

HEARINGS ON THE TWENTY-FIRST CENTURY TEACHERS ACT

HEARINGS BEFORE THE COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES ONE HUNDRED FIRST CONGRESS SECOND SESSION

HEARINGS HELD IN LOS ANGELES, CA, MARCH 3 AND WASHINGTON,
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H341-36 .

Chairman HAWKINS. Thank you, Ms. Valdez. The next witness is Dr. James Vivian. Dr. Vivian, I understand you are accompanied by a science teacher, so I hope you will introduce her and utilize her as you so desire.

Mr. VIVIAN. Mr. Chairman, I appreciate this opportunity to summarize for the committee some of the reasons why I believe that the present bill is so clearly in the National interest, and so urgently required at the present time.

We face, as has been remarked on numerous points in the testimony today, a crisis in the preparation of our nation's two and one-third million public school teachers.

After 15 years of working precisely in the vein of the professional development academies that this bill would support, I am convinced that only a Federal initiative of this magnitude, and with these broad purposes, can create the conditions for the systematic and widespread improvement of teaching and learning in our nation's schools.

After the many reports and studies on our schools, there has been a reawakening, I think, to the inescapable fact that whether or not the changes that have been envisioned in the reports and acted by state legislators, mandated by state boards and local districts, whether these changes can be made will depend on the support, the preparation and the leadership of school teachers.

Mr. Chairman, I therefore applaud what you, the ranking member, and the other members have done by introducing this bill to assist those individuals now in teaching and those individuals whom we especially wish and need to enter the profession.

The prepared testimony that I will provide to the committee and would ask be made part of the hearing record describes and documents, the concept, the operation, and many of the results of the Yale-New Haven Teachers Institute.

I include there the evaluations of such distinguished educators as Normal Francis, TheodoreSizer, and Ernest Boyer, together with results of our own self-study.

I offer this information as a preview or case study of the type of activity that Title III of this bill would support, and to give the committee an indication of the results the members might expect to achieve by its passage.

With respect to the findings in the bill in Section 2, our experience in New Haven substantiates each of the 5 specified needs and suggests how professional development academies, like our Teachers Institute, can address these needs successfully.

I would quickly underscore now 8 points from my written testimony. Mr. Chairman, first, the needs of the teachers in the Nation's schools, in terms of their previous preparation to teach the subjects they are assigned, or at times misassigned, to teach, are compelling.

In New Haven, as nationally, there is a dramatic shortage of teachers who specialized during their formal preparation in the subject areas they now teach.

A high proportion of teachers in the sciences and in the humanities, more than 60 percent and 40 percent respectively in New Haven, did not major in college or graduate school in 1 or more of the subjects they now teach.

In the past two years, for example, approximately one-half of the New Haven middle and high school teachers participating in our institute, either were not certified or did not major in the subjects they teach.

I think it is imperative that programs like our institute, which would be authorized by the present bill, serve and assist such teachers as these.

Moreover, all teachers obviously need to stay abreast of research and new findings and interpretations in their fields. Events across the world in recent months remind us, I think, that this is no less the case for the history teacher than it is for the science teacher.

No less important, teachers need to convey effectively to their own students what they themselves have learned. The present bill refers to the need which our institute addresses, for "greater integration of subject matter and pedagogical training" in the preparation of teachers.

This is why, by having teachers in our institute write curricular materials, we emphasize the classroom application of topics the teacher studies.

With respect to the academies the bill envisions, from our experience with the Yale-New Haven Teachers Institute, I am convinced that continuing study, writing, and discussion with colleagues about one's subject and how to teach it are no less important to teachers in schools than to teachers in the university.

Secondly, there is the well-known, serious disparity between minority students and their teachers. In New Haven, 60 percent of students are black and 22 percent Hispanic, whereas their teachers are 25 percent black and 7 percent Hispanic.

Nationally, a recent study concludes that parity would be achieved only if 450,000 minority students were now preparing to enter teaching whereas the actual number is only 35,000.

Mr. Chairman, the present bill would attempt to address this situation in what I regard to be very practical and promising ways.

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 student's 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 institutions. In New Haven, institute participants are highly representative of all New Haven teachers in terms of age, race, sex, and other demographic characteristics.

These are the reasons why—my third point—I believe that the finds in Title III of this bill concerning the further preparation of teachers in their substantive fields are so important.

My prepared testimony describes, at some length, the operation of the collegiality in our own program and the benefits that accrue when teachers from universities and schools come together, on an equal basis, as members of the same profession to discuss the common problems of teaching their disciplines.

Fourth, I am convinced that efforts at school improvement will not succeed without teacher leadership. For too long we have held teachers responsible for the condition of our schools, without giving them responsibility, empowering them to improve our schools.

From our experience, I believe that the most effective projects invest real authority in teachers and under their leadership develop organically, based on the needs that teachers themselves identify.

In short, the so-called "academies" to be established under this bill, with its emphasis on subject matter and teacher leadership, would help to renew and revitalize the profession, the professional life of teachers, and would thereby help both to attract and to retain those individuals whom we now wish to enter and to remain in teaching, especially in the targeted school districts.

The proposed academies can help to create improved conditions for teaching in such districts. In 1987, when we last surveyed all New Haven teachers, whoever had been Fellows of our institute, more than two-fifths said that the opportunity to participate in our institute influenced their decision to continue teaching in our local public schools.

Among the reasons they cite most frequently are intellectual renewal and professional growth, colleague relationships with other teachers and university faculty members, together with greater confidence, enthusiasm and effectiveness in their own teaching.

In 1989, we updated an ongoing study of Fellows who have remained in teaching in New Haven. We regard this information as further potential evidence which is buttressed by the results of other studies about the effects of the institute in retaining teachers in New Haven who have participated in our program.

The study shows that of the 289 individual teachers who have completed the program successfully at least once between 1978 and 1989, 190 or two-thirds are still teaching in a New Haven public school.

Our experience in the Yale-New Haven Teachers Institute also affirms, fifth, the value of professional development academies being conducted by partnerships between schools and colleges and universities.

Indeed, throughout the 1980s, there was a growing appreciation of the role that university-school collaboration can and must play in strengthening teaching and learning in schools.

There are large and pertinent resources in higher education for the continuing preparation of teachers in their subjects. Such collaboration also recognizes that our colleges and universities, no less than our schools, have a stake in the preparation of the Nation's students in schools.

As we are working in New Haven to make our institute a more permanent mechanism for faculty members at Yale and teachers in New Haven to collaborate, I was also pleased to see the 5-year duration of funding for the academies.

When we talk about structural changes in education, I think we need to think particularly of means for strengthening and lengthening the ties and cooperation between our schools and colleges.

Sixth, I note references in the bill to the possible participation of business and industry in the consortia the legislation would sup-

port. As the committee is aware, there has been a widespread interest in recent years in partnerships between the private sector and schools.

Based on our experience in the Yale-New Haven Teachers Institute, I believe there are strong reasons to encourage a wider partnership, one encompassing the private sector, schools, and higher education as well.

In 1985, the late President Abe Bartlett Giamatti of Yale, who was a great supporter of our institute, the mayor of New Haven, the superintendent of our schools, the chairman of the New Haven Board of Education, the president of the Greater New Haven Central Labor Council, and representatives of the New Haven Business Community met to take stock of our program and to plan for the future.

That meeting affirmed that the institute represents not only a partnership of the University with our local public system, but a partnership as well with the city, business, and labor.

Seventh, as President Normal Francis of Xavier University in New Orleans concluded in his early evaluation of our institute, this approach to strengthening teaching is cost-effective.

The results of the proposed academies would be magnified many times, that is, by assisting individuals currently in teaching we increase their preparation and effectiveness not only with their current students, but also with their many future students as well.

My final point, I am highly encouraged to see that the bill would target resources on minority teachers and students, on school districts with a high proportion of students from low income families, and on subject areas where teacher shortages are most severe.

In a similar way, when Yale University established our Teachers Institute in 1978, we considered what should be the focus of this activity and decided to concentrate our efforts and our resources on our local public school district where the need was so great and where the University's own interest in improving our community schools was manifest.

In conclusion, because of the massiveness of the problem, only a bill like H.R. 4130 could have a realistic chance of strengthening, in this way, teaching of those subjects which are fundamental to the informed and humane citizenry, on which not only our economy, but, indeed, our form of government depends.

Mr. Chairman, teaching is central to the educational process and to the vitality of our schools, in and through which we develop our capacity as a people and as a nation.

Based on our experience with the Yale-New Haven Teachers Institute, I think of no other step this committee might take which would hold greater promise, or is more necessary, for strengthening teaching and learning in our nation's schools.

Thank you.

[The prepared statement of James R. Vivian follows:]

TESTIMONY OF JAMES R. VIVIAN
DIRECTOR OF THE YALE-NEW HAVEN TEACHERS INSTITUTE
YALE UNIVERSITY
BEFORE THE COMMITTEE ON EDUCATION AND LABOR OF THE HOUSE OF REPRESENTATIVES
MARCH 15, 1990

Mr. Chairman, I appreciate this opportunity to summarize for the committee some of the reasons why I believe that the present bill is so clearly in the national interest, and so urgently required at the present time.

We face today a crisis in the preparation of our Nation's 2 1/3 million public schoolteachers.

After fifteen years of working precisely in the vein of the professional development academies that this bill would support, I am convinced that only a Federal initiative of this magnitude, and with these broad purposes, can create the conditions for the systematic and widespread improvement of teaching and learning in the humanities and the sciences in our Nation's schools.

After the many reports and studies on our schools, there has been a reawakening to the inescapable fact that whether or not the changes which have been envisioned in the reports, enacted by State legislatures, mandated

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by State boards and local school districts, can be made will depend on the support, the leadership, and the preparation of schoolteachers. Whether we speak of increased regulation or deregulation in education--of more central authority or greater local control--still we depend on the capacity and effectiveness of teachers. Mr. Chairman, I therefore applaud what you, the ranking Member, and the other Members have done by introducing this bill to assist those individuals now in teaching and those individuals whom we especially wish and need to enter the profession.

The prepared testimony that I will provide to the committee--and now would ask be made a part of the hearing record--describes and documents the concept, operation, and results of the Yale-New Haven Teachers Institute. I include there the evaluations of such distinguished educators as Norman Francis, TheodoreSizer, and Ernest Boyer, together with results of our own self-study. I offer this information as a preview or case study of the type of activity that Title III of this bill would support, and to give the committee an indication of the results the Members might expect to achieve by its passage.

With respect to the findings of the bill (Section 2), our experience in New Haven substantiates each of the five specified needs and suggests how professional development academies like our Teachers Institute can address these needs successfully.

I would underscore now eight points from my written testimony. Mr. Chairman, first, the needs of the teachers in our Nation's schools, in terms

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of their previous preparation to teach the subjects they are assigned--or at times I should say misassigned--to teach, are compelling.

In New Haven, as nationally, there is a dramatic shortage of teachers who specialized during their formal preparation in the subject areas which they now teach. A high proportion of teachers in the sciences and in the humanities, more than 60 percent and 40 percent respectively in New Haven, did not major in college or graduate school in one or more of the subjects they teach. In the past two years, for example, approximately half of the New Haven middle and high school teachers participating in our Institute either were not certified or did not major in the subjects they teach. I think it is imperative that programs like our Institute serve and assist such teachers as these.

Moreover, all teachers obviously need to stay abreast of research and new findings and interpretations in their fields. Events across the world in recent months remind us that this is no less the case for the history teacher than it is for the science teacher.

It is ironic, then, at a time when lifelong learning is becoming increasingly a reality in our society, and an expectation in many professions, that we have yet to grasp and act on the fact that teachers themselves are the largest white-collar group in this country in need of professional development and continuing education.

This current state of teacher preparation will not be readily improved as

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a result of new teachers entering the profession and may, in fact, worsen because of the shortage of qualified teachers which, some analysts now project, may only increase in coming years.

No less important, teachers need to convey effectively to their own students what they themselves have learned. The present bill refers to the need, which our Institute addresses, for "greater integration of subject matter and pedagogical training" in the preparation of teachers [Section 2(2)]. This is why, by having teachers in our Institute write curricular materials, we emphasize the classroom application of topics the teacher studies.

With respect to the academies the bill envisions, from our experience with the Yale-New Haven Teachers Institute, I am convinced that continuing study and writing, and discussion with colleagues, about one's subject and how to teach it are no less important to teachers in schools than to teachers in the university.

Second, there is a well-known, serious disparity between minority students and their teachers. In New Haven, 60 percent of students are Black and 22 percent Hispanic, whereas their teachers are 25 percent Black and 7 percent Hispanic. Nationally, a recent study concludes that parity would be achieved only if 450,000 minority students were now preparing to enter teaching, whereas the actual number is only 35,000. According to an AACTE report, "Blacks represent 16.2% of the children in public school, but constitute only 6.9% of the teaching force; Hispanics represent 9.1% of the children in

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public school, but only 1.9% of the teaching force...." The present bill would attempt to redress this situation in very practical and promising ways.

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.

These are among the reasons why, my third point, I believe that the findings in Title III of this bill [Section 301(a)(2)-(3)] concerning the further preparation of teachers in their substantive fields are so important. I would hope, based on our experience, that in the proposed academies the work of university and schoolteachers would be on a collegial basis. I would also hope that stipends would be available to participating teachers and that they would be as generous as possible in order to make these academies both demanding and professionally important.

My prepared testimony describes, at some length, the operation of collegiality in our own program and the benefits that accrue when teachers from universities and schools come together, on an equal basis, as members of

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the same profession, to discuss the common problems of teaching their disciplines.

Fourth, I am convinced that efforts at school improvement will not succeed without teacher leadership. We have too long held teachers responsible for the condition of our schools, without giving them responsibility, empowering them, to improve our schools.

Mr. Chairman, I believe we are in fact emerging, once again, from a crisis in confidence in our Nation's teachers, and I am therefore encouraged to find in this bill the language concerning teachers taking leadership roles in professional development programs [Section 2(5)].

From our experience, I believe the most effective projects invest real authority in teachers and under their leadership develop organically, based on the needs that teachers themselves identify.

In short, the so-called "academies" to be established under this bill, with its emphasis on subject matter and teacher leadership, would help to renew and revitalize the profession, the professional life of teachers, and would thereby help both to attract and to retain those individuals whom we now wish to enter and to remain in teaching, especially in the targeted school districts. The proposed academies can help to create improved conditions for teaching in such districts. In 1987 when we surveyed all New Haven teachers who had ever been Institute Fellows, more than two-fifths (41.6 percent) said that the opportunity to participate in the Institute influenced their decision

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to continue teaching in the New Haven Public Schools. Among the reasons they cite most frequently are intellectual renewal and professional growth, colleague relationships with other teachers and university faculty members, together with greater confidence, enthusiasm and effectiveness in teaching.

In 1989 we updated our ongoing study of Fellows who have remained in teaching in New Haven. We regard this information as potential evidence--which is buttressed by the results of other studies--about the effects of the Institute in retaining in teaching in New Haven individuals who have participated in the program. The study shows that of the 289 individual teachers who have completed the program successfully at least once between 1978 and 1989, 190, or two-thirds, are still teaching in a New Haven Public School. An additional 17 individuals, or 5%, have assumed positions in the New Haven Public Schools administration. A similar proportion of middle school teachers (41%) and high school teachers (35%) have participated in the Institute. Overall, more than one-third (38%) of all New Haven middle and high school teachers of the humanities and the sciences have completed the Institute successfully at least once.

With respect to the number of years Fellows still teaching in New Haven have taken part in the Institute, about half of all middle and high school teachers (48%) have participated once; about another one-third (29%) have taken part either two or three times; while other Fellows have participated between four and twelve times. Thus, the Institute has served a significant proportion of all eligible New Haven teachers, and has become a regular part of the professional lives of some teachers, while there are other teachers who

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have yet to participate once and many others who we hope will participate on a more recurring basis.

Our experience in the Yale-New Haven Teachers Institute also affirms, fifth, the value of the professional development academies being conducted by partnerships between schools and colleges and universities. Indeed, throughout the 1980s there was a growing appreciation of the role that university-school collaboration can and must play in strengthening teaching and learning in schools. There are large and pertinent resources in higher education for the continuing preparation of teachers in their subjects. Such collaboration also recognizes that our colleges, no less than our schools, have a stake in the preparation of the nation's students in schools. In my written testimony I describe at some length the partnership which our own Institute represents.

As we are working in New Haven to make our Institute a more permanent institutional mechanism for faculty members at Yale and teachers in New Haven to collaborate, and because I am convinced that collaborative programs to be effective must be long-term, I was also pleased to see the five-year duration of funding for the academies. When we talk about structural changes in education, I think we need to think particularly of means for strengthening and lengthening the ties and cooperation between our schools and colleges.

Sixth, I note references in the bill to the possible participation of business and industry in the consortia the legislation would support [Section 303(c)]. As the Committee is aware, there has been a widespread interest in

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recent years in partnerships between the private sector and schools. Based on our experience in New Haven, I believe that there are strong reasons to encourage a wider partnership, one encompassing the private sector, schools, and higher education as well.

During the past ten years our Institute has been pleased to receive the support from national corporations and foundations and from many local businesses. As early as 1981, in fact, the Teachers Institute began to enlist the cooperation and support of local corporations. The first campaign was headed by the Chairman of the New Haven Development Commission. Through these campaigns more than 50 local corporations, ranging from large lending institutions to manufacturing concerns to small businesses, joined in support of our effort to improve teaching of the central academic subjects in our public schools.

In 1985, the late President A. Bartlett Gianatti of Yale, who was a great supporter of the Institute, the Mayor of New Haven, the Superintendent of the New Haven Public Schools, the Chairman of the New Haven Board of Education, the President of the Greater New Haven Central Labor Council, and a leading representative of the New Haven business community, all met to take stock of the Institute's first seven years and to plan for the future. The meeting affirmed that the Teachers Institute represents not only a partnership of the University and our local public school system, but also a partnership with the city, business, and labor.

Many New Haven business executives recognize that a strong public school

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system fulfills a basic need for employees, their families, and the community generally. They see that the quality of our public schools is vitally important for attracting and retaining corporations in New Haven, that it is linked to economic development, to the tax base, and to the economic health of our community and region. They realize that the school system is a major factor in families' decisions about where to live, where they therefore pay taxes and purchase goods and services.

Not only is the monetary support of these corporations for the Institute important, the executives with whom we work have also become more knowledgeable about the many positive developments in our schools. In that these individuals are leaders in our community, by involving them in improving our schools, we can foster greater public support for public education.

No single factor is more important to the economic and general well being of a community than a strong public school system. By supporting the Teachers Institute, local corporations have participated in making available to our schools one of our community's main educational resources, the faculty of Yale University. This they sometimes call a "leverage" which corporate support can provide. From meetings we have held with business leaders from the New Haven community, we believe that local corporations will therefore remain highly responsive to our efforts to strengthen our public schools.

Seventh, as President Norman Francis of Xavier University in New Orleans concluded in his evaluation of our Institute, this approach to strengthening teaching is cost-effective. The results of the proposed academies would be

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magnified many times: that is, by assisting individuals currently in teaching we increase their preparation and effectiveness not only with their current students, but also with their many future students as well.

My final point, I am highly encouraged to see that the bill would target resources on minority teachers and students, on school districts with a high proportion of students from low income families, and on subject areas where teacher shortages are most severe. In a similar way, when Yale University established our Teachers Institute we considered what should be the focus of this activity and decided to concentrate our efforts and our resources on our local public school district where the need was demonstrably great and where the University's own interest in improving our community schools was manifest.

In conclusion, because of the massiveness of the problem, only a bill like H.R. 4130 could have a realistic chance of strengthening, in this way, teaching of those subjects which are fundamental to the informed and humane citizenry, on which not only our economy but indeed our form of government depends.

Mr. Chairman, teaching is central to the educational process and to the vitality of our schools, in and through which we develop our capacity as a people, and as a nation.

Based on our experience with the Yale-New Haven Teachers Institute, I think of no step this committee might take which would hold greater promise, or is more necessary, for strengthening teaching and learning in our Nation's schools.

Thank you.

**Yale-New Haven Teachers Institute
Support Awarded
1977-1989**

The following foundations, corporations, and agencies have supported the Yale-New Haven Teachers Institute during the first twelve years.

Aetna Life and Casualty Foundation	1983-1984
Harlan E. Anderson Foundation	1984-1987
Atlantic-Richfield Foundation	1980-1988
Charles Ulrick and Josephine Bay Foundation	1985-1987
Brown Foundation	1983
Carnegie Corporation of New York	1985-1992
Carolyn Foundation	1980-1984
The College Board	1984-1989
Connecticut Bank & Trust Co.	1981-1987
Connecticut Humanities Council	1978-1982
Council for Advancement and Support of Education	1984
DeWitt Wallace-Reader's Digest Fund	1989-1992
Ford Foundation	1984-1990
Horace W. Goldsmith Foundation	1989
Edward W. Hazen Foundation	1978
Howard Hughes Medical Institute	1989-1992
Local corporations	1981-1982
Andrew W. Mellon Foundation	1981-1982
National Endowment for the Humanities	1978-1989
National Science Foundation	1980-1982
New Haven Foundation	1978-1988
New Haven Public Schools	1978-1989
New York Times Company Foundation	1984-1986
Anne S. Richardson Fund	1979-1985
Rockefeller Foundation	1982-1987
George W. Seymour Trust	1981
Xerox Foundation	1984-1987

**Yale-New Haven Teachers Institute
Local Corporations Which Have
Provided Financial Support**

1978-1990

The Allen Group
 Ashland Oil Inc.
 Bank of New Haven
 Bic Pen Corporation
 Blakeslee, Arpaia, Chapman, Incorporated
 Broad Street Communications
 Colonial Bank
 Connecticut Bank and Trust Company
 C. Cowles Community Trust
 DeFrank & Sons Corporation
 EPD Corporation
 Eastern Elevator
 Eastern Steel and Metal Company
 Eder Brothers Incorporated
 Fusco Corporation
 Elm City Incorporated
 Etherington Industries
 First Bank
 A.W. Flint Company, Incorporated
 G&O Manufacturing Company
 Harloc Products Corporation
 Harvey Hubbell Foundation
 Insurance Management, Incorporated
 Jackson Newspapers, Incorporated
 Jenson Industries
 Kops-Monahan Communication
 Marlin Firearms Company.
 National Pipe Bending Company
 New England Corporation
 New Haven Terminal, Incorporated
 Newton-New Haven Company
 Olin Corporation Charitable Trust
 Olin Corporation - Winchester Group
 Olin Employees Fund of New Haven, Incorporated
 Security-Connecticut Life Insurance Company
 Seton Name Plate Corporation
 John P. Smith Company
 Southern Connecticut Gas Company
 Southern New England Telephone Company
 Stop & Shop Foundation
 Storer Cable TV of Conn., Incorporated
 TRW Geometric Tool
 UMC Electronics Company
 U.S. Electrical Motors
 Union Trust Company
 United Aluminum Corporation
 WTNH-TV
 Wire Machinery Corporation of America, Incorporated
 Wyatt, Incorporated.
 Yale Co-op

Cooperation Grows Between Yale and City Teachers

By GENE L. MARROFF

THE Ghetto state with that under the canopy 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 15 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 1970s. There is now more inter-



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

act than ever before in making awareness of education; the large 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 sep-

arates 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 present Institute at Yale, formed in 1976 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 "perks." The program is free to the teachers, who are paid \$200 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 Institute fellows showed that almost half were influenced in their decision 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 teach a year ago are still in touch with me," said Robin W. White, a Yale history professor.

Planning to Lead 2 Seminars

Dr. White has been so pleased with his seminars that this year he is leading two: "Society and the Detective Novel" and "An Unsettled World: The West in Conflict." Seminar topics 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, incidentally participate in the program. Professors maintain that they are forced to think more about their subject matter, knowing that it has to be stated in ways that can be passed on to students in high schools and junior high."

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

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Educators Seek Solutions to 'Crisis' in Teaching

Yale Meeting Explores Collaborative Efforts

By Sheppard Ransom

NEW HAVEN, CONN.—In what may be an indication of how serious the concern over the "crisis of quality" within the nation's teaching profession has become, the chief state school officers of 38 states, in an unprecedented move, met late last month at Yale University with the presidents of more than 40 of the nation's leading colleges and universities to discuss ways they can cooperate to get more academically able people into teaching while keeping the best of those who are already in the profession.

The purposes of the meeting, conference participants said, were to begin to break down the "tremendous prejudice" against public-school teaching that exists on many college campuses, to share ideas about successful school-college collaborations, and to encourage dialogue between state education officials and the leaders of the nation's institutions of higher education.

Expressed throughout the conference discussions was the view that if teacher training is to be improved and if more able students are to be attracted to the teaching profession, colleges and universities must commit more than just their education schools to the task. Many conference participants, especially university presidents, asserted that too many education programs are undistinguished.



A. Bartlett Giamatti, left, president of Yale University, speaking with Calvin M. Frazier, president of the Council of Chief State School Officers.

Prestige, Power, Preparation

The participants agreed, however, that "a climate now exists" to mount a broad national attack on the pervasive problems of the "prestige, power, pay, and preparation" of America's schoolteachers.

The unusual conference was sponsored by the Carnegie Foundation for the Advancement of Teaching, Yale, the Andrew W. Mellon Foundation, and the Council of Chief State School Officers.

Though the participants did not directly confront the problems of power and pay, they did discuss the need for innovative programs to provide incentives to entice good students into teaching and to retain the best of those now teaching.

They also exchanged information about programs that they said they believed would help improve school curricula and encourage "the intellectual renewal" of teachers.

The fact that the nation's leading educators from schools and colleges met at Yale, an academic jewel box, to discuss specific

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Educators at Yale Forum Explore Solutions to 'Crisis' in Teaching

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ways to resolve problems within the teaching profession is a strong indication that the climate is ready for improvement," said Ernest L. Boyer, president of the Carnegie Foundation and a former U. S. commissioner of education.

"The quality of education in this nation is inextricably tied to the quality of teaching," Mr. Boyer asserted. "[But] today, the teaching profession is imperiled—rewards are few, morale is low, the best teachers are bailing out, and the supply of good instructors is drying up."

A. Bartlett Giamatti, president of Yale University, echoed that message. "We face today a crisis in public education in America, particularly in our urban high schools. The central features of that crisis are the problems our teachers themselves face daily in classrooms across America."

Mr. Boyer and other educators said that schools and colleges must work together to develop "mutually beneficial" programs that will help:

- Recruit talented college students into teaching;
- Link school teachers with college professors in their disciplines to develop uniform, up-to-date school curricula, with courses that mesh in logical sequence;
- Provide rewards and incentives to keep good teachers in the profession;
- Retrain teachers to teach in disciplines where there are critical shortages;
- Tell students early what skills and competencies they will need for success in college or in careers; and
- Strengthen education during the first years of schooling.

Efforts Inhibited in the Past

Such collaborative efforts have been inhibited in the past by the difference between the intellectual approach of academe, which seeks to advance the academic disciplines, and that of schools, which seek to advance the development of individual students, according to the Rev. William J. Sullivan, president of Seattle University.

Father Sullivan cited "traditional teaching divisions" between elementary schools, high schools, and colleges, as well as "industrial-modeled unionism" and the "financial self-interest of colleges and schools" as other inhibiting factors.

"We have constantly asked ourselves how cooperative programs will affect the finances of the institutions we represent. Our concern for [that] has undermined educational

ideals," he said.

"It's an issue of resource allocation. For so long, we have seen ourselves as competitors for funds," said Steven S. Kaagan, commissioner of education in Vermont.

"All too often, efforts to build collaboration are not built into financing. As a result, programs become catch-as-catch-can, marginal, and bureaucratic," according to Mr. Boyer. Moreover, he said, programs have failed in the past because "those who devoted their time and talents were not rewarded for participation."

There are a lot of "boulders to be dislodged" in establishing collaborative programs, the conference participants agreed, but they emphasized that if colleges and schools focus on their common task—to foster excellence in teaching, learning, and curriculum—and not on the difficulties of collaboration—successful long-term programs can be established.

"Special Report"

Evidence that such programs exist was furnished for conference participants by the Carnegie Foundation in the form of a "special report"—*School and College Partnerships in Education*—prepared by Gene Maceroff, an education writer for *The New York Times* and the author of the recent book, *Don't Blame the Kids*. The report, released at the Yale gathering, is based on a nationwide survey by Mr. Maceroff of such partnerships; it is to be the first of a series of reports on issues of concern related to the foundation's ongoing research efforts, Mr. Boyer said.

"Collaboration is as vital to higher education as to precollege, since the students in college reflect the quality of education in the elementary and secondary schools," said Mark R. Shedd, former commissioner of education in Connecticut.

Educators at the Yale conference generally agreed that although it is difficult to make teaching more attractive without raising salaries, some effective collaborative programs could help.

Such programs could include:

- Guaranteeing employment within a school system for students who enter teacher-training programs. The University of Southern Florida has worked out such an arrangement with school districts, according to Barbara W. Newell, chancellor of the State University of Florida system. (See *Education Week* Oct. 8, 1981.)

• Offering bright liberal-arts-college graduates who agree to teach for a number of years incentives, such as an extra year's pay or full

tuition for graduate work, which would allow them to retrain themselves for new careers.

• Establishing a "loan-forgiveness" program that would allow students to borrow during their college years and be forgiven all or part of their debt if they teach for certain periods. Several states have initiated such programs to encourage more students to become mathematics and science teachers.

• Providing college scholarships to the sons and daughters of long-term teachers—a controversial proposal that higher-education leaders said was not likely to be implemented.

Lack of 'Teacher Turnover'

Many conference participants noted that the lack of "teacher turnover" is hampering efforts to attract new talent into the profession. And they stressed that improvements in inservice training for those teachers already in the schools must be a priority.

"We anticipate only a 2-percent turnover," said Floretta U. McKenzie, superintendent of schools in the District of Columbia. And that is important, she said, in light of the fact that "too many teachers are teaching the way [teachers taught] 100 years ago."

In New York schools, there will be a turnover of less than 2 percent, according to Gordon M. Ambach, New York Commissioner of Education and president of the State University of New York.

James R. Vivian, director of the Yale-New Haven Teachers' Institute, said the problem is a national one. "With the declining enrollment of high school students, which will continue through the 1990's, and in spite of increased class size, the turnover of our more than two million school teachers has decreased from 8 to 5 percent," he noted. "The secondary education of a generation of our young people will be mainly in the hands of individuals already teaching."



Norman C. Francis, president of Xavier University. (22)

in Teaching

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The New Haven teaching institute has brought 40 percent of the city's humanities and science teachers to campus to participate in curriculum-development seminars with Yale faculty members. (See *Education Week*, Sept. 14, 1981.)

Scholars who led those seminars told conference participants that there was significant evidence available to show that the institute helped improve the curricula in the schools, gave teachers a forum to air their frustrations, and fostered a close collegial relationship between professors and teachers that continues long after the seminars. They added that the seminars provided faculty members with a useful look at the education that is taking place in the schools, keeping them up to date with the aptitudes, interests, and training of the high-school students they might one day teach.

The Yale program, like others being established nationwide, does not set out to "solve the problems of the city or the nation," said Mr. Giamatti, noting that the limited scope of the program is part of the reason for its effectiveness.

"If you try to extend yourself too far, you dilute what you can accomplish," Mr. Giamatti said.

Educators at the conference expressed concern that the status of the teaching profession is hurt by changes occurring in academe: the abandonment by institutions of their departments of education and the transformation of traditional state teachers' colleges into comprehensive institutions.

Michael Heyman, chancellor of the University of California at Berkeley, asserted that universities must commit their entire faculty to the training of teachers, rather than leave the task to schools of education, which, he said, often offer undistinguished programs. Mr. Heyman's institution has undertaken such a reform of its education programs. (See *Education Week*, Jan. 26, 1982.)

Many education schools and teacher-training programs are starting to "find the balance" between academic disciplines and

methodology, though they once focused far too much on teaching pedagogical skills, said John Thomas, chancellor of Appalachian State University, which grants 450 baccalaureate degrees and 300 master's degrees in education per year.

Teacher-Preparation Programs

Some chief state school officers argued that money to improve teacher-preparation programs too often goes directly to higher-education institutions to do with as they please with no consultation with the school systems served by the programs.

"Revisions in teacher-preparation programs," said Carolyn Warner, Arizona's chief state school officer, "should be made with the approval of the state department of education. If they come up with a workable plan, the department can change certification requirements so that all colleges in the state can follow the improved program." She added that as "collaboration had been successful in her state.

"The irony is that we demand excellence in athletics, in art, in consumer durables, and the like, while we seem to fear it in relation to intellectual competence," said Harold T. Shapiro, president of the University of Michigan.

"We have told a generation of students that intellectual achievement is unrelated to their progress through our school systems. Social adjustment, individual realization, group consciousness, and the like are currently valued at least as highly as achievement is," Mr. Shapiro said. "We have, in the end, exploited our students and fooled ourselves."



PHOTO BY DAVID LITVINSON



John B. Sawyer of the Andrew W. Mellon Foundation, top, and Ernest L. Boyer of the Carnegie Foundation, bottom, speak at Yale conference on school-college collaboration.

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 Association 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 En-

dowment for the Humanities grant will run out in 1986, and the institute has embarked on a \$4 million endowment campaign to secure permanent funding.

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Dayton Journal Herald
September 1984

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



Celeste

the lasting value of a liberal education. "We teach people to think, to be prepared to meet what life brings," he said. "This is not a technical-commercial institution ... (teaching) technical competence."

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 develop



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 back yard 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 \$8,200 per student per year.

We need a governor who will get involved to the extent of naming trustees who know 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.

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THE NEW YORK TIMES, SUNDAY, SEPTEMBER 30, 1964

Program Aids Teachers

By DAVID McRAY 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 14 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 76 course plans, or curriculum units, developed in 1964.

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 1974.

Participating teachers or 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 68 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 11 other teachers



The New York Times/John A. Rago

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 \$1,600 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 Rochas, 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. Rochas said. Like the Yale program, it will seek support from private foundations and corporations.

The Yale-New Haven institute's annual budget of \$300,000 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.

Full Name

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

To order a copy of the book send \$8.95 to College Board Publications, Department 877, Box 886, New York, New York 10101.

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 The New Haven Register, September 24, 1986

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.

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.

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Vivian
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The New York Times

'Subversion' in School

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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. Brigg, 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



Tom Bloom

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 185. 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 efforts 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.

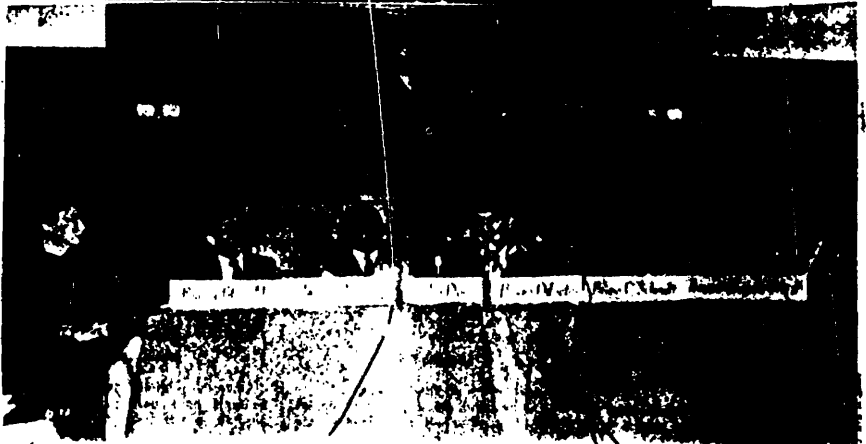
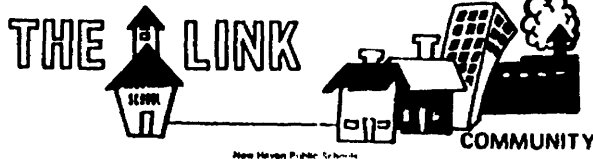
The secret of Yale's success may be that the university has no school or department of education, so the program is run by its arts and science faculties.

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 professors repeatedly extolled the benefits they derive, such as insights into the needs 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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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

Manke, 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 \$968,024 package for the next three years which includes a \$100,000 matching fund from NEH, \$423,308 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 Manke, director, Division of Education Programs, and Thomas G. Ward, program officer, Humanities Instruction, elementary and secondary school programs. Dr. Manke 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 Classical Learning in American History;" Kent G. 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;" Trugott Lawler, Professor and Associate Chairman of English seminars on "Epic, Romance, and the American Dream;" and "Poetry;" James A. Sneed, 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.

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Testimony of James R. Vivian Page 93

Yale helps city teachers shape lessons

By Megaly Owers

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-



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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."

Chairman HAWKINS. Thank you, Dr. Vivian.

Mr. VIVIAN. Should I then introduce Ms. Kinder to comment briefly on her experience directly in the program?

Chairman HAWKINS. You may at this point, if you will. You may proceed, Dr. Vivian.

Mr. VIVIAN. I'm very pleased that the committee suggested that I might include today a New Haven teacher. Carolyn Kinder has for some 10 years been affiliated with the Yale-New Haven Teachers Institute.

She is a leader in our program and the science teacher in Jackie Robinson Middle School in New Haven.

Chairman HAWKINS. Ms. Kinder, we welcome you. Would you pull the microphone over, please?

Ms. KINDER. Yes, thank you. My name is Carolyn Kinder, 8th grade science teacher in the New Haven Public Schools, and a teacher coordinator of the Yale-New Haven Teachers Institutes, of which I am proud.

Mr. Chairman, it is a privilege to share with this committee my concerns as a classroom teacher to support the bill, H.R. 4130, the Twenty-First Century Teachers Act. A bill to provide financial assistance for the development, recruitment, and training of teachers and other instructional personnel and for other purposes is long overdue.

My concern will address Title III, Professional Development Academies. Preparing teachers, as well as students, for lifetime learning may well require major changes in the educational system.

Excellence in the schools can only be achieved if attention is paid to the barriers jeopardizing the education of students. These are tough times for American education. Enrollments are on the incline, budgets have been cut, Federal mandates have been sharply shifted, and public confidence in education has weakened.

Now is the time for national interest in the establishment of incentive programs and projects to assist teachers in securing an education to teach the youth of our nation. This must be done if we are to work together to overcome the tyranny of time.

In the New Haven Public School System in Connecticut, Yale University has formed a partnership. This partnership has been a collaborative effort between professors at Yale and teachers in the school system to provide training for new and experienced teachers which enables teachers to keep current in the expanded fields of expertise in order to help alleviate teacher shortage.

I speak to this matter on a personal basis. Fourteen years ago, I entered into teaching as a profession. I was totally unprepared to deal with the subject of which I was assigned to teach.

I had not been trained properly for the assignment. I felt isolated, frustrated, and ready to leave as fast as I had entered. I felt that there was little or no direction to continue. I had a dilemma. I was going to quit. I felt trapped, and I thought I was alone.

About 10 years ago, I found out about this group of teachers that was attending this institute. I filled out an application and was accepted. This was one of the best and wisest decisions I have ever made. I suppose you want to know why.

The first thing that I found out is that I was not alone. Many teachers have the same problem. Talking and collaborating with other teachers gave me a new perspective. Caring and sharing was first on the agenda.

However, I got much more, such as support, resources, and training. As a result, I felt confident that I could do my job. I felt committed to do my job. I felt compelled to do my part, and I gained academic content that allowed me to be effective at my job in which I taught.

It was not just a command of knowledge. It was a process that allowed me to stay with the profession. I felt that giving teachers, as well as students, a process will enhance their life long skills.

It is a process and training that helps to recruit and maintain teachers. The Yale-New Haven Teachers Institute has been serving the needs of teachers in the 1980s with a sharing and caring attitude.

The process is to help teachers manage and improve their teaching profession. This has been done through our collaborative process, teachers helping teachers, as well as professors of the University helping to keep us abreast in our current field of study.

The Yale-New Haven Teachers Institute has helped teachers to buy into the plan to become more effective teachers through proper preparation.

On behalf of all teachers in this nation, let me just say, that we look to you for support and understanding as we venture to educate the Nation of young people.

Together we will make schools and institutions of learning for excellence. Let us go into the 1990s with a clear vision, empowering teachers to release the power through training and preparation and effectiveness.

Thank you for the opportunity to testify.

Chairman HAWKINS. Thank you, Ms. Kinder. The next witness is—may I ask, what science do you teach?

Ms. KINDER. I teach earth science and also general science.

Chairman HAWKINS. Thank you. Dr. Gutkind, Greenway Middle School, Pittsburgh Public Schools. Thank you. Dr. Gutkind.

Mr. GUTKIND. Mr. Chairman, and members of the committee, it is an honor to appear before you today. My name is Richard Gutkind and I am director of the Greenway Middle School Teacher Center in Pittsburgh, Pennsylvania.

I'm here at the request of my superintendent, Dr. Richard Wallace, to present the views of the American Association of School Administrators on this very important topic, the role of the Federal Government in teacher recruitment, retention, and staff development.

Let me begin by saying that we support the concepts laid out in both bills: student loan incentives and loan forgiveness; recruitment assistance to teacher colleges; and state training, technical assistance and dissemination programs to help improve teaching.

However, we are disappointed that an important element has been left out of the mix of solid programs you would provide in these bills. That element is the local school district.

If we really want to see progress in student performance, if we really want to have an impact on teaching and learning, than we