

# VIOLENCE IN SCHOOLS

BUILDING AN R&D AGENDA

37779

Fifth Annual Conference  
Council for Educational Development and Research  
December 15 & 16, 1975  
L'enfant Plaza Hotel  
Washington, D.C.

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Council for Educational Development and Research  
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Richard A. Rossmiller  
Program Chairman

**CED**  **R**

# Contents

Welcome	1
Agenda	3
Abstracts of Speakers' Presentations	10
Speakers' Resumes	18
Exhibits	22
General Information	28

Financial support for CEDaR's conference on "Violence in Schools" has been received from the following federal agencies: National Institute for Juvenile Justice and Delinquency Prevention; National Institute for Alcohol Abuse and Alcoholism; National Institute of Mental Health; and the National Institute of Education.

The Council for Educational Development and Research wishes to acknowledge its appreciation for this federal support that enabled the conference to be held.

Comments or opinions expressed at the conference or in the post-conference monograph do not necessarily represent the opinion of these federal agencies; consequently, no official endorsement by these agencies should be inferred.

# Welcome

The Washington staff of the Council for Educational Development and Research joins with its member institutions in welcoming you to our fifth annual meeting.

The Council, or CEDaR, as it's generally known, is a nonprofit corporation headquartered in Washington, D.C., that advances programmatic educational research and development. Its member institutions are nonprofit educational laboratories and university-based research and development centers. Their funding comes primarily from federal sources; their work is targeted primarily to helping local and state education agencies improve educational opportunities for children.

CEDaR's Board of Trustees selected this year's theme, "Violence in Schools," after considerable deliberation. It's a different approach for us. In the past we generally structured our annual meetings around themes that relate directly to our business such as educational evaluation, dissemination, and knowledge utilization. This year, however, we decided to explore with educational practitioners and federal agencies the school-violence problem.

The school-violence issue itself has only recently become an object of study by our member institutions. Even now only two institutions have research projects directly related to the problem area. You'll hear about one of these today. Research for Better Schools will report the

findings of its recent survey of promising practices to reduce school-violence incidents.

Although only two of our members have research projects relating to the issue, many of the other institutions have long shared an interest in the topic. Observing our developed projects in use, we've discovered that they appear to have a positive impact on the school-violence problem. For example, using a simple indicator, we know that often when a school adopts one of our curriculum programs, fewer windows are broken in the building. And we know that the school can anticipate fewer drop-outs and greater daily attendance. Furthermore, we also have evidence that teachers who've completed some of our training programs experience fewer incidents of classroom disruptions.

But are we ready to say that we have the solution to the school-violence problem? Hardly. All we can say at this point is that teachers trained with special skills using innovative and interesting curriculum materials contribute to a reduction in the number of school-related violent incidents.

Other factors, of course, also influence a school's ability to decrease its pupil's deviant behavior. We will hear some of these described today, ranging from the influence of the family, security guards in the hallways, and the general social climate surrounding the school.

Our underlying reason for hosting this conference is to demonstrate a serious concern for children. In too many cases schools resemble prisons. We're all becoming too accustomed to the iron-mesh curtains, the empty hallways, and the sweeping tv monitors. Such tactics may be necessary to make our schools safe. But before we accept that conclusion as inevitable, we would like to consider some alternatives.

Hopefully, then, this conference will contribute to our understanding of the school-violence problem and help all of us interested in improving education for children to develop viable solutions to our common problem.

E. Joseph Schneider  
Executive Secretary  
Council for Educational  
Development and Research

# Agenda

Sunday, December 14, 1975

4 p.m. Registration Opens

6 p.m. Acquaintance Hour  
*Ballroom*

Monday, December 15, 1975

9 a.m. WELCOME  
*Ballroom*

Richard A. Rossmiller, program chairman, presiding  
Director, Wisconsin Center for Cognitive Learning  
University of Wisconsin, Madison

9:15 a.m. STATE OF THE KNOWLEDGE - RESEARCH ON SCHOOL VIOLENCE  
*Ballroom*

James M. McPartland and Edward L. McDill  
Codirectors, Center for Social Organization of Schools  
The Johns Hopkins University

10 a.m. Coffee

10:30 a.m. PROMISING PRACTICES FOR REDUCING SCHOOL VIOLENCE  
*Monet Suite*

Robert G. Scanlon, presiding  
Executive Director, Research for Better Schools, Inc.  
Philadelphia, Pennsylvania

Michael D. Marvin  
Project Director, Research for Better Schools, Inc.  
Philadelphia, Pennsylvania

Cornelius L. Golightly  
President, Detroit Board of Education  
Detroit, Michigan

William L. Lucas  
Assistant Superintendent for Government Relations, Los Angeles  
Unified School District  
Los Angeles, California

12:15 p.m. LUNCHEON  
*Ballroom*

William W. Cooley, presiding  
Codirector, Learning Research and Development Center  
University of Pittsburgh

FREEDOM AND VIOLENCE

Marvin E. Wolfgang  
Director, Center for Studies in Criminology and Criminal Law  
University of Pennsylvania

2 p.m. PRACTITIONERS' PERCEPTIONS OF THE PROBLEMS AND SOLUTIONS  
*Monet Suite*

Robert E. Taylor, presiding  
Director, Center for Vocational Education  
Ohio State University

American Federation of Teachers

Eugenia Kemble, special assistant to the President  
American Federation of Teachers  
Washington, D.C.

Council of Great City Schools

Samuel B. Husk, executive vice president  
Milton Bins, senior associate  
Council of Great City Schools  
Washington, D.C.

National Association of Secondary School Principals

Scott D. Thomson, associate secretary for research  
National Association of Secondary School Principals  
Reston, Virginia

National Education Association

Peggy T. Cochran, teacher-educator  
High Ridge, Missouri

Willard H. McGuire, vice president  
National Education Association  
Washington, D.C.

2 p.m. PRACTITIONERS' PERCEPTIONS OF THE PROBLEMS AND SOLUTIONS  
*Revoir Suite*

Richard A. Rossmiller, presiding

American Association of School Administrators

John S. Davis, superintendent  
Fairfax County Public Schools  
Fairfax, Virginia

American School Counselor Association

Donald W. Severson, president  
American School Counselor Association  
Washington, D.C.

National Association of School Security Directors

Joseph I. Grealy, president  
National Association of School Security Directors  
Fort Lauderdale, Florida

National Congress of Parents and Teachers

Mrs. Walter Kimmel, president  
National Congress of Parents and Teachers  
Chicago, Illinois

National School Boards Association

Joseph M. Brooks, executive secretary  
California School Board Association  
Sacramento, California

Two "practitioners" sessions to run concurrently; speakers will first address one audience and then the other.

7 p.m. FEDERAL REACTION TO THE SCHOOL VIOLENCE PROBLEM  
*Ballroom*

James H. Perry, presiding  
Executive Director, Southwest Educational Development Laboratory  
Austin, Texas

John M. Greacen, chair  
Acting Director, National Institute for Juvenile Justice and  
Delinquency Prevention

National Center for Educational Statistics

Roy Nehrt, chief  
Elementary/Secondary Surveys Branch  
National Center for Educational Statistics

National Institute on Alcohol Abuse and Alcoholism

Donald G. Phelps, director, Division of Prevention  
Judith W. Katz, chief, Youth Education Branch  
National Institute on Alcohol Abuse and Alcoholism

National Institute on Drug Abuse

Joseph L. Hendricks, education advisor  
Prevention Branch, Division of Resource Development  
National Institute on Drug Abuse

National Institute of Education

Charles B. Stalford, program administrator  
Safe School Study  
National Institute of Education

National Institute for Juvenile Justice and Delinquency Prevention

John M. Greacen, acting director  
National Institute for Juvenile Justice and Delinquency Prevention

National Institute of Mental Health

Joseph W. Griggs, consultant, School Mental Health  
Center for Studies of Child and Family Mental Health  
National Institute of Mental Health

Office of Human Development

Catherine V. Richards, director, Research and Development  
Office of Youth Development  
Office of Human Development

Tuesday, December 16, 1975

8:15 a.m. RECOGNITION BREAKFAST  
*Ballroom*

Robert E. Taylor, CEDaR chairman, presiding

Invited guests will be recognized for their contributions to the advancement of educational research and development.

10 a.m. COOPERATIVE EFFORTS TO REDUCE SCHOOL VIOLENCE

Nine discussion groups will meet concurrently in separate rooms.

Group One - *Montcalm Salon*

Thomas A. Olson, coordinator  
Division Director, Northwest Regional Educational Laboratory  
Portland, Oregon

Group Two - *Marquette Salon*

John K. Hemphill, coordinator  
Executive Director, Far West Laboratory  
San Francisco, California

Group Three - *LaSalle Salon*

Robert N. Bush, coordinator  
Director, Stanford Center for R & D in Teaching  
Stanford University

Group Four - *LaFayette Salon*

Richard A. Schutz, coordinator  
Executive Director, SWRL Educational Research and Development  
Los Alamitos, California

Group Five - *Degas Salon*

Lochran C. Nixon, coordinator  
Executive Director, Mid-continent Regional Educational Laboratory  
Kansas City, Missouri

Group Six - *Renoir I*

Terry L. Eidell, coordinator  
Executive Director, Appalachia Educational Laboratory  
Charleston, West Virginia

Group Seven - *Renoir II*

Oliver H. Bown, coordinator  
Codirector, Research and Development Center for Teacher Education  
University of Texas, Austin

Group Eight - *Monet I*

Edwin C. Myers, coordinator  
Assistant to the President, CEMREL, Inc.  
St. Louis, Missouri

Group Nine - *Monet II*

Lloyd A. DuVall, coordinator  
Associate Director, Center for Educational Policy and Management  
University of Oregon

Noon

LUNCHEON  
*Ballroom*

Max G. Abbott, presiding  
Director, Center for Educational Policy and Management  
University of Oregon

CRIME IN SOCIETY AND SCHOOLS

James Q. Wilson, Henry Lee Shattuck Professor of Government  
Harvard University

1:30 p.m.

FEEDBACK SESSION  
*Ballroom*

Richard A. Rossmiller, presiding

Reports to be presented by each of the nine group coordinators.

3 p.m.

Coffee

# Abstracts

3:15 p.m. BUILDING THE R & D AGENDA  
*Ballroom*

Richard A. Rossmiller, presiding

Marjorie D. Carter  
President, Syracuse Teachers Association  
Member, Board of Directors, New York State United Teachers  
Syracuse, New York

Robert A. Dentler  
Dean, College of Education  
Boston University

Margaret Bush Wilson  
Chairman, National Board of Directors  
National Association for the Advancement of Colored People  
St. Louis, Missouri

4:30 p.m. Wrap-up and Adjournment

## STATE OF THE KNOWLEDGE - RESEARCH ON VIOLENCE IN SCHOOLS

James M. McPartland and Edward L. McDill  
Center for Social Organization of Schools  
Johns Hopkins University

of intergroup tensions can be estimated for various problems.

### *Theories of Juvenile Crime*

Our presentation begins with a classification of the problems relating to violence in schools. Next, we'll discuss five themes or theories of juvenile crimes. Also, the role of schools will be assessed. Finally, we'll talk about evaluations of specific school practices that affect the costs and rewards anticipated by students. Some interpretations of policy implications will be presented throughout the presentation.

The research literature is summarized under five themes of major underlying sources: restricted opportunities, subcultural differences in values or attitudes, prolonged adolescent dependence, damaged personalities, and the labelling or stereotyping process. The theories that deal with the largest proportion of youthful offenders have been used by their proponents to call for major changes in the basic institutions of community, school, and family. These include providing paying jobs for teenagers, mixing of communities from various economic and ethnic groups, and incorporating responsibilities and training from the occupational sector as a central part of the formal school process.

### *Classification of the Problems*

"Attacks and withdrawals" are seen as a separate group of problems from "student protests" and "drug abuse" and possibly from "ethnic and racial tensions." This tentative classification is based partly on correlational studies of the social class characteristics of the students most frequently involved with various problems.

Such reforms go beyond changes in the institution of school alone and involve more than operational modifications in public schools as we now know them.

Disadvantaged students are more frequently associated with "attacks and withdrawals," while economically and educationally advantaged students are more prominent in "student protests." "Drug abuse" problems are less concentrated in a single social class group than other problems. Studies of the ethnic or racial characteristics of targets and initiators for each type of offense are needed before the role

### *Role of Schools*

Research is presented to determine whether policies or programs located within the public schools themselves can be expected to have a measurable impact on problems of attacks and withdrawals. Results are reported that show that a student's success and status in school have a unique relationship with the probability of



serious offenses, over and above what is accounted for by family background and academic ability. These results are based on the indirect data presently available; they need to be investigated further with improved information and methodologies in future studies. The unique relationships reported are statistically significant but of small size, which suggests that factors beyond the school itself are of major importance. Nevertheless, we offer the interpretation that school changes hold promise of having a measurable impact on serious student offenses. Changes in the school's reward structure are needed to make schools more responsive to individual student effort and the growth of individual skills. (Changes in the grading system to be based on criteria of individual improvement rather than only on relative standing and changes to recognize a greater diversity of human talents are suggested.)

#### *School Practices*

School practices are outlined according to whether they aim to modify the costs of student misbehavior or the rewards for appropriate student actions. At present few careful studies exist to assess the impact of specific changes in school practice. Our review of correctional treatments of hard-core delinquents outside of schools found little evidence of their demonstrated, long-term positive effects. However, an analysis that showed a significant, small, positive relationship of school size to the level of serious student offenses

in secondary schools was taken as a further indication that schools can have a measurable influence on the problem. Smaller schools are thought to raise the costs of misbehavior as well as to improve the rewards received by many individual students, so that the relationship reported suggests that other programs within schools that operate on costs and rewards hold promise.

Preliminary studies of involvement of students in schools' decision-making process also lead to the same tentative conclusion. The absence of good data and clear scientific evidence was evident in this review, however; the need is obvious for incorporating a strong evaluation component in future school changes to meet the problem of student crime.

## PRACTITIONERS' PERCEPTIONS OF THE PROBLEM

### NATIONAL SCHOOL BOARDS ASSOCIATION

The usual recommendations for conflict resolution and violence do not appear to get to the heart of the primary causes of the violence. Organizational responses to the issue of crime and violence appear to represent adult organizational philosophy rather than a critical search for basic causes and solutions.

The cause of violence and vandalism is simple--internally within a child or an adult is a need to harm people and things. When we begin to develop programs to identify these people with problems, to develop school institutional structures that can extend help to those in need, then we will begin to reverse the upward trend in violence and vandalism. When we can help people to have self-esteem at an early age, help people to have the potential to care and love, we will have safe streets, safe schools, and safe communities.

The solution must start with the question: Why does a child or adult commit vandalism or violence? If we learn the answer to this question and then develop for the child programs that offer assistance early, violence and vandalism could, in a large part, be eliminated from American schools and indeed from American life.

The solution must recognize that all indications are that between birth and eight years of age, the factors

that cause violence and vandalism and all other forms of anti-social behavior have done their work. We know today there is no such thing as child and adult behavior. There is only consistent human behavior expressed in cognitive and emotional responses learned at an early age.

Helpful programs, therefore, must be taken to the child at an early age--this means (a) to his home; (b) to his school; (c) to his church and club activities; and (d) to his neighborhood street and playground. Our elementary schools must become family-centered institutions.

The task facing our schools and society is not an easy one. For we must ask adults, parents, teachers, board members, taxpayers, legislators, and the authoritative institutions they represent to admit their own inadequacies as they relate to assisting healthy growth of a caring human being. And what is even more difficult is to ask them to spend their time and resources to create a world for children that in most cases they never knew--a world that may appear to threaten the defenses they have so carefully and for so long developed. For if society tells an adult, whose own personality is the result of an indifferent environment, that as a parent, a teacher, or policymaker he should love the child in his care, but does not teach that parent how to do so, then the adult will hide his guilt--societal failure--in a thousand

ways. He will call it the sanctity and privacy of the home, academic freedom, the inability of the school to be everything to everybody, the need for discipline, excessive welfare, prohibitive cost, brain-washing. The defenses are endless because the inability to love among adults is great. Not because of intent, but because of the way he must respond to life, the adult passes his failures on to his children.

#### NATIONAL ASSOCIATION OF SCHOOL SECURITY DIRECTORS

The National Association of School Security Directors believes that there are three primary causes of school violence:

1. Activity of school children: a reflection of adult and juvenile increase in violent crime;
2. Lack of discipline; and
3. Hesitancy to recognize, acknowledge, and treat the problems of school violence and vandalism.

Furthermore, we believe that several short-term solutions should be considered for violent behavior and for acts of vandalism. For the more severe incidents, such as assaults, sex offenses, bomb threats, and drug abuse, we propose the following short-term solutions:

1. In some systems, where a deterrent is the only immediate solution, a uniformed police officer may be necessary.
2. In most cases, a resource person-- a non-uniformed individual-- employed by the school system, experienced in law enforcement, with the ability to get along with children, teachers, parents, and the community, can act as a deterrent. More importantly, this individual will prevent school violence with such programs as student safety committees, student patrols, parent advisory committees, and liaison with law enforcement agencies.

For the less-serious problems, such as vandalism, theft, and arson, we suggest the following four short-term solutions:

1. Alarming more vandalized schools;
2. Installing mobile homes on school sites;
3. Housing custodial person in school; and
4. Encouraging police patrol of school facilities during off-school hours.

For the long run, however, we suggest that a survey be conducted among students, school personnel, parents, and the community to determine the nature and extent of school crime and the fear of it. Then we suggest that statistical data be collected to

- (a) determine the nature and extent of problems and location of occurrences;
- (b) based on such data, devise immediate and long-term solutions;
- (c) arrange and conduct workshops for all school personnel so they will be aware of the facts, what they can do, and how they should do it;
- (d) evaluate programs and attempted solutions; and
- (e) document successful approaches to be shared with other school systems.

#### AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

The American Association of School Administrators shares with many other individual educators and professional organizations a growing concern over the increase in violence, both in our society in general and in schools in particular. Many of the practitioners who make up the Association are all too familiar with this problem and the resultant condemnations of school violence, and by implication, educational institutions, which have increased in recent years.

Based on this awareness, the Association welcomes attempts such as CEDaR's conference, and research presently being undertaken by Research for Better Schools and the National Institute of Education, as one means whereby sound research might begin to be substituted for often inflamed rhetoric.

The Association will continue to monitor the emerging research on school violence and stands ready to assist researchers in any way possible both in the areas of data gathering and dissemination.

#### NATIONAL CONGRESS OF PARENTS AND TEACHERS

At the September, 1975, meeting, the Board of Managers of the National PTA selected "School Violence and Vandalism" as a priority concern in our legislative program by adopting the following statement:

"The increasing intensity and frequency of violence and vandalism in the schools threatens serious disruption of the educational process, the safety of teachers and students, and poses an enormous financial burden on local school systems. Hearings before a U.S. Senate Committee in April, 1975, indicate the costs of vandalism, arson, and theft in the schools are in excess of \$600 million, more than the national amount spent on textbooks for every public school student in 1972. In addition, schools are diverting funds badly needed in the improvement of the educational program to security personnel and equipment.

"Legislation is being developed to assist schools to determine the causes of violence and vandalism, to develop and fund alternative programs for students who do not seem to benefit from the regular school setting, to provide assistance to schools for teacher training and necessary security measures, and to work cooperatively with states and local systems to reduce the financial and human drain on the effectiveness of schools. Special attention is necessary to ensure effective programs within constitutional limits and the active participation of parents and students in the resolution of the problem."

The National PTA believes this is not a school problem alone. It is a reflection in part of the home and the community in which the child lives. We believe the parents must be involved in the analysis of the problem and the search for solutions. We believe that students, parents, school personnel, and community leaders must work together to make policy or to enforce it effectively.

#### NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

The worlds of youth and adults are merged and separated in strange ways by American society. On the abstract and vicarious level, youth and adults see the same television shows, read the same magazines, and follow many of the same fashions. On the interpersonal level, however, the two cultures seldom mix. Adult life is dominated by the main work culture; youth life by the adolescent sub-culture. Conversation and shared experiences occur infrequently between adults and youth, even among family members except for the most rudimentary interchange about food or household chores.

School stands in the gap between adults and youth. Here the two worlds must meet for adults have legislated graduation requirements and other policies that regulate the life of youth. Most students, however, have social reasons for attending school. The result is conflict, once easily controlled, but today emerging into the uncontrolled because of the

independent and aggressive nature of many youth.

Crime is bigger than the schools with the majority of street crime conducted by youth. But school crime and street crime are beginning to merge as the more contemptuous youth bring their mores into an open and acquiescent school. The immediate solution is for schools to take two initiatives: (a) erect a shield of tough enforcement procedures against non-students and student crime in schools; and (b) initiate programs to improve the quality of youth-adult contact. The long-range resolution involves a myriad of factors in society to include a serious look at the avenues provided society for youth to reach adulthood; an analysis of substitutes for family disintegration (to include tax incentives and other measures to encourage family stability); a definition of the impact of media programming on youth attitudes; and approaches to increasing the responsibilities while decreasing the aimless hours of youth. The mainstream adult culture must reaffirm its sovereignty with youth by developing positive and constructive programs for youth.

#### AMERICAN SCHOOL COUNSELOR ASSOCIATION

The American School Counselor Association and other participants at this conference are all familiar with the behaviors exhibited and the affects of physical violence done to people and property throughout our educational system. The emotional and psychological effects are much less known and recognized.

Our presentation will draw attention to the need to search for the key causes of school violence within the realms of self-development and interpersonal relationships--the responsibilities for which must be shared by the pupil/student, parent (family), teacher (the total staff), and the community/society.

Much research validates the basic human needs for a sense of belonging, a sense of security, and a feeling of positive self-worth. These must be adequately satisfied so that individually we grow and develop as healthy, happy, human beings with an ability to learn, cope, and adjust throughout our lifetime. When, where, who, and how do we contribute to the alienation (and, therefore, encourage or elicit overt behaviors of violence) of a personal sense of belonging, a sense of security, and a feeling of positive self-worth? How is the process of learning, decision making, developing a personal set of values, and developing interpersonal skills interrupted, alienated, or ignored? What happens to pupils/students when education and teaching are something done to them rather than an experience with each other?

Our recommendations will encourage research designs focused in the problem areas cited above. The pupil/student must be viewed as the most important contributor to insights for probable causes and solutions to our problems as evidenced by violence in schools. The approaches undertaken as a result of this conference must

be based on satisfying and sustaining the emotional, psychological, social, intellectual, and physical needs of pupils and students throughout the total environment in which their growth and development takes place.

#### NATIONAL EDUCATION ASSOCIATION

Teachers must begin to initiate activities to deal with school violence. In too many school systems, teachers and students are threatened and the educational process thwarted. There are traditional answers that would help and some specialized services needed. Consequently, we will propose for the CEDaR participants' reaction several basic premises about the problem.

We'll also describe two current efforts of NEA. One is the development of guidelines and model negotiations language dealing with classroom management problems. The other, an NEA-funded project with its affiliate, the National School Counselor Association, will focus on the joint efforts of teachers and counselors in dealing with student behavior problems.

#### AMERICAN FEDERATION OF TEACHERS

The rise in school crime, particularly in urban centers, presents a danger to both students and staff. While many school systems have adopted protective measures, most of these have been ineffective partly because of a tendency to shift the blame to the victim of crime. In other words, students may be accused of inviting attack by

carrying valuables or money while teachers are accused of provoking it by being too lenient. These factors combine to act as an incentive against reporting crime, which, in turn, means many serious incidents are allowed to pass. Thus a dangerous atmosphere is intensified.

To complicate the matter, most school systems are unable to provide violent students with the counseling or the alternative environments they need. Suspension or expulsion of such students will not solve their problems.

Given this set of circumstances, we will suggest to the conference several immediate steps for Congress, together with state and local governments, to implement.

### COUNCIL OF GREAT CITY SCHOOLS

Estimates of the human and dollar costs of violence and vandalism in schools suggest that society is no longer faced with a unique phenomenon but a social crisis.

Data from two Great City School districts point up the nature of this overwhelming problem.

San Deigo Unified School District estimates that the per pupil costs of school vandalism losses rose from \$1.80 million in 1970 to \$3.89 million in 1974. Window breakage, damage, and thefts created expenditures of \$275,481 in 1970 and \$495,465 in 1974. Recovery

from insurance policies only accounted for 30 percent of these costs; the remainder had to be absorbed by the school district. The costs of crimes against school employees and students are inestimable.

Manford Byrd, Jr., deputy superintendent of the Chicago Public Schools, recently testified before Senator Bayh's Subcommittee and stated that Chicago spends a total of \$10 million a year as a result of crime and crime-related activities. Furthermore, Dr. Byrd raised the point that there is no measure of the immediate and long-term effects that this violent climate has on the education of children.

As with many other problem areas, the dollar and staff capacity of the large urban school systems to respond expeditiously and effectively is limited. The complexity of the problem has been well articulated. It is now time for concerted, coordinated action at the local, state, and national level.

Thus during our presentation we will present our position about the causes of school violence; short-term solutions; and the long-range r & d agenda needed.

# Speakers

## MARJORIE D. CARTER

Marjorie D. Carter is a teacher and instructional specialist with the Syracuse, N.Y., City School District.

Active in her profession, Ms. Carter currently serves as president of the Syracuse Teachers Association, Inc., and New York state director for the National Education Association. In addition, she is a member of the New York State United Teachers' Board of Directors. She also is vice president of the Greater Syracuse Labor Council.

In 1973 she represented American educators on a three-week trip to the People's Republic of China. That same year she was honored in the State of New York as the "Woman of Achievement for Education."

Ms. Carter received her undergraduate degree from the State University of New York, Cortland. She has pursued graduate studies at Syracuse University.

## ROBERT A. DENTLER

Robert A. Dentler is dean, College of Education, and University Professor of Education and Sociology at Boston University. Recently, Dentler has received national attention as a consequence of his involvement in Boston's school-desegregation struggle. Since January of this year he has been serving as the court-appointed expert in the Boston School Desegregation Case.

Prior to accepting his current post at Boston University, Dentler was director of the Center for Urban Education in New York City. In addition, he was professor of sociology and education at Teachers College, Columbia University.

Between 1962 and 1971, Dentler researched, assisted in planning, and consulted on urban and suburban school desegregation issues in communities in the states of New York, Pennsylvania, New Jersey, and Connecticut. In 1964 he was the staff director for the report on "Desegregating the New York City Public Schools."

Dentler is the author, co-author, or editor of such books as The Urban R's; Race Relations in Urban Education; Big City Dropouts and Illiterates; and The Politics of Urban Renewal.

Dentler received his B.A. degree in political science and an M.A. degree in sociology from American University; and his Ph.D. in sociology from the University of Chicago.

## MICHAEL D. MARVIN

Michael D. Marvin is director of a project funded by the Law Enforcement Assistance Administration at Research for Better Schools, Inc., Philadelphia, Pa.

Before assuming his current title, Marvin worked at Research for Better Schools as a planning systems developer and director of its comprehensive planning program.

Earlier in his career he worked for Westinghouse Learning Corp., as manager of one of its learning centers. Before that assignment, he was a research assistant at the Institute of Behavioral Research, Silver Springs, Md.

Marvin received his undergraduate degree in psychology from the University of Maryland. Both his M.S. degree and his coursework leading to a Ph.D. have been completed at the Graduate School of Industrial Administration, Carnegie-Mellon University.

#### EDWARD L. MCDILL

Edward L. McDill is a professor of social relations and chairman of the department at the Johns Hopkins University. In addition, he serves as a research scientist with the Center for Social Organization of Schools. He was the first director of the research and development center.

His main research interests are the sociology of education, the social psychology of adolescence, and the evaluation of social science programs. He has published widely in these areas and his work on the measurement and affects of educational climates in high schools is frequently referred to in papers in the field of educational sociology. This work is also the subject of his most recent book, Structure and Process in Secondary Schools.

McDill received his Ph.D. in sociology from Vanderbilt University.

#### JAMES M. MCPARTLAND

James M. McPartland is assistant director of the Center for Social Organization of Schools, The Johns Hopkins University. In addition, he serves as director of one of the Center's research projects.

McPartland has worked in many phases of social research, including being the director of studies that have focused on how schools affect students, effects of desegregation, and student participation in decision making. He currently directs a project examining the effects of open-environment schools.

Earlier he worked as a researcher in the U.S. Office of Education on the well-known "Equality of Educational Opportunities" survey; he is a co-author of the final report, commonly known as the "Coleman Report." He also was a full-time consultant with the U.S. Commission on Civil Rights and contributed to the report on desegregation entitled "Racial Isolation in the Public Schools."

McPartland received his Ph.D. in social relations from The Johns Hopkins University.

#### JAMES Q. WILSON

James Q. Wilson is chairman, Department of Government, and Henry Lee Shattuck Professor of Government, at Harvard University. Formerly, he was director of the Joint Center for Urban Studies of

Harvard and Massachusetts Institute of Technology.

Wilson has been a member of the Science Advisory Committee of the President's Commission on Law Enforcement and the Administration of Justice; chairman, White House Task Force on Crime; chairman, Vice-President's Task Force on Order and Justice; and chairman, National Advisory Commission for Drug Abuse Prevention. In addition, he currently serves as vice-chairman of the Board of Directors for the Washington-based Police Foundation.

His most recent book, Thinking about Crime, has received considerable attention for its views on society's attitude toward violence. In addition to his numerous books and articles on government and politics, Wilson has authored or co-authored the following: "Do the Police Prevent Crime?"; "Crime and the Criminologist"; "The Sick Sixties"; "The Police in the Ghetto"; "Violence, Pornography, and Social Science"; "Crime vs. the Liberal Audience"; "Violence"; "Crime in the Streets"; and "Enforcing the Law in a Divided Community."

Wilson received his undergraduate degree from the University of Redlands and his advanced degrees from the University of Chicago.

#### MARGARET BUSH WILSON

Margaret Bush Wilson is chairman of the National Board of Directors, National Association for the Advancement of Colored People. She was

elected to that post in January of this year after having served on the Board since 1963. She also serves as permanent chairperson of the NAACP annual convention.

Ms. Wilson has been active in the NAACP for many years. She became an executive committee member and secretary for the Job Opportunities Council of the St. Louis branch in 1956. She became St. Louis' NAACP first female president in 1958. In 1962 she was elected president of the Missouri State Conference of NAACP branches.

Her professional experience includes being an instructor at the St. Louis University School of Law; assistant director, St. Louis Lawyers for Housing; acting director, St. Louis Model City Agency; administrator, Community Services and Continuing Education programs, Missouri Department of Community Affairs; legal services specialist, State Technical Assistance Office, War on Poverty; assistant attorney general of Missouri; and U.S. Attorney, Legal Division, Rural Electrification Administration of the U.S. Department of Agriculture. In addition, she serves on the Board of Directors for CEMREL, Inc., the St. Louis-based educational laboratory.

Ms. Wilson is a practicing attorney in St. Louis where she is a member of the Bar. She also is a member of the Bar in Illinois and is admitted to practice before the U.S. Supreme Court.

She received her undergraduate degree with honors from Talladega College in Alabama and her law degree from Lincoln University School of Law.

### MARVIN E. WOLFGANG

Marvin E. Wolfgang is director, Center for Studies in Criminology and Criminal Law, and professor of sociology at the University of Pennsylvania. He formerly was chairman of the university's Sociology Department.

Wolfgang has been president, American Society of Criminology; president, American Academy of Political and Social Science; consultant, President's Commission on Law Enforcement and Administration of Justice; member, Panel on Social Indicators of the Department of Health, Education, and Welfare; director of research, Commission on the Causes and Prevention of Violence; member, Commission on Obsenity and Pornography; and the associate secretary general, International Society of Criminology.

Some of Wolfgang's books include the following: The Measurement of Delinquency; Crime and Race; The Subculture of Violence; Crime and Culture; Delinquency: Selected Studies; Crime and Justice; Collective Violence; and Psychological Testing of the Subculture of Violence.

Wolfgang received his B.A. degree from Dickinson College and his advanced degrees from the University of Pennsylvania.

# Displays

Again this year the CEDaR-member institutions are using their annual meeting as a forum to display the results of their programmatic research and development efforts. Consequently, on the first floor of the hotel you'll discover a variety of displays. Each exhibits examples of the work being done by the CEDaR-member institutions.

This year we've grouped the products by general themes:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Teacher Education
- Education To Work
- Organization and Administration

During the two-day conference we hope you will find time to visit the displays and talk with the developers about their r & d products.

At the entrance to the ballroom you'll find the CEDaR display. It contains literature about each of the member institutions. From this display, then, you may wish to move to the other displays to view selected products within a given theme or simply to puruse all of the wares.

The following institutions have displays present:

1. Appalachia Educational Laboratory, Inc.  
Charleston, West Virginia
2. CEMREL, Inc.  
St. Louis, Missouri

3. Center for Educational Policy and Management  
University of Oregon
4. Center for Occupational Education  
North Carolina State University,  
Raleigh
5. Center for Social Organization of Schools  
Johns Hopkins University
6. Center for the Study of Evaluation  
University of California,  
Los Angeles
7. Center for Vocational Education  
Ohio State University
8. Far West Laboratory for Educational Research and Development  
San Francisco, California
9. Northwest Regional Educational Laboratory  
Portland, Oregon
10. Research for Better Schools, Inc.  
Philadelphia, Pennsylvania
11. Research and Development Center for Teacher Education  
University of Texas, Austin
12. Southwest Educational Development Laboratory  
Austin, Texas
13. SWRL Educational Research and Development  
Los Alamitos, California

14. Stanford Center for Research and Development in Teaching  
Stanford University
15. Wisconsin Research and Development Center for Cognitive Learning  
University of Wisconsin, Madison

The following list identifies the particular products within a theme area that the CEDaR-member institutions will be displaying.

#### EARLY CHILDHOOD

<u>Institution</u>	<u>Program</u>
Appalachia Educational Laboratory	Marketable Preschool Education Television for Effective Parenthood
CEMREL, Inc.	Instructional System Program
Southwest Educational Development Laboratory	Bilingual Early Childhood Program Multimedia Training Packages for Parents and Paraprofessionals
SWRL Educational Research and Development	English Language & Concepts Program for Spanish-Speaking Children (LCS) Elementary Music Program Elementary Art Program Proficiency Verification System (PVC) SWRL/Ginn Elementary Reading Program SWRL/Ginn Elementary Composition Program SWRL/Ginn Elementary Expressive Language Program SWRL/Ginn Elementary Spelling Program

#### ELEMENTARY EDUCATION

CEMREL, Inc.	Aesthetic Education Program Comprehensive School Math
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Center for the Study of Evaluation

Center for Social Organization of Schools

Southwest Educational Development Laboratory

SWRL Educational Research and Development

Stanford Center for Research and Development in Teaching

Wisconsin Research and Development Center for Cognitive Learning

#### SECONDARY EDUCATION

CEMREL, Inc.	Comprehensive School Math
Center for Social Organization of Schools	School Organization Program
Center for the Study of Evaluation	Secondary School Test Evaluations

Elementary School Test Evaluations  
Sober-Espanol Program

School Organization Program

Bilingual Kindergarten Program  
Concepts & Language Program  
Bilingual Oral Language & Reading Program  
Bilingual Continuous Progress Mathematics Program  
Social Education Program  
Thinking & Reasoning Program  
Children's Folklore  
Exploring Number Concepts Program

English Language & Concepts Program for Spanish-Speaking Children (LCS)  
Elementary Music Program  
Elementary Art Program  
Proficiency Verification System (PVC)  
Instructional Product Selection Kit  
SWRL/Ginn Elementary Reading Program  
SWRL/Ginn Elementary Composition Program  
SWRL/Ginn Elementary Expressive Language Program  
SWRL/Ginn Elementary Spelling Program

The Environment for Teaching  
Teaching and Linguistic Pluralism  
Program on Teaching Effectiveness

Individually Guided Education

Research for Better Schools, Inc.

Experience-Based Career Education  
Individualized Learning for Adults

Stanford Center for Research and  
Development in Teaching

The Environment for Teaching  
Program on Teaching Effectiveness  
Hoover/Stanford Teacher Corps Project

### ORGANIZATION & ADMINISTRATION

Center for Educational Policy and  
Management

Strategies of Organizational  
Change (OD)  
PPBS In Schools (SPECS)  
Documentation and Technical  
Assistance (DTA)  
Management Implications of Team  
Teaching (MITT)  
Responsiveness of Schools to Their  
Cliental  
Cooperative Dissemination and  
Linking Agent Training

Center for the Study of Evaluation

Evaluation Technology Program,  
Evaluation Workshop I  
Teacher Appraisal for Improvement  
Summative Evaluation KIT  
CSE Monograph Series in Evaluation

Center for Vocational Education

Abstracts of Instructional and  
Research Materials  
Bibliographies

Stanford Center for Research and  
Development in Teaching

The Environment for Teaching  
Hoover/Stanford Teacher Corps Project

### EDUCATION TO WORK

Appalachia Educational Laboratory

Experience-Based Career Education  
Career Decision-Making

Center for Occupational Education

Publications Program  
National Resource Panel for EPDA,  
Section 553  
EDNEED I & II

Center for Vocational Education

Career Education Products  
Metric Education  
Task Inventory Exchange  
Adult Education Package  
Women in the World of Work Evaluation  
Abstracts of Instructional and  
Research Materials  
Bibliographies

Far West Laboratory for Educational  
Research and Development

Sex Role Stereotyping

Northwest Regional Educational  
Laboratory

Improving Teaching Competencies  
Experience-Based Career Education

Research for Better Schools, Inc.

Experience-Based Career Education  
Individualized Learning for Adults

### TEACHER TRAINING

CEMREL, Inc.

Instructional Systems Program-CLAIM

Center for the Study of Evaluation

Teacher Appraisal for Improvement

Center for Vocational Education

Performance-Based Teacher Education  
Personnel Development Seminars

Far West Laboratory for Educational  
Research and Development

Flexible Learning System

Northwest Regional Educational  
Laboratory

Improving Teaching Competencies

Research and Development Center for  
Teacher Education

Evaluation of Teaching Project  
Teaching-Learning Interaction Project  
Correlates of Effective Teaching  
Project  
Procedures for Adopting Educational  
Innovations Project

SWRL Educational Research and  
Development

Training and Installation Systems  
Quality Assurance Systems  
Product Relevant Research  
Instructional Product Selection KIT



Stanford Center for Research and  
Development in Teaching

Teaching and Linguistic Pluralism  
Program on Teaching Effectiveness  
Hoover/Stanford Teacher Corps Project

# General Information

## CHECK-OUT PROCEDURES DESCRIBED

The Hotel asks that you check out of your room by 1 p.m. on the day of your departure. As we assume most of the participants will be leaving Tuesday afternoon, we have made a special arrangement for your baggage. First, we have scheduled time after the Tuesday morning "recognition breakfast" for you to check out before the next session begins. Second, you may wish to leave your bags in the CEDaR Hospitality Room on the first floor (where you registered). We will have claim checks for your use. When you prepare to leave the hotel, simply stop by the room and exchange your claim check for your baggage.

## MESSAGE BOARD AVAILABLE

The CEDaR Hospitality Room also will serve as a message center. If you wish to leave a message for another conference participant, or if you are hunting for a message, check the bulletin board in the room.

## AREA OFFERS HOST OF SPOTS FOR DINNER

The L'enfant Plaza Hotel itself contains an excellent restaurant, the "Apple of Eve." In addition, the "Quorum" is known as a warm lounge for conversation and drink. Furthermore, the hotel's "Green House" offers an alternative location for lunch as well as breakfast. If you're in a hurry or wish to conserve on the travel budget, you may want to explore some of the simpler cafes and bars located downstairs in the shopping promenade. (Incidentally, for you last-minute Christmas shoppers, the promenade contains a wide assortment of gift shops for your consideration.)

Near the hotel are several well-known Washington restaurants.

Gangplank. Washington's only "floating" restaurant. It's all-glass walls afford a view from your table of the Capitol, the Washington Monument, and the Jefferson Memorial. Entrees include Pompano stuffed with crabmeat. Closed Sunday. 650 Maine Avenue, S.W. (on the Potomac River)

Hogate's. This restaurant is known for its seafood and panoramic view on the Potomac River. Also has quite some reputation for its rum buns. 9th and Maine Avenue, S.W.

Pier 7. This restaurant, located in the Channel Inn Motel on the Potomac River, pushes its "relaxed deckside setting" along with its food and drink. 7th and Maine Avenue, S.W.

All of the above-mentioned restaurants are within walking distance of the L'enfant Plaza Hotel. (Running the risk of incurring the

wrath of the local chamber of commerce, we do strongly suggest, if you plan to walk back and forth, that you do it in groups.) If you wish to go by cab, the entire city is yours. Georgetown's famous night spots are about ten minutes away by taxi.

**CEDAR STAFF  
AVAILABLE  
FOR ASSISTANCE**

If you have questions or problems that cannot be addressed to the hotel, please feel free to call on the CEDaR staff. We will staff the Hospitality Room throughout the two-day conference. Available for your assistance are Margaret Johnson, Joe Tallakson, Kristi Vaiden, and Joe Schneider.

**AGENCIES DISPLAY  
PRODUCTS, FILMS**

This year's CEDaR conference on school violence involves representatives from several government agencies. Several have products and programs on display at our conference that these agencies feel help reduce the school violence problem.

Agencies displaying during the conference are the National Institute of Mental Health's Center for the Studies of Child and Family Mental Health; the National Institute for Alcohol Abuse and Alcoholism; and the National Institute on Drug Abuse. Several films produced by the agencies will be shown at intervals during the conference in the Maquette Salon.

**END**

*7 11/23/1991*