seminars. The director, Leo Rockas, said he hopes to expand the institute next spring to eight seminars, with three in math and the sciences.

But to increase its offerings, the Hartford institute will also have to increase its financing from about \$50,000 to \$150,000, Mr. Rockas said. Like the Yale program, it will seek support from private foundations and corporations.

The Yale-New Haven institute's annual budget of \$360,000 comes from a variety of sources. The New Haven school system and Yale pick up about half; the rest comes from major foundations and the National Endowment for the Humanities.

The College Board News

Fall 1984



Yale-New Haven Institute seminar on "Society and the Detective Novel," led by Yale Professor Robin W. Winks: (clockwise) Professor Winks, Elizabeth S. Celotto, Jane K. Marshall, Phyllis Taylor, Harriet Bauman, Pamela Price-Antman, Anthony Franco, Benjamin A. Gorman. The Board has published a new edition of the Institute's book.

Yale-New Haven Program Proves Teachers Are Vital to School Improvement Efforts

FOR the past seven years, faculty members of Yale University and teachers of the New Haven, Connecticut, public schools have been working together as colleagues and peers to improve the quality of education for students in grades 7 through 12 of the New Haven public schools.

Their collaboration, known as the Yale-New Haven Teachers Institute, has won professional recognition and awards over the years, and the support of the National Endowment for the Humanities, national foundations and corporations, and more than 50 local companies. The Institute's latest award, presented by the Council for the Advancement and Support of Education in October, indicates that it is one of the five best school-college collaborations in the nation today.

The Yale-New Haven Teachers Institute participates in a network of 13 collaborative school-college projects that began to share information and resources last year under the auspices of the College Board's Educational Equality Project.

In order to help more schools and colleges benefit from the Institute's experiences, the Board's Educational Equality Project is publishing a new edition of the Institute's book, *Teaching in America: The Common Ground*.

The Educational Equality Project will also help call attention to the Yale-New

Haven approach by active promotion of the new book and by fostering discussions in other locations around the country of the principles of the Institute, according to James Herbert, executive director of academic affairs at the College Board.

The Board, with its membership of institutions of secondary and higher education, "is both a natural ally and an obvious means for acquainting colleagues in other communities with our work," said James R. Vivian, director of the Yale-New Haven Teachers Institute.

"We share, with the College Board and its Educational Equality Project, a commitment to the twin goals of excellence in and access to education at all levels."

Power to the Teachers

"The Institute may be a model for similar projects," Mr. Vivian said, "but we are not seeking direct transplants of the program as it exists in New Haven."

In any program, teachers are vital to success, he said, and efforts to improve schools will not succeed without their leadership.

"In this country we have too long held teachers responsible for the condition of our schools without giving them responsibility—empowering them—to improve our schools," Mr. Vivian writes in his introduction to *Teaching in America*.

"This fundamental precept has proved indispensable to the success of our Teachers Institute and will continue to guide our work."

Later in this decade, he notes, the nation will face potential shortages of qualified teachers. The immediate task, he said recently, "is to strengthen the teaching of individuals already in the profession."

A Microcosm

New Haven, Connecticut, is a microcosm of urban public education today. For many of the public school teachers, teaching has become more stressful. High rates of student absenteeism and mobility among schools impair teachers' ability to plan logical sequences for learning, and about half of the secondary school teachers teach subjects in which they did not major in college or graduate school.

More than 60 percent of the city's secondary school students come from families receiving some form of public assistance, 83 percent of its students are black or Hispanic, and 45 percent of those who enter ninth grade do not graduate.

Within this setting, the faculty of Yale University was a major resource waiting to be tapped.

"Yale University does not have a school of education," said Mr. Vivian, "so we do not involve 'curriculum experts' in the usual sense to develop new materials, train teachers, and expect the materials to improve classroom teaching."

Instead, Yale faculty from many departments collaborate with the teachers to develop curriculum materials of high quality pertinent to student needs. In applying to the Institute, teachers describe the topics they want to develop, and Yale faculty circulate seminar proposals related to those topics. After canvassing other teachers, the Institute's coordinators, teachers themselves, select the seminars to be offered.

In the more than 40 seminars to date, topics have included geology, the environment, medical imaging, student writing, drama, British studies, the arts and material culture, the American family, and society and literature in Latin America.

Each year, some 80 New Haven public school teachers become Institute Fellows to work with members of the Yale faculty. In a rigorous four-and-a-half-month program of talks, workshops, and seminars held during the school year, they study and prepare curricular materials that they and other teachers will use in the coming school year. They compile their materials, distribute copies to all New Haven teachers who might use them, and conduct workshops for colleagues to promote their use.

Each Fellow receives an honorarium upon successful completion of the program. Between 1978 and 1982 40 percent of New Haven public secondary school teachers in the humanities and sciences

participated in the Institute's seminars. Nine out of ten of them are likely to return for another seminar. Two out of three of the other teachers are inclined to participate in the future.

Teaching in America contains essays by Yale faculty members who have led Institute seminars, and by New Haven school teachers who tell how they have drawn on the seminars to develop new materials and strategies for their students.

It also includes results of a recent survey that found that the Institute significantly increased teachers' knowledge of their disciplines, raised their morale, heightened their expectations of their students' ability to learn, and improved student learning, and that the teachers' materials serve all students.

To order a copy of the book send \$8.95 to College Board Publications, Department B77, Box 886, New York, New York 10101.

Yale gives \$423,000 to teacher program

By Joseph T. Brady
Staff Reporter

Yale University's new president, Benno C. Schmidt Jr., has wasted little time in joining the city's top officials in the public spotlight.

Three days after his inauguration, Schmidt Tuesday joined Mayor Biagio DiLieto and Superintendent of Schools John Dow Jr. at a press conference to announce a major grant for a joint educational program.

The Yale-New Haven Teachers Institute received a \$245,000 grant from the National Endowment for the Humanities for training public school teachers and developing courses in the humanities over the next three years.

The grant is part of a \$966,000 package over three years that also includes a \$423,000 contribution from Yale and a \$198,000 donation from the city and other sources. The NEH has offered the remaining \$100,000 in the form of a matching grant.

The program will allow 50 high school and middle school teachers to participate during each of the next three years, according to James R. Vivian, institute director. The teachers enroll in 4½-month seminars conducted by Yale faculty members and develop courses that often become part of the public school curriculum.

The focus will be increased understanding of American history and culture and of other nations through their language and literature.

Schmidt said Yale's involvement in the program is one way in

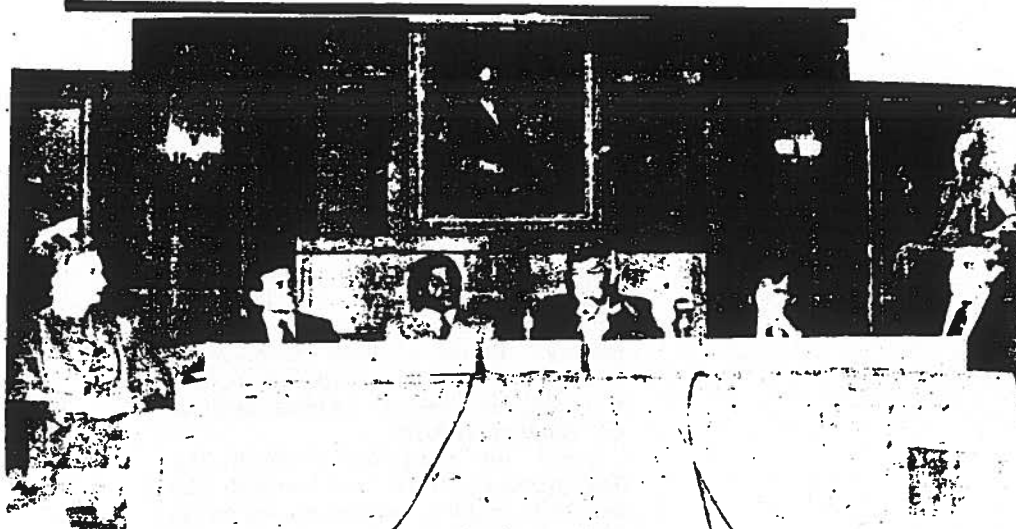
which the university strives to be "a good and active citizen" of New Haven. "It's one of our great successes," he said.

When a member of the audience asked whether Schmidt would lead a seminar in his specialty, constitutional law, the Yale president said, "I might leap at it," if given the opportunity.

Dow said the grant "gives stability to an outstanding program" that serves as a model for similar collaborations across the country. He said the program also has played a large part in the New Haven system's success.

"Contrary to what many people might feel, we've demonstrated that urban public school education can be an outstanding venture," Dow said.

DiLieto praised Yale for its role in the project, calling the university "one of New Haven's greatest resources, if not the greatest resource." He said the NEH grant makes clear the merit of the program.



A GRANT FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES to the Yale-New Haven Teachers Institute was announced during a press conference Sept. 23 in the Hall of Graduate Studies, York Street. Left to right are: Dr. Pamela Glenn

Menke, NEH; James R. Vivian, director, Yale-New Haven Teachers Institute; Superintendent of Schools John Dow Jr., Mayor Biagio DiLieto, Yale President Benno C. Schmidt, and Thomas G. Ward, NEH.

Yale-New Haven Teachers Institute receives grant from National Endowment for Humanities

In his first official press conference, just two days after his inauguration, Yale University President Benno C. Schmidt Jr. joined Superintendent of Schools John Dow Jr. and Mayor Biagio DiLieto in announcing a grant for the Yale-New Haven Teachers Institute. The Institute has received a \$245,000 grant from the National Endowment for the Humanities for training public school teachers and developing courses in the humanities over the next three years, announced James R. Vivian, institute director. The grant is part of a total \$966,024 package for the next three years which includes a \$100,000 matching fund from NEH; \$423,306 from Yale and \$197,718 from New Haven and other donors.

Model for country

Superintendent Dow, noting that the Teachers Institute is incorporated in the school system's five-year staff development plan, underscored the Institute's role as a model for the nation and demonstrates that Urban Public School Education can be an outstanding venture. "The leadership here can be a model for the nation," Dr. Dow added that he was very excited about the grant and noted that the city must make a commitment to teachers not only in salaries but in quality of education. Dr. Dow expressed his personal appreciation to Mayor DiLieto for his support to the Teachers Institute.

Mayor DiLieto told the gathering of press, Yale professors, and New Haven Public School teachers and administrators that "Yale is one of New Haven's greatest resources, if not the greatest." The grant, he said, bespeaks of the program's highly meritorious aspects and recognizes the importance of education and the importance of teaching children in a most effective way. The mayor praised Dr. Dow for the exceptional work he has done in the school system and NEH for enabling the Teachers Institute program to continue with the grant.

Yale President Schmidt praised the Teachers Institute program as an effective and responsive joint partnership. Schmidt said Yale's involvement in the program is

one way in which the university strives to be "a good and active citizen" of New Haven. He said the Teachers Institute was important to the business community because the strength of public schools contributes to the overall development and well-being of a community. In his closing remarks Schmidt saluted the public school teachers whose leadership and participation have made the Teachers Institute so successful and which he noted, was the hallmark of the program.

The National Endowment for the Humanities was represented by Dr. Pamela Glenn Menke, director, Division of Education Programs, and Thomas G. Ward, program officer, Humanities Instruction, elementary and secondary school programs. Dr. Menke said, "Effective teaching demands teachers who know the content of the humanities; who have informed perspectives that enable them to present great works, events, and ideas in an integrated fashion and who have the intellectual preparation which stimulates them to engage in dialogue with students and with one another. Yale University and the New Haven schools have demonstrated that excellence in the humanities can be the basis for civic relations and that distinguished scholars of the humanities are part of a tradition of public service... Without strong schools there can be no strong universities. Schools, colleges, and universities are partners in the enterprise of preparing children, youth and adults to become the informed citizens who shape our nation. Yale University and the New Haven public schools have the academic intensity and the dedication of purpose which bring teachers and scholars together to form an intellectual composition of a common heritage."

The Teachers Institute, a joint effort between Yale and the New Haven Public Schools to strengthen teaching and learning in the community's middle and high schools, provides leadership and supplementary materials and expertise in training teachers. Founded in 1978, the Institute runs from March to July training teachers in curriculum development and in their area of study. From October to

December teams of Fellows from each seminar present the results of their work to other teachers in the school who wish to use the material Fellows have developed.

In each of the next three years the Institute will offer five seminars in the humanities that respond to the Endowment-wide initiatives which include calling upon schools and colleges to join in an effort to provide an increased understanding of American history and culture, and an understanding of other nations through their language and literature. Fifty New Haven public school teachers will participate in these seminars led by 11 Yale faculty members.

The Yale faculty and the seminar topics are as follows: Jean-Christophe Agnew, Associate Professor and Director of Undergraduate Studies in American Studies; seminar on "Rites of Passage: Immigration and American Culture;" Victor Bers, Associate Professor and Director of Graduate Studies of Classics; seminar on "The Place of Classical Learning in American History;" Kent C. Bloomer, Professor (Adjunct) Architectural Design, Director of Undergraduate Studies, School of Architecture; seminar on "Architectural Monuments;" Richard H. Brodhead, Professor and Director and Chairman of Spanish and Portuguese seminars on "The Modern Short Story in Latin America," "Major Poems in Modern Latin American Literature," "Writings and Re-Writings of the Discovery and Conquest of America."

Also, Howard R. Lamar, William

Robertson Coe Professor of History, seminar on "American Regions and Regionalism;" Traugott Lawler, Professor and Associate Chairman of English seminars on "Epic, Romance, and the American Dream" and "Poetry;" James A. Snead, Assistant Professor of English and Comparative Literature; seminar on "Readings in the Modern Short Story;" Thomas R. Whitaker, Professor English seminars on "Writing About American Culture," "Writing About American Fiction," "Writing About American Poetry;" Robin W. Winks, Master of Berkeley College, Professor of History

Continued next page

seminars on "The Writing of History: History as Literature" and "Detective fiction: Its Use as Literature and as History;" Bryan J. Wolf, Director of Graduate Studies and Associate Professor of American Studies: seminar on "America as Myth."

Since its inception in 1978, the Teachers Institute has served 194 teachers including two New Haven public school teachers who attended the press conference at which the grant was announced. Lula White who has been teaching for 18 years has attended the Teachers Institute since its inception. This year she attended the seminar on "Family In Literature" and from her studies compiled a curriculum for sociology based upon five plays. White plans to teach the curriculum in her sociology classes at the Conte Career Educational Center. White said she finds the Teachers Institute offers her an intellectual stimulation.

Elizabeth Lawrence, a special education teacher, has been teaching for nine years and has attended the Institute for three years. This year she attended the seminar on "Writing and Rewritings of the Discovery of America" — from Columbus to the Modernista Movement. The seminar gave a different slant to the discovery of America by offering a perspective of the Spanish influence. Lawrence, whose heritage is Spanish and Italian, also emphasized the intellectual stimulation of the seminars.

'Subversion' in School

Continued From Page C1

TUESDAY, NOVEMBER 18, 1986

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ABOUT EDUCATION

Promoting 'Subversion'

By FRED M. HECHINGER

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.

Earlier this month, 180 representatives of that movement met for two days at Yale University in a conference on "Strengthening Teaching Through Collaboration."

"Collaboration is not a supportive but a subversive activity," said Peter M. Briggs, an English professor at Bryn Mawr College. Reform through collaboration, he said, must subvert "educationists" more interested in theory than in the realities of the classroom.

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.

The institute is a partnership of equals between university faculty members and public school teachers or "fellows." Its centerpiece is a system of seminars, led but not dominated by the professors. The program lasts over the course of the academic year.

"We wanted to empower teachers to gain greater control over the subjects they teach, the curriculum they use, and the professional activities they undertake," said James R.

Vivian, the institute's director. The fellows enjoy full campus privileges, are listed in the Yale directory and receive a \$750 stipend. Most important, they establish personal and professional contact with the collaborating Yale professors.

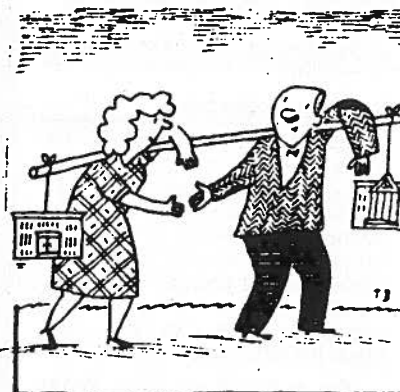
Since 1978, the institute has offered 57 seminars in the humanities and arts, the social sciences, mathematics, and the physical and life sciences; 56 professors, many of them senior members of their departments, have participated. They are drawn from Yale College, the Graduate School and the schools of architecture, art, divinity, forestry and environmental studies, law and medicine. Some 229 teachers have completed the program, many of whom have participated in seminars on several topics. Each year almost 25 percent of all New Haven secondary teachers in the humanities and sciences become fellows. To date, they have developed 463 individual curriculum units, which are also widely used by their colleagues in the city's schools. The fellows point out that such units differ from outlines usually given to teachers; instead they stress the teachers' individual mastery of the topic, without spoon-feeding prepared materials and lessons to students.

"We did not want the institute to be something concocted by Yale and imposed on the schools," said Mr. Vivian. The teachers themselves decide which topics would be most useful. The term "course" is outlawed because it connotes imposition from above instead of a collaboration of colleagues.

To be successful, Mr. Vivian stresses, collaboration must be permanent. Nothing hurts university involvement with the schools more than the teachers' suspicion that the professors regard their part as a short-term charity.

Effective collaboration also needs the full support of the university's top leadership. Yale was fortunate that A. Bartlett Giamatti had been planning to lead the institute's first writing seminar for high school teachers when he became the university's president in 1978. Opening the recent conference, Benno C. Schmidt Jr., Mr. Giamatti's successor, called such collaboration "indispensable to education reform."

The list of participants in the conference showed collaboration's rapid spread. Teams came from Eastern colleges like Brown University in Rhode Island, the Massachusetts Institute of Technology, Cornell, Bard College in New York, and the University of Hartford; from Middle Western schools, including Oberlin College in Ohio and the University of Michigan; from Southern schools like Duke



Tum Bloor

University in North Carolina and from colleges in the West, including several divisions of the University of California and the University of Washington.

Collaboration, said Michael Hooker, Chancellor of the University of Maryland, must focus on teaching. "We've wrongly indoctrinated graduate students to think that teaching interferes with research," he said. "This movement could change that."

But several participants cautioned that schools must be reorganized to make the most out of collaboration and to welcome and make use of rejuvenated teachers. "Schools are not open to change," said a delegate from M.I.T.

Still, the early benefits seem impressive. A New Haven teacher said "I've been able to grow beyond my environment, which is room 105. The system just used to plunk some materials on my desk at the start of the year and say, 'Use them.' I've grown. I'm enthusiastic about what I teach and the students pick this up."

Not all of the collaborative effort function alike. For example, the four year old Stanford in the Schools program deals with six surrounding school districts, mainly through principals and superintendents. It has not made the close connections with individual teachers.

The secret of Yale's success may be that the university has no school of education, so the program is run by its arts and science faculties.

Other observers credit the fact that Yale, which is rich in resources, focuses on New Haven, the nation's seventh poorest city.

Still, the benefits are by no means one-sided. The university professor repeatedly extolled the benefits they derive, such as insights into the need of the high school students who may soon be in their own classrooms. They also learn the importance of good teaching, a rare commodity in colleges, too. Traugott Lawler, professor of English at Yale, urged even closer working contact. "Professors should visit their teacher colleagues' classrooms regularly," he said.

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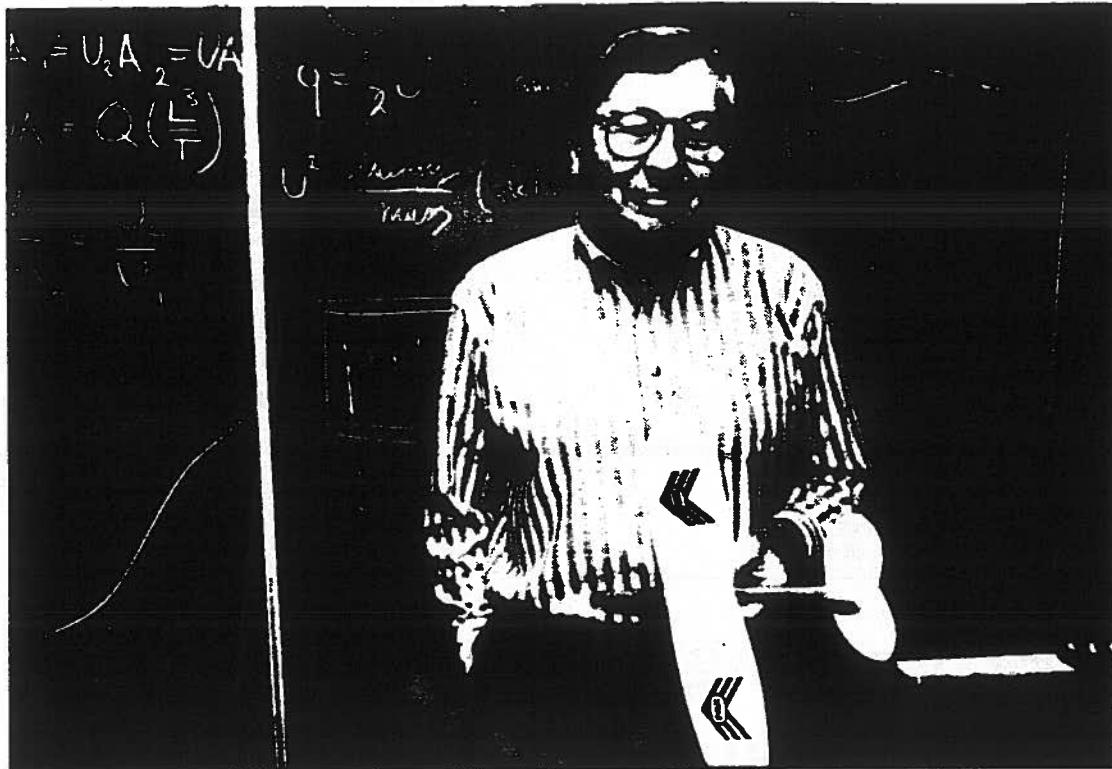
Yale helps city teachers shape lessons

By Magaly Olivero

NEW HAVEN — Peter P. Wegener, professor emeritus of engineering and applied science at Yale University, aimed the vacuum cleaner hose at the two spheres dangling from a pole in order to demonstrate a principle of atmospheric pressure. Graphics and equations on energy and mass filled the blackboard behind him.

The audience of New Haven teachers watched the experiment intently as they made notations and asked questions. They will use the knowledge they gain from Wegener and other Yale professors this summer to develop lesson plans, or curriculum units, to bring back to city schools.

Wegener's seminar on aerodynamics is part of the Yale-New Haven Teachers Institute, a collaborative effort between Yale Univer-



Mara Lavitt/Register

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Yale Professor Peter Wegener teaching teachers. The subject: aerodynamics.

Institute: Teachers help shape their own learning

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sity and the New Haven school system which celebrates its 10th anniversary this year.

For the past decade, Yale University faculty and New Haven teachers have been working together as colleagues and peers to improve the quality of education for students enrolled in Grades 7 through 12 in city schools.

More than 275 teachers — 35 percent of the city's middle school teachers and 34 percent of its high school teachers — have attended nearly 70 seminars in the humanities and arts, the social sciences, mathematics, and the physical and life sciences. The curricula developed as a result of these seminars have been used in about 1,500 classrooms, reaching approximately 30,000 pupils.

Beyond New Haven, the institute has been recognized by the Council for the Advancement and Support of Education as a national model for collaboration between universities and towns. It has been acclaimed by the National Endowment for the Humanities and has helped other communities and colleges establish similar partnerships throughout the country.

James R. Vivian, institute di-

rector since the start, attributed much of the success to the fact that teachers have a leadership role in the program.

"The program has been highly realistic about how to bring about change because teachers who know about the realities of their work and their classrooms are the ones calling the shots," said Vivian.

Seminar topics offered at the institute, which runs from March to July, are determined in advance by a panel of teachers who consult with their colleagues in the school system to identify areas of mutual concern. The participants, or fellows, enjoy full campus privileges, are listed in the Yale directory and receive a \$1,000 stipend. The curriculum units they develop are published in bound volumes that are made available to all teachers.

"I give these teachers a lot of credit. They work all day and then come to the Yale campus for these seminars," said Wegener. "These are dedicated educators."

Carolyn Kinder, an eighth grade science teacher at Jackie Robinson Middle School who has participated in the institute for six years, said the experience has helped raise her self-esteem as a teacher.

"I was having a hard time relating subject content to the students because of discipline problems. I

started thinking of myself as a failure," she said. Once at the institute, however, Kinder found moral support and practical advice from colleagues with similar problems.

She also was exposed to methods of making science more exciting for her students. "I feel like a little girl with the lollipop in her hand," said Kinder, of the chance to interact with Yale faculty. "I get to have contact with some of the best minds in the country on a certain topic. That gives me a sense of power and expertise that I can bring back to the classroom."

Kinder has developed a number of curriculum units, including lesson plans on the geology of the West River, coal as an energy source and medical imaging. This year she is developing lessons on hormones and reproduction.

Vivian envisions the institute continuing to provide a mechanism for teachers to update their skills and study new subjects in the future. Success, however, depends on continued financial support from Yale, the city and local and national foundations. The institute has an operating budget of \$500,000.

"The institute," said Vivian, "is proof that teachers are themselves learners and the best teachers are active learners."

New Haven Register

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Urban education gets \$2 million boost

By Pamela Coyle
Register Staff

NEW HAVEN — An award-winning program that brings city teachers and Yale University professors together to improve urban education has received a \$2 million grant that will be the cornerstone of a \$5 million fund-raising drive.

Armed with the gift from the DeWitt Wallace-Reader's Digest Fund, the Yale-New Haven Teachers Institute will embark on a four-year campaign to raise an endowment to make it a permanent part of the city's education landscape.

The program was a pioneer among school-university partnerships when it was founded 12

years ago and is the first one to seek an endowment, said Yale, foundation and education officials.

The grant, announced Thursday, is the institute's largest ever.

"It's the most major piece of news in the history of the program," said James Vivian, the in-

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stitute's director since it began under the late Yale President A. Bartlett Giamatti. "This endowment begins to give Yale the capacity to always make the resources of its faculty available to work with their counterparts in the schools."

Yale President Benno C. Schmidt Jr. said the grant will help the institute continue to set an example of how schools and universities can work together.

"The grant is a truly creative investment that shapes the future in important ways," he said.

More than 300 city teachers — about a third of its middle and high school teachers — have attended seminars that range from American fiction to student writing and the environment to hormones and reproductive behavior. After immersion in seminars, which run from March to July, teachers produce classroom lesson plans, or curriculum units.

Joyce Bryant, a math teacher at Troup Middle School, for example, is polishing a lesson using airline passengers, air speed, fuel consumption and ticket prices as the foundation for math questions. The raw materials came from an aviation seminar that Yale engineering professor Peter Wegener directed.

Real-life questions stimulate student interest in math, said Bryant, who may try to organize a plane trip to Orlando, Fla., so her students can use what they learned.

Fair Haven Middle School students in Benjamin Gordon's social studies classes will visit outdoor museums and parks, including the Concord-Lexington Battle Road and Sleeping Giant State Park. A 13-year institute veteran, Gordon recently took a seminar on the National Park Service, led by Yale history professor Robin Winks, a member of the service's national advisory board.

"It gives teachers a tremendous opportunity for professional development to work with senior faculty at Yale," he said. About 70 Yale professors have led seminars or lectures since 1978.

Superintendent of Schools John Dow Jr. said the program gives teachers high-quality retraining in their fields. He said the grant was "an excellent breakthrough."

"It stabilizes and improves the program," he said.

Teachers receive \$1,000 stipends, and the curricula they develop are published in bound volumes so other teachers can use them. To date, the lessons have reached more than 30,000 students in 1,500 classrooms.

Foundation officials said the institute's immediate effect on local education, and its philosophy that city teachers should help determine what they study and how they use it, caught their attention.

"The teaming of college faculty and public school teachers offers a nuts-and-bolts solution to help improve the quality of education in America," said George V. Grune, the fund's chairman.

National education experts hailed the institute — and Reader's Digest's move to help endow it — as a model for other communities. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said the Yale-New Haven Teachers Institute is "leading the way" to improve teaching and education.

The institute, which started with a \$5,000 planning grant from the Edward W. Hazen Foundation, has been trying to raise an endowment since at least 1982. The National Endowment for the Humanities has given the institute about \$1 million in total support, including a \$210,000 grant in its first year.

About 40 local business have contributed to its operations, along with several major national foundations, including the Carnegie Corp. of New York, the Rockefeller Foundation, the Andrew W. Mellon Foundation and the Ford Foundation.

The institute receives about 40 percent of its \$500,000 annual operating budget from foundations and corporations, and Yale and the city school system pick up the rest.

About Education

Fred M. Hechinger

With Yale as a model, universities and public schools enter an era of cooperation.

When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million 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 great impact in furthering such cooperation.

To underscore the grant's importance, Yale has simultaneously started a drive to raise a \$5 million endowment for the institute.

The institute, now in its 12th year, shows how a university faculty can play an important role in improving public education. It offers seminars for teachers in New Haven's middle and high schools. Together, the professors and the teachers, known as Yale Fellows, study topics of interest to both, and the Yale faculty members often spend time in the schools to find out what the teachers need.

The teachers, in turn, are made to feel at home on the Yale campus, enjoying even that ultimate seal of belonging: parking permits.

In the latest annual questionnaire, 92 percent of the fellows thought public schools would be improved if teachers had stronger preparation in academic subjects. Recent Yale Fellows seminars have included topics like "Crystals in Science and Technology" and "Family Ties in Latin American Fiction."

Since the institute's creation in 1978, 307 New Haven teachers have completed the program, and 71 Yale professors have participated. The seminars meet from March to July, and are in addition to the teachers' normal workload.

James R. Vivian, the institute's director, said: "Teachers tell us the program increases their confidence and enthusiasm for the subject they study and has encouraged them to remain in teaching in our city."

One teacher said she had turned down several lucrative offers from neighboring school districts because it would mean giving up the Yale program.

The fellows' responses illustrate their hunger for a little sensitivity. One fellow, commenting on a Yale seminar leader, said, "She taught an area I was not versed in without making me feel inadequate or ignorant."

Another called "the pleasure of being exposed to my seminar leader

and his vast knowledge and humanness one of the high points in my many years of teaching."

The meeting of the two usually distant worlds seems equally revealing for the Yale faculty.

"I have certainly found this seminar to be most educational," one seminar leader said. "I had no idea that the problems facing inner-city schools were so acute. There is nothing like meeting these teachers in person."

In announcing the Reader's Digest grant, George V. Grune, chairman of the fund, said he hoped it would encourage support for similar programs at other universities.

Teachers participating in the seminars get a \$1,000 stipend. The topics are mutually agreed upon by teachers and professors. New curriculums written by the participants are made available to all New Haven schools.

Yale is not alone in such school-college cooperation, but its early start and high prestige have made it a model. The fact that Yale does not have a school of education may actually have helped: at universities with education schools, the arts and science faculty tends to leave it to the education professors to deal with the public schools' problems. At Yale, the task is left to the entire faculty, including senior professors.

Personal leadership is crucial. When the institute was planned, a fervent supporter was A. Bartlett Giamatti, then a faculty member. When Mr. Giamatti was appointed Yale's president, he continued his support of the institute. His successor, Benno C. Schmidt Jr. has since reaffirmed its importance by pledging creation of an endowment.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, called the institute a political success as well. "It's no secret that the university and New Haven are two separate worlds," he said. The institute, he added, "has put a human face on the university, opened doors and focused resources where they are needed."

Perhaps the most poignant comment came from one of the New Haven teachers: "I liked being treated as if I mattered: the comfortable chairs, the coffee — and the chance to talk to other teachers. Teachers will act like professionals when treated like professionals."