Education Forums yield fruit in budget requests for 72-73

The five new programs which Superintendent Roland N. Patterson included in his budget for 1972-73 are a direct result of community input expressed late last year during more than eleven "Education Forums."

The forums which were originated to bring parents and administrators together to discuss specialized problems in the school system as reading, testing, the tracking and grading system, teacher accountability and the role of principals yielded definitive results in request for funds by the central administration.

The five programs which are the only new additions in spending beyond legally required increases will total $5 million.

This is a direct response by school officials to the demands and concerns expressed by parents.

The five new programs are: Behavior and Security, Reading and Curriculum, Reduction of Elementary Class Size, Maintenance and Decentralization.

* * *

In the area of Behavior and Security comes what the superintendent terms "Personal Development Centers."

Says Dr. Patterson, "Various approaches must be implemented to deal with those students who find it difficult to learn within the traditional concepts of public education and who have behavioral problems as a result.

"These students have social and economic difficulties as well as educational problems. As a result, I propose to pursue a different approach to help these children."

The superintendent listed five aims of the program which would establish eight to ten Personal Development Centers with no more than 50 students at each center.

These programs would: (1.) aim for close liaison with the school counselor, the teachers, and community personnel and parents to provide educational programs which will reach these students either in or out of school.

(2). Also, break the communication gap between teacher, student and parent, (3). provide individualized instruction (at intervals) on a one-to-one basis, (4). provide an individualized reading center, (5). make sure the student will be administered the basic standardized tests, and (6). have operant conditioning incorporated into the program.

* * *

(7). And provide many extra-curricular activities, (8) provide educational contests and (9) provide a mathematical physical-fitness program.

* * *

The individual program prepared by the school counselor in conjunction with such specialists as a psychiatric consultant and educational counselor, will parallel the regular high school program so that the students who return to the classroom will be successful and make a contribution to the community.

* * *

Under the "Career Development" program, the superintendent says, "What it really means to me, is that we stop the nonsense of some children being able to be trained only to use their hands and other children being slated for college.

"We must come to grips with the fact that labels that take place in our society which produce productive citizens are good labels and that these are things that we ought to build within our children."

The superintendent feels that children from kindergarten through the 12th grade should have the opportunity to be exposed to the world of work.

He says, "Students having a realistic knowledge of what the world of work is about from an early age will be able to cope with the very real problem of making career decisions for adult life.

"The student at the conclusion of high school should have some real options based on his knowledgeable desire to go into the world of work or on to college. Students must receive a marketable skill even if they are going on to college.

"What we need to do then is to begin a study of our system for the purpose of bringing about this kind of career orientation and development within our school system.

"We are asking very little at this point. We plan to release certain people from their classroom chores in order to study the program and develop a program so that we can incorporate it into our normal process of educating our youth."

* * *

Also coming under Behavior and Security is the "Youth Improvement Association."

The goals are: establishing tutorial teams to assist other students in their studies; and establishing pre-teen and teenage leadership training programs so that these students can act as leaders in their neighborhoods, developing and being involved in various civic projects.

* * *

On the security of students in the schools, Dr. Patterson says, "The security and safety of students in our system must be maintained. An improvement in the communications system of our security personnel must be included in our program.

"The school system has two alternatives. One is to employ more security officers which will permanently increase costs for the system or acquire a quality communications system.

"In order to start an efficient communications system which will enable our security personnel to link the other governmental agencies in the future, the latter step is absolutely essential at this time."

* * *

School officials have noted students' needs and their concerns do not receive adequate treatment until a confrontation has taken place.

Dr. Patterson says, "It becomes imperative therefore that school people find the means to resolve student problems while they are still incipient, before conflict and dissent reach open warfare."

Officials feel the means through which this may be avoided is by arranging student group discussions, retreats, seminars, and student training. It is essential to bring them together to learn, understand, appreciate and respect one another."

* * *

Called for in the budget is also a program to "decrease the polarization of black and white between the many segments of the student population."

Officials feel the violence and polarization between the race of students are only symptoms of more basic and far-reaching problems.

They agree, "The students and staff of our school system must develop staffs to deal with problems resulting from persons of different backgrounds and races working together.

"The purpose of the program will be to increase the positive attitudes of teachers toward students of all races, to develop the staffs of teachers to handle and deal with students of backgrounds dissimilar to their own, to help teachers deal in fresh and creative ways in the classroom and to instruct teachers and principals about the best methods and handling of objectionable behavior."

* * *

One area of high priority in the mind of the superintendent, which in many ways is a direct throwback to suggestions stemming from the Education Forums is the subject of administrative and teacher accountability.

Dr. Patterson would provide for "Leadership Training" for many of the top school officials, who deal in sensitive areas and who have not had adequate leadership experience.

He notes, "I propose a program of leadership training that will enable staff above the classroom level to develop the skills and expertise needed. In addition, the program will serve as a training area for those who show the potential and aspiration to become administrative personnel."

* * *

Workshops will be organized with selected instructors to develop skills in the following areas:

1. Enable principals to review, up-date, and revise their leadership styles.

2. Provide enriched methods of building support and open communication with groups.

3. Design sessions based on the stated needs of the participating principles.

Each sessiltion would have a specific, attainable goal. Where desirable, input from outside resources would be incorporated for the benefit of both groups.

* * *

Another new program would be "Communication Skills Development." This program would recognize the pressing need to improve the reading skills of students, as well as to improve their ability with science and mathematical problems.

Under this program nontraditional approaches will be used to train teachers within our system. A massive approach will be initiated to retrain teachers to approach the problem of teaching reading in new and innovative ways.

In this plan provisions are made to monitor the reading system to provide the highest quality of instruction.

* * *

Another desire expressed by parents was for more individualized instruction.

Individualization does not mean working with oneself, nor does it mean a constant one teacher-to-one-student experience. It means the student is doing the right learning task, with the right media, at the best time.

Teachers will be regularly determining with the student his learning needs, his abilities, weaknesses, interests and the manner or ways of learning best suited to meet his particular needs.

On this the superintendent explains, "In order to make the program of individualized instruction work, we need to train more teachers to do an effective job.

"We in Baltimore have already embarked upon this program. We have built schools with the open space concept, established a policy of open enrollment and the forums emphasized the need.

"But no organized approach was presented to assist the teachers to acquire the necessary training essential in dealing with our children. We cannot depend upon Teacher Colleges or universities to produce the kind of teachers we need."

* * *

The "Year Round" school plan was scuttled by the City Council after $500,000 had been requested and the figure was cut to zero by city politicians.

The year round school operates on a four quarter plan, but students are only required to attend for three quarters each year to complete a year of creditable work.

The fourth quarter offers the ambitious and qualified student the opportunity to accelerate his secondary studies.

It also gives students who have received failing grades a subject the opportunity to immediately make up the failure in that subject while continuing in his other courses at the normal pace.

Four schools — Lake Clifton, Walbrook High, Southwestern High and Northern Parkway Junior High — have been designated as year round schools because they are air conditioned and strategically located throughout the city.

* * *

Included in the budget is the Magnet School program.

The direction of the Magnet School will be to develop comprehensive "magnets" stressing a broad career emphasis area.

The comprehensive magnets will focus on career education, individualized instruction, training of staff and students in effective skills of human relationships, subdivision of the school into smaller but diverse units, also involvement of the broader community in the educational program,

an increased staff and student role in decision-making, and an emphasis on basic skill development.

* * *

If the funds are granted by the Mayor and the City Council, Dr. Patterson and his staff had initiated a plan which would reduce elementary class size by one pupil.

The present overcrowded kindergarten and elementary grades in urban centers provide a very poor introduction to education for many of the young students.

The superintendent hopes Baltimore can begin an effort in significantly reducing class sizes in the community.

Describing the portion of the request for funds for maintenance of school buildings, Dr. Patterson said,

"The Baltimore City Public School System has 400 buildings worth $400,000,000. Since these buildings are of various ages, with 45 over 70 years old, it is vital that a means of knowing the status of each building be established which will enable us to set a schedule of realistic priorities for the maintenance and repair of these buildings, particularly when a large number of requests come from principals.

"It is a glaring lapse in our present building maintenance program that we do not have a systematic approach to carrying out such maintenance, but must deal as best we can with requests as they occur.

"A more efficient and less expensive way to handle this growing problem would be for us to establish a full survey of our needs now and as projected so that we could more wisely spend our maintenance budget."

* * *

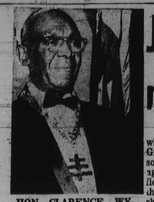
The following objectives on decentralization in the schools:

to restructure the central administrative organization by bringing the administration of schools closer to the people it serves.

to create effective communication and better working relationships between the community and the administration

to facilitate the release of the creative energies of

Judge Levin charges new grand jurors



HON CLARENCE WYCOFF-- Grand Master of the most Worshipful Hiram Grand Lodge, A.F. and A.M. was admitted to Provident Hospital on Wednesday for observation following an accident in his home.

"There is a double duty which you must perform as Grand Jury: a duty to society to see that those against whom there is sufficient evidence to charge the commission of a crime shall be held to answer that charge; and a duty to each individual citizen to insure that he is not subjected to prosecution upon an accusation having no better foundation than public clamor or private malice."

Thus, Judge Marshall A. Levin, newest member of the Supreme Bench, charged new membeers of the Grand Jury. The jury sits until May. 2.

The 23-member panel has Charles W. Meyers, Sr. 1300 Hull St. as its foreman and John Cunningham, 3900 block Beehler Ave., as assistant.

Further, Judge Levin cautioned: "You shall present no persons through envy, hatred, malice or illwill, neither shall you leave any one unpresented through love, fear, favor or affection.

"Neither for any hope of promise of reward, but you consider all cases truly as they come to your knowledge."

Judge Levin pledged the members to secrecy in all their deliberations and stated that neither the person accused nor the public should learn what transpires in the jury room except as shown by the records of the Court.

* * *

While they could discuss proceedings among themselves during their term of office Judge Levin warned them to refrain from divulging what took place in the grand jury room except as shown by the records of the Courts.

"The records of the Grand Jury are not for public inspection and the only public results of your actions are the formal indication and presentments made by you, the dismissal of any cases, by you and your formal reports to the courts."

Reminding them that they have an "onerous duty to perform" in preventing an unwarranted prosecution of the citizen, Judge Levin told the Jurors:

* * *

"You should always remember that the grand jury stands between a citizen and an unwarranted prosecution and your inquiry should be extensive enough to justify bringing a presentment without speculation and not merely because the defendant's case was held and forwarded to you for action by the District Court."

He advised them to live above reproach and not to allow themselves to be influenced by anybody.

"In all your functions you must be totally free from prejudice. In other words, be normal, keep your feet on the ground and you will function properly. A sound rule is to present, indict, dismiss or hold your peace."

In addition, Judge Levin appealed to members of the Grand Jury to use their good offices to persuade the General Assembe to realize the importance of rehabilitation centers.

He stated drug addiction is on the increase and most of these crimes could be prevented through the effective rehabilitation of some of the offenders. care, custody, treatment, aftercare and rehabilitation of drug addicts, the onerous burden placed upon the police, the Courts, the penal institutions, the State and the Grand Jury, would be substantially lessened.

"Moreover, there would be much greater chance for salvation of the addict and his family.

"The lack of such centers means that major preventive tools in the war against drugs are not being utilized and thus the impact of drug addiction must unfortunately fall upon the system of criminal justice."

* * *

Other grand jurors are:

Hilda B. Boyd, 545 Wyanoke Ave.; Morris Brown, 302 Fallstaff Manor; Francis C. Capp, 6826 Boston Ave.; William T. Dyas, 1612 Kingsway Rd.; Mariam C. Freeman, 3704 Yosemite Ave.; Gail W. Gathmann, 619 W. University Park way; Vincent Giammona, 5426 Hilltop Ave.;

Edith M. Hudson, 2230 W. Saratoga St.; Jack D. Johns, 713 Melville Ave.; Evalyn M. Koons, 3308 Woodlea Ave.; Harold D. Rawlings, 2802 W. Cold-Spring Lane; Frances L. Reason, 732 N. Fulton Ave.; Judith A. Folfes, 3610 Elmley Ave.;

Waltraud F. Sarv, 1510 E. Cold Spring Lane; Betty K. Solomon, 2420 Loyola Southway; Barbara M. Taylor, 4946 Dennmore Ave.; Ronald R. Thompson, 2404 Callow Ave.; Edward V. Walter, 4733 Ellison Ave.; Bernice K. Weathers, 1534 Fernley Rd.; Lucile Wiley, 4002 Bateman Ave.; Larry W. Winkler, 1733 E. Oliver St.

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Draper new judge of D.C. Superior Court

WASHINGTON

The New Year brought to Washington a new associate judge of the Superior Court for D.C. as George W. Draper 2nd, began courtroom service last week.

Judge Draper, 50, relinquished his position as deputy executive director of the Equal Employment Opportunity Commission to take a seat on the Superior Court bench, succeeding Judge Mary C. Barlow.

He was sworn into the $35,000-a-year judicial post on Jan. 4 by Associate Judge James A. Washington Jr. Suggested for the position, by Sen. Thomas F. Eagelton (D-Mo.), Judge Draper was nominated by President Nixon on Dec. 9, and unanimously confirmed by the Senate four days later.

Senator Eagleton is chairman of the Senate Committee on the District of Columbia. For eight years, Judge Draper had worked with Senior Eagleton in Missouri. From 1957 to 1960, he was chief trial assistant when Eagleton was St. Louis Circuit attorney; and from 1961-64, he was chief of the appelate division of the Missouri Attorney-General's office when Eagleton was Attorney General.

In June 1965, Mr. Draper came to Washington where he served as chief counsel, Metropolitan Department of the Department of Housing and Urban Development.

Since 1968, Mr. Draper had worked within the Equal Employment Opportunity Commission, first as deputy general counsel; then as deputy executive director since 1969.

From the EEOC office, he brought along Mrs. Nettie Stewart to continue serving as his secretary in his Superior Court chambers. She had been a two-year EEOC stuffer. She is a graduate of Strayer Business College.

The judge's law clerk is Frederick Cooke Jr., a native Washingtonian, and 3rd year law student at Howard University.

Mr. Draper was born in Easton, Pa. on Aug. 10, 1920. He is a graduate of Howard University where he obtained his LL.B. degree in 1947; and of New York University Law School, where he was graduated with an LL.M. Degree in 1948.

He was assistant professor of law at Lincoln University in St. Louis from 1948 to 1959, practiced law in St. Louis from 1950 to 1952, and was assistant circuit attorney in St. Louis from 1952 to 1954.

He then returned to private practice until 1957 when he was named chief trial assistant circuit attorney for St. Louis, a post he retained until 1960 when he became the State's assistant attorney general.

In that capacity he served as chief of Missouri's Criminal Appeals Division until November 1964.

He was director of legal services of the St. Louis Human Development Corporation, Coordinating Agency which administers the anti-poverty program in the city of St. Louis and St. Louis County, and an instructor of Law at Washington University Law School, St. Louis, Mo.

Judge Draper is married to the former Miss Bessie C. Thornton. They live in Silver Spring, Md. with their three sons. George William 3rd, age 18; Thornton Colling, 15; and Wesley Robert, 13.

Divorces filed

David D. Dunkes vs. Katherine Terry Dunkes; Ryland Tomlin, Jr., vs. Alma Tomlin; Maggie M. Boyd vs. Joseph Boyd, Sr.; Predia Jane Houck vs. Grover Cleveland Houck; Avis Kathleen Almendra vs. Doreto Gunzman Almendra; Darretta Watkins vs. George Dennis Watkins:

DIVORCES GRANTED

Lorraine F. Cialkowski from Edward M. Cialkowski, Jr., Patricia M./Wilf from George M. Wilt,

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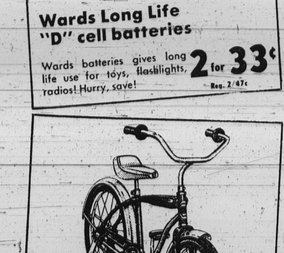

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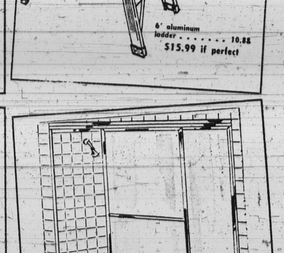

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