

DOCUMENT RESUME

ED 136 413

EA 009 336

AUTHOR Jenkins, Andrew E., III
TITLE Reducing Classroom Discipline Problems Among Twenty Selected Classroom Teachers at Hamilton Junior High School.

PUB DATE Jul 76
NOTE 141p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed.D., Nova University; Not available in hard copy due to marginal legibility of original document--portions of appendixes are illegible

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Discipline; Inservice Programs; *Inservice Teacher Education; Junior High Schools; Literature Reviews; Objectives; *Program Descriptions; Program Evaluation; Self Evaluation; *Staff Improvement; *Student Behavior; Students; Tables (Data); *Teacher Behavior; Teacher Evaluation; Teaching Methods

ABSTRACT
When faced with the task of creating discipline in a junior high school where he was made principal, the author isolated the students and faculty who were involved in the most discipline referrals. He created a program that grouped the students with the most referrals with the teachers who made the most referrals in an interdisciplinary cluster. The program's performance objectives for both the students and the teachers are presented along with the teacher development program and the students' curriculum. The teacher development program focused on self-evaluation and teaching methods that take into consideration student attitudes and abilities.
(IRT)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *



ED 136413

JUL 23 1976

NOVA UNIVERSITY
NATIONAL ED.D PROGRAM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

MAXI II PRACTICUM REPORT

BEST COPY AVAILABLE

REDUCING CLASSROOM DISCIPLINE PROBLEMS AMONG TWENTY
SELECTED CLASSROOM TEACHERS AT HAMILTON
JUNIOR HIGH SCHOOL

by

Andrew E. Jenkins, III

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

Washington, D.C. Cluster
Dr. Paul Cawein, Coordinator

July 1976

EA 009 336

TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
I. STATEMENT OF THE PROBLEM	1
II. OBJECTIVES	22
Performance Objectives for Teachers	25
Performance Objectives for Students (Disciplinary)	26
III. STRATEGIES AND METHODS	28
Strategies	28
Staff Development Plans	30
Performance Objectives for Students (Academically)	38
Staff Development Visitations	50
Title I Laboratories	50
Arithmetic Clinic	51
Open House	53
Staff Development Sessions	53
Methods	54
Error Patterns Test	55
Behavioral Hierarchy	55
The Laboratory and Stations Approaches	57
A Typical Classroom Setting	58
IV. EVALUATION	62
V. RECOMMENDATIONS	77
REFERENCES CITED	78
APPENDIX A	79
APPENDIX B	116

LIST OF TABLES

	<u>Page</u>
1. Identified Teachers by Disciplines	9
2. Identified Teachers & Students, September 1974	10
3. Referrals by Incidents - September	11
4. Referrals by Grade Level - September	12
5. Disruptive Incidents (Based on Referrals)	17
6. Scores on Pre-Test and Post-Test (Mathematics) Represents Percent Correct Out of 20 Items	31
7. Scores on Pre-Test (Reading/English) Represents Grade Level Taken From CTBS	35
8. Teacher Self-Evaluation Responses	63
9. Scores on Pre-Test and Post-Test (Mathematics) Represents Percent Correct Out of 20 Items	65
10. Scores on Pre-Test and Post-Test (Reading/English) Represents Grade Level Taken From CTBS	67
11. Referrals by Incidents	71
12. Referrals by Grade Level	71
13. Disruptive Incidents (Based on Referrals).	71

CHAPTER I
STATEMENT OF THE PROBLEM

Hamilton Junior High School is a relatively new junior high school, opened in the fall of 1968. It is located in the inner city in Washington, D.C. where the median family income is below \$7,500 per year. Since its opening in 1968, it has been beset by many problems. With a population of approximately 1600 students, that were abruptly uprooted from five junior high schools in the surrounding community, classroom discipline and student classroom disruption became critical problems.

I was requested by the Assistant Superintendent of Secondary Schools, in January 1974, to assume the role of principal at Hamilton. The school was in a state of unrest due to disorders and disruptions caused by students, and I was summoned in an effort to restore discipline and control.

The faculty had lost faith in the ability of the principal and his assistants to deal effectively with the problems. Teacher morale was very low because teachers were of the opinion that the school's administrative policies were oppressive. Letters and other correspondence that document the severity of the problem at Hamilton were submitted to the Assistant Superintendent. Copies of these documents are included in the appendix.

The first two weeks after I became principal at Hamilton were used to undertake an informal assessment of the situation. I inspected the physical plant and the classroom situation from a student's angle and from a teacher's angle. I took a look at the curriculum and compared it with the current instructional program. I explored the recreational and extra-curricular facilities.

I found the physical plant to be in a state of deterioration, although the building was only six years old. Many portions of the ceiling had been gutted by fire. One restroom was completely demolished by a gasoline bomb. Showcases that were once beautiful with glass enclosures and lighting fixtures were gaping holes with obscenities written inside. Bulletin boards had been charred by frequent fires. Classrooms that were once beautiful had been severely altered in appearance. Students had left tangible damage on a building that cost six million dollars.

The classes were being disrupted continuously by frequent outbursts between teachers and students. At times it appeared to be a contest to determine who could shout loudest and longest. Obscenities were directed at teachers. In some classrooms, students were playing cards while others walked idly about the classroom engaging in horseplay, talking, and teasing other students. Teachers were trying desperately to control the situation, yet, many seemed to accept it as a lost cause.

In comparing the curriculum with the current instructional program, I found that both of them lacked, what I consider, relevance to the inner city youth. Teachers were simply teaching a body of knowledge that they had predetermined was best for the students. No concern had been given to student interest and ability to perform.

A Social Studies teacher was struggling through the causes and effects of the Civil War on the Union and the Confederacy. The lesson was filled with dates for the battles fought. Student response ranged from "I don't know" to "Who cares about that junk."

A Mathematics teacher was trying, in the midst of frequent outbursts of laughter to teach Scientific Notation. She opened the lesson by telling the students that if they wanted to get into a technical school, they needed

mathematics and certainly Scientific Notation. The students in the class were low achievers and could not grasp the meaning of 10^{-1} . These students were having problems mastering basic computations with whole numbers. As the teacher attempted to proceed with the lesson, her questions often went unanswered. A question such as, "What is another symbol for 10^{-2} ?", brought responses of "Huh"; "Hey, hey, hey"; "You tell us, baby;" "Can that help me in a dice game?"

The English teacher had selected a unit in Literature devoted specifically to poetry. She told the students that in order to add to their cultural development, students needed to know the various poetic forms. She gave no other introduction or motivation. She told the students that they would read and interpret Thomas Gray's "Elegy Written In A Country Churchyard." She read the stanzas and asked the students to tell the meaning. One of the stanzas was:

"Full man a gem of purest ray
serene
The dam unfathomed caves of ocean
bear.
Full many a flow is born to blush
unseen
And waste its sweetness on the desert
air."

The stanza contained many words that the students could not pronounce and words that they did not know the definitions for. They could not make the analogies that the teacher wanted. They responded by reciting rhymes such as, "One, two, buckle my shoe", "Hey, Dude, Cool Dude". Some students said they didn't know. One student said he didn't know, he didn't care, and that the teacher had better stop "bugging him."

With the recreational facilities and extra-curricular activities being non-existent, hallwalking became a problem, especially during lunch periods. The lunch periods were staggered with 7th grade students eating at Period 3, 8th grade students eating at Period 4 and 9th grade students eating at Period 5. This meant that while the 7th grade students were at lunch, the 8th and 9th grade students were in class. There were no organized recreational activities for any of the grade levels and students began to wander about the building. Basketballs had been given to the students, but the balls had either been taken home or had been busted. The recreation room was in grave disrepair and was uninhabitable. The ping pong tables had been smashed. The record player had no needle. The checkerboards had been torn apart and the "boxing dummies" were mere shreds of cloth hanging from a rope. No provisions had been made for the girls.

Referrals on classroom incidents began to pour into my office. These incidents ranged from chewing gum to threats against the teacher. Each report was submitted in writing. A conference with the teacher and, later, with the student was held after each referral.

I felt, however, that it was necessary for teachers to assume a certain responsibility for classroom control, although the administration was giving supportive disciplinary actions. A faculty meeting was held and the teachers and I discussed the discipline problem and decided jointly that if the educational program were to survive, various measures would have to be taken. We would have to evaluate our roles in terms of our part in the educational process and we would have to evaluate the students' roles as scholars and as persons.

We decided to concentrate immediately on the discipline problems. We decided to weigh the severity of the problems and to classify them according to the effect they had on the learning environment. Those problems that resulted in classroom disruption that deprived each student of his right to an education were classified as severe. These problems were:

- Fighting
- Directing profanity towards adults and other students
- Threats to teachers and other students
- Disrespectful tirades toward teachers
- Defiance
- Smoking
- Vandalism

Fighting, whether in a classroom or elsewhere was considered severe. Smoking and classcutting were also classified as severe, though, they might not have any effect upon another student. Problems such as chewing gum, talking out - though not disrespectful, inattention and tardiness could be handled by teachers who would set the criteria for performance in his class. A list of rules and regulations devised by each teacher would be sent to parents. The severe problems would be referred to me. A list prepared by a Mathematics teacher is shown below.

Rules and Regulations - Mathematics A

If a student is to realize the maximum of his potential, he must be prepared to observe rules and regulations that will assure him and every student his right to a meaningful education. You will find listed, the rules and regulations for the students in this class. These rules were devised by me, in an effort to minimize problems and to raise achievement to a maximum.

1. All students must report to class on time. Failure to do so will result in the student being excluded from the day's normal activity. The student will be required to work alone to "catch up."

2. All students must bring the necessary materials - paper, pencil, and book to class daily. Failure to bring the necessary items will rob the student of the chance to be actively involved in the day's activities. Demerits from the total grade will be given.

3. Gum chewing will not be allowed. Demerits will be given. These demerits will take away from the student's total grade.

4. Demerits will be given to any student who becomes so noisy in class that he disturbs his classmates.

These rules were established to be learning devices and not necessarily punitive. Your child, throughout his life, will encounter rules and regulations that must be observed. He must learn that he does not have a choice to comply or not to comply. He becomes mature when he learns to accept the consequences for his actions.

Please feel free to call me at any time or to visit my classes at anytime.

Mrs. _____
Mathematics Teacher

We decided to spend the month of February assessing the learning situation and the effects that problems were having upon it. Realizing that a large portion of the year had been lost, we decided to begin to plan for the following year. That is not to say that we did not use any approaches

toward restoring control. Each referral was dealt with and I began to make observations concerning these. I noted the teachers from whom these referrals came and the students involved. Another faculty meeting was called and I told the faculty that all four administrators would be making frequent observations. If the administration were to work cooperatively with the teachers in eliminating the problems, it would be necessary for us to view the problems from all perspectives. Thus, frequent classroom visitations would provide another aspect of the problem.

With fighting, profanity, threats, classcutting, disrespect, defiance, smoking and vandalism being identified as our severe problems and a general lack of communication between our teachers and students being a problem, we knew that changes had to take place. Our instructional program reflected teacher biases. Teachers were selecting lessons without any student input. Teachers were teaching at students and not to students. Eighty percent of teachers were demanding specific recall or responses. No efforts were being made to relate the significance of these responses to students' lives. We decided to begin immediately in September to restructure and redirect our efforts toward maximum achievement for our students and a noticeable decline in discipline problems.

The situation, as it existed, at Hamilton in September 1974 was not conducive to learning and thus a climate prevailed that led to many discipline problems. The most outstanding problem at Hamilton was the discipline problem, and it was this problem that caused me the greatest concern. I realized that the staff and I had to look into all aspects of the instructional program at Hamilton in an effort to find the cause for the large number of

problems. I kept a tally sheet on the referrals according to the student, the grade level, and the incidents.

Most of the problems were caused by fighting and were confined for the most part to seventh grade students. Disrespect, defiance, profanity and threats to teachers posed a real problem for teachers in trying to establish control and maintain an authoritarian role. Classcutting was also a large problem. The students loitered on the playgrounds, in the halls, and in the lavatories.

As the referrals were submitted, I was able to make certain observations. I found that these problems were centered in the classrooms of twenty teachers. A breakdown of the teachers identified by disciplines may be found in Table 1.

I found also, that most of the identified students (see Table 2) had at least three of the identified teachers. This problem was confined mostly to seventh graders who had (1) low test scores, (2) problems adjusting to junior high school life, (3) problems moving about the building at 50-minute intervals, (4) problems adjusting to the self-discipline responsibility and (5) problems with peer-group relationships because of age differences on three levels.

Observations showed that many students had been identified as Title I Students. Title I Students are those who score below the 50th percentile in Reading and/or Mathematics on the California Test of Basic Skills (CTBS), a norm referenced test. All of the problems referred in the English/Reading and Mathematics classes were seventh grade students whose Reading scores ranged from 1.0 to 5.3 (first grade, 0 months to fifth grade, three months)

TABLE 1
IDENTIFIED TEACHERS BY DISCIPLINES

SUBJECT	NUMBER OF TEACHERS
Mathematics	5
English/Reading	3
French	1
Music	2
Woodshop	2
Art	2
Geography	2
Home Economics	1
Science	2
TOTAL	20

and whose Mathematics scores ranged from 1.0 to 4.9. There were 54 students in this range. The students in Geography and Art who presented problems were also seventh graders. There were 5 in Geography and 10 in Art. The Reading scores for these students ranged from 1.0 to 3.5 and from 1.0 to 2.9 in Mathematics. Those students in Science C and Music D were seventh graders. The scores for the 13 students involved ranged from 1.0 to 4.5 in Reading and 1.0 to 3.9 in Mathematics. The students in Music A, Home Economics B, French C, Science E, and Woodshop D and Woodshop E were eighth and ninth graders. Music A, Home Economics B, Science E, and Woodshop D were eighth graders. French C and Woodshop E were ninth graders. The scores

for students in the eighth grade ranged from 1.0 to 5.7 in Reading and 1.0 to 6.0 in Mathematics. The ninth grade scores ranged from 1.0 to 6.0 in Reading and 1.0 to 5.0 in Mathematics.

TABLE 2
IDENTIFIED TEACHERS AND STUDENTS
SEPTEMBER 1974

TEACHER	NUMBER OF DISRUPTIVE STUDENTS
Mathematics A	5
Mathematics B	3
Mathematics C	5
Mathematics D	4
Mathematics E	10
English/Reading A	12
English/Reading B	10
English/Reading E	5
Music A	5
Music D	6
Geography A	3
Geography D	2
Art B	5
Art C	2
Home Economics B	2
French C	3
Science C	7
Science E	7
Woodshop D	5
Woodshop E	5

It must be noted that eight offenders were in grade nine, nineteen were in grade eight and eighty-two were in grade seven. The smaller number of offenders in grades eight and nine could be attributed to the fact that these students had attended Hamilton for two and three years and had become adjusted to junior high school. It may also be noted that they had matured

considerably. These two observations were based on progress reports submitted by teachers. Upon looking further into the referrals that involved seventh graders, we were able to draw the conclusions mentioned previously. The number of referrals according to incidents may be found in Table 3. The number of referrals by grade level may be found in Table 4.

TABLE 3
REFERRALS BY INCIDENTS - SEPTEMBER

INCIDENT	GRADE 7	GRADE 8	GRADE 9
Fighting	100	25	3
Profanity	65	8	10
Threats	20	2	1
Class-cutting	50	5	6
Disrespect	15	20	1
Defiance	10	10	1
Smoking	30	12	1
Vandalism	15	0	0

Seventh graders found it considerably difficult to adjust to junior high school. After enjoying the security of the elementary school for six years, they suddenly found themselves thrust into a situation for which they were not really prepared emotionally and, in many cases, academically. For six years these students had known the comfort of one teacher per year. In junior high school they had as many as seven teachers per day and as many as

nine per week. They had problems adjusting to a massive physical plant with its many classrooms, laboratories, gymnasium, library, and other facilities. At the end of 50 minutes, they had to leave the security of one room, thread through the corridors among a throng of strangers looking for and sometimes not finding the next classroom. A tendency to push and shove, loiter along the corridors, and to mark on the walls led to many referrals by teachers. The peer-group relationship played a prominent role in these incidents. The typical seventh grader, feeling very much like the child who did not belong, took out many of his frustrations by striking out at other students. Referrals for fights composed a large percentage of the referrals, more so than any other incident. Thirty-three (33%) percent of the total incidents were from fights in grade 7, 31% in grade 8 and 13% in grade 9.

TABLE 4
REFERRALS BY GRADE LEVEL - SEPTEMBER

GRADE 7	GRADE 8	GRADE 9
305	62	23

Feeling the need to belong and to assert himself as a member of the gang, seventh graders resorted to profanity directed toward teachers and other adults and students.

Many students require individualized treatment when presenting serious discipline problems (Good and Brophy, 1973). Good and Brophy further

suggest that the desired behavior be stressed. When a student shows seriously disturbed behavior in school, such behavior is usually part of a larger pattern of disturbances (Good and Brophy, 1973). There are some the teacher can assist with. If the low-achiever - and these students were the lowest - is relatively ignored and is treated with second class status, schools will continue to see the low-achiever in a rebellious state (Good and Brophy, 1973) Good and Brophy strongly suggested focusing on the students school-related behavior:

The eighth and ninth graders involved in these incidents were students repeating the grade level and used disruptive incidents as instruments through which they could display their hostility and resentment of the situation. There were five students in grade nine who were sixteen and were merely awaiting the end of the year to drop out.

The practitioner found, upon observing the teaching situation, that (1) the greater concentration of problems existed in the Mathematics classrooms where teachers were less flexible, (2) teachers that were insistent upon clinging to the traditional approach had a high rate of discipline problems, and (3) these teachers were in gross need of staff development that was geared toward the reevaluating and possible restructuring of their teaching techniques.

Conformity in procedures is a favorite procedure of inflexible teachers. I found this to be true of the Mathematics teachers. The students would enter the room, take assigned seats, open textbooks, and begin to follow a schedule that had been placed on the board. All of the movements in the classroom were done as if they had been prompted by a cue. The teachers

were working with the students without being concerned about why computations were performed as they were. They were only interested in specific recall. Few of them gave the students the reasons why certain computations were needed. They seemed more concerned with completing the textbook than anything else.

Traditional teachers rely heavily upon recall questions and fifteen out of the twenty teachers used these. The use of spontaneous questions occurred in only five classrooms. The predominant pattern found in the traditional classes was one in which recall and recognition questions were directed toward individually designated students in an attempt to control the climate. The subject matter to be covered was boring and had little relevance for the students. Students resented being assigned a seat merely because the teacher used this as an expedient method for checking the rolls. Very often the teachers were talking and no one was listening. In many cases, the teacher had no lesson plan. The students, feeling aloof from the learning situation, found a way to get the attention and concern for their problems. They resorted to disrupting the classes at will.

As noted previously, I had unlimited observation periods and was, therefore, able to gain first-hand knowledge of the problems. I noted that in one mathematics class, the teacher did not call a roll, she simply noted if a seat were vacant. The student was marked absent. It is possible that the student could have been in another seat. It is also - and seemed to be possible - that the teacher did not know the students by name.

A Science teacher talked continuously about climate without any regard for the climate in his room. Two students were turning the gas jets on and

off. Another student was heating a thermometer with a match. Five students in the rear of the room were having a discussion of their own on sex. One student shot pellets at the teacher and at students.

In the Music class, the teacher was reading a newspaper and appeared to be completely oblivious to the chaos. Three students were playing their own compositions that were devoid of any melody or harmony. A young boy pounded furiously on the drums. A brass section - each playing a different song - was in full blast. Card players were in one corner and dice players were in the other.

A mathematics teacher had placed a beautiful drawing of an isosceles triangle on the board and was discussing the relationship between the base angles and the opposite sides. She was unaware that no one was listening until she asked a question.

One student in Art had to be removed from the room because he refused to sit in an assigned seat which was next to a girl.

After identifying the number of disruptive students by classes and the teachers, other observations could be made. Table 2 shows that the greatest concentration of the problems existed in the Mathematics and English/Reading classes. Looking further into the situations upon which these statistics were based, it was found that the roles of these teachers in classroom management were not effective. The students entered the room and had no specific directions to follow. In all of the classes except 3, no assignment had been placed on the board, nor had any specific activity been planned. The teachers stated that they were waiting to see how the students would act, if they would assign or direct an activity. Two teachers stood and talked in

the halls for ten minutes leaving the students to roam freely about the room and create disorder. A mathematics teacher stood very poised and scowled at each student who entered. When questioned about it, she said that the students considered a teacher who smiled and spoke cheerfully to them as a weak teacher.

Upon further observation, I found that the teachers displayed hostile attitudes also. Many of their responses to students were quick and curt. All of the mathematics teachers dared the students to question them on all issues. Seventy percent of these teachers often reminded the students that, "I have mine. You have to get yours." They openly flaunted the students' low test scores in Reading and Mathematics. They were often reminded of their inability to read.

The French teacher was a young lady in her early twenties, who felt the need to be liked by her students. She became so permissive that control was impossible. Her reaction to the disrespect from students was to engage in childish verbal clashes.

Ninety percent of the teachers found little to praise the students for, but much to criticize and condemn them for. Whenever a student gave the correct answer in a mathematics class, the teacher responded by saying, "It's about time someone came up with an answer." She continued on by berating the students, citing low test scores and low interest levels. The students, in all cases, responded in the negative.

We had a problem that, if it were to be solved, would require sincere, concerned and dedicated devotion to our students and their welfare. Table 3 shows the number of referrals by incident during September.

It was noted previously that seventh grade students had problems adjusting to junior high school and to the other students in the eighth and ninth grades. This is reflected in Tables 3 and 4.

Table 5 shows the number of disruptive incidents based on referrals in September.

TABLE 5
DISRUPTIVE INCIDENTS (BASED ON REFERRALS)

CLUSTER	SEPTEMBER
<u>Math</u> <u>Teacher A</u>	
Student 1	5
Student 2	6
Student 3	6
Student 4	4
Student 5	5
<u>Math</u> <u>Teacher B</u>	
Student 1	7
Student 2	5
Student 3	6
<u>Math</u> <u>Teacher C</u>	
Student 1	4
Student 2	4
Student 3	5
Student 4	5
Student 5	6
<u>Math</u> <u>Teacher D</u>	
Student 1	5
Student 2	5
Student 3	4
Student 4	6

Table 5 (continued)

CLUSTER	SEPTEMBER
<u>English/</u>	
<u>Reading A</u>	
Student 1	3
Student 2	2
Student 3	2
Student 4	2
Student 5	4
Student 6	6
Student 7	2
Student 8	5
Student 9	3
Student 10	8
Student 11	9
Student 12	6
<u>English/</u>	
<u>Reading B</u>	
Student 1	2
Student 2	2
Student 3	2
Student 4	3
Student 5	5
Student 6	4
Student 7	3
Student 8	4
Student 9	8
Student 10	8
<u>English/</u>	
<u>Reading E</u>	
Student 1	3
Student 2	3
Student 3	6
Student 4	6
Student 5	5
<u>Music A</u>	
Student 1	5
Student 2	6
Student 3	2
Student 4	3
Student 5	2

Table 5 (continued)

CLUSTER	SEPTEMBER
<u>Music D</u>	
Student 1	2
Student 2	2
Student 3	6
Student 4	5
Student 5	3
Student 6	3
<u>Geography A</u>	
Student 1	8
Student 2	2
Student 3	2
<u>Geography D</u>	
Student 1	5
Student 2	5
<u>Art B</u>	
Student 1	6
Student 2	6
Student 3	3
Student 4	4
Student 5	2
<u>Art C</u>	
Student 1	3
Student 2	4
Student 3	2
Student 4	6
Student 5	5
<u>Home Economics B</u>	
Student 1	2
Student 2	3
<u>French C</u>	
Student 1	4
Student 2	3
Student 3	2

Table 5 (continued)

CLUSTER	SEPTEMBER
<u>Science C</u>	
Student 1	2
Student 2	3
Student 3	3
Student 4	6
Student 5	6
Student 6	5
Student 7	4
<u>Science E</u>	
Student 1	6
Student 2	3
Student 3	4
Student 4	2
Student 5	3
Student 6	3
Student 7	5
<u>Woodshop D</u>	
Student 1	3
Student 2	2
Student 3	3
Student 4	2
Student 5	3
<u>Woodshop E</u>	
Student 1	4
Student 2	2
Student 3	5
Student 4	1
Student 5	2

Among students with discipline problems, we were able to classify certain individuals as "show-offs" who constantly sought attention. We gave them attention by making them team captains for projects. We gave

the "defiant ones" a chance to "hammer it out" making musical instruments and weather instruments. We used the drive of the "aggressive ones" to push forward on preparing a project and meeting a deadline.

All of these statistics clearly pointed out a need for modification of teaching behaviors and student behaviors.

CHAPTER II

OBJECTIVES

Evaluation of classroom teaching calls for criteria expressed in terms of measurable dimensions of behavior. The complexity of transactions in the classroom calls for an analysis of the observable dimensions of the process, using information gathered in the classroom as the events occur (NCTM, 1966). The entire faculty and I decided that if Hamilton were to survive disciplinary-wise and academically, our instructional program would have to be restructured. I presented the statistics that I had collected at that point. As noted previously, the severest problems were confined to grade seven and to twenty teachers. We talked, informally, about the situations and I pointed out to the teachers that if we were the professionals that we think we are, then we would accept constructive criticism as an instrument for growth. I further stated that if our school were to serve the needs of our students, it would be our task to reach that goal regardless of previous personal biases. Every child had to be considered educable. I asked each teacher to place himself in the child's position.

The counselor had prepared ten hypothetical situations for the teachers to respond to as if they were students. The list is found below.

Suppose You Were A Student

How would you react to:

1. The fact that you know you can't read, yet the teacher is always calling upon you to do so? The teacher, also, knows you can't read.

2. You know how to find the answer, yet it takes a little time.
The teacher is rushing you.

3. Having to learn the dates of all of the battles in the Civil War.

4. Being told where to sit each day.

5. Being berated in front of a girl that you like and hope to impress.

6. Being called dumb.

7. Being told to learn math the best way you can.

8. Being scowled at each day by the Principal.

9. Being told what is good for you and what is not.

10. Being "looked-down upon".

With the twenty teachers in full agreement, the Staff voted to re-structure our program with concentration being placed on a small percentage of our population - grade 7 and the twenty teachers.

We considered, but discarded, the idea of uniformity in following a curriculum guide. Every teacher would teach the same material at the same time within a time frame. We discarded this after considering that individuals learn at different rates and that we needed as Good and Brophy suggested "individual treatment".

We discussed and discarded placing these students in special classes. The students would view it as punishment and so would the teachers.

The Interdisciplinary Approach to Learning was explored and finally agreed upon as a method to be used. The twenty teachers were assigned to clusters with four teachers in each group. Mathematics was the core

discipline and plans were built around the Mathematics classes. Many approaches were used, but concentration was centered on the laboratory and stations approach. The clusters were:

Cluster A

Mathematics A
English A
Music A
Geography A

Cluster B

Mathematics B
English B
Art B
Home Economics B

Cluster C

Mathematics C
French C
Art C
Science C

Cluster D

Mathematics D
Music D
Woodshop D
Geography D

Cluster E

Mathematics E
English E
Woodshop E
Science E

Mathematics was selected as the core discipline because the greatest number of problems were referred from the Mathematics classes with all of these being seventh graders. Many of these students were repeat offenders; that is, they were problems in Geography and Art, too. We decided then to educate through the experience already possessed by a boy; look at things from his point of view--that is, lead him to educate himself. Throughout one's whole mathematical course, it is important to teach a student through his own experiments, through concrete examples worked out by him (Perry, 1970). More recently, more educators have become dissatisfied with traditional

methods. Students will learn concepts best if they are led to discover them themselves, through experiences related to the physical world (Bruner, 1963). These concepts provided the basis for selecting mathematics as a core and the Interdisciplinary Approach as our method. The Interdisciplinary Approach required that a teacher in one discipline be prepared to correlate the other disciplines with his own. Since the Mathematics classes were causing more frustrations that led to problems, each discipline correlated Mathematics within that discipline, thus showing a need and a relevance and destroying the isolation of Mathematics from the other areas.

The laboratory approach was used in the Mathematics classes and the stations approach was used in the other classes. Students in the Mathematics classes were grouped according to skills and students in the other classes were grouped according to their Reading scores.

Performance Objectives For Teachers

We found that it would be necessary to plan and operate an inservice program devoted to improving teaching behaviors. A list of the performance objectives for the teachers in the program are found below.

1. The teacher will be able to write correctly the performance objectives for each lesson to be taught.
2. The teacher will be able to set up behavioral hierarchies for each child based upon his performance and progress along each step.
3. The teacher will be able to implement plans for classroom instruction by administering screening tests, error patterns tests, making individual assignments based upon scores.
4. The teacher will be able to set up learning stations.

5. The teacher will be able to prevent or effectively cope with classroom discipline problems.

The primary goal was in focus. The practitioner found it necessary to modify teaching behaviors, thus leading to a modification of student behaviors and thereby reducing the elements that contributed to the discipline problem. The key to the discipline problem is involvement. Involvement is becoming concerned for the student, no matter what his actions or academic achievement. Involvement is encouragement and positive reinforcement.

None of this is easy. It is tempting to favor the obedient, intelligent, high-performing pupil. The student who is a discipline problem must know that we do not reject him as a person. He must feel confident that we believe in him and in his innate ability to perform well. Instilling this confidence takes time and patience. It must be learned and practiced (Haffner, 1974). William Glasser suggests: (1) promise yourself that tomorrow, no matter how disruptive Tommy is, you will try to act as if this is the first time he has behaved badly, (2) eliminate emotion-laden blaming and threatening. Keep the tone cool and crisp until Tommy gives some recognition of the rules and makes some effort to comply, and (3) if Tommy is interfering so seriously that he has to be taken out of the game to cool off, create a place in your room where you can separate--not isolate--Tommy from the class (Glasser, 1974).

Performance Objectives for Students

If teaching behaviors had to be altered, certainly, student behaviors had to be altered. A list of performance objectives for the students that are aimed toward lessening discipline problems may be found below.

1. The student will be able to use his energies toward constructive and interesting projects to circumvent fighting.

2. The student will be able to express himself and will be able to participate in open discussions that require courtesy, control and clarity to replace profanity.

3. The student will be able to implement, design and direct projects that will restore his self-esteem, and eliminate threats.

4. The student will be able to participate actively and to have input in the classroom situation, thus reducing class-cutting.

5. The student will be able to lead a group discussion or project which will point out the need for respect, cooperation, and adherence to rules and regulations.

6. The student will be able to construct models that will give him a sense of pride and appreciation.

We had assessed our situation. We had determined our objectives. We were ready to proceed.

CHAPTER III
STRATEGIES AND METHODS

Strategies

The twenty teachers concerned were in gross need of Staff Development Sessions geared toward modifying teaching behaviors. While it became necessary to arrange counseling sessions with the counselors and Crisis Resource Teachers for the students, the classroom management problem was a real one and required immediate attention.

Before planning and organizing a practicum of this type, I had considered resorting to punitive measures for students. However, a great body of research evidence (reviewed in Bandura, 1969) shows that punishment is primarily useful only for controlling misbehavior, not for teaching desired behavior. A teacher or administrator who relies heavily on punishment instead of management techniques will learn eventually that tension, frustration, and conflict are the end result.

I had considered isolation from the total school population; however, I realized that this would lead to more complex problems at a later date. If a child is to live among his peers, he must learn to modify his behavior so that he in no way interferes with the lifestyles of his peers. I realized that it was left to the teachers and to me to devise a plan that would be beneficial and would produce the desired outcomes.

I had to take a close look at what was happening in the classroom. How was the teacher viewing the behavior of the students? Was there any bias because of the teacher's expectations? Were there any other factors that clouded a teacher's observations? Do the teachers realize that they have

biases? Have these teachers compared their behavior data with that of another? Has the teacher taken a look at his teaching behaviors?

With all of these questions in mind, I met with the teachers and presented my plan to them.

There are a number of critical books that attack the present educational system and/or teaching-training institutions as ineffective or self-defeating. In stimulating thinking, especially the search for alternative modes of instruction, these books are quite effective (Holt, 1964; Kohl, 1967; Smith, 1969; Silberman, 1970).

The twenty teachers met with the Counselors, the Assistant Principals, other members of the practicum team and me. The specific roles of the members of the practicum team were:

1. Assistant Principal: All three assistant principals had a continuing responsibility to deal effectively with discipline problems as they were referred to them by teachers and other staff.

2. Guidance Counselor: The role of the guidance counselors was to provide help with the students as related to:

- o changing class placements
- o attempting to establish causes for individual cases of deviant behavior
- o make recommendations to the practicum team based on their findings
- o counseling with students regarding personal problems that related to their poor behavior patterns

3. Psychologist: As related to the practicum, the role of the psychologist was to:

- o administer and interpret tests

- o confer with students and teacher
- o make definitive recommendations to the practicum team
- o identify those severe behavior problems that school personnel could handle and make the necessary referrals

4. Two Special Education Teachers (Crisis Resource): The special education teachers were available to:

- o consult with regular classroom teachers
- o diagnose and prescribe for students; later given to classroom teacher who needed assistance
- o work with those very severe cases that could not be contained within the regular classroom setting

Staff Development Program Modifying
Teaching Behaviors

The Staff Development Sessions provided for experiences such as:

1. writing performance objectives
2. writing behavioral hierarchies
3. writing plans for classroom instruction
4. organizing a mathematics laboratory
5. setting up learning stations
6. video-taping mini-lessons
7. critiquing the video-tapes
8. observing and inter-visitation between colleagues

The Staff Development Sessions were scheduled on a monthly basis.

The practicum team and other resource individuals were present at each meeting.

The schedule for the Staff Development Sessions follows. Detailed accounts for the classroom activities will be discussed in Methods.

The twenty teachers were taught to write performance objectives and behavioral objectives. They planned for instruction based on the scores from the pre-tests (See Table 6). The laboratory approach was to be used in Mathematics and the stations approach was to be used in the other classes. The pre-test results would be used for individualizing the Mathematics classes and grouping in the other classes.

TABLE 6
 SCORES ON PRE-TEST AND POST-TEST (MATHEMATICS)
 REPRESENTS PERCENT CORRECT OUT OF 20 ITEMS

SEPTEMBER	
<u>Math Teacher A</u>	
Student 1	20
Student 2	10
Student 3	15
Student 4	15
<u>Math Teacher B</u>	
Student 1	30
Student 2	20
Student 3	30
<u>Math Teacher C</u>	
Student 1	10
Student 2	5
Student 3	5
Student 4	10
Student 5	15
<u>Math Teacher D</u>	
Student 1	25
Student 2	15
Student 3	30
Student 4	35
<u>Math Teacher E</u>	
Student 1	20
Student 2	40
Student 3	5
Student 4	15
Student 5	40
Student 6	30

35

In the past decade, Mathematics instruction has placed greater stress on the development of an understanding of the structure of Mathematics. The next shift of emphasis in school Mathematics may well be toward wider use of methods that will focus on the other goals of instruction, while teaching about the structure of Mathematics in a more meaningful way. Concerned instructors have begun to investigate the use of mathematical instruction based on students' personal investigations and discoveries. They believe that investigations of the environment will do far more good than traditional teaching methods to build enthusiasm for and confidence in Mathematics, to teach students to use their own ingenuity, and to relate mathematical ideas and symbols to real objects. This type of instruction is referred to as the laboratory approach (Kidd, Cilley, Myers, 1970).

The stations approach provided for a variety of individual assignments in areas designated as stations. These assignments were multi-level. The assignments were varied and appropriate. Teaching aids were placed at each station. The teaching aids were:

- o tape recorders
- o controlled readers
- o tachistoscopes
- o overhead projectors
- o calculators
- o filmstrip projectors
- o previewers, junior or senior
- o television sets
- o motion picture projectors
- o film loop projectors
- o sight and sound system
- o EDL Aud X equipment
- o language masters
- o shadowscopes
- o appropriate tapes and filmstrips
- o SRA kits in Reading and Mathematics

Two reviews of research on teaching are extremely valuable because they critically question what is known about teaching and call for more research on explicit questions. The reviews show that very few teaching behaviors are invariably related to student achievement (Dunkin and Biddle, 1973; Rosenshine and Furst, 1971). These materials are especially useful to teachers who want to engage in self-study programs, because they underline the fact that while empirical data can provide some direction, teachers themselves have to assume the responsibility for evaluating the effectiveness of their own classroom behavior.

Teachers can use these sources to begin thinking about their classroom behavior and to develop plans for experimenting in the classroom. However, we are perhaps putting the horse before the cart. Before changing, the teacher needs to assess his present behavior. It is useful to ask, "Where am I?" before "Where am I going?" Teachers are too busy for much self-observation and most operate in self-contained classrooms. Not all will have the benefit of video tape recording or regular supervision.

Good and Brophy suggest that teachers learn (1) to identify good behaviors, (2) start self-evaluation, (3) make explicit plans, (4) change or alter instructional procedures, (5) interact with other teachers, and (6) enroll in in-service programs.

A teaching strategy is good when two basic conditions are satisfied: (1) students learn the material that they are supposed to master, and (2) students are interested and find the learning process enjoyable so that they initiate learning efforts of their own (Good and Brophy, 1973).

It is mainly the type of behavior that the teacher displays that provokes a similar behavior in the child.

Self-evaluation forms were completed by teachers as a means of pre-testing their behaviors. The results may be found below. Each teacher presented a mini-lesson using one of the disruptive students among a selected group from the teacher's classes. The sessions were video-taped and critiqued by the entire team and teachers. The Tally Sheet for Teacher Nonverbal Behavior was used to observe teaching behaviors. The teachers became aware of many nonverbal behaviors that could have influenced the learning situation.

The pre-tests that had been administered in all of the disciplines were scored and the interpretation of these results were used for individualizing the instructional program. The results are Tables 6 and 7. The pre-tests were also used for writing the performance objectives and the behavioral hierarchies. The performance objectives were written by the teachers in each of the disciplines. Some objectives were included in all disciplines.

A schedule of activities for students was drawn up. The schedule was interdisciplinary in scope--interrelating all disciplines--and thus required careful planning within each cluster. Each cluster had to concern itself with teacher needs and student needs. The teachers met in a large group initially and discussed and finally selected the units to be covered. The units were:

- o writing and composing music
- o land composiiton and products
- o preparing for a bazaar
- o string sculpture
- o setting up a french restaurant
- o making weather instruments
- o history of music and musical instruments
- o making musical instruments

- o designing a planetarium
- o building a planetarium
- o verbal problems
- o charts and graphs

TABLE 7
SCORES ON PRE-TEST (READING/ENGLISH)
REPRESENTS GRADE LEVEL TAKEN FROM CTBS

	PRE-TEST
<u>English Teacher A</u>	
Student 1	3.9
Student 2	2.6
Student 3	4.7
Student 4	3.5
Student 5	2.2
Student 6	1.0
Student 7	2.9
Student 8	2.3
Student 9	3.0
Student 10	1.5
Student 11	1.0
Student 12	2.8
<u>English Teacher B</u>	
Student 1	2.0
Student 2	3.6
Student 3	3.8
Student 4	4.1
Student 5	1.6
Student 6	2.6
Student 7	2.6
Student 8	3.0
Student 9	2.0
Student 10	2.6
<u>English Teacher E</u>	
Student 1	3.4
Student 2	4.6
Student 3	3.0
Student 4	3.0
Student 5	2.5

Table 7 (continued)

	PRE-TEST
<u>Music Teacher A</u>	
Student 1	4.6
Student 2	3.9
Student 3	2.0
Student 4	5.6
Student 5	6.0
<u>Geography Teacher A</u>	
Student 1	1.0
Student 2	2.3
Student 3	1.5
<u>Geography Teacher D</u>	
Student 1	2.2
Student 2	2.9
<u>Art Teacher B</u>	
Student 1	2.6
Student 2	4.7
Student 3	1.0
Student 4	3.6
Student 5	2.0
<u>Art Teacher C</u>	
Student 1	1.6
Student 2	3.0
Student 3	2.6
Student 4	2.1
Student 5	2.0
<u>Home Economics Teacher C</u>	
Student 1	2.0
Student 2	3.9
<u>Science Teacher C</u>	
Student 1	2.0
Student 2	1.6
Student 3	3.5
Student 4	2.9
Student 5	1.5
Student 6	1.0
Student 7	2.8

Table 7 (continued)

	PRE-TEST
<u>Science Teacher E</u>	
Student 1	3.8
Student 2	2.9
Student 3	6.3
Student 4	5.6
Student 5	5.7
Student 6	5.0
Student 7	3.7
<u>Woodshop Teacher D</u>	
Student 1	2.9
Student 2	3.8
Student 3	5.6
Student 4	5.9
Student 5	6.0
<u>Woodshop Teacher E</u>	
Student 1	5.8
Student 2	7.1
Student 3	7.5
Student 4	8.0
Student 5	7.9
<u>French Teacher C</u>	
Student 1	6.4
Student 2	7.5
Student 3	6.9

Both teachers and students had needs. All of them were in need of positive self-images. The teachers needed to feel that the students were listening and were becoming involved. The students needed to be heard and needed to be involved.

Since the majority of the problems had occurred in the Mathematics classes, the teachers felt that students could not equate the importance and relevance of Mathematics to their daily lives. Many students had stated thusly in acts of defiance in the Mathematics classes. Mathematics was, therefore, made the core discipline and each module of instruction included Mathematics. The modules required nine weeks of instruction. Charts and graphs and verbal problems were required in all clusters. These units relied heavily upon the student's ability to read, to interpret, to compute, and to draw conclusions. The entire schedule follows on page 39.

The rationale for a schedule of this type was based on previous research concerning the disruptive student. It has been found that disruptive students have enjoyed few successes in school. If students are to work at school tasks with vigor and enthusiasm, they must be able to do the tasks they are asked to perform. Few of us work very long if we do not enjoy success in the process. Students' ability to do school assignments determines to a large degree whether they form the belief that they can learn independently. One way of looking into classrooms is to assess the match between what the teacher asks the student to do and what the student is capable of doing (Good and Brophy, 1973).

With this firmly in mind, the teachers divided up into the disciplines and developed the performance objectives. The objectives follow.

Performance Objectives for Students

Mathematics:

1. The student will be able to add whole numbers with and without grouping.
2. The student will be able to subtract two whole numbers with and without regrouping.

Interdisciplinary Approach to Learning: Grade 7
Units by Clusters (9 weeks, 4 advisories)

Cluster	Unit 1	Unit 2	Unit 3	Unit 4	Culminating Activity
A	writing, composing music	land composi- tion, products	verbal problems	charts, graphs	Open House
B	preparing for a bazaar	verbal problems	strong sculpture	charts, graphs	Open House
C	setting up A French restaurant	charts, graphs	making weather instruments	verbal problems	Open House
D	history of music and instru- ments	charts, graphs	making musical instru- ments	verbal problems	Open House
E	designing a plane- tarium	building the plane- tarium	verbal problems	charts, graphs	Open House

3. The student will be able to multiply whole numbers with single digits and a multiple number of digits.

4. The student will be able to place the partial products correctly.

5. The student will be able to divide with: (a) one-digit division, one-digit dividend; (b) one-digit division, two-digit dividend with and without a remainder; (c) multiple-digit divisor and dividends with and without remainder.

6. The student will be able to define common fraction.
7. The student will be able to identify common fractional parts.
8. The student will be able to write common fractions in decimal and percent forms.
9. The student will be able to perform the basic operations upon the three fraction forms.
10. The student will be able to measure areas with rulers.
11. The student will be able to measure areas with tape measures and steel rulers.
12. The student will be able to compute distances given a map and a scale.
13. The student will be able to read a thermometer.
14. The student will be able to convert from one unit of measure to another.
15. The student will be able to read and to solve verbal problems.
16. The student will be able to read charts and graphs.

English/Reading:

1. The student will be able to read verbal problems.
2. The student will be able to solve problems.
3. The student will be able to read musical compositions.
4. The student will be able to read the history of music.
5. The student will be able to read and to follow directions.
6. The student will be able to write sentences.
7. The student will be able to identify parts of speech based on their use in a sentence.
8. The student will be able to write compositions.

9. The student will be able to read charts and graphs.
10. The student will be able to write rhyme schemes.

French:

1. The student will be able to recite the vocabulary.
2. The student will be able to write sentences using the vocabulary.
3. The student will be able to write a menu in French.
4. The student will be able to name the parts of a restaurant in French.
5. The student will be able to locate points on charts and graphs.
6. The student will be able to translate the English names of weather instruments into French names.
7. The student will be able to conjugate verbs.
8. The student will be able to read and to translate dialogue.
9. The student will be able to sing French songs.

Music:

1. The student will be able to write and to sing the C scale.
2. The student will be able to define musical terms.
3. The student will be able to identify notes on the treble clef and the bass clef.
4. The student will be able to read histories of music.
5. The student will be able to identify notes by their tones.
6. The student will be able to identify musical instruments.
7. The student will be able to play at least two musical instruments.

Geography:

1. The student will be able to identify land masses.
2. The student will be able to read and to sing music from other lands.
3. The student will collect pictures of musical instruments from home and abroad.
4. The student will be able to read charts and graphs.
5. The student will be able to draw pictures of land masses and label them.
6. The student will be able to name the chief products of land masses.
7. The student will be able to name the composition of land masses.
8. The student will be able to read and to solve verbal problems.

Art:

1. The student will be able to identify primary and secondary colors.
2. The student will be able to identify the types of sculpture.
3. The student will be able to draw simple line designs.
4. The student will be able to paint following a color scheme.
5. The student will be able to draw letters in various forms.
6. The student will be able to design a menu.
7. The student will be able to design booths for a bazaar.
8. The student will be able to draw weather instruments using a real model and a picture as a model.
9. The student will be able to design pictures using string.
10. Using old maps with color schemes, the student will be able to paint a likeness.

Home Economics:

1. The student will be able to plan a bazaar in its entirety.
2. The student will be able to cook the necessary items based upon the expected attendance.
3. The student will be able to read and to solve verbal problems.
4. The student will be able to draw simple line designs.
5. The student will be able to design pictures using string.
6. The student will be able to read charts and graphs.
7. The student will be able to measure using rulers, measuring cups, measuring spoons and tape measures.

Science:

1. The student will be able to measure using rulers and steel tapes.
2. The student will be able to read weather charts.
3. The student will be able to read: (a) thermometers, (b) barometers, (c) hygrometers, and (d) sonometers.
4. The student will be able to construct a simple weather vane.
5. The student will be able to identify the planets through a telescope.
6. The student will be able to identify the Milkyway through a telescope.
7. The student will be able to identify the North Star.
8. The student will be able to identify various constellations.
9. The student will be able to read a compass.
10. The student will be able to read and to solve verbal problems.

Woodshop:

1. The student will be able to read charts and graphs.
2. The student will be able to measure using: (a) rulers, (b) tape measures, (c) steel tapes, (d) calipers, and (e) transit.
3. The student will be able to draw scale models.
4. The student will be able to construct a replica of his scale model.
5. The student will be able to design a musical instrument on paper.
6. The student will be able to construct a replica of his musical model.
7. The student will be able to design a planetarium on paper.
8. The student will be able to construct a replica of his design.

With the objectives written, the teachers assembled in clusters and began to correlate the activities. Unit 1 in Cluster A was "Writing and Composing Music. Each teacher in the cluster began to list activities that he would include for his discipline. The Mathematics teacher would concentrate on equivalent fractions since musical timing relies on the use of common fractions. The Geography teacher would plan activities to include the History of Music and students would undertake projects to learn about music in various countries. In the English class, the students would write poems set to meter and eventually would write lyrics. The music teacher would have his students working with the English class to write the music for the lyrics. The mathematics students would assist in writing the composition and set the scale.

In Cluster B, the first unit was "Preparing for a bazaar." The Home Economics classes would collect and organize the items for sale. The mathematics classes would be responsible for determining the cost of the items. The cost was to be determined in accordance with the expected profit. The profits would be used to buy materials for other units. The Art class would design and construct the signs, displays and booths. The English students would check all displays and signs for grammatical errors.

The students in Cluster C would set up a French Restaurant as their first unit. The Mathematics and Art classes would work cooperatively on the design and construction of the restaurant. The French class would prepare the menus and the Mathematics Class would determine the cost. Students in the Science class would determine, based on atmospheric conditions, the best location for the restaurant, the most comfortable room temperatures, the temperatures for foods to be served or to be frozen and preserved.

The teachers in Cluster D talked animatedly about the activities that they would include in the unit - "History of Music and Instruments." Since the third unit would be centered on making musical instruments, the first unit would be used as a foundation. The Mathematics and Woodshop teachers planned activities on measurement. The Geography teacher and the Music teacher planned activities on the History of Music. In talking with the teachers in Cluster A during a later session, the two clusters worked cooperatively on the History. The Music classes would present an assembly program devoted to music from other lands and times.

The teachers in Cluster E were certain that the first unit for their students would create interest. Activities would be planned for designing a

planetarium. Activities in the Mathematics and Woodshop classes would be centered around design and construction. The Science classes would provide all scientific data necessary to assure proper placement of the telescope and other physical features. The English students would have reading lessons devoted to learning about the galaxies and how to locate them.

Each unit was discussed and each teacher started to think in terms of his contribution to the total project. Many of the teachers stated that until they began to work and plan cooperatively, they were only concerned with completing a chapter within a certain time frame. One mathematics teacher admitted that it had not occurred to her before that she could lead her students to discover the relationship between mathematics and other disciplines. She admitted that she taught mathematics for mathematics sake and made no attempt to show its relevance to anything else. An excitement and enthusiasm eluded from the group. This represented a sign of hope. The teachers were concerning themselves with making the subject matter meaningful. As they talked with each other, they could see that they would enjoy the lesson as well as the students. The Music teacher, who had previously sat and read the newspaper, stated that until he worked with the teachers in his cluster, he had never considered nor thought about teaching music in this manner. A stern and rigid English teacher stated, "I am now pregnant with ideas."

Enthusiasm is an important teacher behavior for capturing and maintaining student interest. If handled properly by the teacher, the intervening days before a big event can be made more enjoyable by the teacher's enthusiasm for the event (Good and Brophy, 1973).

Using the pre-tests and the patterns test from Mathematics, the students were given individual assignments. The students in the other disciplines were grouped according to their reading scores. It must be noted here that the general composition of these classes was heterogeneous in nature.

The Mathematics classes were individualized using a laboratory and a stations approach. The students were given a screening test. On the basis of performance, a patterns test was devised and administered. This test allowed the teacher to determine a pattern of errors and thus a starting point.

A prescription and terminal objectives were written for each child. An assignment chart was prepared listing the area of concentration and the activities and tests for each student. An individual folder was prepared for each student so that he could chart his own progress. Profiles--records--of the students' progress was kept by the teacher. Learning stations were set up with proper worksheets, learning packages and machines to aid in achieving the objectives.

The English classes were tested and assigned in the same manner as the Mathematics classes. Within the other disciplines, the students were grouped according to their reading scores and the groups were assigned one segment of the total class project.

Extensive testing and pre-planning occurred in September 1974, and, therefore, provided a foundation upon which we could build further sessions. The complete list of activities follows.

October	Progress reports by all teachers
November	Observations by practicum team

December	Observations by practicum team
January	Inter-visitation between the clusters
February- April	Visits to Open Space Schools Visits to Title I Laboratories Visits to Arithmetic Clinic and School of Education, University of Maryland
May	Summaries
June	Open House

During the month of October 1974, teachers could see a change in behavior patterns regardless of how small the change. Now that students were involved in projects with each other, they carried on meaningful conversations. Terms like constellation, profit and loss, one-eighth time, and meter crept into the conversations and profanity was heard less. Some arguments did occur but they were the result of the students challenging each other or boasting about the part that each would play in the total project. The students in Cluster C were looking forward to their visit to a French Restaurant and they became more conversant in French. Some of them gave their orders in the school cafeteria in French much to the dismay of the Cafeteria employees. Class-cutting lessened after the "word spread" about how Mathematics Teacher A had learned to smile. Teacher attitudes had begun to change and teachers felt more comfortable. They felt that they were beginning to control the learning situation. I found fewer referrals coming to my office and I found fewer teachers storming into my office in a state that bordered on hysteria.

The practicum observers, Dr. Tony Minus, Dr. Clark Houston, and Dr. Otho Jones, visited the teachers during November and December. The classroom situation had taken a decidedly different course. Gone were the seating

charts. The students rushed into the Mathematics classes and began to work immediately. Students secured tapes and filmstrips that had been assigned and began to operate the machines and worked independently. The Music students could hardly wait to begin the rehearsal for the assembly program. The Home Economics class was busily separating items collected for the bazaar. One group was deciding on the number of booths there would be. The Mathematics class and the Woodshop classes in Clusters D and E were working together in the woodshop. The English and Music classes in Cluster A were working together on their compositions. The Geography teacher was not asking for specific recall of dates. She, instead, very easily led a discussion about music in the fifties. She had records of music in the fifties to supplement the discussion. She was overwhelmed by the interest that the students showed as they bombarded her with questions.

Teacher A in Mathematics noted that for the first time during her career, students were actually "turned on" to math. The students were proud of the fact that the Music students were depending on them for the timing needed for their compositions.

The English/Reading teachers published student compositions in the school newspaper. The French students visited a French restaurant so that their restaurant could be as authentic as possible.

The practicum observers shared interesting activities from all of the classrooms. Each teacher was encouraged to use his planning period to visit his colleagues. This led to teachers sharing effective strategies. At the same time, it allowed for student exposure to a variety of learning experiences.



Teacher C in Science gave much information to the Geography teachers concerning the scientific land composition. Students were enchanted with the Water Cycle. They learned how to form clouds and how to dust a cloud to make it rain.

Mathematics teacher D shared his lesson on "The Need for Standard Measures" by performing experiments using body units.

During the months of February, March, and April, the teachers visited open space schools. These were: Bruce-Monroe and Randle Highlands. These schools use the cluster approach and the teachers were able to see the importance of planning, classroom management, and cooperative teaching. These were elementary schools and since the majority of the students involved in this program at Hamilton were performing on an elementary level, the teachers were able to exchange ideas.

Staff Development Visitations

Title I Laboratories

The visit to the Title I Laboratories offered another approach to solving the problem. The Title I Laboratories in Reading and in Mathematics use the skills approach. Students are tested and taught according to the weakness that is prominent.

The Title I Laboratories were completely individualized and used the open classroom concept, therefore, classroom management was very important. The students were taught individually depending upon the results on a Screening Test. The students worked at their own pace and were not required to complete an assignment within any time frame. They were allowed to move freely about the room - with control - to use any manipulatives, machines,

or other devices to complete their assignments. This is the open space concept.

The Title I Teachers were quite helpful in sharing the reason for their success. Each Title I Teacher works with an Educational Aide who assumes many of the clerical responsibilities. The Aide is also responsible for duplicating all materials and therein lies the Title I secret to success. The Title I Teacher must be able to anticipate every problem that a student will encounter. The teacher must prepare a lesson for each of these problems beforehand. The Aide duplicates all of these lessons. When the problem occurs, the teacher or the Aide removes the lesson from the files and gives it to the child. The teacher cannot wait until the problem occurs and then prepare.

The Title I Programs are success-oriented and do not refer to failures in any manner. Praise and motivation are always a part of the program. Building good self-image is as important to these programs as raising the test scores.

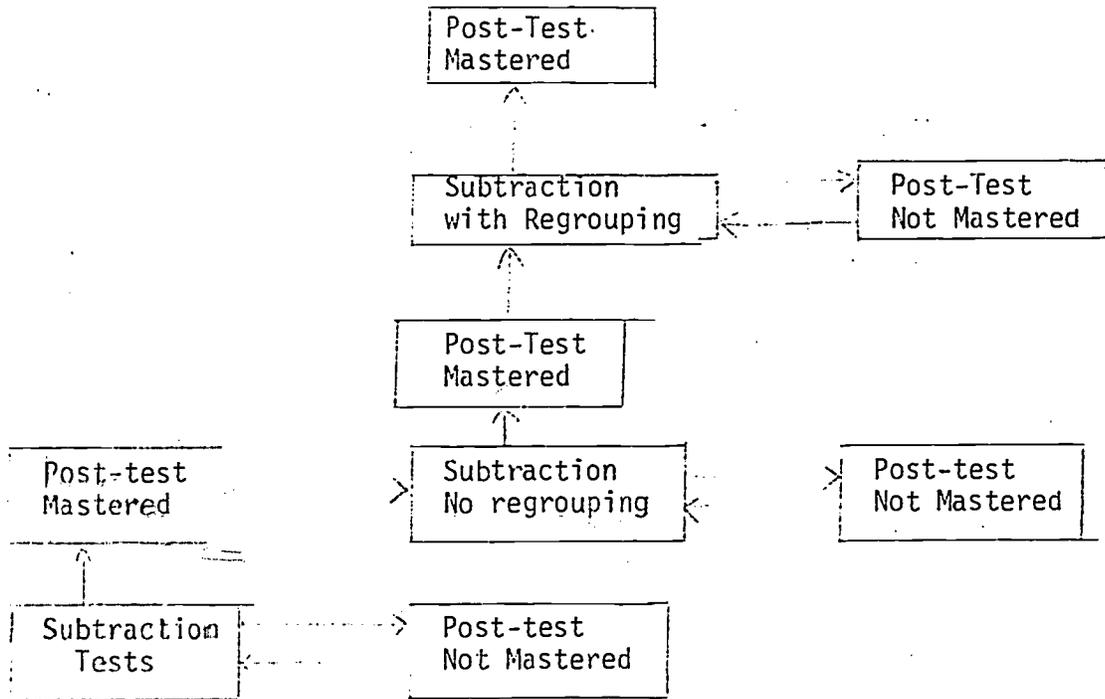
Arithmetic Clinic

A visit to the Arithmetic Clinic at the University of Maryland was most beneficial. The teachers could see how learning stations are set up and were given literature that would be helpful in their setting up learning stations. The teachers were also fortunate to be able to talk with instructors about the Diagnostic-Prescriptive Methods.

They were taught to write the behavioral hierarchy based on test performances. A behavioral hierarchy is simply a program written for a desired outcome in education known as a terminal objective. If the terminal objective for a student is "The student will be able to subtract two two-digit numbers with regrouping", the teacher simply writes pre-requisites that will lead to the attainment of this objective.

A behavioral hierarchy for this is written below.

Behavioral Hierarchy for Subtraction With Regrouping



Open House

When June rolled around and the time came for Open House, enthusiasm and anxiety were the watchwords. There was a bazaar; musical and weather instruments were on display. There was a planetarium, and a French Restaurant complete with French menus. String sculpture dotted the walls of the restaurant. This was truly a panorama of cooperative education.

Staff Development Sessions

Staff Development Sessions were held on the first Wednesday of each month at the close of the school day. I met with the twenty teachers on the third Monday in each month at the close of school. At each meeting, I was encouraged by the teachers' newly found self-assuredness in planning and controlling the learning situation. Each one admitted that the systematic classroom management gave them the necessary control. By knowing each day the direction that the class would take, each teacher faced each class with more confidence in himself and he inevitably transmitted his feelings of self confidence to the students.

During the school day, I met with teachers during their planning periods to give moral support and to provide any administrative support that might be required. If a teacher needed field trip approval, I wanted to be readily available to approve the project. Should it become necessary to alter the schedule for the day, I wanted a firsthand observation of the need for such. I was totally involved. I met also with the students, the counselors and the Crisis Resource teacher in an effort to mediate any difficulty that still existed. The students were beginning to feel good about themselves and their performances and this was evidenced by the decline in problems. This decline can be noted in Table 13.

I made frequent visits to the classrooms. Very often I was greeted by one of the students who had a project or paper that he was proud of. Students who, at one time, greeted me with a scowl, greeted me with a smile. The teachers did not appear to be as nervous as they were before the project began. Both students and teachers felt that I was there to lend support and not to criticize or to snoop. I was as much a part of the project as they were. Learning was taking the place of discipline problems and education was moving forward.

The students spoke with candor and were quite animated as they reviewed the day's activities. The boys were especially proud of the musical and weather instruments that they were designing and building.

The students who visited the French restaurant were telling about ordering foods in French and were anxious to design their own menus.

Home Economics students were busily soliciting used jewelry to sell at the bazaar. They chatted gaily about the booths to be constructed.

Methods

When school opened in September 1974, Hamilton had not solved its discipline problems and referrals began, again, to pour into my office. The number of referrals had decreased in grades 8 and 9, but the numbers in grade 7 had increased. We were once again encountering the 7th grade adjustment problem. This time, however, we were prepared to deal with the problems. We had an experimental program that was interdisciplinary in scope and was heavily saturated with success-oriented activities.

The students in the Mathematics classes were pre-tested using informal teacher-made tests. The teachers felt as if they were as well qualified as

anyone to prepare the tests, inasmuch as they knew exactly which weaknesses were usually common to students in math and could design a test that would reflect these.

Error Patterns Test

After the pre-tests were given, each student was given a second test to determine a pattern of errors. This is called an Error Patterns Test. One of the problems that had been done incorrectly was selected and four more of the same type were given to the student to see if he made the same error each time. If he did, this constituted a pattern. If he did not, another problem of another type was selected and the process was repeated.

An Error Patterns Test

This is taken from an Error Patterns Test.

(1)	(2)	(3)	(4)
36	95	76	42
+ 49	+ 48	+ 39	+ 98
715	1,313	1,015	1,310

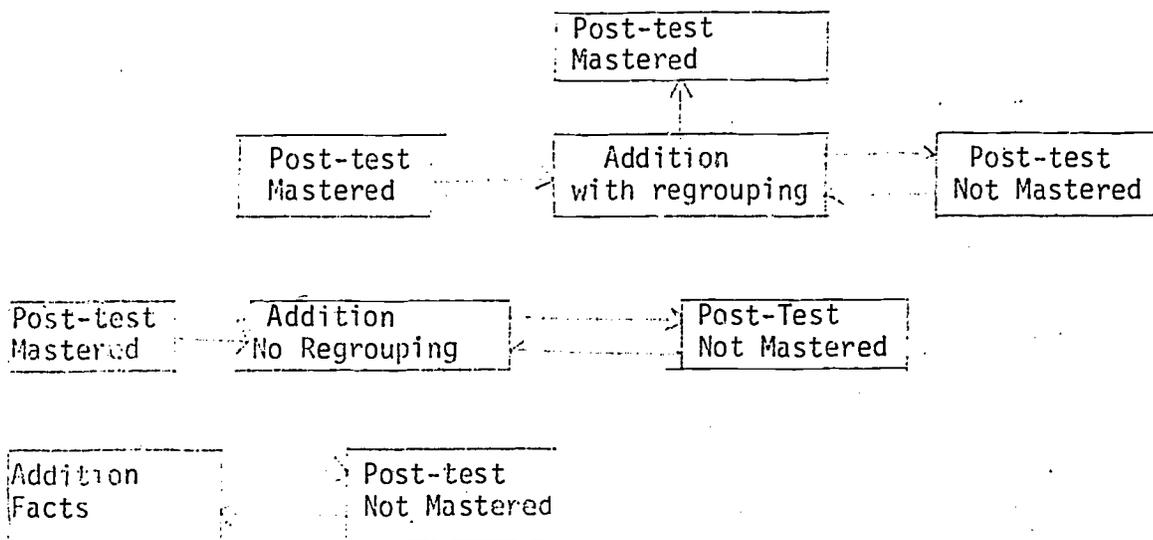
In each problem, the student failed to re-group. The teacher could find the problem easily.

Behavioral Hierarchy

When a weakness was realized, the teacher wrote a behavioral hierarchy for a terminal objective. If a student's terminal objective was "the student will be able to add two-digit numbers with regrouping," the teacher simply wrote a list of prerequisites and progress test to allow him to reach that objective. This is called a behavioral hierarchy. Only one terminal

objective and the hierarchy were written, the teacher recorded the diagnosis and the remediation required. The student was assigned to the station that had materials for remediating the difficulty.

The behavioral hierarchy was written for the student.



The Laboratory and Stations Approaches

The Mathematics classes used the laboratory and the stations approaches. The laboratory classes used machines and manipulatives almost exclusively. The machines used in the Mathematics laboratory classes were:

- o overhead projector
- o tape recorder
- o calculator
- o filmstrip projector
- o record player

Since the laboratory approach dealt heavily with allowing students to learn by discovery, many manipulatives were used. The manipulatives were:

- o instruments for measuring
- o instruments for counting
- o drawing instruments
- o mathematics games and puzzles
- o geometric models
- o devices for linear measure
- o objects that show ratio
- o materials to show fractional numbers
- o materials to show volume
- o equipment for demonstrating weight
- o flash cards
- o Cuisenaire rods
- o multiplication machines
- o flash dial cards
- o mirror cards
- o Abacus

The proper worksheets accompanied each machine or were placed at the proper station.

The classes using the stations approach had desks placed in a group according to the skill to be mastered. These skills were:

- | | |
|-----------|---|
| Station 1 | Addition facts |
| Station 2 | Addition with and without regrouping |
| Station 3 | Subtraction facts |
| Station 4 | Subtraction with and without regrouping |
| Station 5 | Multiplication facts |
| Station 6 | The multiplication algorithm |
| Station 7 | Division facts |

Station 8 The division algorithm
Station 9 Fraction forms, concepts and operations
Station 10 Enrichment (games, puzzles, projects)

All of the worksheets, manipulatives, and other materials were prepared and assembled before classes. When the students entered the room, the teacher was waiting to greet them and direct them toward the day's activity. Usually a class followed a schedule of strict control, although it had appearances to the contrary. These were open classrooms. There is a tendency for this concept to be misunderstood. An open classroom does not allow for the child to roam about the room at will. He moves constantly, but he moves with control. Students were given orientation sessions to acquaint them with the machines and manipulatives. They were taught to move about the room using the resources at their disposal.

A Typical Classroom Setting

A typical classroom setting may be outlined in the following manner:

1. Report to class on time.
2. Get individual folders from a place designated to hold them.
3. Report to learning station or machine.

These students worked at their own pace; thus, if an assignment were not completed, a student placed it in his folder and completed it the next day or whenever his ability led him to do so. This did not present a problem for the students became relaxed and confident and did not require an extraordinary amount of time to complete an assignment.

4. Remove worksheet from the folder placed by the machine or at the station.

5. Begin to work immediately.
6. Avail yourself of all resources.
7. Call upon the teacher when you need assistance.
8. Place your assignment in your folder if it has not been completed or corrected.
9. Place folder in the proper place.

Papers were graded immediately. This allowed the student to correct any errors. This "instant success" did much for the student's self image. Once a student had experienced success, he began to work faster and many students asked for more work.

The classes in the other disciplines were organized in the same manner as the Mathematics classes. The only difference was that the Mathematics students were taught individually and in the other classes the students were grouped according to reading scores. Each group worked on a segment of the total class project.

In one Geography class, the groups divided up the responsibility for exploring the History of Music and Musical Instruments. The groups were:

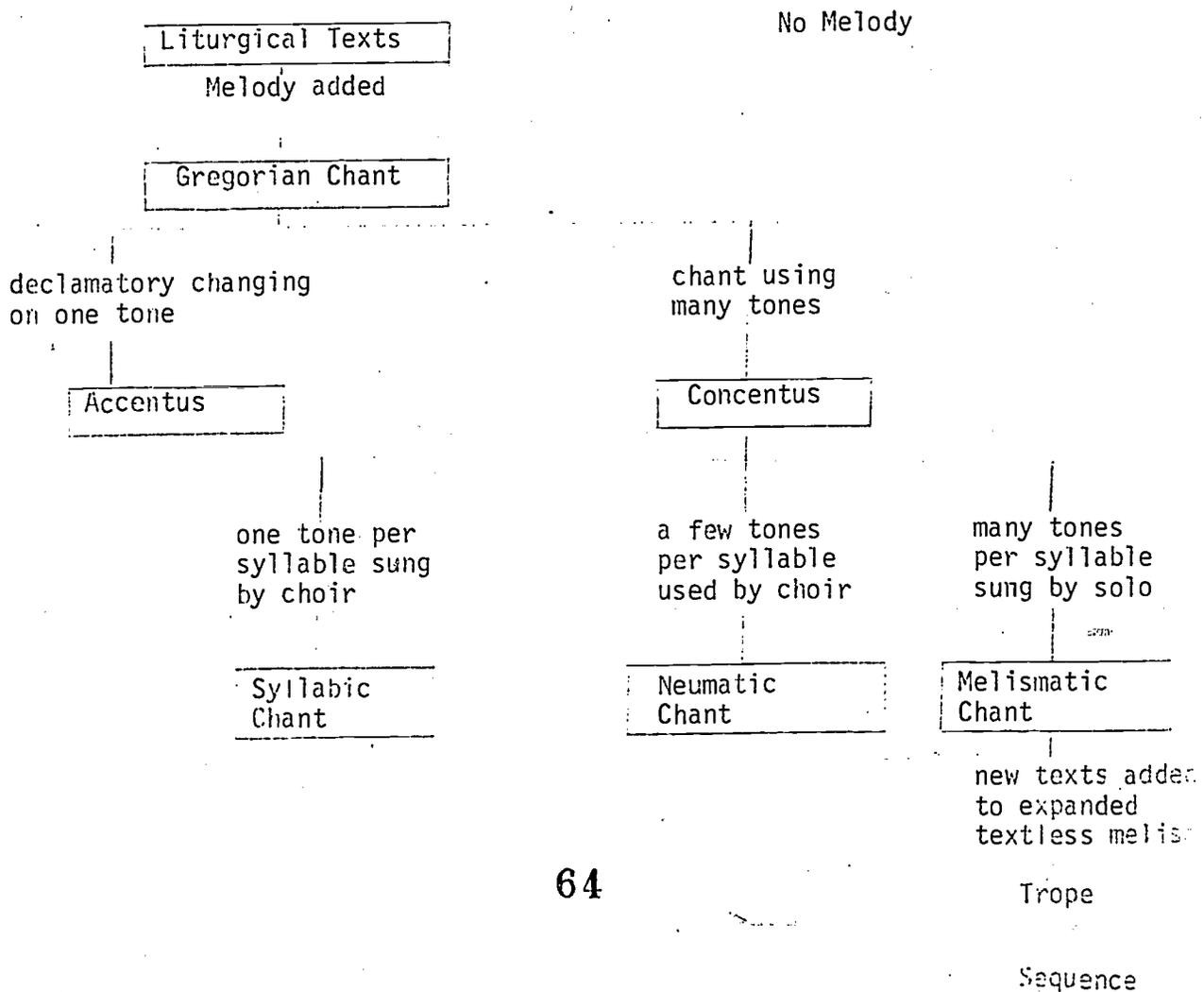
1. Music in Antiquity
2. The Renaissance
3. The Baroque Era
4. The Romantic Era
5. Arabic Music
6. East Asian Music
7. Southeast Asian Music

The students in Cluster A studied about writing and composing music. Much of the information from the history of music was included. One specific

topic covered was the Christian Chant. Groups discussed:

1. Changing of the Scriptures
2. Singing psalms
3. Post-Biblical prayers
4. Melismatic songs
5. Melodic patterns (modes)
6. Musical notation
7. Vocal and instrumental music
8. Developing clefs

They found that early musical forms arose from the practice of adding new material to material already existing. A chain of additions. A chart used in the Geography and Mathematics classes follows that shows this chain of additions.



The classroom procedures in all of the clusters were the same, thus allowing for a consistency in the classroom discipline.

As each skill or each segment was completed, a post-test was given and then another pre-test before moving to the next skill or segment. The progress of each student was charted carefully.

CHAPTER IV EVALUATION

Psychologists, educators, and learning theorists have devoted years to the study of the processes by which learning takes place. Their findings have caused many to question traditional teaching methods and to search for something more in accord with the dynamics of learning. These ideas have lead to the laboratory approach and related teaching techniques (Kidd, Gilley, Myers, 1970).

Jerome Bruner is one prominent learning theorist whose ideas support a departure from the traditional approach. Any domain of knowledge can be represented in three ways: (a) by a set of actions appropriate to achieving a certain result (enactive representation), (b) by a set of summary images or graphics that stand for a concept without defining it fully (iconic representation), and (c) by a set of symbolic or logical propositions drawn from a symbolic system that is governed by rules or laws for forming and transforming propositions (symbolic representation) . . . the sequence in which a learner encounters a body of knowledge affects the difficulty he will have achieving mastery (Bruner, 1964).

Many tools exist for evaluation. Many educators think only in terms of evaluating students. The situation at Hamilton required evaluation of teachers as well as students. During the first Staff Development Session the twenty teachers were asked to evaluate themselves.

Table reflecting the responses in September 1974 and May 1975 follows.

TABLE 8
TEACHER SELF-EVALUATION RESPONSES

Item	September		June	
	Yes	No	Yes	No
1. Objectives				
a.	10	10	20	0
b.	5	15	20	0
c.	15	5	20	0
d.	0	20	20	0
e.	0	20	20	0
2. Student-Teacher Relationships				
a.	10	10	17	3
b.	15	5	0	20
c.	15	5	20	0
d.	15	5	1	19
e.	5	15	20	0
1)	0	20	20	0
2)	0	20	20	0
3)	0	20	20	0
f.	10	10	20	0
g.	12	8	17	3
h.	17	3	17	3
3. Use of Materials				
a.	1	19	20	0
b.	7	13	15	5
c.	0	20	20	0
4. Presentation				
a.	8	12	15	5
b.	10	10	15	5
c.	7	13	20	0
d.	0	20	20	0
5. Clarity of materials				
a.	3	17	20	0
b.	6	14	20	0

TEACHER SELF-EVALUATION CLARIFICATION

ITEM

1. Objectives
 - a. Are the objectives of the unit clear?
 - b. Is attainment of the objectives assessed by the test?
 - c. Were the objectives appropriate to the group?
 - d. Are the objectives meaningful to the group?
 - e. Will attainment of the objectives be valuable to the students?

2. Student-Teacher Relationship
 - a. Did I help everyone whenever possible?
 - b. Did I favor some more than others?
 - c. Did I praise good work?
 - d. Did I give inappropriate criticism?
 - e. Was each student clear about his responsibilities in the classroom?
 - 1) getting out materials
 - 2) putting away materials
 - 3) working independently
 - f. Was I neat?
 - g. Was I courteous and pleasant?
 - h. Was I too gruff?

3. Use of Materials
 - a. Did I specify appropriate materials for the lesson?
 - b. Did I give enough time to assessment of materials and methods?
 - c. Were students who needed it assigned appropriate remedial work?

4. Presentation
 - a. When addressing the class, was my voice clear?
 - b. Were my statements and questions understandable?
 - c. Did each student get a chance to participate?
 - d. Were the students attentive?
 - e. Were the students bored?

5. Clarity of Materials
 - a. Are all parts of the unit clearly related?
 - b. Is the purpose of each part evident?

The responses in September clearly point out that it never occurred to teachers to take a look at their teaching styles. It never occurred to them that they could be doing something wrong. To impart subject matter was their goal. It did not matter how the subject was to be taught as long as the course of study and the textbook were covered. The perfect teacher does not exist. All of us who attempt to influence student learning can refine existing teaching skills, discard ineffective techniques, and develop new tactics (Good and Brophy, 1973).

Teachers must understand that the crucial aspects of teaching are task presentation, diagnosis, remediation, and enrichment (Good and Brophy, 1973). The students were given pre-tests in Mathematics using an instrument designed by teachers. Scores for grouping in the other disciplines were taken from the CTBS.

TABLE 9
SCORES ON PRE-TEST AND POST-TEST (MATHEMATICS)
REPRESENTS PERCENT CORRECT OUT OF 20 ITEMS

	September	May
<u>Math Teacher A</u>		
Student 1	20	80
Student 2	10	80
Student 3	15	70
Student 4	15	80
<u>Math Teacher B</u>		
Student 1	30	85
Student 2	20	80
Student 3	30	90

Table 9 (continued)

	September	May
<u>Math Teacher C</u>		
Student 1	10	80
Student 2	5	85
Student 3	5	85
Student 4	10	90
Student 5	15	75
<u>Math Teacher D</u>		
Student 1	25	95
Student 2	15	80
Student 3	30	90
Student 4	35	95
<u>Math Teacher E</u>		
Student 1	20	85
Student 2	40	95
Student 3	5	80
Student 4	15	75
Student 5	40	90
Student 6	30	85

TABLE 10
 SCORES ON PRE-TEST AND POST-TEST (READING/ENGLISH)
 REPRESENTS GRADE LEVEL TAKEN FROM CTBS

	Pre-Test	Post-Test	Gain	Loss
<u>English Teacher A</u>				
Student 1	3.9	4.6	.7	0
Student 2	2.6	3.8	1.2	0
Student 3	4.7	5.0	.3	0
Student 4	3.5	3.9	.4	0
Student 5	2.2	3.0	.8	0
Student 6	1.0	2.5	1.5	0
Student 7	2.9	3.3	.4	0
Student 8	2.3	2.8	.5	0
Student 9	3.0	4.1	1.1	0
Student 10	1.5	2.0	.5	0
Student 11	1.0	2.0	1.0	0
Student 12	2.8	3.6	.8	0
<u>English Teacher B</u>				
Student 1	2.0	3.1	1.1	0
Student 2	3.6	4.8	1.2	0
Student 3	3.8	4.0	.2	0
Student 4	4.1	5.2	1.1	0
Student 5	1.6	2.0	.4	0
Student 6	2.6	3.6	1.0	0
Student 7	2.6	3.9	1.3	0
Student 8	3.0	5.4	2.4	0
Student 9	2.0	4.8	2.8	0
Student 10	2.6	4.6	2.0	0
<u>English Teacher E</u>				
Student 1	3.4	3.9	.5	0
Student 2	4.6	5.2	.6	0
Student 3	3.0	4.8	1.8	0
Student 4	3.0	5.2	2.2	0
Student 5	2.5	4.0	1.5	0
<u>Music Teacher A</u>				
Student 1	4.6	5.9	1.3	0
Student 2	3.9	5.7	1.8	0
Student 3	2.0	4.0	2.0	0
Student 4	5.6	6.6	1.6	0
Student 5	6.0	6.3	.3	0

Table 10 (continued)

	Pre-Test	Post-Test	Gain	Loss
<u>Geography Teacher A</u>				
Student 1	1.0	2.5	1.5	0
Student 2	2.3	2.8	.5	0
Student 3	1.5	2.0	1.5	0
<u>Geography Teacher D</u>				
Student 1	2.2	3.0	.8	0
Student 2	2.9	3.3	.4	0
<u>Art Teacher B</u>				
Student 1	2.6	3.8	1.2	0
Student 2	4.7	5.0	.3	0
Student 3	1.0	2.0	1.0	0
Student 4	3.6	4.8	1.2	0
Student 5	2.0	3.1	1.1	0
<u>Art Teacher C</u>				
Student 1	1.6	2.0	.4	0
Student 2	3.0	3.7	.7	0
Student 3	2.6	3.8	1.2	0
Student 4	2.1	3.8	1.7	0
Student 5	2.0	3.1	1.1	0
<u>Home Economics Teacher C</u>				
Student 1	2.0	3.6	1.6	0
Student 2	3.9	4.7	.8	0
<u>Science Teacher C</u>				
Student 1	2.0	3.1	1.1	0
Student 2	1.6	2.0	1.6	0
Student 3	3.5	3.9	.4	0
Student 4	2.9	3.3	.4	0
Student 5	1.5	2.0	.5	0
Student 6	1.0	2.5	1.5	0
Student 7	2.8	3.6	.8	0

Table 10 (continued)

	Pre-Test	Post-Test	Gain	Loss
<u>Science Teacher E</u>				
Student 1	3.8	4.6	.8	0
Student 2	2.9	3.5	.6	0
Student 3	6.3	7.0	1.3	0
Student 4	5.6	7.2	1.6	0
Student 5	5.7	7.5	1.8	0
Student 6	5.0	7.6	1.6	0
Student 7	3.7	3.9	.2	0
<u>Woodshop Teacher D</u>				
Student 1	2.9	4.6	1.7	0
Student 2	3.8	4.7	.9	0
Student 3	5.6	7.0	1.4	0
Student 4	5.9	7.2	1.3	0
Student 5	6.0	7.9	1.9	0
<u>Woodshop Teacher E</u>				
Student 1	5.8	6.9	1.1	0
Student 2	7.1	8.5	1.4	0
Student 3	7.5	8.6	1.1	0
Student 4	8.0	9.1	1.1	0
Student 5	7.9	8.9	1.0	0
<u>French Teacher C</u>				
Student 1	6.4	7.9	1.5	0
Student 2	7.5	8.5	1.0	0
Student 3	6.9	7.6	.7	0

The results exceeded our expectations. Our aim was not to improve reading skills, yet, a decided improvement was noticeable in May. Out of 109 students that were the focal point of the program, none showed a loss in reading. The achievements on the mathematics post-tests were very gratifying. The teacher constructed test is the best known and most widely

used. The teacher constructed test dealt with mastery in the cognitive domain and therefore used as a diagnostic instrument. The tests were used to pinpoint difficulties and suggest remedial work. These tests are invaluable. With observation and individual attention being main features of the approaches used, the students could do nothing else except excel.

The evaluation process is vital to the teaching process and grading must be as carefully reviewed as traditional teaching processes. All parts of the teaching process must be designed so as to do the maximum to help each student learn. Any part of the process that does other than this must be carefully restructured (Kidd, Gilley, Myers, 1970).

Vandalism was a prominent problem. A positive manner can be used even with things as negative as destruction of property. It would be awkward to reward the student, but these problems can be redefined in a more positive way that leads to desired behavior on the part of the student. The tables clearly illustrate a noticeable decline in discipline problems after the teachers became involved in Staff Development Sessions. The teachers were teaching to them and not at them. They were giving the students a chance to be involved in worthwhile problems. They did not give the students the time to present discipline problems. The minds and the hands of the students were active.

TABLE 11
REFERRALS BY INCIDENTS

Incident	Grade 7		Grade 8		Grade 9	
	Sept.	May	Sept.	May	Sept.	May
Fighting	100	6	25	0	3	0
Profanity	65	3	8	0	10	1
Threats	20	0	2	0	1	0
Class-cutting	50	0	5	0	6	0
Disrespect	15	1	20	0	1	0
Defiance	10	1	10	0	1	0
Smoking	30	6	12	1	1	1
Vandalism	15	2	0	0	0	0

TABLE 12
REFERRALS BY GRADE LEVEL

Level	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Grade 7	305	222	191	150	113	70	45	46	19
Grade 8	62	60	44	29	20	13	11	8	1
Grade 9	23	22	12	11	7	5	4	4	2

TABLE 13
DISRUPTIVE INCIDENTS (BASED ON REFERRALS)

Cluster	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Math									
Teacher A									
Student 1	5	5	4	4	2	2	1	1	0
Student 2	6	5	4	4	3	1	1	0	1
Student 3	6	3	5	4	2	2	1	1	0
Student 4	4	4	3	3	1	2	0	0	0
Student 5	5	5	6	4	3	1	1	0	0

Table 13 (continued)

Cluster	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
<u>Math</u>									
<u>Teacher B</u>									
Student 1	7	7	6	5	3	3	3	2	1
Student 2	5	5	3	4	3	2	2	0	0
Student 3	6	5	5	4	2	1	0	0	0
<u>Math</u>									
<u>Teacher C</u>									
Student 1	4	4	4	3	3	1	1	1	0
Student 2	4	3	3	2	2	1	0	0	0
Student 3	5	4	3	3	1	1	0	1	0
Student 4	5	5	4	3	2	0	1	1	0
Student 5	6	6	4	2	0	0	0	0	0
<u>Math</u>									
<u>Teacher D</u>									
Student 1	5	3	3	2	2	1	1	1	0
Student 2	5	4	4	3	1	2	1	1	0
Student 3	4	4	2	1	3	2	1	1	1
Student 4	6	6	5	4	2	2	1	1	0
<u>English/</u>									
<u>Reading A</u>									
Student 1	3	2	2	1	1	1	0	0	0
Student 2	2	2	2	2	2	1	1	1	0
Student 3	2	2	2	1	1	1	0	0	0
Student 4	2	2	1	1	2	1	0	1	0
Student 5	4	3	3	4	2	2	1	1	0
Student 6	6	6	5	5	3	3	1	2	1
Student 7	2	2	2	3	1	1	0	1	0
Student 8	5	5	4	3	3	1	1	2	1
Student 9	3	3	2	1	2	1	2	1	0
Student 10	8	8	6	6	5	4	2	2	1
Student 11	9	7	6	5	5	3	3	2	1
Student 12	6	6	3	4	5	2	1	1	1

Table 13 (continued)

Cluster	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
<u>English/Reading B</u>									
Student 1	2	2	2	1	1	1	0	1	1
Student 2	2	2	1	1	1	0	0	1	0
Student 3	2	1	1	1	1	0	0	1	1
Student 4	3	3	2	2	2	1	1	1	1
Student 5	5	5	3	3	2	2	0	0	0
Student 6	4	4	3	3	2	1	1	1	0
Student 7	3	3	3	1	1	1	0	0	0
Student 8	4	2	2	2	0	0	0	0	0
Student 9	8	6	6	5	5	3	3	2	1
Student 10	8	5	4	3	1	1	1	2	1
<u>English/Reading E</u>									
Student 1	3	2	2	0	0	0	0	0	0
Student 2	3	1	1	2	1	1	0	0	0
Student 3	6	5	5	3	3	1	2	0	0
Student 4	6	6	6	4	3	0	2	1	0
Student 5	5	4	4	1	1	1	0	1	0
<u>Music A</u>									
Student 1	5	5	3	3	2	2	2	1	0
Student 2	6	6	3	3	1	1	1	1	0
Student 3	2	3	2	2	1	1	0	0	0
Student 4	3	1	1	0	0	0	1	0	0
Student 5	2	2	1	1	1	1	0	0	0
<u>Music D</u>									
Student 1	2	1	1	1	1	0	0	0	0
Student 2	2	0	0	0	0	0	0	0	0
Student 3	6	3	3	2	2	1	1	1	0
Student 4	5	3	3	3	2	2	1	1	0
Student 5	3	2	2	1	1	1	1	0	0
Student 6	3	2	0	0					
<u>Geography A</u>									
Student 1	8	6	4	2	2	0	0	0	0
Student 2	2	1	1	0	0	0	0	0	0
Student 3	2	1	0	0	1	0	0	0	0

Table 13 (continued)

Cluster	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
<u>Geography D</u>									
Student 1	5	3	3	2	2	1	1	0	1
Student 2	5	1	3	0	2	1	0	1	0
<u>Art B</u>									
Student 1	6	3	3	3	2	0	0	0	1
Student 2	6	2	2	2	2	0	0	1	0
Student 3	3	1	1	1	0	1	0	0	0
Student 4	4	2	0	0	0	0	0	0	0
Student 5	2	1	1	0	0	0	0	0	0
<u>Art C</u>									
Student 1	3	2	1	0	0	0	1	0	0
Student 2	4	2	0	0	0	0	0	0	0
Student 3	2	0	0	0	0	0	0	0	0
Student 4	6	1	1	1	1	0	0	1	0
Student 5	5	0	0	1	0	0	2	0	0
<u>Home Economics B</u>									
Student 1	2	2	1	1	1	0	0	1	0
Student 2	3	3	0	0	1	0	0	0	0
<u>French C</u>									
Student 1	4	4	3	2	0	0	0	0	0
Student 2	3	3	1	1	1	1	0	0	1
Student 3	2	2	1	1	0	0	1	1	0
<u>Science C</u>									
Student 1	2	1	1	1	0	1	0	0	1
Student 2	3	0	0	0	1	0	0	1	0
Student 3	3	0	0	2	1	0	0	1	0
Student 4	6	2	2	2	1	0	0	2	0
Student 5	6	2	3	0	0	2	0	0	0
Student 6	5	3	2	1	0	1	0	1	1
Student 7	4	0	3	2	1	1	1	0	2

Table 13 (continued)

Cluster	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
<u>Science E</u>									
Student 1	6	6	5	4	0	0	1	1	0
Student 2	3	3	2	2	2	1	1	1	0
Student 3	4	3	4	1	2	1	0	0	1
Student 4	2	2	3	1	1	0	0	1	0
Student 5	3	3	4	2	2	2	1	0	0
Student 6	3	3	3	1	1	1	0	0	0
Student 7	5	5	3	3	1	1	2	1	0
<u>Woodshop D</u>									
Student 1	3	3	2	2	0	0	1	0	0
Student 2	2	2	0	0	1	0	0	0	0
Student 3	3	3	1	1	1	0	0	1	0
Student 4	2	2	2	1	1	1	0	0	0
Student 5	3	3	4	0	1	1	1	0	0
<u>Woodshop E</u>									
Student 1	4	3	3	1	1	1	0	0	0
Student 2	2	2	1	1	1	1	0	1	0
Student 3	5	5	3	2	0	0	1	0	0
Student 4	1	1	0	3	2	1	1	0	1
Student 5	2	2	0	0	2	1	1	1	0

Among the students with discipline problems, we were able to classify certain individuals as "show-offs" who constantly sought attention. We gave them attention by making them team captains for projects. We gave the "defiant one" a chance to "hammer it out" making musical instruments and weather instruments. We used the drive of the "aggressive ones" to push forward on preparing a project and meeting a deadline. The "unresponsive" became responsive through designs for the planetarium. Teachers must look carefully, at all

times, at how the students behave in the classroom so that he can generate alternatives for improving classroom learning when his present instructional procedures fail to produce desirable effects.

CHAPTER V
RECOMMENDATIONS AND CONCLUSIONS

This program was a definite success and an asset to Hamilton Junior High. Plans were made to expand the program to include more teachers and more students for the following school year.

This plan, if implemented within the school system, could be most beneficial, especially to teachers who have been in the system for a time and are reluctant to change. Many of them simply blame society for what they call an increase in discipline problems. They do not realize that teaching styles can become outdated. Every approach and every resource must be exhausted in an effort to teach our children. If it means retraining our teachers to perform successfully, then this must be done.

The use of curriculum supervisors would serve to enhance our educational program. Much time and effort should be spent on developing curricula that are inherently more interesting for students and that allow students more opportunity for independent learning.

REFERENCES CITED

- Alschuler, Alfred and John V. Shea. "The Discipline Game, Playing Without Losing." Learning, 1974.
- Bailey, Stephen K. Disruption in Urban Public Secondary Schools. Washington, D.C.: National Education Association, 1970.
- Brown, Duane. Changing Student Behavior, A New Approach to Discipline. 3d ed. Dubuque Iowa: William C. Brown Co., 1972.
- Carnot, Joseph B. "Dynamic and Effective School Discipline." The Clearing House, 1973.
- Dobson, James. Dare to Discipline. Wheaton, Ill.: Tyndale House Publishers, 1970.
- Education-U.S.A. Special Report. "Discipline Crisis in Schools," 1973.
- Glasser, William. Schools Without Failure. New York: Harper and Row, 1969.
- Gnagey, William J. "Controlling Classroom Misbehavior." NEA, 1973.
- Good, Thomas L. and Jere Brophy. Looking in Classroom. New York: Harper and Row, 1973.
- Green, Robert L. and Janet Brydon. "Investigating in Youth: An Approach to Discipline in Urban Schools." Discipline and Learning, NEA, 1975.
- Janowitz, Morris. Institution Building in Urban Education. Hartford, Conn.: Connecticut Printers, Inc., 1969.
- Kiernan, Owen B. School Violence and Vandalism. Report to Subcommittee to Investigate Juvenile Delinquency, U.S. Senate Committee on the Judiciary, April 16, 1975.
- Madsen, Charles H. and Clifford K. Madsen. Teaching/Discipline, A Position for Educational Development. Boston: Allyn and Bacon, Inc., 1974.
- NASSP Newsletter. "Got a Discipline Case? Consider These Questions." 1975.
- National Education Association. Discipline and Learning, An Inquiry into Student-Teacher Relationships. Washington, D.C.: NEA, 1975.
- Silberman, Charles. Crisis in the Classroom: The Remaking of American Education. New York: Random House, 1970.
- Swap, Susan M. "Disturbing Classroom Behaviors: A Developmental and Ecological View." Exception Children, 1974.
- Wildman, Louis. "Disciplinary Problems in Urban Ghetto Schools." School Information and Research Service, 1971.

APPENDIX A
DOCUMENTATION OF THE PROBLEM

SCHOOL CHAPTER ADVISORY COUNCIL

December 7, 1973

Mr. Vincent Reed
Assistant Superintendent
of Secondary Schools
415 12th Street N.W.
Washington, D.C.

Dear Mr. Reed:

As a group of seriously concerned teachers working at Hamilton Junior High School, we are requesting the aid of you and of your office in a matter of extreme urgency.

For several years, Hamilton teachers and students have been aware of the fact that we sustain what seems to us to be more than our share of significant problems which fit in the general category of student discipline. We have tried, through a long series of cooperative efforts worked out between the School Chapter Advisory Council and Administration, and carried out by the majority of faculty and staff at Hamilton, to face and to solve problems. Some of these efforts were of emergency nature, and thus, short lived. Other efforts (some of which have been in operation since our first year) continue to this day.

We feel that we have gone almost as far as we can go with the inadequate tools which are at our disposal, and have been given what seems to us to be a reluctance on the part of our local administration to provide teachers and other adult staff with the administrative, moral, psychological and practical backing which we feel is necessary to our task.

HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N. E.
WASHINGTON, D. C., 20002

SCHOOL CHAPTER ADVISORY COUNCIL

For those of us who have been here since Hamilton's beginnings, it is obvious that many teachers have lost faith with our ability to continue in the face of almost daily examples of both physical and verbal assaults directed against teachers; of hall walkers without apparent end; of fire alarms being detonated falsely; of break-ins of rooms, desks and cabinets; of wide-spread defacing of the physical plant; of fires being set, etc., ad nauseum. Those of us who can take it no longer flee. Those of us who feel that we can still, somehow, change things and get about the business of sharing the process of academic progress with our students, remain. But we are also human; we also feel; we have approached wit's end.

We are in urgent need of special assistance from your office for several new reasons. There is no doubt that, at Hamilton, there is a new and unspoken administrative policy, recently more severely oppressive, which places an almost total responsibility upon each teacher to deal (with little or no administrative assistance) with any and all problems caused by disruptive students simultaneously, and alone whether the problem occurs in your classroom or in the halls or restrooms or elsewhere. Some teachers have been recently derided and censored for seeking to remove or to have removed from the classroom students who have caused emergency situations, according to the terms of the contractual agreement between the Board of Education and the WTU. Some teachers have been denied effective aid against the major problem of student absenteeism and habitual tardiness to class. Some teachers try to hide their problems because they are convinced by certain recurring administrative actions that to admit to having problems is to invite withdrawal of support and or respect of professional integrity and teaching ability.

HAMILTON JUNIOR HIGH SCHOOL
5147 AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

SCHOOL CHAPTER ADVISORY COUNCIL

In addition, we wish to assert our belief in the fairness and justice of the concepts stated in our Contract concerning the establishment of matters of local school policy. We feel that new and operative policies SHOULD NOT be enforced against members of the faculty and staff if they were not established in consonance with and according to the Contractual Agreement. We also do NOT feel that the best interests of our school are served by the filing of continual grievances involving issues which are covered clearly in the Agreement. We feel that the Administration is aware of our demonstrated desire to work together with them in the process of problem solving. We feel that they are aware that we have been inclined to seek amiable solutions in lieu of confrontations. We often have sought consensus in all areas where guidelines are vague. We have resorted to adversary proceedings only rarely, however, to allow our past demonstrations of willingness temporarily to compromise certain rights of our teachers to signal an open season on the heads of teachers and serious students alike because of a new, "blame everything on the teachers", policy which we currently see rising from the ashes of our collective failures. We will bear any FAIR and JUST burden; we will not give in to administrative efforts to divide and conquer us. We will not abandon our responsibilities to our students, to their needs, nor to our selves and our needs.

Clearly, we feel that Hamilton is at a cross-road. We know that we are in a period of crisis. We are requesting the following in terms of assistance from the Secondary School Office:

1. That you, Mr. Reed, make an unannounced visit to our school for the purpose of observing for yourself the scope of our problems with roving, disruptive students;
2. That you visit any area in the school (including classroom, of course) for the purpose of seeing for yourself that we who teach here are "for real" about our work, and are sincere in our attempts to deal realistically and effectively with often impossible odds;
3. That you talk to us when you visit, so that

HAMILTON JUNIOR HIGH SCHOOL
5600 SIXTH AND BRENTWOOD PARKWAY, N. E.
WASHINGTON, D. C. 20002

SCHOOL CHAPTER ADVISORY COUNCIL

There is a large group of teachers at Hamilton who tolerate daily unnecessary indignities because they are certain that any public admission of a need for help with any specific student will be reflected in a less- than satisfactory rating or in a psychological assault upon their professional ability as classroom "managers" and members of the team. In other words, there is a pervasive feeling that the seeking of actual solutions to actual human problems will probably reflect not on the disruptive student; not on the corruptive situation; not on the fact that we have been largely stripped of effective use of workable tools; not on the absence of teacher morale; not on the fact that the unmanageability of a relatively small number of students who are documented as being repeatedly offensive to people and to rules, creates serious problems; not on the fact that many of us WANT to see Hamilton succeed in its goals; but rather, on the fact that Teacher A has not contained his problems and has allowed them to spill over into the Office. At Hamilton, many non-paranoid teachers feel that the Administration here is not with us, does not share our concerns, and will invariably leave any individual teacher with a discipline problem student to sink or swim alone and unaided.

When a student who is a classroom problem is identified, we ask for the right to seek effect remedies without prejudice. We ask that remedies which are already available to us through our local administrative team be utilized without concurrent psychological assaults on our professional judgement. We ask that the local Administration not institute sudden, unannounced and unilateral policies which will result in divisions among our faculty as each teacher notes the faltering of a colleague and wonders who will be next, for what new reason. Further, we feel that we have the legal, moral, professional and contractual right and responsibility to demand these things for our sake and the sake of our students who are serious about the business of gaining an education,

HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY N.E.
WASHINGTON, D.C. 20002

SCHOOL CHAPTER ADVISORY COUNCIL

those among us who are already intimidated by our conditions will not feel threatened by your presence in response to this request, and so that you may elicit TRUTHFUL information (no matter how pessimistic these realities are) from our teachers;

4. That you meet with teachers, alone, in a meeting at your convenience (but soon) so that we might lay new grounds for dealing with our problems;
 5. That your office help us to find and to establish non-punitive, non-vidective means of dealing with both faculty and administrative weaknesses, so that we can reverse the growing need for teachers to seek to "escape" from this school in utter frustration.
-
6. That your office help us to arrive at really workable means of faculty and administrative responses to the problem of unruly students, and with the twin problem of meeting the educational needs of students who want to progress academically at Hamilton.

Our school has requested your aid in the past. The Building Representative has telephoned your office, left his own telephone number, and requested your response on more than one occasion; however, no response accrued to his efforts, to his knowledge.

The teachers at Hamilton now speak as one voice. We need your help! The recent attitudes from our local administration has threaten to undo even the strongest among us. We do not have a school situation in which we can work.

Respectfully,

W. S. Washington

W. S. Washington
Building Representative

cc Vincent Reed
Marion Barry
Floretta McKenzie

HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N. E.
WASHINGTON, D.C., 20002

SCHOOL CHAPTER ADVISORY COUNCIL

William H. Simons
Mattie Taylor
Rev. Higgins
Barber Sizemore
Walter Fauntroy

W. S. Washington
4406 Dubois Pl., S.E.
Washington, D.C. 20019



W

Mr. Vincent Reed, Asst. Superintendent
Secondary Schools
415 12th Street, N. W.
Washington, D. C. 20001

MEMO:

To: The Administration, Hamilton Junior High School

From: Concerned School Employees, Hamilton Junior High School

We, the undersigned, feel that we are in the midst of a crisis. We feel that strong, united action is the only possible response. We demand that effective action be taken immediately.

Therefore, we request that a special Faculty and Staff meeting, involving all adults in the building, be called on Friday, Dec. 1st, at 1:45 PM. We are also requesting that students be sent to their homes in this area for that period of time. We ask your immediate response!

Arthur R. Breagman
William D. Dammier
Gerald Syler
Rachel Jones

Michael J. ...
Ed ...
M. ...

Linda McNeil
Colin ...
Mary A. Stancill
Arthur B. ...
P. ...
Wanda ...
R. ...

~~...~~
O'Neil ...
Mary ...
Bernice ...
W. Wallace ...
Stella ...

Mary ...
R. ...

MEMO:

To: The Administration, Hamilton Junior High School

From: Concerned School Employees, Hamilton Junior High School

We, the undersigned, feel that we are in the midst of a crisis. ~~We feel~~ We feel that strong, united action is the only possible response. We demand that effective action be taken immediately.

Therefore, we request that a special Faculty and Staff meeting, involving all adults in the building, be called on Friday, Dec. 14, at 1:15 PM. We are also requesting that students be sent to their homes in this emergency for that period of time. We ask your immediate response! (B, 2nd P.A. 11)

Eleanor A. Gross

Antonia E. Brown

Eugene L. McCue

Wendell Harrison

Charles B. Case

Paul H. Hall

J. Jackson

D. Timmons

Clara M. Neal

Earl White

Chris J. Lewis

Shapiro
James L. ...
Branston Boyd

MEMO:

To: The Administration, Hamilton Junior High School

From: Concerned School Employees, Hamilton Junior High School

We, the undersigned, feel that we are in the midst of a crisis. We feel that strong, united action is the only possible response. We demand that effective action be taken immediately.

Therefore, we request that a special Faculty and Staff meeting, involving all adults in the building, be called on Friday, Dec. 14, at 1:15 PM. We also request that students be sent to their homes in this case for that period of time. We ask your immediate response!

~~Natalie Jones~~
~~Kelson~~

W. S. Davis

Melvin Tate

S. Dillard

~~W. K. Jones~~

~~W. Washington~~

~~D. Dillard~~

~~Theresa Taylor~~

Ralph Smith

Dorothy M. Brown

Delaney P. Stanley

Willie F. Waddle

Barbara J. Brown

Bernis Daniels Jr

Raymond F. Ellis Jr

~~J. J. Brown~~
Broughton

~~E. M. Jones~~

~~R. Brown~~

W. H. Jones

E. J. Crumley

G. L. Grimes

T. C. Tuckson

J. W. Hamilton Junior High School

STATEMENTS OF STAFF DEMANDS
(Crisis Negotiations)

December 14, 1973

PREAMBLE:

The teachers and other staff of Hamilton Junior High School recognize and do herewith reaffirm our primary responsibility as essential agents in the total process of maintaining this school as a creditable institution for the academic pursuits of our students. Further, we are aware of the continuing expectations of the larger community with regard to the functions of schools in the processes of socialization and acculturation for students.

In light of these recognitions of purpose and expectations, we feel that we have the duty to demand the very best tools available to school personnel and to pupils, in order that we might realistically guarantee to ourselves and to our students the atmosphere in which academic pursuits are possible.

~~We declare that such an academic atmosphere at Hamilton is impossible in the present state of crisis. We further declare that we have not been offered tools appropriate to the tasks necessary to the re-establishment of an academic atmosphere. In addition, the adult population and the students at Hamilton suffer from the frustrations caused by system-wide refusal to recognize that additional protections in public buildings must be provided against the antics of outsiders and disruptive (but enrolled) youth.~~

The teachers and other staff of Hamilton have come together in an effort to bring all necessary force to this set of demands which are essential to the continuation of normal educative processes within the walls of this school. We are united in our efforts to attack and to destroy those elements of turmoil which deny us the right to properly pursue our tasks as educators, which threaten our best efforts as adults on-the-scene, and which place unfair burdens upon us and upon students. This crisis must not continue.

In token of our resolve, we submit the following list of DEMANDS. We require that these procedures be instituted immediately, and that students and parents be immediately so notified. We also require the active support of local and central administrative officers for our school in these efforts. We will prevail.

DEMANDS:

1. Hamilton Junior High School's student body deserves its full complement of teachers. We demand the completion of our regular teaching staff. We further require that all qualified temporary teachers already on board at Hamilton be made probationary or probationary-provisional immediately.

Ellis Reynold Franklin Ellis Jr

2. Hamilton Junior High School shall be provided with a Dean of Students, whose prime function shall be to coordinate the efforts to control disruptive students and outsiders within the building and on the school campus by January 7, 1974. ✓

3. A teacher at Hamilton Junior High School shall have the right to send for the principal or his designee to escort, or to send or escort, to the Principal's office any pupil who conducts himself in such a matter that learning for himself and other children in the classroom is seriously handicapped, or if the safety of himself, other pupils, or the teacher is seriously threatened. ✓

Before the student is returned to the classroom, there shall be a conference arranged by the Principal or his designee, which shall include but not be limited to the teacher, the student, the parent or guardian, if available, and the Principal or his designee. Any decision reached shall be made with the best interest of the student or students in mind. The teacher shall have the right to be accompanied by a representative of his choice in all phases of follow-up procedure following the removal of a pupil from a classroom at the teacher's request.

The Board of Education shall see that appropriate notifications to police authorities is made in all cases involving violations of law and the Board shall provide proper legal assistance and support to the teacher in all cases that may result in police hearings or court action.

4. Teachers at Hamilton Junior High School shall have the right to pursue their duties within the classroom without disruptions caused by student hallwalkers. Hall walkers shall be identified; a list shall be submitted to the local administration constructed by teachers AND OTHER STAFF, for immediate action. We demand that these listed students be suspended from this school immediately, and not readmitted to classes until conference have been arranged and held with their parents and/or guardians. If such conferences are not arranged and held within the lawful time limitations, such students shall be readmitted to school for one day, then re-suspended until a parental conference can be held.

Hamilton hallwalkers who have reached the age of sixteen years shall be provided with alternative education away from Hamilton Junior High School immediately.

5. Students who have been suspended from Hamilton shall not be permitted to re-enter the school until they have been readmitted, except on the occasion of the parental conference. Such students, if found in the building in violation of the rules for suspension, shall be treated as trespassers in the school. This is a police matter, and shall be handled by the appropriate security officers and school-based patrol officers, who will lodge the appropriate charge against such students.

6. Any student who is apprehended and/or identified while in the halls of the school without an authentic pass a maximum of two times within any one-week period will be suspended from the school for two days. Such students will not be readmitted to classes until a parent-administration-student conference has been arranged and held. Such students will certify by their signa-

tures that they are aware of the school policy with regard to passage in the halls during class time.

The local administration will update all student-behavioral referral forms weekly; the information will be available for teachers' use.

7. Teachers and students have the right to the minimum interruptions of teaching-learning time possible within the classroom. Students who are tardy in entering the classroom produce unnecessary disruptions for their fellow students. We agree that the five-minute period of time between classes is sufficient; any student who enters the classroom after that period shall be considered tardy to the class involved.

In order that we may gain control over the problem of tardiness to the classroom, we demand the following:

- (A) That a Tardy Hall be established and made fully operable by January 7, 1974.
- (B) That the Tardy Hall be named exclusively by appropriate administrators.
- (C) That the Tardy Hall operate daily, from 3:00 PM until 4:00 PM.
- (D) That all parents and guardians of students at Hamilton be made aware by mail, and all students be made aware by pamphlet and by public address announcements, that the following system will be established:

Any student who is tardy to school or to any class, and whose tardiness is unexcused, will spend one hour in the Tardy Hall for each two occurrences of tardiness to school or to class within any one-week period.

Students who refuse to report to Tardy Hall according to the announced arrangement will be suspended from school according to school policy for suspensions. (Parental conferences, etc.)

8. Students who engage in class-cutting will be identified through attendance records for school and for classes. Any student who cuts a class will be assigned to the after-school Tardy Hall at the rate of one hour for each class which is cut.

Students who have been assigned to Tardy Hall for cutting classes, and who refuse to attend will be suspended from school until the policies for suspensions have been satisfied. Class-cutters who have attained the age of 16 years will be provided with alternative education away from Hamilton Junior High School.

9. Although attendance procedures are outlined in the Contractual Agreement between the Board of Education and the Washington Teachers' Union, the problems of attendance at Hamilton are severe, and require special attention. Therefore, we demand that an Attendance Counselor be assigned to Hamilton Junior High School, and that such a person be given the tools necessary to solving the attendance problems in our school, with full administrative support.

Further, each teacher will provide an absentee list for each class teaching-period to the Attendance Counselor and/or administration daily. The Attendance Counselor will provide for follow-up procedures with regard to possible class-cutting and the penalties therefore.

10. Hamilton's staff and students have the right to as little noise and confusion in the halls as it is possible to have at all periods of the day. Therefore, we demand that the administration establish and strictly enforce a policy with regard to locker periods during which students may enter their lockers. We strongly recommend the following:

- (A) That locker periods shall be
 - (1) between 8:45 and 9:05 AM
 - (2) before and after each lunch period, during the five-minute grace periods
 - (3) between 2:55 and 3:05 PM
 - (4) at no other times during the normal school day

We demand that violators of these rules who are apprehended or identified be treated as are hall-walkers (see 6 above).

If a violator of the locker and/or hall-walking policies cannot be apprehended or identified by name, teachers and other staff will submit to the administration as soon as possible appropriate descriptions (including clothing, etc.) and the locker's number, so that information as to the assigned student can be made available to the administration. Lockers shall be located as close to homerooms as possible.

11. Students who are assigned to the cafeteria, and who are found in any area above the first (ground) floor during lunch periods shall be apprehended and/or identified through descriptions and shall be treated as are hall-walkers (see 6 above) if they do not have passes to cover their presence.

12. Hamilton is not an old building, but its physical appearance is detrimental to an academic atmosphere because of the excessive acts of vandalism which have been sustained by its walls, doors, ceilings, stairways, display cases, floors, rest-rooms and classrooms. Staff and students have the right to expect to work in surroundings which are conducive to work. We therefore demand that the administrative take a firm and consistent hand in coping with known vandals. The unlawful destruction of government buildings is a police matter and must be treated in the appropriate manner.

Therefore, when students have been identified by name or by description, and/or have been apprehended and brought to the attention of the administration, we demand that the strongest possible steps be taken to prevent such students from committing any further acts of vandalism in our place of work. We demand that, in all cases, the student be placed on suspension (according to the established policy) until a conference can be arranged, and that the matter be placed in the hands of the law for prosecution.

13. The setting off of false and malicious fire alarms is punishable as a police matter. Our school has suffered to the point of extreme danger because of the constant (almost daily) commission of this felonious act. Our lives are endangered because of the vast number of false fire alarms.

In addition, we have been beset by recent occurrences of real fires and real fire-bombing (one of which precipitated, to some degree, the current united actions in which we are now engaged), and we fear for the lives and the safety of ourselves and of our students.

Therefore, we demand that all students who are seen and identified by name or by description, and/or apprehended in the areas near the school alarm boxes

shall be checked as to the validity of any passes, and their reasons for being in the halls investigated. Any student without valid and verified reasons for being in the area shall be considered suspect, and the matter shall be treated as a police matter, to be handled by the school-base officer and the school's security officers. In addition, such student shall be suspended from school according to local school policy.

14. The teachers and other staff at Hamilton agree to wage war on verbal profanity which is directed toward adults in the building. We will not tolerate threats to our persons or our property any longer. We demand that the administration so inform the entire student body and the parents of our students of our resolve. We demand that the administration actively support teachers and other staff members who wish to prosecute and/or seek remedy at law against students' threats and/or profane epithets directed toward adults at Hamilton.

15. We demand that the administration provide for the posting of signs regarding the law concerning visitors (including former students) to the building. We demand that such signs be posted at all doors and in each hall in the building. We further demand that all persons who are found to be in violation of the posted signs be considered trespassers in the building, and prosecuted at law accordingly.

16. We demand that the administration provide staff with the professional support to which we have a right. Such support shall include full recognition of the teachers' right to remove disruptive and/or dangerous students from the classroom; and to the rights of our students to a reasonably calm and safe atmosphere in the classroom, unsullied by the antics of those who would turn this school into a circus. We demand that teachers be allowed to exercise their judgement as to the removal of students from classrooms for cause, without prejudice.

17. We demand that our local administration seek and that the central system provide, tools and avenues for the effective placement of students who, now within our public schools' regular classes, exhibit habits and actions which present continual disruptions in the educational processes for the majority of students in our classes. Because of the administrative applications of remedies required by law, many schools find the pursuit of education unrealistically hampered for students who do NOT exhibit apparent emotional, mental or other problems. These are the students who must be saved, also. Therefore, we demand further that means be sought (by commission, committee fiat, at law, and/or by any possible means) to protect the interests of those students whose school years are altered detrimentally by our attempts to protect the rights of students who do exhibit problems to the processes of public education.

18. We demand that our school be placed in crisis status administratively, so that the staff may regain control of the building.

19. We demand that the administration recognize and adhere to the right of teaching staff to negotiate, through SMO-administration joint action, local school policy. We deplore the sudden, unannounced, un-negotiated institution

of demeaning, vindictive and/or punitive actions against teachers who act reasonably in the performance of their duties. We demand that the professional judgement of teachers and of all staff at Hamilton be fully recognized and respected by all members of the administration, for the good of the school, the unity of our academic purpose, and the productive progress of an atmosphere of mutual trust among adults, among students, and between all elements of the population of Hamilton Junior High School. We demand that teachers be advised of their contractual rights before any involvement in conferences, etc., involving parents, students and/or administrators.

20; We also demand that sufficient funds be appropriated for extra-curricular activities.

We do verify that this statement represents our position by the signatures of the members of SCAC, in representation of members of the faculty and of the staff of the Hamilton Junior High School, and according to the procedures as established by the various committees of the faculty and staff of Hamilton Junior High School in meetings held Wednesday, Thursday, and Friday, December 12, 13, and 14, 1973.

Signed:

December 7, 1973

Memo to: Mr. Vincent Reed
From: Mrs. Antoinette Smith

I have now been teaching at Hamilton Junior High School almost five years, and not once, to my knowledge been written up nor cited for any violation to this extent, nor have I ever been charged with such serious offenses as outlined in Mrs. Brown's (AP-7) memo dated December 4, 1973, to you.

I have, to the contrary received exemplary performance ratings from Mr. Mattingly during my probationary teaching period (69-71), have just received a recommendation from not only Mr. Mattingly, but another Assistant Principal at Hamilton, Mr. C. Lyles AP-9, as I am sure they will be willing to attest to. I have during my teaching experience been commended for participation beyond the call of duty by such persons as Mr. E. Postell, former President of the PTA of Hamilton, Mr. E. Jones, Chairman of the Cultural Arts Committee of the D.C. Congress of Parents and Teachers (an organization whose aim is to strengthen and unify "the arts" in the public school system. My students have won such art awards as "Human Kindness Day" Participation Awards first, second and third place 71-73, "Maxi Arts Gala Awards" 71-74. I have had students working in "Workshop For Careers In The Arts" . I could continue... I have been commended by a number of parents, whom I'm sure will, should it be necessary, attest to my sincere concern for and positive work with their children while at Hamilton. I have sponsored art clubs after school, some of which, I did not receive financial compensation for- MY POINT IS THIS- you have the responsibility of deciding the fate of a teacher who has proven her dedication to the teaching profession, but more importantly has a sincere interest in her students.

You have, on the other hand, an administrator who:

1. Has submitted simultaneously, a letter to you and Mr. Mattingly, which you should already have-suggesting to me that Mr. Mattingly was not afforded an opportunity to resolve this conflict on the local school level (which is his responsibility) without involving you in this matter-or correct me if I am mistaken- Is this, in fact, correct procedure?
2. Sat in a meeting on December 6, 1973 and commented "I stand by my memos" and Mr. Mattingly that is all I'm going to say". Mrs. Brown in the same meeting refused to budge from her original position, in an attempt to resolve the conflict.

It seems to me that what is at stake here is more than a teacher's reputation (which I fully intend to safeguard), or an administrator's right to require a written statement concerning a student's exclusion from a particular classroom, or a refusal to respond to a memo (an erroneous memo- I at no time refused to respond verbally, and in fact did respond in writing...Mrs. Brown admitted in the afore-mentioned meeting that she had, in fact, received my return memo and she was approached by me in her office at the end of the school day on December 3rd, and that I did explain at the time that I fully intended to respond but required additional time to complete that which she had asked for)- what is at stake here is a course of future action which could very well undermine the educational processes at Hamilton:

1. If a teacher cannot hope for administrative backup in situations which handicap learning for the other children in the classroom (No arrangement was made by either Mrs. Brown or Mr. Mattingly to set up a conference which included myself, the student, parent or guardian and Mrs. Brown), after a request is made to have the student transferred from a particular class to another concurrent class, then what is the course of action for a teacher to take?
2. Is a teacher to be continually denied the same due process with regard to follow-up procedure following removal of a pupil from a classroom? (I requested that the student be transferred from my class- he was not. The student was scheduled back to my class without the proper conference, arranged by Mrs. Brown or Mr. Mattingly) Article XX Section D. This appears to me to be a violation of the responsibility of both Mrs. Brown and Mr. Mattingly.
3. What assurance does a teacher have that a written statement, once submitted will in fact remain in a student's folder? Must every statement submitted be either signed to show that it has been received and duplicates made, or a letter written back to the sender acknowledging receipt of such information? (On the first day of the discipline problem with Barry Autry, I did place in the office box a written statement of my reasons why the student was referred to Mrs. Brown. I did not duplicate it due to the urgency of the problem, and now can not prove that it was ever written, except for the fact that I said it was) (The statement is not now in the student's folder)
4. What will be the credibility of a principal or assistant

principal with whom every request regardless of how small or insignificant, must be written up and duplicated or signed for, under threat of being cited for insubordination?

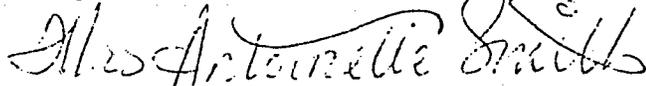
Might a teacher now, as a result of actions that you undertake understand the tenuousness of his/her position?

I would like to ask at this point- What should be the course of action for a teacher to take so as not to be written up for insubordination? (this is the first such incidence of insubordination at our school- There are no written policies concerning this).

Is the concern here for disciplinary action of two particular student and am I to be singled out (when there has been no written policy given to the teachers this year, by the administration, and as a result I was not afforded my due right to be apprised of school policy), or is the concern for policy for students in general?

I have one formal request to make before you reach a decision: Visit as often as necessary Hamilton Junior High School, for purposes of investigating the actual discipline at Hamilton. I again ask in closing- Is the concern for all student or simply two?

Respectfully submitted,



Mrs. Antoinette Smith

copies to: Mr. Charles Moore Washinton Teachers Union
 Mr. W. Washington WTU Building Representative
 Mrs. Marie Williams Art Supervisor

HAMILTON HIGHER LEVEL SCHOOL
415 12th Street N.E.
Washington, D.C. 20002

**SPECIAL
DELIVERY**

Mr. Vincent Reed
Secondary School Office of the Board of Education
415 12th Street N.W.
Washington, D.C.

077692

**SPECIAL
DELIVERY**

**RETURN RECEIPT
REQUESTED**

104

105

Copies of two memos given to Mrs.
Brown -

December 4, 1973

Memo to: Mrs. Mary A. Brown
From: Mrs. Antoinette Smith

Mrs. Brown, in regard to your two memos dated November 29th and December 3rd, concerning why Barry Autry 7-2092 and Dwayne Brown were not admitted entrance to my art class:

1. Barry Autry presents an unsurmountable desruption of the educational processes of the other students in my class. Pursuant to Article XX Section B of the agreement between the Board of Education and the Washington Teacher's Union: "A teacher shall be free to send for the Principal or his designee to escort or to send or escort to the Principal's office any pupil who conducts himself in such a manner that learning for himself and other children in the classroom is seriously handicapped..."

On two previous occasions we have met for purposes of resolving the discipline with Barry Autry in my class. As was decided- You would talk with him, which you did, I would talk with him, which I did we both would call his parents and explain his conduct in my class which we did (I called his house on two occasions)-Each time, he would improve for one day and resume his previous behavior the next.

As I'm sure you also recall, I asked, after such time (after these occurrences had taken place) that he be transferred to another class; this was not done.

Barry's behavior since September 1973 has included- continuous talking during class when lessons were being conducted- so much so that lessons had to be stopped to enable me to discipline him, continuously (every day) playing with boys in proximity to him when lessons were being conducted so much so as to disrupt the class and cause me to stop and have to discipline him, and lastly threatening me with bodily harm at the end of the school year.

At this point Mrs. Brown, I wish to refer to the latter part of the same Article XX Section B: "...or if the safety of himself, other pupils or the teacher is seriously threatened."

Barry Astry has been talked to, his parents have been conferred with, you have worked with him, I have written him up, he has been on a conduct card since then, none of which has improved his behavior.

I wish to add that his conduct has not improved and will not voluntarily admit him back into my art class.

Concerning Dwayne Brown 7-2092, in order that he be re-admitted on a regular basis to my class, I am requiring that he acknowledge confirmation of the following:

1. That he make all reasonable attempts to present his person habitually, to class within two minutes of the beginning of the class.
2. That he participate satisfactorily in class work.

I agree to assess his performance and make weekly reports to him concerning his progress in class.

This contractual agreement should be confirmed by his signature and counter-signed by his parents.

I am requesting from the administration the following:

1. Special counselling to be provided for Dwayne Brown as often as is necessary regarding his satisfactory performance in following normal school procedure.
2. Regular follow-up measures by the appropriate administrative arm, be taken to insure that this kind of situation does not occur again.

Yours truly,

Mrs. Antoinette Smith

Mrs. Antoinette Smith

cc to:

Mrs. Mary Brown AP-7
 Mrs. Loese Chairwoman of Counseling Dept. Hamilton
 Junior High School
 Mr. Mattingly Principal
 Mr. W. Washington Building Representative Washington
 Teacher's Union

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

Assistant
PRINCIPAL

December 3, 1973

Memo to: Mrs. Antoinette Smith
From: Mrs. Mary A. Brown, AP-7

Mrs. Smith, on November 29, 1973, I placed a memo in your mailbox asking that you submit to me in writing the reasons why Barry Autry 7-2092 had been refused admittance to your classroom on November 28th and November 30th, 1973. At the end of the school day on November 30th you had not responded, in any manner, to my request. Further, on that same day, you again refused to admit Barry to your classroom. On each occasion, Barry claims that he asked you why he could not go into the classroom, you would not give him a reason.

Mrs. Smith, I am at this time reminding you of the fact that the school administration has the authority to exclude students for a period of two days only, exclusion beyond this period has to involve a formal hearing before an official hearing officer as outlined in the Waddy Decree. You have, at this time, refused Barry his right to an education in your classroom for a total of three days without stating the reasons for this denial.

On the same November 29th memo, I asked that you respond in writing the reasons why Dwayne Brown 7-2092 was refused admittance to your classroom. Dwayne says he was told by you that because he was late, he needed to go and get a pass. The school policy, which has been issued in writing, is that late students are to be admitted to classes. On November 30th you refused to admit additional students to your classroom because they were late. Mr. Queen, assistant principal, told me he would take those students back to your classroom.

Mrs. Smith, for the second time, I am asking you to respond to my memo to you dated November 29, 1973 in writing by the end of the school day on December 3, 1973.

Mrs. Mary A. Brown

Copy: Mr. C. W. Mattingly, principal

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

Assistant
OFFICE OF THE PRINCIPAL

December 4, 1973

To: Mrs. Antoinette Smith
From: Mrs. Mary A. Brown, AP-7

Mrs. Smith, you have refused again to respond to my request that you submit a written statement as to your reasons for excluding students from your classroom as stated in my memos to you dated November 29, and November 30, 1973.

I submitted copies of my communications to you to Mr. Mattingly, the principal, and asked that he speak to you concerning my requests for written statements from you. It is my information that Mr. Mattingly did speak to you during the school day on December 3, 1973 however, at the end of the school day your written response was not forthcoming. Your verbal reasoning to Mr. Mattingly, and under his instructions that you communicate the same to me, that you had not found the time to respond to my requests as outlined in my November 29 and 30, 1973 memos to you is unacceptable.

You have, at this time, violated Article XI, section 3 of the Washington Teachers' Union Contract with the Board of Education, the provisions concerning exclusion of pupils as outlined in the "Waddy Decree" and established school policy at Hamilton junior high school. I am further citing you with insubordination for your failure to answer in writing my memos dated November 29 and November 30, 1973. I am requesting, through Mr. C. N. Mattingly, that the above information be transmitted to the Secondary School Office for appropriate action.

Mary A. Brown

cc: Mr. C. N. Mattingly, principal
Ms. Vincent Hood, Assistant Superintendent, Secondary School Office

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

OFFICE OF THE PRINCIPAL

December 5, 1973

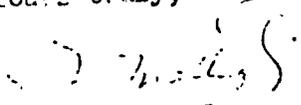
Mrs. Antonette A. Smith
Teacher - Art Department
Hamilton Junior High School
6th and Brentwood Parkway, N. E.
Washington, D. C. 20002

Dear Mrs. Smith:

This is to advise you that this is an official reprimand from my office to you for your failure to follow requests made to you by Mrs. Brown in regard to her memos of November 29th, December 3rd, and my verbal request you on December 3rd.

In addition, I am forwarding Mrs. Brown's complaints against you in regard to your failure to abide by provisions of the WTU contract, the Waddy Decree, and Hamilton School policy concerning the above-mentioned memos to the secondary school office for disciplinary action.

Yours truly,


C. H. Mattingly
Principal

December 6, 1973

Memo to: Mrs. Mary A. Brown
From: Mrs. Annetta Smith

Mrs. Brown, in response to your third memo to me dated December 4, 1973 stating "...you have refused again to respond to my request that you submit a written statement as to your reasons for excluding students from..." my classroom:

1. On December 3rd-Monday, I presented my person to your office and explained to you that it was not my intention to disregard your memos. I explained to you at this time, after your second letter dated December 3, 1973 asking for me "...to respond to..." your "...memo" to me "...in writing by the end of the school day on December 3, 1973." that, you would receive a return memo giving the reasons for Barry Autry 7-2092 and Dwayne Brown's 7-2092 non-admittance to my particular art class (Art 7- Wednesday, Thursday and Friday). I also explained that I was unable to reply to your memos at the time. I refer to Article VI Section B Step 3 of the Washington Teachers Union Contract with the Board of Education which states: "If the dispute is not settled at Step 2 within five school days after reduction to writing, then the dispute shall be submitted in writing, within another five school days to the Superintendent of Schools." You have denied me this reasonable length of time for the the written response which you have requested.
2. December 4th-Tuesday, at 3:15 p.m. a memo to you was placed in your box which is included in this memo to you now.
3. Following the beginning of Barry Autry's disruptive behavior (the fourth class session of the school year) not only was a written statement brought to the office but you were conferred with and, while still in school, a phone call was made by me to the parents of this particular student-all in the same day. Your charge of violation of Article XX section C of the Washington Teachers Union Contract is unjustified.
4. With reference to the Waddy Decree-your statement that I have violated it is erroneous. I have neither denied these two afore-named students access to their

educational process, nor have they been excluded or suspended or discharged from school based on this particular series of events. (I have checked the folders). They have been excluded from my period seven WTF Art Class only- a process which since the beginning of Barry Autry's disruptive behavior, has involved several removals and re-admissions to class all for the same (repeated) reasons. (Wayne Brown has been omitted from this discussion at this point because I have agreed to accept him into the art class for reasons stated in my first memo to you, Mrs. Brown)

5. With reference to my violation of established school policy, I must at this point ask- What is the school policy for this year? Furthermore- if writing up a student, conferring with the appropriate administrative assistant principal (AP-7) re: a seventh grade student, and calling the student's home immediately following the incident, is in violation of school policy- then what actions do you, Mrs. Brown recommend that a teacher take with a disruptive student?

Concerning the section in your letter that makes reference to Mr. Mattingly (Principal) speaking to me during the school day on December 3rd, where you specify and "...at the end of the school day your written response was not forthcoming", I have explained, if you will refer to number one in this letter, that you were spoken to and that I did explain to you that I simply did not have sufficient time to adequately respond to your memo. Furthermore after having been spoken to by Mr. Mattingly, I returned at 3:00 to speak with Mr. Mattingly in his office concerning the aforementioned reasons; in addition to which, on December 4th at 3:00 I, presented to Mr. Mattingly a copy of the attached letter which he was told, was also placed in your box.

Hoping at this time that I have satisfactorily answered all questions which motivated your charges, Mrs. Brown against me, I would now like to receive from you an acknowledgement of your receipt of the letter. I also would like for you to forward, if you would, acknowledgement of the letter that I wrote to you, to whomever your memo dated December 4, 1973 was sent to (with particular reference to MR. Vincent Reed, Assistant Secondary School Office). You did receive a return written response from me.

There are just before closing a few questions which are still unanswered, and so if you would, Mrs. Brown, in writing, would you please answer them for me:

1. If the situation with these two students in your opinion was as urgent as you seem to have implied- Three letters in Four School Days- why was not I notified that this was an urgent matter in your first

memo?

2. The rapidness with which charges of insubordination have been brought against me- lead me to feel that you are not satisfied nor happy with my being at Hamilton Junior High School- What have I done to you personally or otherwise to merit this?

Sincerely,

Mrs. Antoinette Smith

Mrs. Antoinette Smith- Art Teacher

cc to: Mrs. Mary A. Brown
Mr. C.N. Mattingly
Mr. W. Washington
Mr. V. Reed
Mrs. F. Morse

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

OFFICE OF THE PRINCIPAL

December 1, 1973

Mr. Vincent Reed
Assistant Superintendent, Secondary Schools
Presidential Building
1155-12th Street, N.W.
Washington, D. C.

Dear Mr. Reed,

This letter is in regards to Mrs. Antoinette Smith an art teacher at Hamilton junior high school. Mrs. Smith has a pattern of disobeying those rules and regulations outlined by the school administration at Hamilton and those contractual obligations as outlined by the Washington Teachers' Union Contract with the Board of Education.

I have requested through the principal, Mr. Mattingly, that Mrs. Smith be held accountable for her refusal to admit students to her classroom. My enclosures regarding the current request for citing Mrs. Smith with certain violations, both contractual and administrative, clearly shows the need for administrative action by the Secondary School Office. Mrs. Smith cannot be allowed to continue to decide which rules and regulations she will not obey at her own convenience.

Very truly yours,

Mrs. Mary A. Brown
Mrs. Mary A. Brown
Assistant Principal

c: Mr. C. N. Mattingly, Principal

enclosures

TON JUNIOR HIGH SCHOOL

1 Brentwood Pkwy., N. E.

Washington, D. C. 20002

1000 1/2 to 1/2

Mr. Vincent Read- Assistant Superintendent
Secondary Schools
415 12th Street N.W.
Washington, D.C.

115

116

December 5, 1973

Mrs. Antionette A. Smith
Teacher - Art Department
Hamilton Junior High School
6th and Brentwood Parkway, N. E.
Washington, D. C. 20002

Dear Mrs. Smith:

This is to advise you that this is an official reprimand from my office to you for your failure to follow requests made to you by Mrs. Brown in regard to her memos of November 29th, 30th, and my verbal request of you on December 3rd.

In addition, I am forwarding Mrs. Brown's complaints against you in regard to your failure to abide by provisions of the WTU contract, the Waddy Decree, and Hamilton School policy concerning the above-mentioned memos to the secondary school office for disciplinary action.

Yours truly,

C. N. Mattingly
Principal

w

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

OFFICE OF THE PRINCIPAL

December 5, 1973

Mr. Vincent Reed
Assistant Superintendent
Department of Secondary Education
The Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

Dear Mr. Reed:

On November 28, 29, 30 Barry Antry and November 29th Dwayne Brown, students at Hamilton Junior High School were respectively denied entrance to their art classes by Mrs. Antionette Smith, teacher of art.

Mrs. Mary Brown, Assistant Principal, upon discovery that pupils had been excluded from their classes sent memos to Mrs. Smith on November 29 and 30th requesting that she submit in writing her reasons for not allowing pupils to enter the classroom. Copies of the memos were sent to me.

Upon learning that Mrs. Brown had not received responses from her correspondence to Mrs. Smith I contacted Mrs. Smith at mid-morning on December 3rd and requested that she submit replies to Mrs. Brown before the close of school. Mrs. Smith noted that she was working on a reply and would submit it that evening.

At the close of the school day on December 3rd Mrs. Smith reported that she had not had time to prepare her reply and wished to submit it in the morning. She was directed to report to Mrs. Brown with this information.

As a result of this incident Mrs. Smith is being cited for violating Article XX, section C of the Washington Teachers' Union Contract with the Board of Education, the provisions concerning exclusion of pupils as outlined in the "Waddy Decree," and established school policy at Hamilton. In addition, Mrs. Smith is being cited with insubordination for failing to answer promptly in writing Mrs. Brown's memos dated November 29th and November 30th, 1973.

December 5, 1973

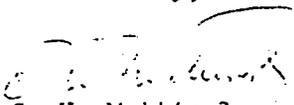
- 2 -

Mr. Vincent Reed
Assistant Superintendent
Department of Secondary Education

On December 4th I conferred with Mrs. Smith at the close of the day at which time she delivered to me a copy of her replies to Mrs. Brown's requests. In the ensuing talk with her I enumerated our reasons for wanting pupils in classes and reiterated the correct procedures to be followed if pupils are sent from classes. I also noted that she had had ample time to respond to Mrs. Brown's earlier requests. (Mrs. Smith did not concur with my opinion). During the conversation I was made to understand that each boy had presented problems during this semester, but I was not able to ascertain the particular incidents which had triggered the boys' exclusions from class on the indicated dates.

Mrs. Smith must abide by school regulations. I thus am recommending an official reprimand by your office.

Yours truly,


C. W. Mattingly
Principal

Enclosures:

- 1 - Mrs. Brown's Memo of November 29th
- 2 - Mrs. Brown's Memo of November 30th
- 3 - Mrs. Brown's Memo of December 4th
- 4 - Mrs. Smith's Memo of December 5th

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
HAMILTON JUNIOR HIGH SCHOOL
SIXTH AND BRENTWOOD PARKWAY, N.E.
WASHINGTON, D.C. 20002

Assistant
OFFICE OF THE PRINCIPAL

November 29, 1973

Memo to: Mrs Antoinette Smith
From: Mrs. Mary A. ²⁸Brown AP-7

Please submit to me in writing the reasons why Barry
Dixey 7²⁰⁹² has been refused admittance to your
classroom on November 28 and November 29th 1973.

Please submit to me in writing why Dwight Brown 7²⁰⁹²
who refused admittance to your classroom on November 29,
1973.

Copy: To Mr. C. M. Mattingly, Principal.

MEMPHIS, TENNESSEE, DECEMBER 17, 1951

12/17/51

AGENDA

Meeting of Hamilton Jr. High School Staff with Mr. V. B. Assistant Superintendent of Secondary Schools.

- I. Opening Statement W. Washington, Building Rep.
- II. Purpose of Meeting Mrs. Cooper
- III. Discussion of the situation at Hamilton Staff
- IV. Steps for Positive Change
 - Evelyn McFall 1-5
 - Art Haynes 6-10
 - Woody Davis 11-15
 - Cleo Sewden 16-20
- V. Remarks Mr. Reed and Mr. Slones
- VI. Closing W. Washington

MEMORANDUM FOR THE DIRECTOR

TO: THE DIRECTOR, BUREAU OF POSTAL SERVICE

All administrative personnel are asked to report promptly to the Training Library at 11:30 A.M. on WEDNESDAY, January 28th.

Purpose of the meeting which is being called by Mr. Vincent Reed will be to introduce Mr. Andres Jaxirala to the staff.

Your cooperation in promptly reporting for the meeting will be appreciated.

C. N. Matangly
Principal

APPENDIX B
MAXI II PRACTICUM PROPOSAL ADDENDUM

SURVEY OF LITERATURE
(Submitted December, 1975)

- 116 -

ADDENDUM

- I. A survey of appropriate literature which documents the training needs of beginning teachers in urban settings as researchers and other writers have dealt with them conceptually or in program development terms.

Survey of Literature

Introduction

In surveying appropriate literature which documents the training needs of beginning teachers in urban settings, I found that the most important writings about this subject were contained in periodicals and pamphlets. There were some helpful textbooks but not as many as I had hoped for. Recognition of the problems related to the training needs of beginning teachers in urban settings is a fairly new phenomenon.

Wildman, in an article called "Disciplinary Problems in Urban Ghetto Schools,"¹ asserts that in many schools in this country everyone hopes to make it through the day without large-scale violence. Fights break out frequently. He feels that in many of the schools in our country today the adult

¹Louis Wildman, "Disciplinary Problems in Urban Ghetto Schools," School Information and Research Service, 1971, p. 1.

population assigned to work there are constantly being brutalized by the student population. This brutalization is most often verbal, rather than physical. The situation has increased to such mammoth proportion that some large cities are seriously considering establishing the "total security school."² "In such a school, police would monitor every lavatory, hallway, and classroom with closed circuit TV cameras; direction microphones would be capable of monitoring or recording any conversation on the school grounds."³

This article by Wildman attempts to describe the group dynamics of the inner-city school by describing hypothetical examples of teacher peer group and student peer group support. Then follows a discussion of possible ways for improving the educational environment. Included within the recommendations are: (1) student choice between an array of differentially controlled learning environments, (2) curriculum which offers the inexperienced student concrete experiences--sometimes vocational--necessary for theoretical analysis, and (3) standardized educational accountability within expository type courses in which the faculty simply wants to tell students about the experiences of the past in order that students might benefit from previous mistakes and failures.⁴

²Ibid., p. 2.

³Ibid.

⁴Ibid., p. 9.

Carnot believes the problem of discipline causes new and inexperienced teachers a great deal of difficulty, particularly in the urban school setting. "Most teachers are highly competent in their subject areas."⁵ The three most common approaches to establishing effective discipline are: (1) the authoritarian approach, (2) the permissive approach, and (3) the democratic approach.⁶

Of the three most commonly used approaches to effective discipline, the democratic approach is considered to be the best. Democratic discipline usually provides guidance without domination and freedom without laxity and is generally considered the best possible approach for teachers in urban or other situations to follow.⁷

In assessing what must be done to insure good behavior, it is important that teachers are cognizant of the many varied causes of poor behavior.⁸ Carnot states that:

. . . undesirable classroom environments can cause students to fidget and misbehave--if the room is too hot, the humidity too high or too low, temperature too low, noise level from outside too great, seats too close together, plumbing or heating system knocks or whistles--all these can cause or contribute to discipline problems. Some of these situations are within the teacher's ability to correct: thermostats can be adjusted

⁵ Joseph B. Carnot, "Dynamic and Effective School Discipline," The Clearing House (November 1973), p. 150.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid., p. 151.

fans can be acquired or brought from home to create pleasant conditions, etc. However, some conditions cannot be remedied without help from the administration. For example, a chemistry classroom with 24 built-in seats that now has a sophomore English class with 35 boys and one girl will cause problems for the most experienced of teachers. Likewise a classroom adjacent to an elementary playground with a very high noise level, and also the danger of broken windows from fast-moving kickballs, etc. can lead to discipline problems. If there are any other available classrooms a switch should be made in the interest of good learning.⁹

The way a teacher presents a lesson may cause problems.¹⁰ Teachers who do not vary their teaching techniques usually have discipline problems caused by boredom. Teachers should be aware of the many peculiar conditions existing with students in the classroom setting such as: personal, emotional and psychological problems which would cause the student not to respond in a normal manner.¹¹ "Teachers must plan well and work for effective self-discipline in students based on respect, understanding, and cooperation."¹²

Gnagey summarizes for teachers in his book the most important suggestions that have been produced by research for controlling classroom misbehavior.¹³ He defines some very important terms in the area of classroom misbehavior. He

⁹ Ibid.

¹⁰ Ibid., p. 153.

¹¹ Ibid.

¹² Ibid. :

¹³ William J. Gnagey, "Controlling Classroom Misbehavior," NEA, 1975, p. 2.

explains that:

Deviant is the term we will use for a misbehavior. A deviancy occurs when a student takes actions which are prohibited by the teacher. Deviancies may range from whispering to a friend in the next row to striking another child. They are, however, always an infraction of an implicit or explicit set of rules enforced by the teacher.

The term deviant will refer to any student who commits a deviancy. This term has no reference to the number or persistence of his misbehavior; neither has it any mental hygiene overtones. Any child becomes a deviant at the moment when he breaks one of the teacher's rules.

A control technique has been performed when the teacher has taken some action to put an end to the deviancy. Control techniques may be verbal or non-verbal, punitive or nonpunitive, authoritarian or persuasive.¹⁴

An important segment of Gnagey's book deals with types of control techniques. These techniques are separated into three major categories; those that (1) strengthen self control, (2) those that reduce frustration, and (3) those that appeal to understanding.¹⁵

Alschuler and Shea engaged in a two-year study in 1974. The study was directly related to the discipline problem at the Van Sickle Junior High School in Springfield, Massachusetts. John V. Shea is the principal of Van Sickle Junior High School and Alfred Alschuler is a professor at the University of Massachusetts. It was their feeling that community-university relationships are often not very productive. They wanted the theory of the university and the expertise of a practitioner

¹⁴ Ibid., p. 4.

¹⁵ Ibid., p. 9.

to impact on the very complex problem of discipline in an urban junior high school. Mr. Shea invited professor Alschuler to bring in a group of graduate students to collaborate with social studies teachers to conduct a project at Van Sickle Junior High School.¹⁶ The decision was made to spend up to two years working together on the most important problem at Van Sickle Junior High School--discipline.

They concluded that the primary problem regarding discipline is rooted primarily in the running battle that adults and students persistently engage in to capture the attention of the class. They explained:

Our observations of that struggle led us to these other conclusions: that at least half of class time is spent in these wasteful struggles, that learning suffers, and that students, teachers and administrators are all victimized by the consequences; that most of us are limited in our ability to recognize, identify, and understand this fundamental fact of school life; that it is profoundly unjust to punish children for failures of the system; and that if we can only get over our fear of change, we can change that system. To learn anything, students must be in physical and psychological attendance.¹⁷

Alschuler and Shea make four basic observations concerning how the struggle for attention becomes a discipline problem. These observations are explained as follows:

1. When students refuse to let their attention be controlled, teachers and administrators are forced to engage in disciplinary actions.

¹⁶ Alfred Alschuler and John V. Shea, "The Discipline Game, Playing without Losing," Learning (August/September 1974), p. 80.

¹⁷ Ibid.

2. The discipline fails to sustain student attention.

3. The external attempt to control student attention is not an effective way to teach students discipline (internal self-regulation).

4. The battle between teachers and students is antithetical to the respect and affection characteristic of discipleship, the original root meaning of being disciplined.¹⁸

Alschuler and Shea describe the basic problem of discipline as the Attention-Discipline Game with both teachers and students having certain basic moves. They go on to say that these basic moves should be identified and analyzed. Their solution to the discipline problem is embraced in a program they call social literacy training.

Alschuler and Shea explained,

Literacy is the power to see, name, analyze and transform reality. We teach students to be literate with words, numbers, chemicals, even with their bodies. There is, however, massive illiteracy in junior high schools-- social illiteracy. Students, teachers and administrators are equally illiterate. They share no formal social vocabulary or established methods of analyzing social relations, and there are few ongoing collaborative attempts to transform the rules. Powerless to name, analyze and transform our social relationships, we remain victimized by them.

We believe that this cycle could be broken and the discipline problem solved through a social literacy program. Toward this goal we have developed a number of educational objectives and methods now being tried out.

Objective I: Teach everyone in the school that the system of social relationships can be seen as a game.

Objective II: Analyze classroom discipline cycles.

Objective III: Transform discipline cycles into the discipline of learning through negotiated changes in relationship rules.¹⁹

¹⁸ Ibid., p. 85.

¹⁹ Ibid., p. 86.

The May 1975 edition of the NASSP Newsletter addresses the discipline problem in a brief article by putting forth a few key questions that educators should be asking and resolving.

Gary W. Zimmerman, a psychology intern with the Texas Department of Mental Health and Mental Retardation, states in the article that he believes one effective way of gathering information relating to discipline problems is by asking the newsman's five classic questions: who, what, when, where and why.²⁰

The article asserts that the why question is perhaps the most fundamental question to resolve; however, if educators are not amenable to change in light of the new information that is gathered then the who process of information gathering is to no avail.²¹

Susan M. Swap suggests that ecological approaches to teaching disturbing children dictates that disturbances which occur in a classroom are not due to the child's behavior alone but the interaction between the child and the classroom environment.²² Dr. Swap is of the opinion that it is the teacher's responsibility to design an adaptive

²⁰"Got a Discipline Case? Consider These Questions," NASSP Newsletter, May 1975, p. 7.

²¹Ibid., p. 7.

²²Susan M. Swap, "Disturbing Classroom Behaviors: A Developmental and Ecological View," Exception Children (November 1974), p. 163.

environment. The teacher should establish a climate of safety, predictability and consistency.

Dr. Swap goes on to say that the role of the teacher is vital in establishing good classroom behavior. The teacher should adapt the classroom to the range of children's needs which should be based on careful assessment. Emphasis should be placed on setting specific goals for the teacher and the students. The whole concept of goal setting and strategies designed to implement these goals is a very crucial aspect of effective classroom management.²³ The last point of emphasis by Dr. Swap relates to the teacher's respect for individual differences in children. Dr. Swap states that,

The tendency to fear and exclude those who fail to conform to standards of health and normality has become well established in our communities, particularly in the mental health area. Acceptance of differences does not mean that one cannot try to shape or influence or instruct another. It does mean that we recognize the limitations of any single mold for behavior and search for the contributions that each individual can make.²⁴

Madsen and Madsen explore scientifically-based behavioral principles and then zero-in on specific behavior problems. The outcomes are outlined by Madsen and Madsen. A special feature of Madsen and Madsen is a section which consists of in-service teacher workshop teaching activities designed to produce measurable changes in student behavior.²⁵

²³ Ibid., p. 171.

²⁴ Ibid.

²⁵ Charles H. Madsen, Jr. and Clifford K. Madsen, Teaching/Discipline, A Position for Educational Development (Boston: Allyn and Bacon, Inc., 1974), p. 20.

Education U.S.A. Special Report examines the discipline crisis in schools. This report is focused mainly on the problems in urban school systems. The article identifies several possible places to fix the blame for the discipline crisis in schools. There are strong arguments presented to blame teachers, parents or students for our present discipline crisis. The article describes two distinct schools of thought as it relates to putting the discipline problem in proper perspective: (1) the case for less discipline, and (2) the case for more discipline.²⁶

Charles Silberman, who is one of the most outspoken and widely read proponents of promoting better behavior through liberalizing and humanizing the educational process, says that

Secondary schools tend to be even more authoritarian and repressive than elementary schools; the values they transmit are the values of docility, passivity, conformity and lack of trust. The junior high school is by almost unanimous agreement, the wasteland--one is tempted to say cesspool--of American education. One of the principal solutions is the conviction that schools can be more humane, that students can handle and benefit from greater freedom and responsibility. And part of this freedom should be in the area of arbitrary or demeaning rules and regulations contained in codes concerning dress and appearance--²⁷ codes which are as inane as they are unenforceable.

²⁶ Education U.S.A. Special Report, Discipline Crisis in Schools, 1973, p. 2.

²⁷ Charles Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 51.

James Dobson, a proponent of more discipline in the schools, explains:

Much has been written about the dangers of harsh, aggressive, unloving discipline; these warnings are valid and should be heeded. However, the consequences of excessive punishment have been cited as justification for the elimination of discipline. That is foolish. The term "discipline" is not limited to the context of punishment. Children need to be taught self-discipline and responsible behavior. They need assistance in learning how to face the challenges and obligations of living. They must learn the art of self-control.²⁸

Education U.S.A. Special Report outlines what they call Blueprints for Better Discipline. The Blueprint for Better Discipline stresses the need for establishing a code of discipline, behavior modification as one possible answer to the discipline problem and attitudinal change for teachers.²⁹

William Glasser is a leading disciple of positive reinforcement. Glasser sees adults' quickness to brand young children as failures as one of the primary causes of discipline problems in the schools. Glasser explains,

Students much like adults want a little pat on the head, a little recognition as a person both before they start a job and as they work. But after kindergarten school continue to demand that work come first. Kindergarten is the only place where we accept kids as people, and they succeed in kindergarten. If they don't learn everything we had planned, we still value them and don't get upset. But first grade is different. After all, we've got to teach them to read. So the teacher says

²⁸ James Dobson, Dare to Discipline (Wheaton, Illinois: Tyndale House Publishers, 1970), p. 76.

²⁹ Discipline Crisis in Schools, p. 23.

to the little kid, "Read!" The community says, "Read!" And if the child doesn't read we fail. Usually he takes failure personally. He thinks we not only failed him in reading but as a human being. When this happens, he starts behaving totally as a failure. He stops all schoolwork and often becomes a discipline problem in order to gain recognition only by failing and misbehaving.³⁰

Discipline and Learning, An Inquiry into Student-Teacher Relationships is a collection of articles on discipline in the urban school situation by renowned educators and psychologists. This book offers the classroom teacher some approaches to the general topic of discipline from a historical perspective as well as the contemporary point of view. It discusses punishment and order and justice, and it shows teachers ways to approach the more serious problems attached to maintaining good discipline in the classroom, as well as ways of helping students arrive at self-discipline.³¹

Robert Green and Janet Brydon make some very thought-provoking comments regarding discipline in urban schools. They state that underemployment, poverty, crime, and other societal problems adversely affect the quality of education in our schools. Children from low-income neighborhoods or urban areas of high unemployment are often confronted in the classroom by teachers who view them as intellectually

³⁰ William Glasser, Schools Without Failure (New York: Harper and Row, 1969), p. 48.

³¹ National Education Association, Discipline and Learning, An Inquiry into Student-Teacher Relationships (Washington, D.C.: NEA, 1975), p. 5.

deprived and unlikely to succeed educationally.³² Green and Brydon further state that,

Unfortunately teachers tend to have greater expectations for middle-income than for low-income children. Eleanor Leacock (10, p. 63) studied four schools in two poor and two middle-income neighborhoods and found that teachers' attitudes were much more favorable toward middle-income children than toward low-income children. When racial prejudice is added to social class bias, the effect on children is even more disastrous. Leacock found that 43 percent of teachers' comments about Black children were negative as opposed to 17 percent comments about white children.

There are many subtle ways in which negative attitudes toward poor, Black children can work against these children. One of the most prevalent is the misuse of standardized intelligence or achievement tests. The scores which children make on these tests are frequently taken as absolute measures of ability rather than only indicators of current educational status influenced by environmental conditions.³³

Discipline problems in urban schools can be caused by irrelevant, outmoded curriculum and non-essential testing programs which cause a loss of self-esteem on the part of students.

Green and Brydon make the following recommendations to alleviate the discipline problem in urban schools:

1. To revamp the many existing teacher and school counselor training programs, the revamping of these programs is seen as being significant in improving the quality of education and reducing racial, ethnic, and income bias. Many traditional programs prepare teachers and counselors to deal only with children who have backgrounds similar to their own, i.e., white and middle-

³²Robert L. Green and Janet Brydon, "Investigating in Youth: An Approach to Discipline in Urban Schools," in *ibid.*, p. 107.

³³*Ibid.*, p. 108.

income. These professionals, when placed in urban schools in low-income neighborhoods, find it unsatisfying to advise poor, minority children.

2. Curriculum reform is also needed in our school system. Educators must seek to make the subject matter as meaningful as possible for the student. Social conditions, student background, and student interests should all be considered when planning courses.³⁴

Duane Brown's book, Changing Student Behavior, A New Approach to Discipline, is an attempt to provide the classroom teacher with a means by which he can maintain adequate classroom control while maintaining an atmosphere which will maximize academic and personal development. Brown's book also provides the teacher with a rationale for his own procedures.³⁵ Brown explains that,

Since it is an impossibility for any volume to provide "cookbook" type answers for the myriad of problems which arise in a situation as complex as a classroom, no attempt has been made to provide those answers here. What is being attempted is to provide a rationale for developing positive behavior patterns and then, taking a random sample of the problems which a teacher faces, illustrate how the rationale can be implemented.³⁶

This book is great for the beginning teaching in any situation; it has many strategies for dealing with disruptive classroom behavior.

The revised edition of Discipline in the Classroom, published by NEA, reflects a broad spectrum in the approach

³⁴ Ibid., p. 113.

³⁵ Duane Brown, Changing Student Behavior, A New Approach to Discipline, 3d ed. (Dubuque, Iowa: William C. Brown Co., 1972), pp. 1-3.

³⁶ Ibid., p. 17.

to discipline and the teaching process. This book is a collection of articles relating to discipline in the urban school situation and suggestions for new teachers.³⁷ The point is made that:

Running through the articles is a common thread: discipline is less of a problem when the instructional content and process are interesting and relevant, constitute stimulating activities, and arouse natural curiosity. The use of broad and general terms in dealing with discipline problems could indicate a limited base of research or a lack of success in motivating students. Since as many of the articles point out, what constitutes meaning curriculum or stimulating activities for one student may be irrelevant for another, the matter of motivating individual students appears to be the critical problem.³⁸

Stephen K. Bailey addresses the larger problem of disruption in urban public secondary schools. His book was written in an attempt to analyze and investigate the causes of violent unrest and educational disruption in a sample of the nation's urban high schools and to identify strategies that were successful in resolving these disruptions.³⁹ The book is an excellent treatment of the total problem of urban school disruption, but does not deal with individual classroom management strategies.

Dr. Owen B. Kiernan, in his paper on "School Violence and Vandalism," explores some of the most pertinent problems facing urban education today. He cites a poll taken by the

³⁷ Discipline in the Classroom, p. 7.

³⁸ Ibid., p. 8.

³⁹ Stephen K. Bailey, Disruption in Urban Public Secondary Schools (Washington, D.C.: N.E.A., 1970), p. 7.

National Association of Secondary School Principals in April 1974 as indicating that the problems listed below were of rising concern:

- (1) student vandalism and violence
- (2) defiance by students, ignoring rules
- (3) lack of time (or wasted time, neglect of studies)
- (4) smoking
- (5) absenteeism⁴⁰

Dr. Kiernan explains that contributing factors to school violence and vandalism are:

- (1) breakdown of the family and family control
- (2) glamorization of violence on television and film
- (3) street crime by youth which spills in the school
- (4) drug abuse
- (5) anonymity in the neighborhood and school
- (6) a philosophy of self-serving expediency with little concern for others
- (7) subgroup solidarity with no allegiance to the larger society
- (8) contempt for the value of personal and public property.⁴¹

Secondary school principals view other contributing factors as impacting on the problem; such as:

- (1) lethargic courts
- (2) openness of schools
- (3) student rights
- (4) teacher apathy
- (5) parent ignorance and/or indifference
- (6) collateral curriculum⁴²

To alleviate the problems of school violence and vandalism, Dr. Kiernan and his subcommittee make the following

⁴⁰Owen B. Kiernan, School Violence and Vandalism. Report to Sub-committee to Investigate Juvenile Delinquency, U.S. Senate Committee on the Judiciary, April 16, 1975, p. 3.

⁴¹Ibid., p. 4.

⁴²Ibid., pp. 5-9.

Morris Janowitz presents a sociological perspective on the issues involved in transforming the institutional structure of inner city schools.⁴³ Janowitz defines classroom management as the improvement in the capacity of the teacher to deal with discipline and disruption within the classroom setting. Janowitz explains that:

There are sufficient data to underscore the fact that in the slum school the teacher spends most of her time on discipline matters. In the specialization model, discipline problems are assigned to specialists in interpersonal relations and to the adjustment teacher or assistant principal for discipline.

A central dimension in maintaining freedom and order in the classroom is the teacher's expectation. Hostility is generated among the students not only on the basis of covert prejudice--racial and social class--which must abound given the differences in social backgrounds and experiences of teachers and students. To recruit teachers from the Negro community does not eliminate this problem.

Hostility is also generated when teaching personnel devalue the human worth of their students, operate on a narrow definition of achievement, or underestimate their students' capacity for personal and intellectual growth. These negative definitions, although hardly verbalized, are rapidly communicated and contribute to the opposition culture of the slum school.⁴⁴

Thomas L. Good and Jere E. Brophy have authored an excellent book called Looking in Classrooms. The book provides a way of looking at what teachers and pupils do in classrooms as it relates to classroom management. There are a great deal of very valuable practical suggestions for effective classroom management. Good and Brophy classify

⁴³ Morris Janowitz, Institution Building in Urban Education (Hartford, Conn.: Connecticut Printers, Inc., 1969), p. 1.

⁴⁴ *Ibid.*, pp. 66-67.

classroom management into two different categories:

(1) Management I, Preventing Problems, and (2) Management II, Coping with Problems Effectively.⁴⁵

Summary

In attempting to survey the literature on the training needs of beginning teachers in urban settings, it was found that there is not an abundance of literature on this particular specialized area. Most authors only treat the training needs of new teachers in general. Those authors who do treat the specific subject of training needs for beginning teachers in urban settings make the point that the most critical area is that of attitudinal change that teachers must undergo. Negative attitudes toward low-income Black children may be manifested in overtly discriminatory behavior on the part of teachers.

Beginning teachers in urban settings have to be sensitive to the sometimes very different needs that urban students present. Once the beginning teacher has acquired the necessary attitude and sensitivity to the problems of urban youth, the management techniques are not that much different from effective classroom management techniques in general.

⁴⁵ Thomas L. Good and Jere E. Brophy, Looking in Classrooms (New York: Harper and Row, 1973), pp. 161-95.