

R E P O R T R E S U M E S

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KIDS ARE OUR MOST IMPORTANT PRODUCT--LINCOLN LEARNING CENTER.
FINAL REPORT.

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MINNEAPOLIS PUBLIC SCHOOLS, MINN.

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AN EXPERIMENTAL PROJECT FOR JUNIOR HIGH SCHOOL STUDENTS OF AVERAGE OR BELOW AVERAGE INTELLIGENCE WHO HAVE NOT PERFORMED EFFECTIVELY IN A NORMAL CLASSROOM SITUATION IS DESCRIBED IN THIS REPORT. THE PROJECT, CONDUCTED BY A SMALL STAFF IN A TEAM ATMOSPHERE, OFFERS COURSES IN AMERICAN INDUSTRY, HOME ECONOMICS, SCIENCE, MATHEMATICS, COMMUNICATIONS, AND FINE ARTS. THE MATHEMATICS PROGRAM AND A COMMUNICATIONS UNIT ON "JUSTICE" ARE DISCUSSED IN SOME DETAIL. BOTH COURSES WERE TAUGHT BY TEAM TEACHING TECHNIQUES. ALSO DESCRIBED IN THE REPORT ARE THE DAILY SCHEDULE AT THE LEARNING CENTER AND THE INCENTIVES INHERENT IN THE PROGRAM WHICH TEND TO MOTIVATE BOTH STUDENTS AND STAFF. AMONG THE INCENTIVES ARE THE SMALLER TEACHER-PUPIL RATIO AND THE WARM INTERPERSONAL RELATIONSHIPS MADE POSSIBLE BY THE PROGRAM'S FAMILY ATMOSPHERE. ONE OF THE SEVERAL SUGGESTIONS WHICH ARE MADE IS FOR THE INSTRUCTIONAL PROGRAM TO BEGIN TO CONCENTRATE ON IMPROVING STUDENTS' READING SKILLS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Kids Are Our Most Important Product

Lincoln Learning Center

Minneapolis Public Schools

Final Report

August, 1967

UD 005 140

F I N A L R E P O R T

LINCOLN LEARNING CENTER
1715 Plymouth Avenue North
Minneapolis 11, Minn.

David W. Roffers
Project Director

1967

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All the Northside business establishments must be recognized for their many contributions during the past two years.

Finally I wish to recognize Mrs. Jane Sjotvedt, "the heart of the Learning Center," for her most able secretarial services the past year, and especially, for her work in preparing this report.

S T A F F

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AIDES Mrs. Esther Berry, Kenneth Bresin
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LINCOLN LEARNING CENTER FINAL REPORT

Introduction and General Description

Title: Lincoln Experimental Junior High (also known as the Lincoln Learning Center)

General Description of the activities or services:

The Lincoln Experimental Junior High School is an experimental project sponsored by the Minneapolis Public Schools, the Youth Development Project of the Office of Economic Opportunity, and Title I of 89-10. The school operates in conjunction with Lincoln Junior High School which intends to provide a learning situation for students who have average or below average I.Q.'s, and have been poorly motivated or neglected because of discipline problems or failure to adequately conform to the normal expectations of a typical classroom situation.

Thus, the Learning Center attempts to provide programs and materials for a junior high school curriculum designed for students who are not profiting from existing curricular offerings. The program is built around the utilization of a reconverted business establishment at 1715 Plymouth Avenue North. A team of teachers develop materials and techniques for combined courses in American Industry, Home Economics, science, mathematics, communications and the fine arts. The non-school setting is informal and includes as a part of the team approach extensive personal counseling and family involvement. The facilities at Lincoln Junior High School are used for physical education classes and for the homeroom

activities which are normal for a comprehensive junior high school. The students also make use of the facilities of Lincoln Junior High for their first period classroom activities. The ninth graders participate in physical education classes each day during the first period. The seventh and eighth graders participate in such classes as Art, English, or Social Studies.

The staff of the Lincoln Experimental Junior High is composed of a project director, a full-time counselor, a half-time social worker and four teachers who participate in a team-teaching situation. The group is assisted by a full-time clerk and six teacher aides who participate in the program on a half-time basis each.

Philosophy

The phone just rang, and Leonard, who only two weeks ago "graduated" from the Learning Center as a ninth grader, wanted to know "who was here and what was going on at the Center." Before he could be given an answer, he added that he would stop in the afternoon to see for himself.

A former student, with guidance and motivation from the Lincoln Learning Center staff, started his own shirt painting business and displayed a shirt with an ad painted on it in our window. His first customers were a group of eight men who had a hunting lodge in Northern Minnesota and wanted the name of their lodge and a deer's head design painted on their jackets.

Several alumni (mainly boys) check in like clockwork each day at approximately 3:15 p.m. to discuss after-school jobs. They seem to consider Lincoln Learning Center their other home.

Finding, building, and maintaining a consistent philosophy for a school building is a most difficult thing to do. The Lincoln Learning Center is no exception. However, we believe that presently we are closer to reaching a definite idea as to what this school represents than we have ever been before. Stated simply, our staff primarily wants to better understand our children so that we might attempt to develop more effective techniques that will help every one of our 45 students to better fulfill his own particular needs. And--to accomplish that goal requires involvement! We personally must become involved with our students. As one author has stated, "The importance of personal contact in teaching has been receiving less attention in recent years as the emphasis on methods, objective testing and classifications of students has increased."¹ In other words, teachers get further removed and less involved with students all the time in their attempt to reach the ultimate in objectivity.

We at the Learning Center emphasize that teaching is a very personal experience for the students. Dr. Glasser in his book Reality Therapy states that a child's ability to "live a successful life depends upon a series of personal involvements with responsible people, and teachers are among the most important people a child encounters."² At the Learning Center in many instances relationships that are built up between teachers and students are the first close relationships that many of the students have experienced. Again quoting Dr. Glasser because so much of what he says in Reality Therapy is a part of our belief and mode of operation

¹Glasser, William, Reality Therapy (New York: Harper and Row, 1965), p. 158.

²Ibid., p. 158.

at the Learning Center: "We must somewhat reject the idea that it is good to be objective with people; objectivity is good only when working with their irresponsible behavior. Treating children as objects rather than as people who desperately need involvement to fulfill their needs only compounds the problem."³ This does not mean that we do not believe in discipline in our school. Conversely, our entire staff believes in firm discipline--not in a punitive sense but to show our students that we care about them, which in turn produces motivation to learn.

So, in summation, we like to think that our school furnishes students with personal experiences, experiences that will help each student to develop into a responsible citizen and an effective person. To accomplish this our entire staff has become involved in a positive way with our students to produce a family atmosphere that makes many of our students look on our institution as another home; that school can be a real home, and just as important, a place for learning the skills necessary to become a responsible citizen.

Objectives

A small school with close contact between teacher, counselor, principal and child is imperative for a certain number of children in the public schools. The Lincoln Learning Center program, conceived for the Lincoln Junior High area, was designed to focus on those junior high school students having the greatest difficulty with a conventional school. The Learning Center is more than a school; it is a treatment center for children with special problems. From the principal to the clerk, the teacher to the adult aides, all seem to have caught the purpose: improve

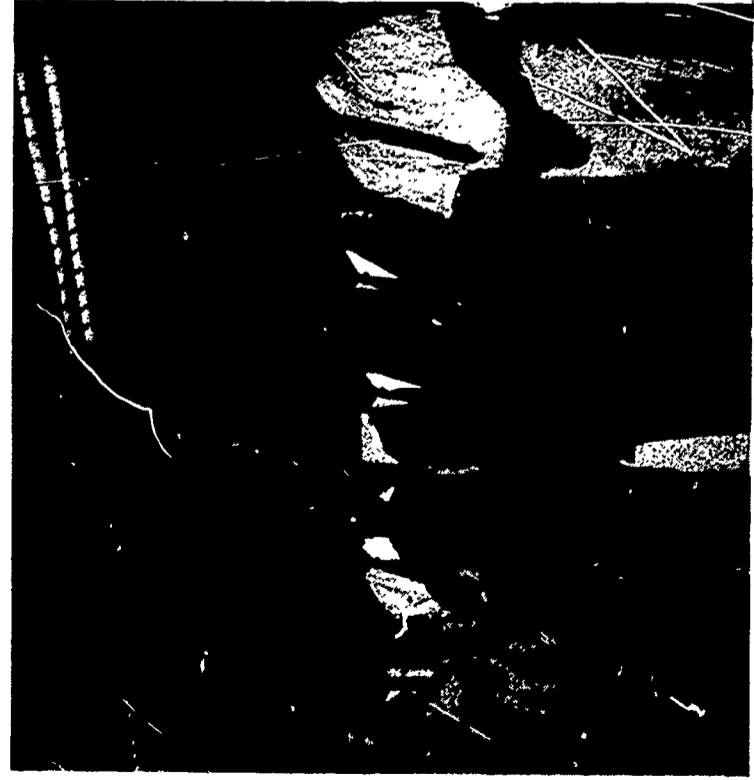
³Glasser, op. cit., p. 158.

the child's self-image and he will improve his work in basic skills.

Many students in the Lincoln area have ability but are either disinterested, frightened, or have refused to use their ability. They see no value in a school that is not immediately useful to them. Motivation?-- this is a difficult task when one considers that our student's goals and purposes are so poorly outlined to him and for him by home and society. It is extremely easy for a student to get "lost along the way." Our effort to change this pattern has resulted in several objectives which are cited below:

1. Develop a flexible junior high school program to meet the needs of culturally disadvantaged area children who appear to be potential dropouts.
2. Develop a family atmosphere through a teaching team in reaching disadvantaged children.
3. Development of motivational techniques for disadvantaged, non-school oriented children.
4. Develop curricula for students who are oriented to present activity rather than future planning.
5. Develop school success activities to reduce frustrations of disadvantaged students.
6. Help individual children understand the need for education and the need to stay in school by helping them see job roles and requirements.
7. Help individual children understand themselves and develop a positive self-concept.
8. Help individual children develop their ability to use basic educational tools.

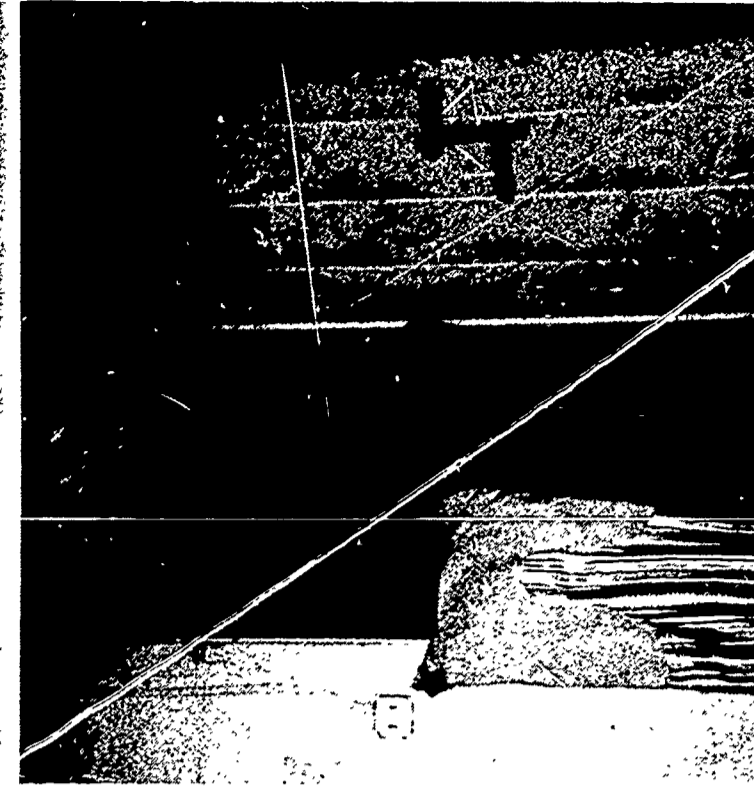
9. Help individual children set short-term and long-term goals for themselves.
10. Help individual children develop strengths needed to succeed in school.



THIS IS THE LINEUP. Every morning staff members wait to welcome our 45 students coming from Lincoln Junior High School.



COME MEET MY BROTHERS AND SISTERS! Students spend much time together at the Learning Center and must learn to get along with each other.



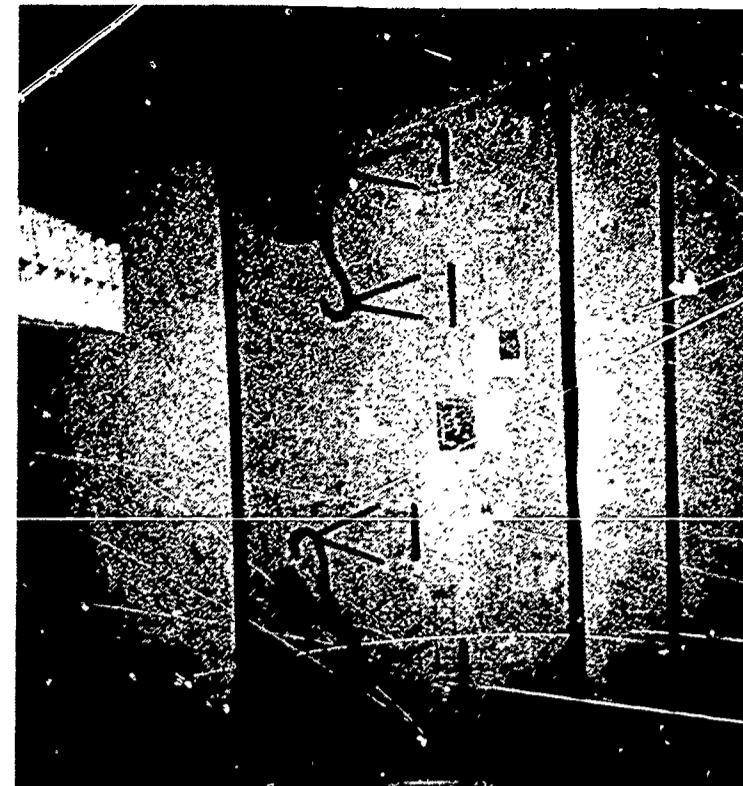
PRIDE IN MAKING AND DESIGNING one's own clothes is an important ingredient at the Center.



DURING FAMILY DAY students pose in front of the Learning Center sign and louvered blinds which they made.



AT LUNCHTIME unexpected guests show up. The Consultant for the Learning Center and a number of former students visit.



BALANCE THE SCALES. Bulletin Board display of Justice and Injustice.

CALENDAR OF SIGNIFICANT EVENTS

SEPTEMBER:

- First day of School September 6, 1966. Initiation to Lincoln Learning Center, "the school where the action is."
- Beginning of Articulation Program. (Series of meetings between feeder elementary schools and Lincoln Junior High School to ease the transition for students.
- Stan Miles of Tandy Leather Company demonstrated projects made of leather. He discussed differences in hides and showed samples during Project Hour.
- Dr. Patricia Goralski of the Research Staff helped to plan research goals.
- Picnic at North Commons with football for the boys and softball for the girls. The Home Ec girls prepared lunch.
- Members of the National Teaching Corps at Franklin Junior High visited the Center.
- Field Trip to Minneapolis Moline in two groups.
- Representative Donald Fraser visited the Center.
- Jim "Mudcat" Grant spoke to the students and read his own poem entitled "Life." He obtained tickets for the entire school at Metropolitan Stadium for the afternoon and was responsible for having "Welcome Lincoln Learning Center students and staff" flashed on the scoreboard.

OCTOBER:

- Two practice teachers began classroom instruction.
- DAT Testing - Grade 9
- Meeting of Grant Community Advisory Committee.
- Field Trip to Onan Company to study the use of machines in industry.
- Visitors: Dr. Wilderson spoke at Articulation Meeting at Lincoln, Rev. Helen MacRobert Galazka and 20 women representing the United Church Women of Greater Minneapolis, Dr. and Mrs. Chesterman from England, and two professors from Berlin, Germany.

- Kevin Smith, seventh grader, won the pass, punt and kick contest for the State of Minnesota. He was given a football and award during Assembly.
- A reporter from the Minnesota Daily visited the Center.
- WCCO T-V took pictures to be shown on a future News Feature.
- First general report--Description of Learning Center--was published.
- WCCO T-V - Lincoln Learning Center Feature on the 6:00 p.m. News.
- First Newsletter of the year, which was sent to Secondary Schools in the Minneapolis system and to a growing mailing list composed of visitors and interested persons who have written asking to be placed on our mailing list.
- Mr. John Shaver of the Minneapolis Tribune and Miss Deborah Howell of the Minneapolis Star were visitors.
- Caramel Apple Sale at Lincoln Junior High. Learning Center girls made apples for sale at a Lincoln dance as a profit-making project. The profits were used for sewing materials.

NOVEMBER:

- Students determined that a Student Council was essential.
- First school newspaper of the year published and produced by students of the Center.
- Open House for Parents with practically perfect attendance.
- Dr. Fred Roessel, former principal of Lincoln Junior High, visited the project.
- Eight student teachers from St. Cloud toured the Center. Mr. John Maas, former intern-principal, took two students on a tour of the University of Minnesota.
- Visitors from NEA Office in Washington. It was requested that the Center be open to visitors from around the country.
- Students who signed up for "Sightseeing" during Project Hour visited the Airport. They planned to visit the vocational setup at the Airport on a later trip.
- Filmstrip of the Lincoln Learning Center was completed.
- Girls shopped and decorated in preparation for Thanksgiving dinner for 85 people.

- Kept a dog warm. All types of visitors to the Center are welcome.
- Thanksgiving Dinner prepared by Home Economics class for 85 guests.
- First Annual Meeting of Office of Economic Opportunity. Three of our students performed (two interpretive dancers and one pianist).
- Students visited Richfield Bank to view industrial products which might possibly be produced by our students.

DECEMBER:

- The home of one of our students was destroyed by fire--a family with 12 children. Members of the staff took turns keeping the older children overnight for four nights.
- The Project Director made a trip to Duluth to see the individualized instruction program in the Duluth Public Schools.
- Student Council made plans for Christmas program and party.
- Mrs. Helen Tyler, Consultant in Social Work, visited a Faculty meeting to help develop a Community program.
- Clothes and toys donated by students and neighbors were delivered to the fire victims.
- Student Chorus attired in white robes with red bows made by the Home Economics class, sang Christmas carols and delivered presents to hospitals and senior citizens. In the afternoon the Center had a Christmas program with Singalong and refreshments.

JANUARY:

- 9th Grade Visit to Vocational High School.
- Team of Title I Administrators from Washington, D.C. and Chicago toured the Center.
- Mr. Roffers, Project Director, and Mr. Ramberg, Industrial Arts teacher, visited Stout State University at Menomonie, Wisconsin.
- We were visited by Carl Eller of the Minnesota Vikings.
- The first "Honor Day" was initiated whereby a student who had no demerits in the way of behavior or failure in academic classes was given a day to do what he chose.

* * * END OF SEMESTER * * *

FEBRUARY:

- Mr. Brown, Reading teacher, visited Duluth to view individualized instruction.
- Student tour of Star-Tribune with Deborah Howell as host.
- Basketball Game - Staff versus students.
- Valentine Dance for 8th and 9th graders.
- Student visitors from St. Cloud State.

MARCH:

- Dr. Gerald Kincaid, Consultant in Language Arts for the State of Minnesota, and Dr. Peterson, Assistant Commissioner of Education, visited the Center.
- The clerk was made "Queen for a Day" complete with robe, corsage, and candy.
- Eugene Flug and Larry Braatan from Stout State University were visitors.
- Home Economics Field Trip to Dayton's kitchens.

APRIL:

- A group of students took a field trip to see "Dr. Zhivago" in connection with the International Unit.
- Officer Sivanich, Juvenile Safety and Traffic Division, spoke to the students.
- Two carloads of girls were taken to Dayton's flower show. Side tours were the Pet Department and rooms of model furniture. This was repeated on another day with another group.
- Mrs. Merrilyn Belgum, new social worker, began work at the Center.
- Ballgame at Metropolitan Stadium with free tickets from "Mudcat" Grant.
- Alumni Dinner and Welcome Home Day. Charter Graduating Class and former teachers were guests. The meal was prepared and served by students. Entertainment consisted of the guitar group, two solos, filmstrip of the Center--and lots of reminiscing.

MAY:

- Recommendation lists were sent to elementary schools feeding into Lincoln Junior High. Sixth grade teachers designate students who, they feel, would profit by attending the Lincoln Learning Center.
- Filming of Video tape in Math and American Industry.
- "Buddy Day" at North High. A former student is responsible for escorting a 9th grader for a day at North High.
- Conference at Madison: Mr. Ramberg and Mr. Roffers attended Conference on Interracial and Minority Groups.
- Deborah Howell from National Observer did a story on the Center. The magazine article will appear late this summer.
- A stray ocelet was captured and brought inside to be tethered to a desk until owner was located.
- Mr. Roffers spoke at the Protestant Center and showed our film strip.

JUNE:

- Mr. Roffers and Guitar group were guests of North Side Kiwanis. The trio played "The Lincoln Center Kids," a song about the Center which they composed with the help of a teacher aide.
- Style Show for Mothers: Against a background of flower decorated walls, the girls modeled their handiwork--everything from night-gowns to Bikinis.
- "Civil War Music Man" set up shop outside the Center, singing folksongs, using an old pail with leather thong attached to a pole for "string instrument."
- Field Trip to Court House. In connection with unit on "Justice," students held a mock trial in one of the courtrooms.
- Honor Day Picnic at O'Brien State Park, Stillwater. This was a reward for a minimum of tardinesses.
- 7th and 8th Grade Awards Assembly. Test Day at Lincoln.
- 9th Grade Dance and Dress Up Day - June 13.
- Last day of School for Students - June 14.

The Total Team Atmosphere

Vince Lombardi, a highly successful coach of the Green Bay Packers, recently stated something to the effect that his team was so successful because it was "willing to pay the price." His team members, he claimed, had a great deal of respect for each other, so much so that it came closer to what we would call "love." All members on the team made numerous sacrifices for each other, spent considerable after work hours with each other and enjoyed a true family spirit.

If the Learning Center has achieved anything significant to public education it must follow somewhere in this category of a true family spirit. All members of this family at the Learning Center during this year have played a significant role in maintaining this atmosphere. Team members plan together, work together, eat together and often sacrifice for each other.

It is interesting to note the many family roles that each team member has played this past year. I think back to the time when an excited girl came running to Mrs. Birger, Home Economics teacher, when she was right in the midst of the most complicated of clothing stitches and shouted, "Mom, this just isn't going to work!" Or I think about the time when our clerk, Mrs. Sjotvedt, had one of our little girls in the back room and was explaining why taking a bath is essential for good personal hygiene. Or I think of the time when one girl came into my office and quietly whispered, "Mr. Roffers, I'm only going to tell you. I think I'm having it ("It" meant her first period) and I don't know what's happening. Could you tell me what it's like and what it all means?" So there the two of us sat. I, in the role of father, was trying to explain to this youngster something that could

done at home.

Incidentally, I tried to pass the buck and suggest to the girl that Mrs. Birger take some time explaining this to her, but she stated, "No, I want you!"

Or take the case of another student who we were told by staff at Lincoln Junior High could not finish the year because this particular student had too many difficulties--home difficulties, social difficulties, moral difficulties and many more complicated difficulties. Mr. Brown, one of our teachers, during the year developed a very close relationship with this student and when this ninth grader finished her last day of school she came up, planted a large kiss on his cheek and exclaimed, "Second dad, I'll never forget you. Thanks for pulling me through!"

Or take the three delinquent boys who joined us midway in the year at the Learning Center and stated right at the outset, "This place is for the birds and so are all you crazy people here!" These three boys had experienced very little success at the main school and had caused a great deal of difficulty while being there. However, at the end of the year they personally came and thanked the counselor and project director for bringing them here. They could now see daylight, had made some goals, and they finally could see that learning did not have to be an unpleasant experience. One of the boys is presently involved in helping to paint and redecorate the Learning Center for the coming school year.

Other examples would be countless because we have hundreds of different stories to relate about forty-five wonderful youngsters whose lives have been meaningfully touched and who have meaningfully touched our lives.

In a small school such as this the same family spirit of support is also shared by staff members. All year long during staff meetings

sensitivities have to be pushed to the background if one is to survive. In other words, much argument and criticism take place. However, if any outsider is to direct any criticism toward one of the staff members he had better be willing to defend himself. The staff has developed a very close family relationship and I am certain this has rubbed off a great deal onto the students.

Team Experiments

Much of the success of any team-teaching approach which we have utilized this past year at the Learning Center must be attributed to the atmosphere that was described. Teachers no longer feel anything sacred about the concept of self-contained classrooms. They love to work together, they see its value, necessity and future potential. In the following section we describe two attempts we have made this year in mathematics and communications. Here we attempt to provide a skeletal picture of what can be done with a team of teachers.

MATHEMATICS

I. Background

During the 1965-66 school year at the Learning Center each of the four teachers worked in his or her own subject area--communications--social studies, reading, home and family living, and industrial arts. There was little room left for teaching mathematics since there were only four academic periods during the part of the school day which the students were to spend here. Mathematics was relegated a one-day-a-week slot in the industrial arts area. With students extremely weak in skills and concepts, it was almost impossible to give the time and instruction needed by most of them.

In January, 1966, realizing this problem, a special period was set up on a daily basis for the seventh grade class. Using a teacher and college aide it was possible to do some ability grouping. The group size was low enough to provide considerable individual attention with the help of the aides.

The 8th and 9th graders were also badly in need of help in basic skills, and a crash individual skills program, based on the results of diagnostic tests, was effected in the spring. Student interest was surprisingly high. Considering the group of students, held back by a history of failure and an extremely low self-concept, this should really have been no surprise. There was the desire to succeed in areas where other students were successful. No child is interested in a vocational course if he feels that he is in that course because he is too stupid to succeed in more ordinary school subjects. Here was an area in which

his self-confidence in ability to learn could be easily demonstrated. Reading, for instance, is a much more slowly developing area. Progress in ability to read, normally is not as noticeable to the student. In mathematics, with its definite skills and sub-skills, progress is more evident to him.

II. Planning

With the previous year's experience in mind, planning for the 1966-67 session included considerable attention to providing more concentration on mathematics skills, concepts, and practical utility. Decisions which evolved from the team planning sessions were:

1. Mathematics for everyone, every day.
2. Ungraded classes based on skill and concept needs.
3. An "Arithmetic Hour" during which all teachers would be teachers of mathematics--a lateral team method.

III. Objectives

General:

1. Competence in handling situations where mathematics skills and understanding are necessary.
2. Improvement of self-concept by demonstrating that the student with a history of failure in mathematics is not too "stupid" to succeed in mathematics.

Specific:

1. Improvement of mathematics skills to the ultimate of each student's ability.
2. Improvement of excessively low skill in ability to read and understand math-involved materi ."

3. Improvement of ability to make use of mathematics in life-related situations, i.e. school subjects such as home economics, industrial arts, social studies, reading and science (ability to get the impact of such numbers in reading and science as are necessary to comprehension of material read), and to practical living (how to be a wise consumer; how to make home repairs and improvements, etc.).
4. Prepare students to handle mathematics in future school situations in later junior high or senior high school.

IV. Administration

When the summer planning session came to an end there was still no firm commitment on how to administer the program to best accomplish the aims that had been set for the program. Should one teacher be responsible for the mathematics program or should the approach be lateral with all teachers participating? At the last moment, the lateral approach was chosen for several reasons:

1. The students had problems in the very basic understanding of mathematics which all teachers were able to cope with.
2. The family atmosphere of the Center which found students identifying with first one teacher and then another.
3. All teachers in this small situation could benefit by working with the students in areas outside their normal subject area--that is, become an all around instructor.
4. Subject matter teachers could better relate mathematics to practicality within their areas.

5. The students would benefit from a variety of approaches.
6. The students would realize that teachers in all areas were convinced that mathematics knowledge was important.

Groupings were to be ungraded according to mathematics development of the student. These would be flexible to allow movement from one group to another as the student progressed more rapidly than his group or felt that his group was progressing faster than he was capable of doing.

V. Teacher Responsibilities

In general, all teachers were to be responsible for all areas of mathematics instruction and team planning.

More specific areas of responsibility:

1. Mathematics leader for coordinating, unit planning, resources and materials; evaluation.
2. Communications teacher for teaching the affect of words in problem situations and the emphasis on written problems.
3. Industrial Arts teachers for relating mathematics to shop problems. Expected in the American Industry program is the reading and understanding of graphs and tables; students follow stock rise or fall, using the financial page of the daily newspaper.
4. Home Economics teacher for relating to "family living" mathematics needs. Measurement for sewing or recipes; consumer buying.
5. College aides to assist in all areas, particularly individual work.

An example of team planning and program evaluation was a meeting held to discuss the method by which the team attached the teaching of

fractions. This particular session lasted over two hours with all teachers, the project director and the counselor contributing. The session was taped and later transcribed so that the team members could study the material. The principal problems and shortcomings of the lateral method of teaching math and a series of recommendations for improvement were forthcoming.

VI. Implementation

The first grouping of students was made on the basis of the S.R.A. "Test of Basic Arithmetic Skills" which was administered during the first week of school. In the first week, also, inventory tests were given to decide areas of weakness of each individual.

On the basis of these tests, an individual skills review program was initiated for the students. Each student received a booklet containing materials to cover his own skill needs.

At the end of the first week it was felt that nothing more was to be gained by purely individual work. When the students had reached the point of complete lack of knowledge, it was necessary to go to a teacher-learning situation. The reading and reasoning development of the students precluded self-study with any prognosis of success.

The skills development of the students which was the cause of concern and the "raison d'etre" for the program might best be shown by results of an inventory test given to twenty-three of the eighth and ninth graders somewhat later in the fall:

9 of the twenty-three were unable to write a number in the millions.

Only 1 was able to round off a number

16 could not correctly read a number in the millions.

9 missed the addition of whole numbers.

8 missed the subtraction problem.

4 failed multiplying by a one-number multiplier.

12 failed multiplying by a two-number multiplier.

18 of the twenty-three missed on three-number multipliers.

7 could not divide by a one-number divisor.

12 failed division by a two-number divisor.

18 missed division by a three-number divisor.

Of the twenty-three eighth and ninth graders working the eleven problems:

3 had 9 of the eleven problems correct.

1 had 8 correct

2 had 7 correct

7 had 6 correct

3 had 5 correct

1 had 4 correct

2 had 3 correct

1 had 2 correct

1 had 1 correct

2 had none of the problems correct.

Tests of the seventh graders showed a still lower ability to handle whole-number operations.

The four groups were designated Alpha, Beta, Gamma, and Theta. This was in no way intended as a device to conceal relative position of the students as they often recognized their own deficiency before their

teachers. Each group's teacher was acquainted with the test results of his group.

Team meetings were held to determine units to provide a framework on which to build skills and concept work. The first unit was understanding of general meaning and use of numbers--how they can be read, written, and otherwise generally used.

Because of its utility in teaching fractions, and the relationship to actual needs in the home economics and shop areas, a unit in measurement was next initiated. When the communications department prepared an international unit, the mathematics unit was reading, understanding, and preparing graphs and tables. This was also review time for our first unit on reading, rounding off and working with large numbers.

Consumer buying provided another area of practical mathematics. Newspaper ads were used to compare prices. For example, the girls prepared a week's menu and then used the ads to figure the cost of one week's groceries. The shop teacher used mail order catalogues from which students could make a list of clothing, tools, etc. to buy on a budget of a certain amount of money.

The complexity of the mathematics involved in these units varied to meet the abilities and skills development of the groups. With lower groups, amounts saved might involve only the amount of difference. With others it was fractional, decimal, or per cent of differences. These amounts were projected for monthly or yearly savings. A savings of fifty cents on a three-pound can of coffee effected by walking an extra three or four blocks had little impact on the students, but projecting this saving as a percentage of food costs for a month or a year (and permitting speculation on how the saving might be spent) did impress them.

During the week's time which a teacher had with a group, an average of half of the class time was to be spent working on individual and group skills' needs. This work could be related to material of the current unit or taught in isolation. Relation to the unit just for the sake of relating was avoided because of the perception of the students in recognizing an unnatural situation.

The general idea of how to work with the students in mathematics was:

1. Aiming for understanding rather than rote memory.
2. Skill mastery rather than covering of a specific amount of material superficially.
3. Discovery rather than teacher pronouncements.
4. Use of concrete materials and real-life situations rather than pages from a textbook or workbook. (Workbook pages and textbooks could not be ruled out as the students wanted to be like students in other schools and because they had more confidence in something familiar.)
5. Using situations engendering group discussion and reactions. (It was simpler, i.e. less chaotic, to avoid group work but this was considered necessary to the complete student development.)
6. Close attention to feed-back from the students.
7. Frequent use of short tests and review to help maintain skills.

Because of a lack of student interest in the ordinary, a climate of disagreement with set statements of what was the way to do a problem was purposefully fostered. The best learning situations were those in

which some violent pros and cons were echoed through the rooms. When pupil interest seemed high, even digressions were permitted if they in any way could be valuably explored.

VII. Materials

Materials for the mathematics program came from many sources. Teacher-made materials were probably those most used. However, materials from newspapers (particularly graphs, ads, stock quotations, etc.), selected parts of units from mathematics books, some skill review and diagnostic tests from texts, ditto masters, and, toward the end of the year, the S.R.A. Arithmetic Computational Skills Kit was employed.

VIII. Weaknesses

No overview of the program as to an honest picture of the success or failure would be complete without a list of the weaknesses which appeared. In fact, more weaknesses than strengths were apparent. Many of the aims set for the program were reached, but in the area of mastery of the skills and concepts it was felt that the program fell short of the goals. This was probably due to implementing the program at the last moment without sufficient preplanning. There was a lack of continuity necessary in developing skills, resulting in some confusion. Movement of groups became too inflexible, meeting the requirements of scheduling rather than need. Many of the mathematics experiences became isolated experiences due to insufficient communications.

IX. Suggestions for Improvement

Because of its successes in some areas, and because of the feeling

that the weaknesses could be overcome, a decision was made to continue the lateral mathematics program for another year's trial with the following suggestions for improvement:

A. Improvement of communications by:

1. Frequent or daily team meetings.
2. Exposure chart showing all the experiences to which groups and individuals have been exposed.
3. Individual advancement charts showing just which skills and concepts each student appears to have mastered.
This would be for enlightenment of the teachers and motivation of the students.
4. Freeing the team leader during the mathematics period to observe, coordinate and administer the program.

B. General:

1. Setting up more flexible scheduling of group movements from teacher to teacher in order that the teacher who introduces a unit or skill lesson may see it through to the conclusion, rather than arbitrarily moving groups at the end of a week's time.
2. Make more use of the low pupil-teacher-aide ratio to do more in the area of an individual skills learning program.
3. In the area of individual skill work to keep the students with least skills ability with one teacher over a longer period of time in order to insure more continuity of orderly progression through the skill work and to make use of teacher observation of needs, weaknesses, and

workable methods of instruction for each student.

4. Set up well organized mathematics units as the framework for utilizing skills and application of math to everyday living.

COMMUNICATIONS

JUSTICE--IN THEORY AND PRACTICE

Introduction

The aim of this Justice Unit was to immerse the student in a central theme by exposing him to it from a variety of viewpoints. The student is exposed to a world of justice and injustice from both literary and practical viewpoints. The subject matter is presented to him at all times in order to encourage participation in problem-solving situations similar to those that he may encounter in his community. Thus Justice is not merely an academic study to the student but instead it becomes a real life thing. Justice no longer carries negative connotations because the student is exposed to the positive aspects of justice. He learns that he has a responsibility and a right to influence Justice in both his community and personal relations. All materials and activities used in this unit are designed to reflect the need for law and order in today's society.

Materials used in the literary approach to justice encouraged the student to view justice as it affects other people in their own age group.

LORD OF THE FLIES read by Alpha and Beta groups showed the students the need for law and order in society. They came to realize, as evidenced by their discussions and themes, how Justice operates in an unstructured society. THE LOTTERY, presented to Gamma and Theta groups, also encouraged students toward the conclusion that society needs more order than mere chance if it is to be good for all. Other materials used such as the Scholastic SCOPE (January 6, 1967) articles, "A Convict Who Changed the Law," and "You and the Law" provided encouragement for the students' positive

reaction to Justice.

The practical view of Justice attempted to direct the student to realize that rules and laws are not just a stone in the road. YOU AND THE LAW, a booklet published by the Kiwanis Club International, was supplemented by worksheets. This activity encouraged the student to realize the hard, cold facts of his responsibility toward other individuals, as well as to inform him of the consequences of neglecting this responsibility. The "Bomb Shelter" sub-unit encouraged him to realize the importance of "getting the facts" before making a decision that might affect another person's freedom. The "Freedom Game" was constructed so that the rewards concerned higher education and good citizenship, while penalties incurred trips to Glen Lake, wasted time, disappointment and defeat.

Several times during the course of the unit all students met together. They met with Officers Sivanich and Hemmingsen to discuss Justice for the students. The students took a joint trip to Red Wing Training School in order to see what the consequences of "being sent up" were. They visited Minneapolis Traffic Court and observed how the judge fought to keep one defendant from being convicted--how he fought to make her realize her rights and responsibilities as a citizen both toward herself and others. The students were then given a chance to apply their concepts of Justice as they conducted their own mock trial in an actual courtroom loaned by the Minneapolis Court House.

Because we tried to present Justice in various problem-solving situations, we ended the unit by conducting a writing contest in which students responded to the word Justice. We compared these responses to their original ideas of the term. We found that Justice no longer held the connotation of "don't" for them; instead it generated positive

responses. We found that this unit had become a template which the student could apply to his own situation. As one student wrote for the contest, "I wish there weren't any laws or rules to tell me what to do. I'd like to be free. But I think I need them to be free."

A Team Approach to Communications

Objectives

- I. To present a realistic, practical picture of what Justice and Injustice are and to change the negative attitudes and ideas held by the students.
 - A. Develop materials to interest and motivate the student.
 - B. Provide variant classroom problem-solving situations to stimulate student interest in the areas of Justice and to interest students in not just studying about Justice, but also using it at the same time. (We do not want to merely have something down on paper, but hope to see carryover into the lives of all our students.)
 - C. Focus on the reading skills of the lower ability student
 1. Comprehension skills
 2. Vocabulary development
 3. Word recognition skills
 4. Techniques of analyzing and appreciation of literature
 - D. Use of community resources
 - E. Develop material that will provide applied learning situations.
- II. To develop a team approach in communications
 - A. Use the strengths of all teachers
 - B. Arrive at a situation where independent study in the area of Justice can be used effectively.

- C. Use the ideas of several teachers in the same classroom so that students can view Justice from several viewpoints. Students should be able to see that all adults do not view concepts such as justice or injustice in exactly the same light.
- D. So that teachers can observe each other's teaching techniques.
- E. Make more resources available through contributions from every team member.

Team Teaching Facilitates the Use of Many Resources

I. Community Resources We Used

- A. Officer George Hemmingsen, police liaison officer for Lincoln Junior High School, introduced the unit with a discussion and a movie on "History of Policemen in Action."
- B. Officer Sivanich, a local policeman, provided us with the booklets YOU AND THE LAW that became the core material for the practical approach to the Justice Unit.
- C. Officers Hemmingsen and Sivanich also provided suggestions for the culminating activity of the Justice Unit.
 - 1. The students visited Traffic Court at the Minneapolis Court House.
 - 2. The students used a courtroom for their own mock trial.

II. Staff Resources We Used

- A. Because of the varied academic backgrounds and interest areas among the staff, we were able to develop more activities for the unit.
 - 1. Bob Williams, Counselor, presented a discussion on the moods in music as experienced in the sound track of

LORD OF THE FLIES for the literary approach to Justice.

He also expanded this discussion of moods by using Ahmad Jamal recordings.

2. Duane Ramberg, Industrial Arts teacher, arranged the field trip to Red Wing through a friend of his who teaches Industrial Arts at the Red Wing Training School for Boys.
3. Bernard Raphael, Communications teacher, arranged visits by Officer Sivanich of the Juvenile Safety and Traffic Division and Officer Hemmingsen, police liaison officer at Lincoln Junior High School.
4. Nancy Birger, Home Economics teacher and avid game player, adapted the "Freedom Game" for the functional aspect of the unit from "Mille Bornes."
5. Mr. Roffers, principal, offered and taught a sub-unit in the practical part of the Justice Unit that he had used successfully when he was a junior high English teacher. The "Bomb Shelter" provided much opportunity for discussion and problem-solving.
6. Mr. Pat Cronin, student teacher, provided much of the literature and took a great interest in organizing the culminating activity of the unit.
7. Fred Brown, remedial reading and mathematics teacher, established the vocabulary and reading skills for both the literary and functional phases of the unit.

III. Staff Resources We Used

- A. One of our students had lived at Glen Lake School for Boys, and offered to tape an interview with one of the teachers about his experience. He also answered in-class questions for his own

classmates.

- B. Several students who had shown leadership qualities during the year were used in key positions at the mock trial.
- C. Several students showed interest in the Justice Unit and expressed a desire to create a bulletin board which they executed with help from one of the teachers.

Team Teaching Requirements

- I. Good organization through effective planning.
- II. Constant communication through daily meetings.
 - A. To facilitate an informed staff.
 - B. To encourage ideas and materials to be developed and suggested.
 - C. To divide students into instructional groups.
 - D. To set up and change the time plan for the unit.
 - E. To ensure constant communication between staff for purpose of negative and positive criticism concerning student reaction and materials development.
- III. Division of Responsibilities
 - A. Each member plans and teaches a sub-unit.
 - B. Each member is responsible for reporting successes and failures of new teaching methods, materials, etc.
 - C. Each member is responsible for reporting student reaction to the materials used.
 - D. Each member is able to personally demonstrate Justice while helping students learn about it and its ramifications.
- IV. Cooperation Among Members
 - A. Objectives must be cooperatively formulated.

- B. Materials must be shared with all members.
- C. Staff must be flexible enough to change plans, materials, schedules or classes on short notice.

Values of the Team Approach As We Used It

1. We feel that team teaching provided a more accurate analysis of students' academic and social problems.
2. Team teaching enabled us to approach the same concept from different aspects and present the student with the same ideals from different approaches.
3. We were able to account for and create materials for variant interests and skills among students.
 - a) Alpha and Beta groups were oriented to small group discussion or individual written work situations. They perform well in reading and writing skills situations but do not perform well when discussion is required.
 - b) Gamma and Theta groups were primarily oriented to group and panel discussions. The materials constructed for them in the unit were planned to include as many verbal-response situations as possible.
4. We were able to account for and teach variant reading levels among students.
 - a) Alpha and Beta groups, good readers, were challenged with William Golding's novel, LORD OF THE FLIES.
 - b) Gamma and Theta groups, poor readers, were encouraged with the easier short story, THE LOTTERY.
 - c) Both literary selections contained high interest level material.
 - d) Both literature selections contained basically the same concepts of justice.

- e) Worksheets for Gamma and Theta required limited written responses.
 - f) Worksheets for Alpha and Beta required more detailed written responses.
5. Team Teaching provided us with many resources.
- a) Each staff member offered materials.
 - b) Each staff member offered suggestions and criticisms.
6. Team Teaching enabled all students to be reached.
- a) Different staff members related to different students and were able to encourage the students to participate.
 - b) Different staff members were aware of the resource worth of a student.
 - c) All staff members--and students--contributed to the planning, implementing, and execution of the unit.

A Team-Teaching Approach Facilitates Various Learning Situations

I. Reading

- A. A variety of materials were analyzed, reviewed and finally chosen. Each member contributed possible materials.

II. Writing

- A. Students responded to justice situations through worksheets.
- B. Students responded to justice situations through creative writing.

III. Discussion and Inductive Thinking

- A. We provided some degree of success for the poor reader.
- B. We provided an opportunity for students to verbalize "on their feet."
- C. We provided "problem-solving" situations.

IV. Field Trips

- A. The students visited the Minneapolis Court House to observe court procedure and to participate in a mock trial where they applied their ideas on Justice.
- B. The students visited the Red Wing School for Boys in order to evaluate the learning and living situation there.

V. Applied Learning Situations

- A. The students visited the Court House.
- B. The students responded to the worksheet "What Would You Do If?" and applied their ability to "get the facts" before making a snap judgment on a situation.
- C. The students wrote creative essays at the end of the unit in order to express their new views on justice - what it means to them.
- D. The students were able to evaluate the School Rules in terms of Justice. They were also required to give a reason for the acceptance or rejection of the rules.

VI. Large group and Individual Instruction

- A. The unit was constructed to use large groups for
 - 1. Lecture situations

2. Panel discussions
3. Viewing movies
4. Taking field trips

B. Small groups were used in the unit for

1. Small group discussion
2. Written activities
3. Reading activities
4. Individual reading time
5. Individual "extra credit" time

This report is an attempt to show a team approach so that communications can be effected. The Justice Unit developed for the culturally and educationally disadvantaged child will be available upon request from the Lincoln Learning Center January, 1968.

SCHEDULE AT THE LEARNING CENTER

Whereas there was no such thing as a typical school day, a usual day's activity for each of our 45 students has been set forth below. Students arrived at the Learning Center at 9:40 a.m. each morning, and with the exception of a few students, remained at the Center until the end of the school day.

Mornings were devoted to lateral team teaching, while afternoons were devoted to American Industry, Home Economics and Project Hour.

Typical School Day

1. Homeroom and First Hour at Lincoln Junior High School -
Physical Education
2. Walk to the Center
3. Snack-time
4. Mathematics - Lateral team teaching (1st Hour at the Learning Center)
5. Communications - Lateral team teaching (2nd Hour at the Learning Center)
6. Lunch
7. American Industry - Boys
Home Economics - Girls } 2 hour block in the afternoon
8. Project Hour (Final Hour) - An opportunity to develop a hobby, special skill, or interest for each student. Following is a typical two-week project hour activity schedule with a breakdown of student interest in the offerings.

PROJECT HOUR - FEBRUARY 27 - MARCH 10, 1967

MUSIC Creative Drama & Piano	Guitar	Papercraft	Cars, Footstools	Individual Math	Typing	Recreation	Silent Hour
Mynette Beasley	Stacy Carr	Phillip Demry	Linda Allen	Kevin Smith	L. Perdue	D. Anderson	D. Berry
Lois Carter	Mark Esters	Patsy Anderson	Kevin Daniels			Frank Atlas	
Renna Hill	E. Johnson	Karen Davis	Max McGaughey			Jesse Buckner	
Vickie Harris		Barbara Ernst	L. Weaver			Terry Hyatt	
James Kitchen		Linda Fink	D. Revord			Jeanette Johnson	
Sharon Mahto			S. Hutchins			J. Jenkins	
Mary Officer			Chris Miles			Al McClary	
Maxine Pankonin			R. Greenwood			Otis Mays	
Marcia Tweeter			C. Iceman			Tom Shackle	
			B. McKizzie			J. Waaraniemi	
			Carol Temple			F. Waddell	
			Fred Ramin				

Conclusions

Certainly it is premature to report definitive final results or to generalize conclusions relative to the effectiveness or ineffectiveness of the Lincoln Learning Center. Seemingly we have influenced many students greatly this past year and we feel we can say with confidence that very few appear to be relatively the same as the first day they entered our building. Since students have to be considered our primary ingredient at the Learning Center, it would be appropriate to take a brief look at what has happened to them realizing, of course, that only time will reveal the final results of the 45 youngsters that participated.

Although difficult to measure from statistical data, we feel that several students made tremendous gains this past year. Several girls and a few boys made many of the clothes that they now proudly wear. A few students learned the tools of the trade in putting out an effective newspaper. All 45 students, we believe and hope, now can make an edible hamburger. Some have mastered relatively difficult concepts in mathematics, literature, law and urban culture. Most students created fascinating projects in arts and crafts shop. (One student has displayed several of his own paintings at the University of Minnesota, and during the final semester spent several days at the Walker Art Center.) Five students who do not have pianos in their homes waded through two books of Schaum. One of these students now shows superior talent at the piano. We feel that our type of program offered much opportunity for individual talent to be found and fostered and we continue to move steadily toward individual development.

Early this year the girls Home Economics class prepared a Thanksgiving Day dinner for 85 without any previous experience at this type of endeavor. Also, contrary to general procedure in Home Economics sewing classes, stress has been placed first on the general appearance of the garment rather than mastery of seam "finishing" on the wrong side in order that success may be achieved sooner. Spurred on by their pride in a completed garment, students become more proficient in completing all aspects of the garment. As a result, they are not "sick and tired" of the final product and clothing is proudly worn. Surprisingly, or perhaps not surprisingly, the girls have proven to us that the greater challenge we offer them the better they meet it.

Lifetime recreational interests have been initiated through the efforts of the guitar group. Three boys with the help of their teacher aide instructor composed "The Lincoln Center Kids" which they play by request for visitors and at special events. From timid renditions at first, the air now rings with confident improvisations of current songs which they are learning to play.

The Learning Center project has touched the lives of all of us at 1715 Plymouth--the staff and students alike. We can never be the same. Statistics or examples can never give a true picture of the effect of this program on all those concerned. Even late this summer, we, the staff, and a number of students, are reliving various incidents of last year's program.

Just the other day while talking to one of our students who is now attending summer school, I found that while attending his math class he had been made a student helper and was demonstrating the different

techniques of attacking a mathematics problem that he had learned at the Center to other students. I recall him saying, "I'm pretty smart, hey? I guess the Learning Center is worthwhile."

Certainly the Learning Center didn't "save" all of our students. One boy who spent several months with us at the Center was recently sent to a detention school. Many of our students have problems which yet today seem unsolvable. However, at least these students now know different and sometimes better ways of attacking their problems. And if nothing else, at least these 45 students know that there are several adults who care about them and want to help them solve these problems. They will be back to see us.

Staff and Student Incentives

During the final few weeks of school, time was spent by staff and students to determine what aspects of the Learning Center were profitable to them. Some of the comments, while perhaps not educationally astounding, do provide us with a better picture of the Learning Center. Below we describe those factors that the staff and students felt were the most important incentives for them this past year:

Staff Incentives

1. Smaller teacher-pupil ratio.
2. A greater opportunity for experimentation resultant in teacher growth.
3. Better communication among staff.
4. "Freedom" from stereotyped classroom-school management.
5. Closer identification with all pupils in all areas.
6. Satisfaction through feeling of accomplishment with particular students. You see the results much sooner here than when you deal with 125 different students each day.
7. Recognition from the administration.

8. Participation in overall planning of a school program.
9. More and closer interaction between student and teacher.
10. Broader academic and social challenge.

Student Incentives

1. Honor Day - Students with good attendance and tardiness records are given one day to plan their own schedule or just stay home.
2. Non-graded program - Students work at their own individual level.
3. Individual recognition
 - a. assemblies
 - b. letters to parents just to inform them of a particular accomplishment on the part of their youngster.
 - c. impromptu telephone calls
 - d. tutoring
 - e. utilizing creative talents in Project Hour where students can develop specific individual talents.
4. Warm inter-personal relationship - family setting
 - a. identification with at least one "team member"
(person in the project)
 - b. acceptance by all staff members
 - c. family atmosphere
 - d. second family ties - school is home
5. Security
 - a. personal attention
 - b. positive involvement with students letting them know that we "care."

6. Acceptance of personal feelings and behavior
 - a. even if student behavior is unconventional, however, still insisting that students accept and expect "responsibility."
 - b. "Shock proof" - teachers are not upset by unusual behavior.
7. Demonstrating to the student his need to learn through
 - a. Focus Conference (Counselor, teachers, student and parents together focus on individual student problems)
 - b. Teacher Conference on achievement (Conferences indicated success here)
 - c. group dynamics
 - d. competition with himself through individualized instruction
8. Project Hour
 - a. Students developed specific talents and released steam
9. Acceptance of child's group contributions, whether correct, incorrect, or indifferent.
10. Use of students' suggestions and ideas for projects. Pupil-teacher planning.
11. Individualizing punishments and willingness to have student offer "his side" and/or suggest his punishment.
12. Financial gain from student projects
 - a. caramel apple sale
 - b. footstools
13. Sense of the importance of "Responsibility." Students are capable.
 - a. Student-hosted tours of the Learning Center.
 - b. Student Council
 - c. "Wall of Fame" for "A" papers
 - d. anticipation of further work at North High School or Vocational High School.

Recommendations

This innovative program does lead to several recommendations about related projects designed to help the culturally and educationally disadvantaged high school student. Our main recommendation is that programs like the Lincoln Learning Center should be continued but expanded much more both as to the number of these institutions and the scope they hope to encompass. Also to be considered are several weaknesses in our present program that need to be remedied if the program is to be made more effective for the youngsters we are presently serving. Also, to have more impact on the Minneapolis Public Schools, we must establish more effective ways for teachers to reach into the school life, home life and community in which they now serve. With this in mind the following recommendations are made:

1. We must take a very critical look at the student selection procedure at the Learning Center. Through our evaluation processes we have found a relatively heterogeneous group of students with dissimilar type problems. A rather pertinent question that still remains is whether or not more definite criteria for selection should be established and adhered to.
2. We feel that we have accomplished Phase I of our experimental program--- that of creating a family atmosphere in which students see school as more than just a place to find books and teachers. However, we feel that this year we must concentrate on Phase II of our program, that of finding more and better answers to the reading problems of

disadvantaged children that plague the entire nation. We did not greatly influence the reading progress of our students this past year. This coming year we plan to attempt many new techniques that will effect better progress in the reading skills of our students built around interesting units which will effectively deal with this problem. In addition, we hope to have each student build his own bookcase or book shelf and to begin acquiring his own library. Also, the first hour of each school day will be spent in self-directed or teacher-directed reading of some kind. Presently we plan to begin each day for each student with the reading of the daily newspaper.

3. The Lincoln Learning Center building, because of its compact structure, does not permit much opportunity for silent study by our students. It is hoped that in the future one or two rooms might be added to our present facilities to provide for this learning need. Also by changing our morning program to individualized instruction we hope to provide a quieter atmosphere while stressing the basic skills of reading and mathematics.
4. More staff in-service curriculum development programs for Minneapolis teachers should evolve from such a project. It is my feeling that many teachers presently employed in Target area schools and other non-Target area schools know very little about the student they are dealing with, his home and cultural background and his mode of learning. They are so-called "out of tune" with the culturally and economically deprived student. I suggest that from our experiences at the Learning Center our staff develop and offer to interested teachers an in-service course of study to describe new and better ways to communicate with these students, to involve them more dramatically in the learning

processes, and to develop techniques that will better serve them. Perhaps a joint project with the University of Minnesota could be arranged to offer credit to area teachers for such an endeavor.

5. A program for future teachers should be established jointly by the Minneapolis Target area schools and area colleges. By hiring students preparing for the profession as assistants or adult aides, or by using other incentives to attract interested prospects as practice teachers in our schools, we could develop a program that would positively affect thousands of students who are presently receiving an inferior education. Target area schools, we believe, have proven themselves to be rewarding teaching experiences for those who desire a teaching career as evidenced in the past two years by the number of practice teachers who have taught at Lincoln Junior High or the Lincoln Learning Center and who are now employed in these two schools.

At the Learning Center we are now getting several requests by practice teachers to spend part of their practicum at our store-front building.

6. We feel that the Learning Center should be opened up more to the community after school hours with perhaps services in the basic skills, sewing, typing, and similar services being offered to any interested parent who wants to improve himself in these skills. We also would hope to establish a library which would include several books for parents on rearing children, getting and holding a job, better management in the home, and pertinent skills.

Also, through the use of a social worker we could attempt to get a

corps of volunteer workers who might work with these families. They could be given training, orientation and supervision. Many of the families of these children are isolated, lonely and feel rejected by society. Contrary to public opinion, they welcome home visits. A social worker cannot spend the time with each family that is necessary. With the consent of the parent, more help through the use of the volunteer visitor could be given.

For many years these families have been ignored. The thought has been that they do not want or need outside help other than that which the "Welfare" is providing. Experience with a few families and the use of the volunteer visitors, properly prepared for such a service, has demonstrated the value of such a program.

7. Make much better use of field trip opportunities. One of the main reasons for success in our school is that the Center does not seem like a school to most of the students. The social stigma of the institution has partially vanished. Students do not need to be in the self-contained classroom to learn. I feel that students should be taken on longer trips in transportation facilities which they normally do not have the opportunity experience. For instance, trips to camp, a train ride, trips to different communities such as an Indian reservation, to farms, various churches and the like, all might significantly influence our young people.

This past year we had an opportunity to visit Metropolitan Airport. Perhaps it would not be too far-fetched to see these students experience an airplane flight. Experience is the best teacher, so the more varied types of experiences that the apathetic student receives the better motivated he becomes.

8. Another long-range recommendation would be to establish a residential urban institution. As evidenced at the Learning Center this past year, the needs of many of our inner-city children and adults for services beyond the classroom are as pressing as their need for school help. The apathetic inner-city child needs such commonplace things as quiet places for study, recreational facilities and activities, better housing facilities (most of our children at the Center do not know what it is to have a room of their own at home), proper eating, and somebody to care for them after school hours. A school of this nature could enroll, as recommended by Mr. Marvin J. Feldman in his thesis entitled "Public Education Opportunity and Equality,"⁴ children as young as 13 years of age in a residential school up to the fourteenth year of school. Also such an institution could provide other educational training and related services for adult residents of the city.
9. More paid in-service time for planning should be allowed teachers in Target area schools. We have found this year that our available extra time for planning has made us a much more cohesive group than we would be able to be without it. Teachers need more time to communicate with each other.
10. Follow-through services should be attempted much more in the public schools. One of our more successful endeavors this year was to hold a reunion for students who had previously attended the Learning Center. We had almost 100% attendance at this homecoming. The homecoming and dinner were completely prepared by the present 9th graders. Statements

⁴Feldman, Marvin J., "Public Education Is Role for Manpower Development (New York: The Ford Foundation, 1967), p. 22.

such as "Gee! I didn't know you still could care about us after we got out of here" were common that night of the homecoming. Students do care that we care enough about them once they have left us to keep very close personal contact. They do want somebody to care.

The Lincoln Learning Center is a start. The Minneapolis Public Schools are committed to this direction in education. However, we must go much further. We must continue to innovate and move in many directions that show possibilities of providing our children--all of our children--with the best possible education. Perhaps little has been accomplished at the Learning Center, but we do see a little daylight. We have seen 45 students this past year who might be just a little better off having come in contact with us. And--our lives certainly have been made much more meaningful by our association with them.