Early Schools in Brooklyn and Other Boroughs

The first record of Brooklyn’s free school system dates to 1661, when Huguenots taught students in an church building at present-day Bridge and Fulton Streets. At that time, the total annual school budget was approximately $20. By 1891, $1.6 million was allocated for the borough’s school budget. Existing buildings were valued at $7.27 million and there were 2,315 school employees.

In 1898, the borough schools were consolidated under the New York City Board of Education and the borough school boards were abolished. Upon consolidation, Charles B.J. Snyder became the Chief of the Building Bureau for the New York City Board of Education.

Prior to that time, there was no uniformity in school curricula or buildings. Officials quickly discovered that Brooklyn’s school buildings were obsolete, and sanitary and fire hazards were widespread. Most schools were so overcrowded that students attended in shifts, with a morning session for one group and an afternoon session for another group.

From 1884-1891, the architect for the New York City Board of Education was George Debevoise, whose work was described as a “civic disgrace—warehouses have greater artistic value.” Debevoise resigned under suspicion of financial mismanagement and possible bribery.

To fix this situation, officials immediately planned for thirty-nine new buildings and annexes, developing plans and acquiring land. In 1899, $7.5 million was allocated for new school buildings and the following year, an additional $3.5 million was added.

Funds for buildings were raised by the issue of corporate stock, and in 1906 alone, more than $10 million was raised to provide for students’ physical accommodations.

In 1908, New York City schools enrolled 620,000 students in 594 buildings. Each year, the student population increased by approximately 23,000 to 36,000 students, with immigrants making up much of this group. This growing student population made it difficult for the New York City Board of Education to keep pace with the need for physical space to teach students. As a result, many students received only part-time instruction in their neighborhood schools, with students attending in shifts.

School History
In Brooklyn
Primary Source Packet


Board of Education.

A meeting of the Board of Education was held in the Board Room last Monday at ten o'clock, to consider the report of the Committee on the fina...
Excerpts

A meeting of the Board of Education was held at the Hall in Red Hook Lane yesterday afternoon.

A communication from G.W. Watson was submitted requesting the board to add "Monteith’s first lessons in geography," price fifteen cents to the list of text books.

Upon the subject of writing the committee complained of great deficiency among some of the most prominent teachers, their own writing being sufficient to condemn them as teachers, and the fact was forced upon them that the pupils learned to write not from the instruction they received but in spite of them. This state of affairs forced upon the mind of the committee the necessity of adopting a new mode of instruction.

Dr. Thorne, from the visiting committee, submitted his report of observations during the past month:

No. 1 was doing well. The outside departments and grounds were disgraceful to the city, and they urge the Board to have the nuisance abated==recommend purchase of land immediately adjoining.

No. 2, in Gowanus, doing well.

No. 3, on Bedford avenue, in good order and doing well.

No. 4 – Boys department in good order. Attendance thin in other departments.

No 5 – Doing as well as can be expected, considering the mean state of the furniture generally. Hope that steps will be taken to repair the building.

No. 8 is designated as one of our best schools. All the Departments have a bright and cheerful appearance.

No. 10 suffers much from irregular attendance in the boy’s department. The female department looks well. The Primary department is badly arranged.

Colored school No. 1 with one principal and two assistants is commended by the committee for efficiency. Repairs to yard recommended.

Colored School No. 2 at Weeksville is doing well and in good order.

The report of the committee was accepted.
1. Read the excerpts transcribed from Document 1. According to this document, what was to be added to the list of text books?

2. According to Document 1, who was deficient at writing?

3. Read about the various schools listed in Document 1. What kinds of problems have been observed?

4. What do you think is meant by “Colored School No. 1” and “Colored School No. 2”? How were these schools different than the others?

Excerpt

**Opened with Becoming Ceremony**

Addresses by Mayor Low, Mr. Hendrix and Professor Greener at Colored School No. 1 This Morning.

Colored Grammar School No. 1, located on North Elliot place, near Park avenue, was occupied by scholars for the first time last Monday morning, and today the opening of the school was celebrated with appropriate exercises by the pupils of both departments.

Principal Dorsey informed the reporter that for fifteen years the colored children of School No. 1 occupied a *dilapidated* old wooden building on the corner of Raymond and Willoughby streets. The accommodations here were almost too small from the start.

The present building is a beautiful brick structure that cost $25,000, and is occupied by 450 scholars. They are divided into two departments, namely, primary and grammar—the first, as usual, being on the ground floor and the second on the floor above. There is still room for about one hundred more scholars.
1. Read Document 2a. What school was opening a new building?

2. According to the second paragraph of Document 2a, where was this school located?

3. Examine Document 2b. Find the street labelled N. Elliot Pl; circle the school. What else do you see on this street?

4. Read the last paragraph of Document 2a. How many students attend this school, and what departments does the school have?
THE FOLLOWING BOOKS PUBLISHED BY LEE & SHEPARD,
ARE ON THE BROOKLYN LIST.

YOUNG FOLKS' HISTORY OF THE UNITED STATES,
By THOMAS WENTWORTH HIGGINSON.
The story of our country, its discovery, settlement and development, graphically and interestingly told by that master of quaint English, Thomas Wentworth Higginson. Price $1.00 net.

EXCELLENT QUOTATIONS.
"Jealous, few words long, that on the stretched forehead of all time, sparkles forever." TENNYSON.

CHAS. F. KING'S POPULAR GEOGRAPHICAL ASSISTANTS.
For Teachers.—Methods and Aids in Geography.
"The power of teaching a little well, depends upon the power of knowing a great deal."
Twenty chapters touching upon principles involved in successful teaching of geography, using methods of topical methods, apparatus, map language, model lessons, miscellaneous devices, courses of study, lists of books for reading, etc. 518 pages, 68 illustrations. Price $1.60 net.

For Pupils.—Supplementary Reading.
PICTURE-SQUARE GEOGRAPHICAL READERS.
Book First.—At Home and School. 226 pages, 151 Illustrations and maps. Price 50 cents net.
Book Second.—This Continent of Ours. 315 pages, 176 Illustrations and maps. Price 75 cents net.
Book Third.—The Land We Live In (Part I.) 50 cents net.
The Land We Live In (Part II) in press.

This series of geographical readers, will, when completed, present something of the geography of all lands in a graphic, vivid and interesting manner never before attempted.

BOOKS FIRST AND SECOND ARE ON THE BROOKLYN LIST.

Other Supplementary Readers.


STORIES OF AMERICAN HISTORY. By N. S. DODGE.
The lesson of patriotism cannot be too early impressed upon the minds of the youth of our land. The trials and sufferings of our fore-fathers, the brave deeds performed on the battle field and on the sea, are examples of fortitude and self-sacrifice unequalled in the history of the world. This book has been prepared to present this noble record in simple language, which can be readily understood by the young. It will be found invaluable as a medium for the foundation of a love for historical study and as a basis for inculcating the precepts of patriotism. Illustrated 176 pages. Price 30 cents net.

LESSONS ON MANNERS. By EDITH E. WIGGIN. Price 50 cents net. Twelve practical, suggestive lessons looking toward good manners and good morals.

EVERY-DAY BUSINESS. Notes on its practical details arranged for young people. By M. S. FISHER. Price 50 cents net.

CHIPS FROM A TEACHER'S WORKSHOP. By L. R. KEMNA, P.A. D. Price $1.20 net. A collection of articles of great practical value.

ADVANCED READINGS AND RECITATIONS. By AUSTIN B. FLETCHER, A. M. Price $1.20 net. Containing choice selections from over a hundred prominent authors.

JUST OUT:

METHODS OF INSTRUCTION AND ORGANIZATION IN THE GERMAN SCHOOLS.
By JOHN T. PRINCE, Ph. D., Mass. Board of Education. Price $1.00 net.

COMPAÎRÉ'S ELEMENTS OF PSYCHOLOGY.
By H. W. PAYNE, Ph. D., L.L.D. Price $1.00 net.

Complete List of our Educational Publications will be forwarded on application.

LEE & SHEPARD, Publishers,
10 MILK STREET, BOSTON.
1. Examine Document 3a. What school is in this image?

2. Write three observations about the school in Document 3a. What is it built of? What do you see around the school?

3. Document 3b is a textbook list from the same time as Document 3a. What books would students have used at this school? List three book titles:
   
   •
   
   •
   
   •

4. Examine Document 3b closely. How much did a textbook cost?

5. Do you think it would have been easy for a student to pay these textbook prices? Why or why not?

**Adaptation**

The New York Times, Sunday, October 1, 1972

The First Kindergarten in the City is Still Active

By Ira D. Guberman

In 1890, when the Brooklyn Kindergarten Society was founded, there were no kindergartens in the city’s public school system. Children played in the streets until they were old enough to go to school. The first kindergarten was started in order to develop some sort of early education among pre-school children and as a training ground for new teachers. During World War II, many kindergartens sprang up so that the parents could work in wartime factories.

After the war, kindergartens were introduced into the public school system, and the Brooklyn Kindergarten Society turned its attention to the children living in the ghetto areas. Shifting from their original purpose, the society’s five centers in Bedford-Stuyvesant, Williamsburg and Red Hook became places where pre-school children could receive supervised care while poverty-stricken parents tried to find jobs.

Today, the society is the largest day-care organization in Brooklyn, with about 300 children enrolled. It receives its funds from the Agency for Child Development and its centers are provided by the New York Housing Authority.

The cost to families participating is minimal. It ranges from no fee for families on public assistance to minimums of $2 for those who can afford to make some payment.

“We are a family service, one that is concerned with every member of the family,” Mrs. Hamburger said in a recent interview.
1. Read the adaptation of **Document 4.** When was the Brooklyn Kindergarten Society founded?

2. List two reasons that kindergartens were started *before* WWII:

3. After the war, how did kindergartens help parents?

4. After the war, what neighborhoods did the Brooklyn Kindergarten Society work in?

Architect Charles B.J. Snyder

Charles B.J. Snyder was born in 1860, grew up in Saratoga, and was educated at Cooper Union in New York City. He was selected as the Chief of the Building Bureau of the Board of Education, replacing Debevoise in 1891. His job required him to be an architect or engineer, and Snyder was both.

Recognizing that New York schools should set an international standard, the Board of Education’s president sent Snyder to Europe in 1896 so he could observe European design. Snyder later wrote that he was most influenced by the Hotel de Cluny in Paris and subsequently adopted its H-shaped plan, which admitted both light and air into the building, as his model for school buildings.

Snyder was widely praised for both his architectural and business smarts. In 1908, he wrote a four-part series on the public school buildings in New York City for The American Architect and Building News. In this series, Snyder described the many challenges he faced and shared the design and construction details for his best-known buildings.

Snyder’s Design Philosophy and Style Influences

Snyder used a somewhat consistent and constrained style. His buildings displayed Collegiate Tudor and Gothic and Dutch Renaissance Revival stylistic influences. By selecting these styles and basing his designs on buildings at Yale University and Columbia University, he conveyed the seriousness of his mission: to provide students with facilities that were conducive to good health and optimum learning. In many early-twentieth century neighborhoods, his schools were prominent reminders of the importance of education.

Snyder’s schools consistently featured two decorative details: the seal of the City of New York and the seal of the Board of Education.

Snyder believed that his school buildings conveyed the City of New York’s commitment to educating children. He wanted to provide a building that would be a respite from the cramped and dark living conditions that many of the less fortunate children endured at home and that would provide the best possible setting within which students could excel. In addition to pleasing design, Snyder was concerned with lighting and ventilation in school buildings. He also realized that the high land values in New York City required him to build tall buildings on relatively small footprints.

Snyder studied school design standards worldwide, including traveling to Europe. While Snyder was most influenced by the French Hotel de Cluny’s form, he incorporated German lighting techniques for his schools. The German approach allowed for effective natural light on the innermost row of desks. Based on German standards, Snyder’s classrooms were 30 feet long, 22-24 feet wide, and 14 feet, 3 inches high.

1. Read Document 5a. What job did Charles B.J. Snyder have?

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2. According to the second paragraph of Document 5a, where did Snyder go to study design examples? What building influenced his design of school buildings?

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3. What problems did Snyder believe he could fix, with his school designs?

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4. Look at Document 5b and 5b. These schools were both designed by Snyder. What do you see that is the same? What is different?

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1. **Document 6a** is a class photograph. What year is it from? What school is it from?

   
   
   
   

2. List three observations you have about the class in **Document 6a**.

   
   
   
   

3. **Document 6b** is also a class photograph. What year is it from, and what school is it from?

   
   
   
   

4. Compare **Document 6a** and **6b**. List two things that are the same, and two things that are different:

<table>
<thead>
<tr>
<th>Similarities:</th>
<th>Differences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Caption:
Full-size house built inside a school--Swarming architecture and building students at Brooklyn Technical High School [located at 29 Fort Greene Place] ... complete full-size one-family house in workroom of the school. Instructor Max Leider ... [looks at] project from second floor.
1. Examine **Document 7a**. What are students learning in this photo?

2. What skills do you learn today that are similar to the students in **Document 7a**?

3. Examine **Document 7b**. What are students learning in this photo?

4. What skills do you learn today that are similar to the students in **Document 7b**?
CITY TO ABOLISH ITS JUNIOR HIGH S, SHIFT TEACHERS

By LEONARD BUDER

The Board of Education said yesterday that it would abolish its 138 junior high schools by 1973 and take other steps to provide "excellence of education" for the city's one million public school pupils.

To replace the junior high schools, a new type of "intermediate" school will be established to achieve racial and economic integration. The new schools will start with the fifth or sixth grade and run through the eighth, in contrast to the junior high schools, which cover the seventh, eighth and ninth grades.

The creation of the intermediate schools will be part of a total reorganization of the school system that will dramatically alter the present pattern of education here. The elementary schools will lose some grades to the intermediate schools and the high schools will take over the ninth grade from the present junior high schools.

The changes thus will ultimately affect every child who attends public school.
1. **Document 8** is about a plan to **abolish** junior high schools. How many schools would be abolished?

2. **Document 8** says that the junior high schools will be replaced by intermediate schools. What reason does it give, in the second paragraph?

3. According to the third paragraph (at the top of the right column), which schools will lose some grades? What will happen to ninth grade students?

4. What do you think was the impact on students of the changes described in **Document 8**?
Seven New Schools Proposed For Boro

Construction of seven new schools and a new wing for Sheepshead Bay High School are among projects to be considered in today’s public hearing at the Board of Estimates in City Hall.

The seven proposed new schools will be:

PS 307, York St. and Hudson Ave., to replace PS 7 and relieve overcrowding in PS 12, 46 and 287. Total estimated cost, $2.4 million;

PS 40, Ralph Ave. and Marion St., estimated total cost, $2.6 million;

PS 306, at Cozine and New Jersey Aves., estimated cost, $2.7 million including site;

PS 338, at Nevins and Pacific Sts., to replace obsolete PS 47. Total estimated cost, $2.5 million;

PS 615, Fourth Ave. and 36th St., estimated total cost, $1.7 million. This proposed new “600” school will provide additional facilities for problem children who cannot be accommodated in regular district schools, and also provide office space for the Board of Education’s bureau of child guidance.

The proposed new wing for Sheepshead Bay High School will cost $2 million.

School Names Honor 5 Noted Americans

The names of five figures prominent on the American historical scene have been conferred by the Board of Education upon proposed new public school buildings.

Three of those so honored were Negroes. The others were prominent in the world of music.

Those honored were George Washington Carver, famed Negro scientist; Carter G. Woodson, Negro educator; Daniel Hale Williams, Negro physician; George Frederick Bristow, violinist, organist and opera composer; and Arturo Toscanini, the conductor.

The name of George Washington Carver was conferred upon proposed new JHS 148, the Bronx, to be built at E. 169 St. and Third Ave.

PS 23, Brooklyn, to be constructed in the vicinity of Tompkins and Myrtle Avenues in the Bedford-Stuyvesant area will be called the Carter G. Woodson School.

The Daniel Hale Williams School will be known numerically as PS 307, Brooklyn, to be constructed at York St. and Hudson Ave.

PS 134, the Bronx, to be built in the vicinity of Freeman St. and Hoe Ave., will be called the George Frederick Bristow School.

The name of Arturo Toscanini, famed conductor, will be conferred upon JHS 145, the Bronx, to be constructed at E. 165 St. and Park Ave.

The board also decided that new PS 49, the Bronx, to be built at Third Ave. and E. 139 St., will be named the Willis Ave. School because it will be part of the Willis Ave. section of the Bronx.

In another action, the board decided that the Brooklyn High School of Automotive Trades, 50 Bedford Ave. near Nassau St., will henceforth be known as the Automotive High School. The new name more fully represents the school's role as a central school for the automotive trades which accepts students without reference to locality or borough lines, officials explained.

1. Look at **Document 9a**. According to the headline, what is it about?

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2. Read **Document 9a** to find a paragraph about PS 307. According to this article, what was the cost of building the school?

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3. What year are **Document 9a** and **Document 9b** from? Why do you think PS 307 needed to be built at this time?

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4. Read **Document 9b**. Who is PS 307 named after, and why is he important?

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Part one:

New PS 307 in the Navy Yard section of Brooklyn will join the city's reverse open enrollment program next month according to the Board of Education.

This calls for white pupils to attend a new predominantly Negro or Puerto Rican school which has a stepped-up program with specially trained teachers.

A board spokesman said, “Progress is less rapid and class sizes are kept to a maximum of 22. There are four teachers assigned to every three classes, so that daily preparation and class planning can be accomplished more productively.”

Psychologists and social workers are utilized, and coordinators help to involve parents of the community in the school program.

Textbooks and audio-visual material, including the contributions of different ethnic groups, are used extensively.

The program, introduced last year and covering pre-kindergarten to sixth grade, will allow 40 pupils to transfer to PS 307, York st. and Hudson ave.

Called a More Effective School, PS 307 is part of the campus program and gets assistance from the teaching staff of Long Island University.

Dr. John B. King, executive deputy superintendent, said 72 pupils had enrolled in the

Part two:

five schools involved in the reverse open enrollment program this year.

Brooklyn schools are PS 20 and PS 138 and Queens schools are PS 37 and PS 40. The fifth school is in Manhattan.

The new enrollment for PS 307, which is now 95 per cent Negro and Puerto Rican, will be drawn from 53 other schools in the borough with more than 90 per cent white enrollment.

Parents of pre-kindergarten children must file forms by Dec. 15, and 40 youngsters will be chosen on a first-come, first-served basis.

Schedules for sessions will be 8:30 to noon, 11:30 to 3 and 8:30 to 3. These classes will be limited to 15 pupils each.

Transportation will be on a cooperative basis, since it cannot be provided by the Board of Education.

The extra space in PS 307 was discovered after the needs of the district were taken care of in this, its first term.

Additional information may be obtained from Principal Irving L. Carlin. The program is being conducted under the supervision of Assistant Superintendent Jacob Landers, who is in charge of the school system's overall integration plans.

The More Effective Schools in the city are under the direction of Assistant Superintendent Elizabeth C. O'Daly.

1. Examine Document 10. What year is it from?

2. Document 10 describes a “reverse enrollment program” that PS 307 was participating in. According to the second paragraph of Document 10, what did this mean?

3. According to part two of Document 10, what was the existing percentage of students of color at PS 307?

4. Why do you think that the city decided to create a “reverse enrollment program”? In your opinion, was it a good idea?

<table>
<thead>
<tr>
<th>PRIMARY SCHOOLS</th>
<th>CONSTRUCTION DATES AND TYPE</th>
<th>GRADERS</th>
<th>AVERAGE YEARS OVER OR UNDER GRADE</th>
<th>SPECIAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 7 1</td>
<td>1882+80,03</td>
<td>K,5-6</td>
<td>*</td>
<td>SS</td>
</tr>
<tr>
<td>PS 11</td>
<td>1958</td>
<td>K-6</td>
<td>=1.2</td>
<td>SS</td>
</tr>
<tr>
<td>PS 20</td>
<td>1951</td>
<td>K-6</td>
<td>=1.7</td>
<td>SS</td>
</tr>
<tr>
<td>PS 46</td>
<td>1960</td>
<td>K-6</td>
<td>=1.0</td>
<td>SS</td>
</tr>
<tr>
<td>PS 56</td>
<td>1966</td>
<td>K-6</td>
<td>=1.2</td>
<td>SS</td>
</tr>
<tr>
<td>PS 67</td>
<td>1923,40,62</td>
<td>K-6</td>
<td>=1.3</td>
<td>SS</td>
</tr>
<tr>
<td>PS 270</td>
<td>1959</td>
<td>K-6</td>
<td>=1.6</td>
<td>SS</td>
</tr>
<tr>
<td>PS 287</td>
<td>1953</td>
<td>K-6</td>
<td>=1.2</td>
<td>SS</td>
</tr>
<tr>
<td>PS 307</td>
<td>1965</td>
<td>K-6</td>
<td>=1.8</td>
<td>SS, MĐŚ</td>
</tr>
</tbody>
</table>

TOTAL PRIMARY SCHOOLS = 9

<table>
<thead>
<tr>
<th>MIDDLE SCHOOLS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>JS 265</td>
<td>1958</td>
<td>7-9</td>
<td>=2.4</td>
<td>2-2</td>
</tr>
<tr>
<td>JS 294</td>
<td>1962</td>
<td>7-9</td>
<td>=2.0</td>
<td>SS</td>
</tr>
</tbody>
</table>

TOTAL MIDDLE SCHOOLS = 2

<table>
<thead>
<tr>
<th>HIGH SCHOOLS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BROOKLYN TECH</td>
<td>1933</td>
<td>9-12</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>WESTINGHOUSE</td>
<td>V 1908,62,63</td>
<td>9-12</td>
<td>=2.3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HIGH SCHOOLS = 2

NOTES:
1. PS 7 IS PAIRED WITH PS 8
2. PS 7 IS PAIRED WITH PS 8 (SEE CORRESPONDING TABLE FOR BROOKLYN PLANNING DISTRICT 6)
3. EXCEPT AS NOTED, ALL SCHOOLS ARE OF FIREPROOF CONSTRUCTION
4. NOT AVAILABLE

CODE:
- SPECIAL SERVICE SCHOOL
- MORE EFFECTIVE SCHOOL
- PORTABLES

- 1008 - 125 88.5
- 1339 + 102.9 5 PORTABLES
- 1109 = 81 92.6
- 1268 - 142 88.8
- 1864 = 571 69.3
- 1016 = 88 91.3
- 885 = 173 80.4
- 920 = 115 87.5
- 8234 515 6.2 5913 70.5 1906 23.1 9489 + 40 86.7
- 1295
- 1085 47 4.3 675 62.2 363 33.4 1218 + 133 89.0
- 1545 230 14.8 968 62.6 347 22.4 1494 + 51 103.4
- 2630 277 10.5 1643 62.4 710 26.9 2712 + 51 96.9
- 133
- 5505 4848 88.0 503 9.1 154 2.7 5786 + 281 95.1
- 1979 682 34.4 691 34.9 606 30.6 1800 + 179 109.9
- 8984 5530 73.8 1194 15.9 760 10.1 7586 + 179 98.6
- 281
1. Examine **Document 11a**. This map shows schools. Find and circle PS 307.

2. Do you see many other schools on this map near PS 307? Explain what you think the reason for this is.

3. **Document 11b** lists all the schools in this area of Brooklyn in 1969. According to this chart, how many students were at PS 307?

4. Compare the number of students at PS 307 with other schools on this list. Was it greater than or less than other schools on this list?

5. Learn about your school now. How many students attend PS 307? Is this number greater than or less than the number in 1969? Why do you think this is?
NEW YORK SCHOOLS PLAN GRADE SHIFT IN ECONOMY MOVE

5th and 6th Would Return to Elementary System, Ending 'Middle' Setup

By LEONARD BUDER

The Board of Education is considering a major change in the organization of the school system that would return all fifth-grade and sixth-grade classes to the elementary schools, possibly saving the hard-pressed system nearly $8.2 million a year.

The change would put a halt to 10 years of movement toward the development here of a new type of middle school—now known as the intermediate school—that was intended to cover the fifth through the eighth grade of instruction and replace the traditional junior high school.

The return of fifth-grade and sixth-grade classes to elementary school jurisdiction would mean the "bumping"—and probable layoff—of 1,300 and 1,700 teachers now serving in the intermediate and junior high schools, according to the board's calculations.

It would also require the elementary schools to add 950 to 1,250 teachers to their staffs to accommodate the returned pupils.
1. Look at Document 12. What grades are going to experience changes in upcoming school changes?

2. Read the first paragraph of Document 12. How much money did the Board of Education plan to save with school changes?

3. According to the second paragraph of Document 12, what impact would this have on intermediate schools?

4. What impact do you imagine these changes would have on students?
CHARTER SCHOOLS
GAINING SUPPORT

Black and Hispanic Parents
Are Backing Pataki Plan

By RAYMOND HERNANDEZ

ALBANY, Feb. 27 — As one of his key proposals for improving public education last year, Gov. George E. Pataki championed parent-run schools with freedom from many state rules and practices only to see the proposal blocked largely by his Democratic rivals in the Legislature amid opposition from school administrators and the powerful teachers’ union.

But this year, the opposition bloc is weakening as black and Hispanic lawmakers come under pressure from their constituents, inner-city residents frustrated with the failures of public education.

“Many black and Hispanic groups have lost faith in the traditional education system and are building these new alliances,” said Joe Nathan, the director for the Center for School Change at the University of Minnesota’s Humphrey Institute of Public Affairs. “They believe that charter schools will make a difference for their youngsters.”

Supporters of charter schools, here and elsewhere, cite recent studies concluding that competition in public education does not create a system of haves and have-nots but rather improves performance for students in both the alternative and

By far the most outspoken opponents of charter schools have been school administrators who argue that they divert attention and resources from existing schools.
1. Look at the headline for Document 13. What kind of schools is this article about?

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2. Read the first paragraph of Document 13. What words are used to describe this kind of school?

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3. According to Document 13, what kind of parents are supporting these types of schools?

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4. Read the last paragraph of Document 13. Who is opposed to this type of school? What reason is given?

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Magnet schools gained prominence in education in the 1970s as a tool for achieving voluntary desegregation instead of forced busing. An early study of magnet schools sponsored by the U.S. Department of Education found that magnet schools were developed first in large urban school districts seeking to reduce racial isolation in their schools through voluntary means rather than with mandatory student assignment. The educational programs at these magnet schools were modeled on well-established specialty schools that offered advanced programs to selected students, such as Bronx School of Science, Boston Latin School, and Lane Tech in Chicago. Early magnet school programs mirrored specialty school themes such as mathematics, science, and the performing arts. But magnet school programs were designed to be different in one very important way—magnet school enrollment was driven by student choice based on interest rather than selection of students by testing.

Some 30 years later, many districts continue to utilize magnet schools to reduce minority group isolation; however, in the intervening years, the purposes of magnet schools have continued to evolve and expand. When the federal Magnet Schools Assistance Program was first authorized in 1985 its intent was to reduce, eliminate, or prevent minority group isolation and provide instruction that would strengthen students' knowledge and skills. Expectations for magnet schools have broadened. Today, school districts are using them to accomplish a range of important and related purposes: enhancing student learning and narrowing the achievement gap, giving public school parents more choice in their child’s education experience, and incubating innovative educational methods and practices that can raise the bar for all schools.
1. Read Document 14. According to the first paragraph, when were magnet schools first created?

2. According to Document 14, what problem were magnet schools created to solve?

3. According to the last sentence in paragraph one, how are magnet schools different from other schools?

4. According to the last paragraph of Document 14, what can magnet schools accomplish?
1. Look at the headline for Document 16. What caused an increase in enrollment at PS 307?

2. Read the first paragraph of Document 16. How many new students enrolled at PS 307, after math scores went up?

3. According to Document 16, what did PS 307 do to improve math scores?

4. In your opinion, how do you think PS 307 changed after more students enrolled? Why do you think that?
GLOSSARY

Abolish – to end something

Bribery -- persuading someone to do something dishonest or illegal by giving money or some other kind of gift

Busing – a practice of transporting children from their own neighborhood to school in a different neighborhood, in order to create racially integrated schools

Corporate stock – a type of ownership of part of a company, by an investor

Deficiency – not having enough of something

Dilapidated -- something that is run down and falling apart

Huguenots – a religious group from France that faced persecution in the 16th and 17th century and moved to other countries, including the United States, as refugees

Isolation – to place a person or thing alone or apart from other things

Mandatory – something that is required

Voluntary – something that a person chooses to do