Baltimore Teachers Human

BALTIMORE — For the new teacher, the Baltimore City Public Schools offer a wide spectrum of exciting programs within its system—the eighth largest in the nation.

Under the direction of the superintendent, Dr. Roland N. Patterson, the Baltimore School System is now undergoing a reorganization that will provide teachers with the opportunity to teach on a more human, personal scale, with closer access to supervisors, resulting in a greater degree of control and input in the operation of their classes.

As a result of extensive study of the Baltimore School System by various task forces and outside consultant, Dr. Patterson has initiated a number of goals for the system this year.

VARIOUS ANALYSES

During 1973, the Baltimore School System will continue expanding innovative programs, which have proved successful in recent years, and take corrective measures in management and instruction as identified through the various analyses of the school system as completed during the past year.

Thus, the new teacher can find, in Baltimore, a dynamic, improving school system in which to teach and to grow.

The federally funded Right to Read Program is well underway and the teaching of reading throughout the system has been made one of top priority. Similar emphasis is being given to the sciences on all levels.

MAGNET SCHOOLS

Among the programs in the Baltimore School system is the magnet schools, schools that offer specialized curricula that reflect student interests and concerns.

To date, seven Baltimore senior highs have been designated as magnet schools and the curricula offered in them range from environmental and ecological studies to communications, including the media, film and journalism.

Other magnet programs offer concentrations in the humanities, business, medical service, construction trades, foreign languages and much more.

PRINCIPAL ROLE

And perhaps the most exciting aspect of the magnet school seniors the opportunplaying the principal role in developing these programs in each school.

Baltimore has placed itself in the vanguard of education with its "School Without A Building" program which gives high school senors the opportunity to earn while they learn.

MARVIN C. DAVIS

In this on-the-job program, students and teachers are on the job site and not in a school classroom.

HIGH PRIORITY

In addition to the teaching opportunities in Baltimore, a 14-step pay scale — $7,750 for beginning teachers—expresses the high priority placed on education in Baltimore.

Teachers will also find an abundance of institutions of higher learning where advance studies and graduate programs may be pursued.

These include the Johns Hopkins University, Morgan State College, Towson State College, University of Maryland, Loyola College, Coppin State College and many others in the Baltimore Metropolitan area.

SHARING THE PAST

Living in Baltimore is sharing the past, being part of the active present and projecting into the vibrant future of urban America.

The city abounds in spots of interest and is a veritable storehouse of history and culture, as evidenced by its brick and cobblestone streets, quaint little parks, grand townhouses and famous monuments.

These charming reminders of the proud past coexist with dynamic Charles Center which is crowned with a Miles van der Rohe skyscrapper.

BALTIMORE'S TRIBUTE

The Baltmore Symphony, opera and ballet companies, museums and outstanding theatres are tributes to Baltimore's love and respect for the arts.

For those who occasionally want to "get out of the city" the State of Maryland is called "America in Miniature" wth good reason.

One may drive west to the mountains or east to the ocean. Maryland's world renown Chesapeake Bay is the source of unparalleled seaford including oysters, crabs, clams and fish.

KARL BOONE
Public School Teachers Association President

Demand On Teachers For Guidance: Boone

BALTIMORE — The complexities of society in the 70s place an unprecedented demand on teachers and education to provide the proper guidance for our youth.

We much face this challenge with new dedication and commitment. Let us resolve to make education every one's top priority.

Get involved:

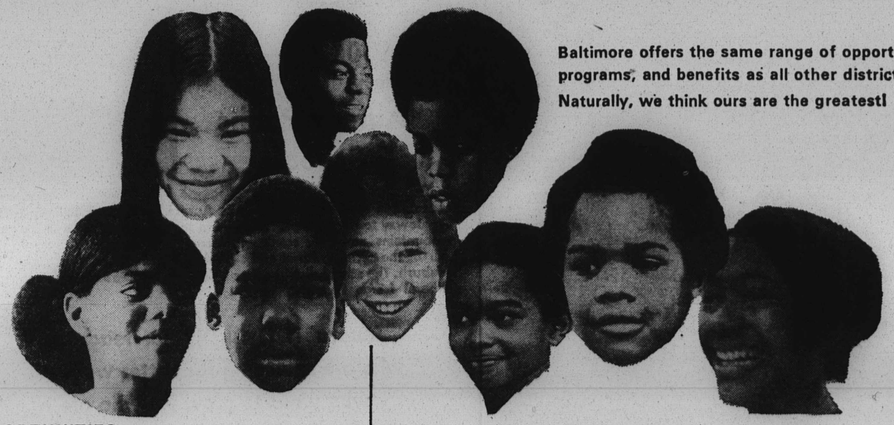
Join the professional association and help effect change through participation on committees and interactions with fellow teachers, students, parents, school officials, legislators, and the community.

The Public School Teachers Association EPSTA stands ready to assist you in every way that it can in order to enhance the teaching profession.

Officers of PSTA are Karl Boone, president; Russell Stewart, first vice president; William E. Adams, second vice president; Irene Reddick, Secretary, and Gregory Sprissler, Treasurer.

Trustees are Harriett R. Dunlap, elementary; Oscar C. Jones, elementary; Mentora Thompson, Elementary; Frank Mentzel, secondary; Robert R. White, Secondary; Donald Hix, Secondary, and Nathaniel H. Hoff, field representative.

CHILDREN are BALTIMORE CITY PUBLIC SCHOOLS



Baltimore offers the same range of opportunities, programs, and benefits as all other districts. Naturally, we think ours are the greatest!

OPPORTUNITIES:

Special Education
Elementary
Secondary (Junior and Senior High)
Mathematics — Science — Music — Art — English — Physical Education (Female)
Vocational
Special Programs

TO APPLY OR FOR ADDITIONAL INFORMATION, WRITE:

Mr. Marvin C. Davis, *Director of Personnel, Recruitment and Assignment*
Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218 (301) 467-4000 Ext. 451

New Kind Of Teaching Is Working In Pennsy

BETHLEHEM, Pa. — Schools without walls, open concept education, open space education, call it whatcyou will, it's new, it's "now" and, most importantly, it's working in two new elementary schools in this bustling community in the heart of Pennsylvania's lovely Lehigh Valley.

What's more, two additional elementary schools are in the process of being totally remodelled and augmented to house this new kind of teaching and learning.

Enter either Thomas Jefferson or William Penn schools and you are struck first by the open, airy, unconfined feeling that results from a minimum of interior partitions.

Light Streams

Sunlight streams in from windows in the "pods" on to the open central "core" area, where children are scattered throughout the library, stage, and large group instructional space.

The hum of busy, active youngsters comes from the "pods." Pupils gather in clusters around learning centers, audiovisual equipment or teachers.

Many are by themselves, fascinated by the opportunity to forge ahead on their own, trusted by their teachers to assume the responsibility for learning.

Core Area

There are four of these "pods" or instructional areas in each building, two on the ground floor, a few steps down from the central core, and two on the second floor, like balconies surrounding the core area.

Each pod is equivalent to three classrooms in size.

Only kindergarten children are partitioned off from the rest.

Their self-contained classroom permits them greater latitude in the noisy, active kinds of pursuits that might distract the older students.

The kindergarten even have their own playground

Two Levels

Except for the kindergarten children, pupils in these new schools are not grouped by age or grade.

There are two levels — primary and intermediate — and in each one, pupils will be grouped according to ability and need in a particular subject

This flexibility in teaching is encour[illegible] the open instructional areas.

Everyday Living

At Thomas Jefferson School there is a wing housing a four-room unit for special education students. Here there is a family area, where the skills of everyday living can be taught these slow-learning children.

In Bethlehem, incidentally, special education students can continue on through a work-experience program in high school, receiving their diplomas along with the rest of the graduating class.

With this "new" kind of elementary education going on in the open concept schools, what will happen in the junior high and high schools when these students move into those levels?

Urban Studies

Already the seventh grades have a new "urban studies" program, incorporating language arts and social studies into a highly relevant integrated curriculum.

The eighth grade program is undergoing revision right now, and in fact, the curriculum is being upgraded all along the line.

New courses and re-evaluation of existing programs are moving along under the prodding of the curriculum advisory council, a body which includes teacher or principal representativesifrom each of the 24 elementary, four junior high and two senior high schools in the Bethlehem Area School District.

With new buildings and new curriculum, Bethlehem offers unlimited opportunities to pupils and teachers alike.

LOOKING FOR A SYSTEM THAT — Cares about teachers

- ☆ Has a Master Plan of Teacher Inservice Education designed to help all teachers
- ☆ Has specialists in reading at all grade levels
- ☆ Has a comprehensive program of special education
- ☆ Has strong support services with consultants, psychological and guidance services and specialists in elementary art, music and physical education
- ☆ Provides a district media center and abundant instructional aids
- ☆ Provides an excellent salary schedule with credit for experience
- ☆ Provides opportunities for advancement
- ☆ Encourages innovation and pilot programs

THEN LOOK TO

A unified and integrated school system - LEE COUNTY FLORIDA on the Gulf of Mexico
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District School Board of Lee County
Lee County Courthouse
Fort Myers, Florida 33901
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Affirmative Action Employer

Educators Rehired, and Recruited In Alabama School

MONTGOMERY, Ala. — A far-reaching consent decree issued by the U.S. District Court in Montgomery calls for the active recruitment of black teachers, the rehiring of certain dismissed teachers and the establishment of a bi-racial committee to discuss means of achieving interracial harmony and understanding.

The decree, agreed to by the Henry County Board of Education and issued at the request of the NEA, provides for a recruitment plan which will result in a 55-45 ratio of white to black teachers, the same ratio which existed prior to desegregation.

The court also ordered annual recruitment visits to predominantly black colleges and universities and the establishment of an agreement with two predominantly black institutions whereby these schools would supply student teachers.