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# Open-communication project : a case study of its development and implementation as a strategy for self-renewal of an urban junior high school.

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OPEN-COMMUNICATION PROJECT: A CASE STUDY OF ITS  
DEVELOPMENT AND IMPLEMENTATION AS A STRATEGY FOR  
SELF-RENEWAL OF AN URBAN JUNIOR HIGH SCHOOL

BY

MARGARET G. LABAT

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL OF  
THE UNIVERSITY OF MASSACHUSETTS IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF EDUCATION

SCHOOL OF EDUCATION  
AMHERST, MASSACHUSETTS

JUNE, 1973

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Margaret Rebecca Green Labat

1973



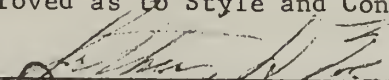
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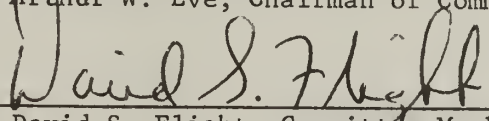
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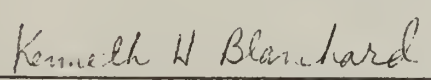
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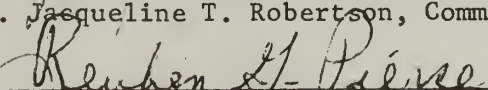
  
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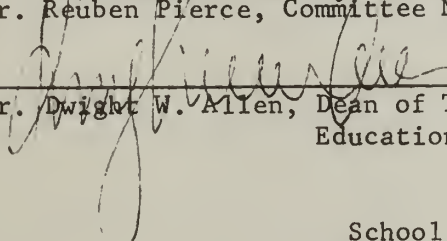
  
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Education

School of Education  
University of Massachusetts  
Amherst, Massachusetts  
June 11, 1973

Dedicated to My Son,  
Robert R. Middleton, Jr.  
and My Mother,  
Annie H. Green  
June, 1973

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## Abstract

In this dissertation, I as principal in the rôle of participant - observer present an historical case study of The Open-Communication Project which was conducted at Garnet-Patterson Junior High School, in Washington, D. C. from July, 1969 through June, 1972 as a strategy for self-renewal of an urban junior high school. A description of the social setting leads up to the focus on The Open-Communication Project. A part of the uniqueness lies in the fact that the Project was funded as a process to afford opportunities for parents, students, school personnel and representative from community agencies and organizations to engage in dialogue and consultation relative to program development.

The Project Staff which consisted of personnel from Howard University and Garnet-Patterson Junior High School viewed the Open-Communication Project as a strategy for bringing about change and self-renewal. Yet, the nature of the change was described by the various constituent groups who participated in Project activities. Diagnosis of the conditions of the school occurred in group training sessions conducted during the summer of 1969 and the academic year 1969-1970. Simultaneously outside change agents focused on encouraging participants to get to know, accept and respect each other in an environment of positive re-inforcement.

Ever present in outside consultant and staff re-inforcement efforts was the need to maintain a positive approach to looking at the examination of the school and its community.

The Open-Communication Project moved away from the fragmentation of efforts and the erroneous notion that the problems of the school rest with or can be changed by the students or the teachers or the administrators or the parents and the community. This approach avoided blaming any one group for the existing conditions of the school. The focus was on changing the school and its climate through developing a sense of sharing responsibilities, helping each other and working together to formulate and carry out recommendations for action.

Virtually unheard of in a period of upheaval in schools throughout the nation, The Project staff dared to set the stage for parents, school personnel and students to communicate with each other around issues of mutual concern as human beings stripped of role categories. As threatening as the experiences were to many, progress was made through these efforts. Parents after completion of their group training activities were provided the challenge of spending three hours a day over a defined time period working in the day to day operation of the school with teachers and other support personnel. Teachers on the other hand willingly opened the classroom doors and welcomed assistance from the parent aides.

Another program phase bold in its introduction into the school, was the establishment of an advisory committee which consisted of parents, school personnel, community representatives, central administration representatives and Howard University representatives of The School of Education. Initially, advising the principal and Project Staff, this group

over a three year period became a catalyst for effecting change through dialogue with the committees of The Board of Education of The District of Columbia.

Recommendations from the group training activities provided the necessary feedback for Project staff to include others in its program planning and development activities. The carrying out of such activities was done in such a manner as to emphasis parent-in school participation, curriculum development, teacher associate activities, training through instructional skills workshops, dissimulation of information and evaluation.

Movement over a three year period through the self-renewal process took the form of shifting from a reliance on outside consultative support to utilization of internal human resources made it possible for the school to sustain itself during my leave of absence for the 1972-1973 academic year.

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## Chapter I

Introduction and Background of The Study

The Brown vs Board of Education Decision of U. S. Supreme Court in 1954, triggered a microscopic viewing of educational practices in public schools throughout the country. In the District of Columbia, The Board of Education moved to eliminate the division between categories of schools by abolishing the stratification system by which schools for white children were assigned to Division I and schools for black children were assigned to Division II. Under such a system blacks were automatically assigned to second class citizenship and consequently a second class opportunity for educational achievement since as Kenneth Clark indicates "segregation and inferior education reinforce each other".<sup>1</sup>

The decade of the sixties was one in which administrative action was taken to desegregate the schools. However it soon became apparent that these efforts were being thwarted by fear on the part of whites which resulted in an even more swift and massive exodus to the suburbs. This movement was fostered by unscrupulous real estate agents who, through the process of "block busting", evoked even more fear on the part of whites by insisting that property values would be drastically reduced as blacks moved into formerly all white neighborhoods.

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<sup>1</sup> Kenneth B. Clark, Dark Ghetto: Dilemmas of Social Power (New York, N.Y.: Harper and Row, Publishers Incorporated, 1965), p. 111.

The District of Columbia Board of Education continued its efforts to bring about change in the schools. On June 17, 1964, it approved The Model School Division as a semi-autonomous unit and charged the Division with the responsibility of providing improved educational experiences for deprived students. At the time of its formation, the Division included a senior high school, a vocational high school, three junior high schools and fourteen elementary schools. At the writing of this study, a fourth junior high school and five pre-school centers, which are operated in churches, have been added to the Division.

Within the context of a social setting which included problems of urbanization, desegregation, and the efforts of the District of Columbia Board of Education to improve educational opportunities for children in January, 1966, I was appointed to the principalship of The Garnet-Patterson Junior High School, Tenth and You Streets, N. W., Washington, D. C. All principals in The Model School Division were expected by the Assistant Superintendent to begin the implementation of experimental and innovative programs which would bridge the educational gap between what was currently going on in schools and a more desirable educational program for students in the Division.

In April, 1968, we found ourselves in the center of a riot which had been triggered by the assassination of Dr. Martin Luther King Jr., the non-violent prophet of The Civil Rights Movements. A little less than five years earlier, on August 28, 1963, he had led "The March on Washington" which



included at least 200,000 people of all races, creeds, colors and socio-economic status. It was an example of a non-violent approach as a strategy for calling attention to the need for equal rights for black people. The march has been termed the greatest demonstration for freedom in the history of our nation.

It was exasperating to note the rapidity with which some of our students, once dismissed from school, joined with their friends and relatives in the rioting. The results included destruction by fire and theft, of millions of dollars worth of property, some of which was the substandard housing representing their homes. Based on this overt manifestation of their pent up hostilities, they too must have shared many of the feelings which had been expressed by Dr. King:

It is not surprising that I had learned to hate segregation. As a teenager I had never been able to accept the fact of having to go to the back of a bus or sit in a segregated section of a train. Having the usual growing boy's pleasure in the movies, I had gone to a downtown theater in Atlanta only once. The experience of having to enter a rear door and sit in a filthy peanut gallery was so terrible that I could not enjoy the picture. I could never adjust to separate waiting rooms, separate eating places, separate rest rooms, partly because the separate was always unequal and partly because the very idea did something to my sense of dignity and respect....<sup>2</sup>

Efforts to devise innovations which in some way might alleviate some of the student frustrations and improve educational opportunities included the development and implementation of the following programs through the use of Title I of

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<sup>2</sup> Educational Development Center, Inc., Biography of Martin Luther King (Cambridge, Massachusetts: "Social Studies Curriculum Program". Education Development Center, 1968), p.3.

the Elementary and Secondary Education Act and Impact Aid Funds.

1. The addition to the school staff of a team of pupil personnel workers which included a school psychologist, an attendance officer, with a social work background, two pupil personnel workers to serve as home, community and school counselors. The team functioned in such a way as to assess individual student needs and conduct the necessary follow-up to assure the provision of adequate food, clothing and medical and dental care.
2. Adoption of specific classroom instructional units in science dealing with the manipulation of things, which were developed by the Educational Development Corporation, Cambridge, Massachusetts.
3. The development of a Cooperative Learning Program in which white students from Bethesda, Chevy Chase High School served as tutors to Garnet students. This inter-action helped them to learn more about each other.
4. Development of a "Youth Serving Youth" tutorial program in which Garnet Students tutored students in the feeder elementary schools, thus functioning as teachers in a strategic position to learn more than the students who were being taught.
5. The development and institution of a Teacher Aide Program which served as a pilot for the Division.

Funds from the Mott and Stern Foundations were used to design and implement two other types of programs.

1. A pilot junior high school Community School Program, which made it possible to keep the building available for school and community activities from 7:30 a.m. to 10:30 p.m.
2. An Involvement in Living Program which provided money for field trips and admissions to special events, thus making the entire city available as a learning laboratory for students whose parents could not provide the luxury of such activities.

So improved was the learning environment after the initiation and implementation of the programs which have been delineated that the climate was right for a comprehensive

approach to self-renewal. This approach, utilizing the Open-Communication Project as a strategy was a means of looking at the school and its relationship to the surrounding community with a flow of information from the school to the community and also from the community into the school.

#### Statement of the Problem

The major purpose of this study is to identify, describe and analyze, from a participant-observer point of view, the major actors, events and time frame in the development and implementation of the Open-Communication Project and its effectiveness as a strategy for self-renewal of an urban junior high school. To this end the study will seek to achieve the following objectives:

1. Present a description and analysis of the existing circumstances and conditions in the school and its social setting prior to the development of the Open-Communication Project.
2. Describe the implementation and operation of the Open-Communication Project over a three year period of time.
3. Delineate the areas of effectiveness of the Open-Communication Project as a strategy for self-renewal of an urban school.
4. Present recommendations and implications for educational leadership and administration in light of the findings.

#### Definition of Terms

The following terms are defined as they are used in the study.

Open-Communication Project - is operationally defined as a program whose components consisted of the establishment and functioning of an advisory committee; group training activities and awareness retreats involving teachers, other school per-



sonnel, students and community representatives; curriculum development activities; in-school participation of parents and dissemination of information. Its development and implementation represented the cooperative efforts of a local school, school district personnel and a local university. Once initiated, the program consisted of an evolving process based on in-put and feedback from program participants. The title of the Project was "coined" by the staff since openness and honesty were viewed as critical to its success.

Open - as used in this study refers to the process of developing the kind of climate which encourages students, parents, community representatives and school personnel to feel free and comfortable in accepting and talking with each other.

The process also contributes to developing a wholesome relationship of sharing, helping and working together in a direct forthright manner.

School's Self-Renewal - process by which a school would have the ability continuously to sense and adapt to its changing external and internal environment in such a manner as to strengthen itself and optimally fulfill its goal of providing quality education for children.<sup>3</sup>

Operational Policy - a definite course or method of action selected from among alternatives and in light of given conditions. As relates to this study, the Assistant Superintendent

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<sup>3</sup> Matthew B. Miles and Dale G. Lake, Self-Renewal in School Systems: A Strategy for Planned Change, in Concepts for Social Change ed. by Goodwin Watson (Washington, D.C.: National Training Laboratories, 1969), p. 82.

in charge of Model School Division was granted additional authority, and reported directly to the superintendent. He gave priority to an operational policy of flexibility and innovation in school administration.

Strategy - The skillful employment and coordination of tactics in this study the Open-Communication Project becomes the strategy for the urban school's self-renewal.

Case Study - An intensive investigation of a particular unit. In clinical terms it refers especially to the developmental adjustment, remedial or corrective procedures that appropriately follow diagnosis of the causes of maladjustment or of favorable development. For the purpose of this study the essential procedure of the case study method is to take account of all pertinent aspects of the Open-Communication Project.

Community Representatives - persons elected or selected by organizations within the geographical boundaries of the school attendance district together with some at-large-members representing city wide organizations, to serve as participants on the Open-Communication Program Advisory Committee.

Feedback - a process in which the factors that produce a result are themselves modified or corrected. Responses and reactions from Open-Communication Project participants were activities used as a means of determining the need for program modification and further program development.

Awareness Sessions - a series of planned meetings during which selected parents, school personnel and students talk and work together under the leadership of a behavioral scientist



or person having intensified training in group dynamics.

Awareness Retreats - a planned series of activities in which teachers, other school personnel, students, parents and community representatives spend a block of time, Friday 3:30 p.m. through Saturday, 5:00 p.m., living and working together in a laboratory training situation, under the direction of a team of behavioral scientists.

Group Dynamics - the interactive forces operating within a group. Often it is used synonymously with group work.

Management - is defined as working with and through individuals and groups to accomplish organization goals.<sup>4</sup>

Leadership - is defined by a number of researchers and summarized by Hersey and Blanchard.

"According to George R. Terry, Leadership is the activity of influencing people to strive willingly for group objectives. Robert Tannenbaum, Irving R. Weschler and Fred Massarik define leadership as 'inter-personal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals'. Harold Koontz and Cyril O'Donnell state that leadership is 'influencing people to follow in the achievement of a common goal'".<sup>5</sup>

These authors found that "most management writers agree that leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement

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<sup>4</sup> Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1969), p. 3

<sup>5</sup> Ibid, p. 60

in a given situation. From this definition, it follows that leadership is a function of the leader the follower and the situation. L-f (l,f,l)".<sup>6</sup>

Change - means to modify (it implies making either an essential difference often amounting to a loss of original identity or a substitution of one thing for another).

Implementation - the process of giving practical effect to the process of applying in practice that which is disseminated.

School - a social arrangement which exists for the purpose of bringing about desirable changes in children. The implicit features are:

The children involved are ordinarily considered to be normal rather than ill or severely retarded.

The children are not the exclusive property of the school, but are lent to it for varying periods of time by their parents, who compose part of the "sponsoring public" for the school.<sup>7</sup>

A school usually operates in a specific place.

Parents - natural mothers or fathers or anyone fulfilling the role or function of the natural parent such as aunts, uncles, cousins, or others serving as guardians.

Other School Personnel - persons whose paid positions are in the school; namely, the principal, assistant principals, guidance counselors, the school librarian, the school nurse, cafeteria workers, custodians, and teacher aides.

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<sup>6</sup> Ibid.

<sup>7</sup> Matthew B. Miles, Some Properties of Schools As Social System, in Change in School Systems ed. by Goodwin Watson (Washington, D.C.: National Training Laboratories, 1967), p. 2.

Organizational Development, as defined by Schmuck and Miles, is a planned sustained effort to apply behavioral science for system improvement, using reflexive, self-analytic methods.<sup>8</sup> Paul C. Buchanan states that organization development is directed toward developing the capabilities of an organization in such a manner that the organization can attain and sustain an optimum level of performance; it is a problem-solving process; it is undertaken on a collaborative basis by the members of an organization and behavioral science practitioners and it reflects the belief that even in organizations which are operating satisfactorily or adequately, there is room for improvement.<sup>9</sup>

Diagnosis - may be considered as the analysis of difficulties and the causes that may have produced them. According to Good and Scates, the essential characteristics of satisfactory diagnosis of difficulties, with particular reference to educational diagnosis have been outlined at some length by Tyler and may be abbreviated as follows:

- Must concern itself with worthwhile objectives.....
- Must provide valid evidence of strengths and weaknesses related to the objectives.....
- Must be reasonably objective, to permit other competent investigators to reach similar conclusions in employing the same diagnostic techniques.
- Must be reliable, so that repeated diagnoses of other samples from the same learners will give similar results.....
- Must be carried to a satisfactory level of specificity.....
- Must be comprehensive or complete.....

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<sup>8</sup> Richard A. Schmuck and Matthew B. Miles, Organization Development in Schools (Palo Alto, California: National Press Books, 1971), p.-23

<sup>9</sup> Paul C. Buchanan, The Concept of Organization Development, or Self-Renewal, as a Form of Planned Change in Concepts for Social Change ed. by Goodwin Watson (Washington, D.C. National Training Laboratories 1969), p. 1.

Must provide comparable data.....

Must provide sufficiently exact data for diagnostic purposes.....

Must be comprehensive or complete.....

Must be appropriate to the desired program of instruction.....

Must be practicable in terms of the conditions, time, personnel, equipment, and funds available in the particular school or situation.....

Must be conducted by adequately trained students of educational diagnosis; in increasing numbers such trained persons are to be found among teachers, supervisors and administrators in the field, where their efforts supplement with increasing effectiveness the work of clinics, laboratories, research agencies, and psychological and educational specialists.....<sup>10</sup>

Curriculum - is considered to be all the experiences which children have under the direction of the school.

#### Expectations of the Study

1. The Open-Communication Project will bring about a climate of mutual respect among teachers, other school personnel, students and parents.
2. It will facilitate the kind of leadership and administration which utilizes the participation process as a means of providing in-put for decision making.
3. It will enhance the image of the school both internally and externally.
4. It will "open-up" the school to the community thus making it more responsive to the needs of the students.

#### Limitations of The Study

1. The case study of one urban school's self-renewal process

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Ralph W. Tyler, "Characteristics of a Satisfactory Diagnosis": Educational Diagnosis. Thirty-fourth Yearbook of The National Society for The Study of Education by Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Centurey Crofts, Inc. 1954), p.742.



may result in a limited degree of transferability to another school in spite of the presentation of data from a descriptive - historical perspective which spans a three year period.

2. The case study method used in the development of this study does not lend itself to generalizability to the world at large.

### Design of The Study

The study is historical in nature, in as much as it is a descriptive analysis of the case study of the Open-Communication Project. The Project itself was used as a strategy for self-renewal of an urban school. The utilization of behavioral science techniques such as role playing, brainstorming and simulations through consultative efforts, adds to the field study of public school, university and community involvement.

Attention is given to the events and circumstances which lead to the development of a strategy to be used as a multi-faceted approach to self-renewal. For once it was clear that the process of working with isolated groups or having constituent groups blame each other for the failure of the school to meet the needs of children was futile. I saw the bringing together of groups of teachers, students, parents and communities representative in order to establish mutual respect for each other and to develop some helping relationships as vital to bringing about a change in interpersonal relationships in the school. In order to accomplish this goal, the first phase of the study design consists of an overview of the school as an organiza-

tion with a focus on the "mapping of the territory of the school", its present and subsequent directions. Next in sequence is the detailed analysis of procedures initiated and followed in the development of The Open-Communication Project as the strategy for self-renewal. A discussion of the funding process is also incorporated.

Project administration is summarized relative to the nature of staffing, decision making, budgeting, reporting, planning, organizing and coordinating the activities. The operational design is described in terms of those components which were maintained over a three year period, and those which were modified for more effective implementation.

During the study the major program components are delineated with a detailed description of the modification of these components over a three year period, based on the continuous use of feedback. The analysis reflects the evolutionary nature of the development of program components as opposed to the process in which a director plans a program and tells people to implement it.

The nature of the Advisory Committee is analyzed with reference to its formation function and value.

Training programs are reviewed relative to the objectives, the manner in which they are planned and the outcomes.

Parental participation in the school is analyzed in terms of the role of parents and the influence of their presence on the behavior of pupils, teachers and administrators.

Dissimination techniques, as a part of the multiplier effect of the program, are detailed. Multiplier effects

refer to the program aspects which were replicated in other schools on the basis of shared information.

Having had the opportunity to serve as a participant-observer as well as the principal of the school, I draw some conclusions from the point of view of leadership and management. These conclusions are based on my personal observations, records available to me as a participant-observer, as well as the program evaluation conducted by an outside evaluation team which had representatives present during major Project activities for year one, 1969-1970, and year two, 1970-1971.<sup>11</sup> The year three, 1971-1972, overview which was based on interviews and a questionnaire is given some consideration. The instruments are included as appendix.

#### Study Population

During the three year period of Open-Communication the population for this study included the total student body, the school administrative staff, teachers, other local school personnel, members of the advisory committee and parents who were recruited for in-school training and participation. Two factors are apparent from this design. First, although the target population consisted of the above persons, specific selection procedures had to be used for the various program components. Secondly, the nature of the population changed as personnel left the school and others took their places, as students graduated or transferred and new students moved into the area, and as others were promoted to the school.

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<sup>11</sup>The evaluation team was headed by Dr. Russell Cort, formerly on the staff of the Washington School of Psychiatry, and currently on the staff of the General Learning Corporation.

However, in as much as mobility is a reality factor, with which this school has to cope, this, <sup>of this . . .</sup> dissertation relates study population to the specific program components which were conducted in shorter time segments than the overall study.

### Significance of The Study

The crises in urban schools have seriously affected the role and function of the school principal, so that too frequently she finds herself in the position of reactor rather than initiator. This study is the result of an attempt to change the nature of the role and provide a type of leadership based on shared responsibility with others. The acceptance a leave of absence from the principalship makes it possible to reassess the total school's self-renewal efforts and should provide additional insights to be utilized when I return to the position.

It has been suggested by James S. Coleman that it would be a fine tonic for American secondary education if school principals and head masters were uprooted for a few weeks every year or so to attend classes and teachers' meetings in high schools other than their own. He states further that few links separate islands, each with its own culture and own native trying to solve identical problems.<sup>12</sup>

The development of this study bridges some of the communication gaps and provides for personnel in other secondary

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<sup>12</sup>

James S. Coleman, Adolescents and The Schools (New York: Basic Books, Inc. 1965), p. 14.



schools a point of view relative to organizational self-renewal. The Open-Communication Project is not a model to be transplanted. Instead, it is a set of experiences from which ideas relative to its development and implementation may be used and modified in terms of the individual school community.

Materials from this study are suitable for instructional purposes in in-service training as well as graduate level professional courses.

This study is representative of "action" research. According to Dwight Allen, an action research design is one where the decision maker receives feedback on the progress of a new program during the course of the program. With such data, appropriate changes can be made in the program while it is still in progress, creating a growing and learning situation rather than a win-lose, all or nothing environment for innovation. Allen's summary implies a broad test of significance in research which suggests that research is only significant if:

It provides new insights into areas of pressing educational concern.

Decision makers find it useful and make decisions based upon it.

It helps decision makers to maintain the process of growth and renewal in their organization.<sup>13</sup>

It is my intent to develop a study which is significant to the self-renewal process in all three categories listed above.

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<sup>13</sup> Dwight Allen "The Significance of Significance" in Educational Leadership Journal of The Association for Supervision and Curriculum Development, NEA (Washington, D. C.: NEA, April, 1972), p.p. 604 - 606.

### Organization of The Proposed Dissertation

This study is presented in eight chapters. Chapter I includes the introduction, statement of the problem and objectives, the definition of terms, the assumptions, limitations, design of the study and significance of the study. Chapter II consists of a review of the related literature. Chapter III describes the collection of data, the materials, methods and procedures for the study. Chapters IV, V, VI deal with the development and implementation of the Open-Communication Program for 1969-1970, 1970-1971, 1971-1972. Chapter VII presents a discussion of the evaluation and findings while Chapter VIII presents the reactions, conclusions and implications for further study.

## Chapter II

## Review of Related Literature

The design of this dissertation, as indicated in the previous chapter, is based on a combination of the case study, historical and participant-observer methods. Bruyn states that " the work of certain participant-observers is marked by..... concern for perfection of procedure and precision in terminology. The work of other participant-observers is marked more by a style than by careful procedures, more by the observer's own sensitivity to what he sees than by what he believes others will ordinarily see. More by the observer's special interest in studying the Social Scene than by purely scientific interests".<sup>14</sup>

The Open-Communication Project, which operated from 1969-1972, represented a type of "Umbrella" strategy encompassing many ways of looking at an urban school. A part of its uniqueness is found in the fact that it can be viewed as a process whereby parents, students, school personnel and community representatives could come to know and respect each other through activities designed to give them the opportunity to jointly diagnose the conditions in the school and its environment. After the initial phase of the Project, program components were essentially developed and modified based on in-put from participants and the Project staff.

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Severyn T. Bruyn, The Human Perspective in Sociology: The Methodology of Participant Observation (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1966), p.p. 201.

As a participant-observer in the school prior to and during the development of the Project, I have a great need to look back over the total process and attempt to develop, in a meaningful way, a description of the process and program in terms of sharing with others what occurred and of providing some direction to my own future efforts. As principal of the Garnet-Patterson Junior High School, on leave to continue to develop my leadership and administrative competencies, an appropriate approach for me is to establish an empirical frame of reference within which to abstract from my personal notes and the existing Project records that information which is pertinent to this dissertation. To this end this chapter will include a survey of the literature to be used as a guide in the process of developing the dissertation which is a participant-observer's historical case report on the Open-Communication Project as a strategy for an Urban School's self-renewal.

The development and implementation of the Project necessitated both leadership and management skills as well as a consideration of the organizational approach to change and a consideration of organizational development. It also seemed appropriate to examine concepts for social change in addition to concepts specifically related to change in school systems. Reporting on this study from the perspective of the principal, led me to examine some studies on the political realities in relationship to schooling. These six areas comprise the focus of the survey of the literature.



## Leadership and Management

Hersey and Blanchard discuss the results of an extensive survey of the literature in leadership and management.<sup>15</sup> Of the many books which were reviewed, theirs provided the concepts of leadership and management which appear to have most direct applicability to this study. They view leadership as a broader concept than management and define it as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Leadership involves accomplishing goals with and through people. It is viewed as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Thus the leader must be concerned about both tasks and human relations.

Management is seen as a special kind of leadership which involves working with and through people specifically to achieve organizational goals. Basically managerial functions consist of planning, organizing, motivating and controlling.<sup>16</sup>

In relating leadership style to successful organization, they concluded that empirical studies tend to show that there is no best style of leadership.<sup>17</sup> They did find that the one attribute which sets the successful organization apart from an unsuccessful one is effective and dynamic leadership.<sup>18</sup> This

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<sup>15</sup> Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1969), p.p. 10 - 59.

<sup>16</sup> Ibid p. 4.

<sup>17</sup> Ibid p. 80.

<sup>18</sup> Ibid p. 59.

project utilized both leadership and management skills in that in addition to implementing managerial functions, I as an educational leader felt compelled to demonstrate concerns about tasks and human relations in the role of a participant-observer in the joint effort of self-renewal.

#### Organizational Approach to Change

As has been stated before the Open-Communication Project represented a type of "Umbrella" strategy for self-renewal. It encompassed an organizational approach which included representatives from all segments of the school population as well as parents and other persons from the community.

Reporting on educational research using the organizational approach, Averch et al.<sup>19</sup> indicate that this approach is supposed to produce better educational outcomes for individuals as a result of improving the functioning of the organizations that deliver the education. In as much as the school is seen as having to adapt to the needs of a changing set of students and to a changing set of pressures from the outside, the focus on the output side is on determinants of innovativeness and responsiveness and the focus on the input side is on rules, incentives, procedures, leverage, etc.

These authors point out that although there is a large body of literature in educational administration and organization, it is rare to find a work that defines outcomes in a way

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<sup>19</sup> Harvey A. Averch et al., How Effective is Schooling? A Critical Review and Synthesis of Research Findings. Report to the President's Commission on School Finance, (Santa Monica, California: Rand Corporation, 1972), pp. 93 - 99.

that permits comparisons. After a general survey of the literature, Averch and his research team used three criteria to settle on eight studies for review:

The studies were done with an intent to compare and generalize -- to draw "lessons" rather than to make pure descriptions.

There was some attempt to discern difference in outcomes-- however defined -- as a function of organizational rules, incentives or behavior.

The studies concerned important policy issues.

The eight studies selected encompass both within - system studies and cross - system studies. They are Anderson (1968); Crain (1968); Gittell and Hollander (1967); Gross and Herriott (1965); Havinghurst (1964); Leggett (1969); Rogers (1969); James, Kelly and Garms (1966). Only four are quantitatively oriented (Anderson; Crain; Gross and Herriott; James, Kelly and Garms) and really seek to test hypotheses in a rigorous way. Several statements constitute the efforts of the author to extract meaningful propositions from the studies.

Statement 1: There is a positive correlation between size of system and degree of innovation.

Statement 2: Large educational bureaucracies and large numbers of rules decrease innovation and adaptation.

Averch further points out that it has been known for many years that extreme school district size has a deleterious effect on the adequacy of the educational programs and on returns for money spent. The complexities of the giant operations appear to be such that staff communication, public expectancy, and unit variability are seriously hampered.

In analyzing the six systems listed for this study, Gittell and Hollander find:

Results which support Austin Swanson's finding that "large systems appear to have an absolute rigidity that defies the forces which are so important in shaping the operations of small systems". How paradoxical it is that those very school systems which face far - reaching changes in their communities and clientele are least adaptive and are in fact resistant to meaningful innovation. Outputs of the six Cities were almost non - existent in terms of tangible effective innovation with widespread and relevant impact on the system.<sup>20</sup>

Rogers presents similar results:

Historically the system (New York) has become progressively more centralized, with central headquarters, officials responsible for decisions on even the most trivial matters ... from providing light bulbs, door knobs, and erasers, to deciding on transportation facilities... and the trend toward increased centralization, which complicates administrative and pedagogical problems even in white middle class areas, makes it much harder to run the schools in the ghetto communities. It is in such areas as Harlem, Brownsville, and Bedford-Stuyvesant that the

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<sup>20</sup> M. Gittell and T. E. Hollander, Six Urban School Districts (New York: Praeger, 1967), p p. 1, 2.



pathologies of the centralized board have become most obvious.<sup>21</sup>

Evidence for Statement 1 can also be found by putting together empirical findings on budget processes:

The budget process become even more centralized... a substantial part of the control of the budget process passes into the hands of the bureaucracy itself, simply because of the systems operations.<sup>22</sup>

But the incentives for change are weak:

The basic structure of the budget decision in big city school systems is to assume that existing programs will continue and to focus budget analysis upon proposed changes in or additions to the existing programs.<sup>23</sup>

In his cross - sectional study of schools within a large system, Anderson finds:

In general resistance to innovation increases significantly in large schools....<sup>24</sup> As size increases so does the impersonal treatment of students and in general the resistance to innovation.<sup>25</sup>

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<sup>21</sup> David Rogers, 110 Livingston Street: Politics and Bureaucracy in the New York Schools (New York: Random House, 1968), p. 212.

<sup>22</sup> H. Thomas James, J. A. Kelley and W. I. Garms, Determinants of Educational Expenditures in The United States, Cooperative Research Project 2389, U.S. Department of Health Education and Welfare, (Washington: U.S. Office of Education, 1966), p. 76 see also p. 93.

<sup>23</sup> Ibid, p. 91.

<sup>24</sup> James G. Anderson, Bureaucracy in Education (Baltimore: John Hopkins Press, 1968), p. 146.

<sup>25</sup> Ibid, p. 157.

Statement 3: Rigidities in a school system can be partly overcome by an appropriate choice of teachers.

The present study also demonstrates that attempts to personalize instruction as well as interest in new teaching techniques and curricula decrease as the teacher gains experience in the schools.... The impersonal treatment of students and rigid adherence to traditional instructional practices which are characteristic of experienced teachers generally, and of many teachers in middle-class schools, may thus offset not only the value of teaching experience but the educational advantages of homogeneous schools.<sup>26</sup>

Statement 4: Rigidities in a school system can be partly overcome by appropriate choice of principals.

In every type of school certain qualities in the principal appear to be essential to making the school operate effectively. In the inner-city and common-man types, the principal seems to make almost the whole difference between a school that holds teachers and gets a fair amount of teaching done on the one hand, and a school where teachers and pupils are demoralized on the other hand.<sup>27</sup>

If there is no basis in fact for the widely held assumption that administrators who provide a high degree of pro-

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<sup>26</sup>

Ibid p. 163

<sup>27</sup>

R. J. Havinghurst, The Public Schools of Chicago (Chicago: The Board of Education, 1964), p. 175

essional leadership will have schools that are more "productive" and staffs that enjoy higher morale, it would be a telling argument for abandoning the conception of the principal as one who plays a leadership role. But if there is empirical support for this common assumption, then to confine the principal to routine administrative tasks would be to eliminate a force conducive to improved teaching and learning. The positive relationship between E P L (a quantitative measure of executive professional leadership) and the teachers' morale, their professional performance, and the pupils' learning justifies the staff influence conception of the principalship and strategies to increase the principal's professional leadership. The findings, in short, offer empirical support for a leadership conception of the principal's role, and they undermine a major argument for abandoning it.<sup>28</sup>

Corollary to Statement 4: A principal's effectiveness in carrying out change is positively related to the amount of support from higher administrative levels.

A timid and unenterprising principal was described as follows: "He operates everything by the book, without realizing that you have to adapt the book to the situation. He's afraid to operate on his own because he's a-

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N. Gross and R. E. Herriott, Staff Leadership in Public Schools. (New York: John Wiley and Sons Inc., 1965), p. 151.

fraid of how it will look downtown if someone questions him."<sup>29</sup>

The stronger the higher administration's approval of a principal's introducing educational change the greater his E P L.<sup>30</sup>

Statement 5: Innovations in a school system depend upon exogenous shocks to the system.

In reviewing the data, however, it is clear that federal aid has in its short history influenced innovation in all of the cities... for political as well as economic reasons, federal funding has pushed school people to innovation.<sup>31</sup>

Agreement with the finding of a positive correlation between size of system and degree of innovation makes me believe that the initiation of the Open-Communication Project in one school setting enhanced its opportunities for effectiveness. Included in the description of the administration of the Project is a commentary on the process of keeping participants informed of both the favorable and unfavorable program aspects, together with a clarification of how modifications were made.

The matter of staff replacements at Garnet over the three year period will be addressed in terms of the statement that rigidities in a school system can be partly overcome by appropriate choice of teachers. Findings from the evaluation

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<sup>29</sup>  
R. J. Havinghurst op cit p. 175.

<sup>30</sup>  
N. Gross and R. E. Herriott op cit p. 118.

<sup>31</sup>  
M. Gittell and T. E. Hollander, op cit, p. 22.



team's report will be examined to determine if the principal assisted in reducing rigidities in the school.

Some attention will be given to the nature of support which the principal received from higher administrative levels in terms of the principal's role in the re-newal process. Certainly statement number 5, innovations in the school system depend upon exogenous shocks to the system is appropriate to the manner in which the Open-Communication Project was developed.

In the meantime, in order to focus on why the Project was developed, the ten criteria for judging institutional health as enumerated by Matthew B. Miles stimulated some further thinking on my part.

Goal Focus: The goals of the organization should be reasonably clear to those in the system.

Communication Adequacy: There should be relatively little distortion of communication - vertically or horizontally - and information should travel reasonably well.

Optimal Power Equalization: Subordinates should be able to influence upward, and even more important, they should perceive that their boss can do like wise with his boss. Inter-group struggles for power should not be bitter although conflict would be present.

Resource Utilization: The system's inputs, especially human resources, should be used effectively.

Cohesiveness: The organization should know "who it is"; its members should feel attracted to the organization.

Morale: Individuals should take satisfaction from their work, and a sense of general well-being should prevail.

Innovativeness: A healthy system should tend to invent new procedures, move toward new goals,

produce new kinds of products, diversify itself, and become more rather than less differentiated over a period of time.

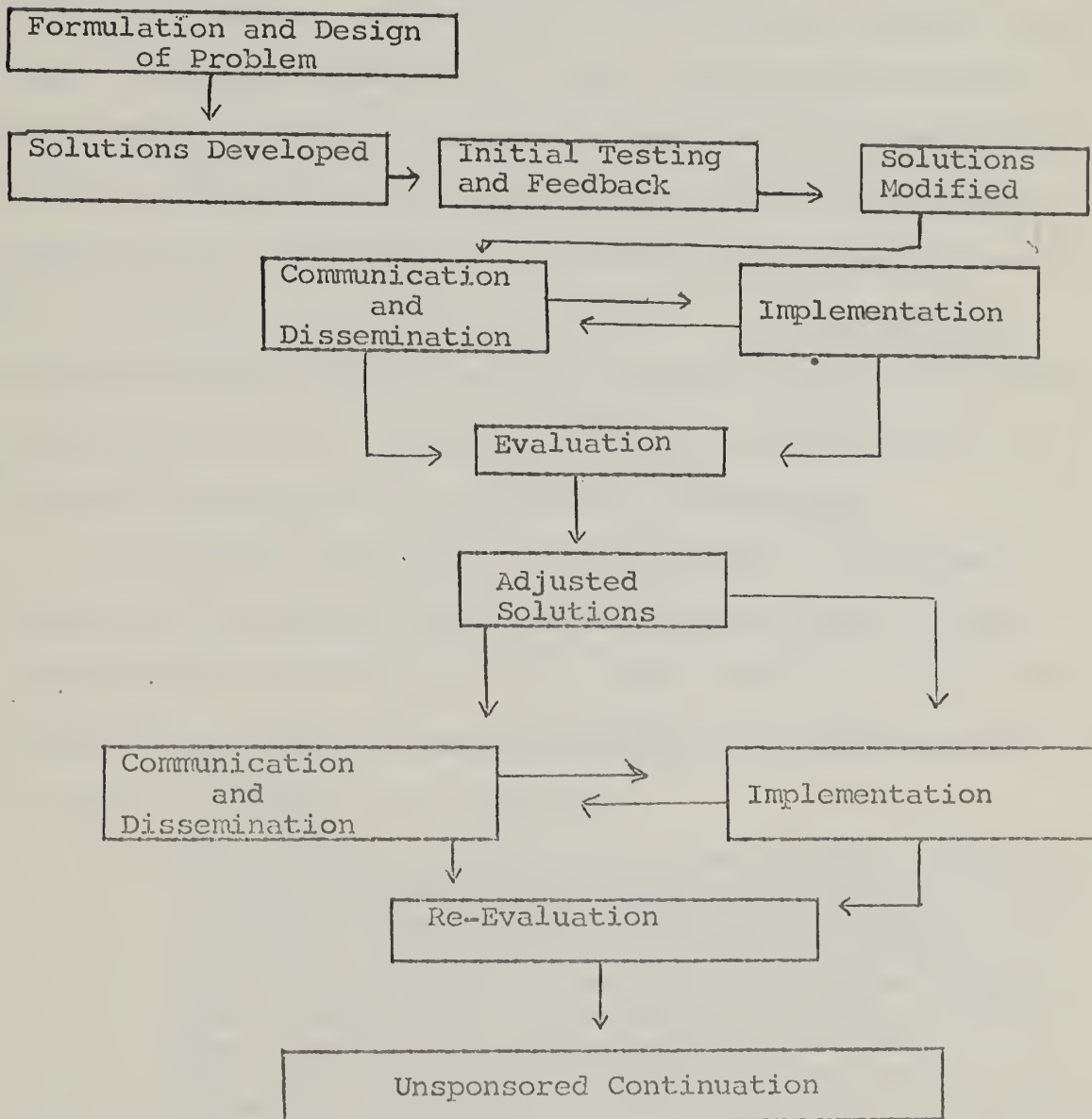
Autonomy: The organization should attain that degree of independence from the environment but not control by it.

Adaptation: The system should be able to bring about corrective change in itself faster than the change cycle in the surrounding environment.

Problem-Solving Adequacy: Problems should be solved with minimal energy; they should stay solved; and the problem solving mechanism used should not be weakened but maintained or strengthened.<sup>32</sup>

These criteria will be examined under procedures for the study to determine which ones are applicable to this effort.

Furthermore, the model, as developed by Miles will be studied carefully to ascertain its relevance as a structure for reporting the important steps in the Open-Communication Project.<sup>33</sup>



## Organizational Development

In the preceding section of this chapter a review of the literature based on the organizational approach to change was summarized. This section of chapter two deals with organizational development. The thrusts of the two sections are related in that the literature on the organizational approach deals with identifying characteristics of schools and school systems which affect pupil achievement while that related to organizational development is concerned with action strategies for increasing the viability of schools as organizations. Ultimately pupil achievement gets to be a concern of the organizational approach to change as well as organizational development as related to educational institutions.

Probing the literature on organizational development, I read Paul C. Buchanan's description of the general concept of organizational development. It seemed important to the development of my study to examine carefully the characteristics in order to sharpen my perspective.

1. The function of organization development programs is to help an organization improve the extent to which it accomplishes its intended goals or carries out its function. It also has an objective which goes beyond facilitating improvement to encompass helping an organization attain a condition of "self-renewal". When organization development is effective, it results in an organization which has processes, norms, procedures and member skills required for continuous adaptation and thereby continuous optimal fulfillment of its goals. It becomes "a system or framework within which continuous innovation, renewal, and rebirth can occur" (Garner, 1962).
2. The focus of development efforts is on an organization or some major component (such as a single school).



The approach differs from in-service training of teachers and administrators focused on improving the skills and knowledge, and thereby the job performance. Although the training of individuals is ordinarily one part of the activity.

3. The aspects of the organization's operation which are to be changed are determined by the members of the unit themselves as a result of analyses and diagnoses which they make of their operations.
4. The way the operation should work to be more effective is also determined by the members of the organization. The "opportunity" aspect of the method is particularly important if self-renewal is to result. Along with freedom, there must be the obligation, the knowledge, the skill and the organization climate to devise more effective practices.
5. The members of the organization participate in determining the rate of change and the amount of effort to be devoted to development in light of the importance they give to the effort and the day to day pressures to which they must respond.
6. Members of the organization are assisted by change agents or consultants. The change agent's job is to utilize behavioral science knowledge and skills to "help the members help themselves". The change agents become temporary members of the problem-solving group who use their expertness as the basis of their influence.
7. Following are the major kinds of work the process seems to require.....
  - . Team development
    - . Review of current practices and philosophies of the organization in order to identify conditions meriting attention. Essentially, this means identifying areas of difficulty or ineffectiveness, describing and diagnosing barriers to effectiveness and determining development needs.
    - . Working out objectives (implies how we think we should operate) regarding processes, practices, relationships and policies which seem to be the areas where improvement needs have been identified.
    - . Planning how to move from "where the organization is" toward where it should be.

- . Carrying out plans made in the above.
- . Reassessing programs and modifying the diagnoses, objectives, plans and actions taken in light of these findings.<sup>34</sup>

These seven aspects of organizational development provide an indepth consideration of the organizational development process. However, I am aware that they only provide a frame of reference for an approach which represents one of many possible alternatives.

### Concepts for Social Change

Goodwin Watson indicates that change may evolve from within a social system or come by adoption or adaptation from outside it. In a discussion of the resistance to change in social systems he perceives resistance as moving through a cycle. In the beginning when only a few people take the reform seriously, resistance may appear massive but when the movement has begun it is possible to identify the forces for and against. The third phase is likely to mean life or death of the reform while the fourth phase finds supporters of the change.

His summary of reducing resistance is outlined in detail as it seems vital in guiding the development of this study and as it has implications for my future action.

#### A. Who Brings The Change?

1. Resistance will be less if administrators, teachers,

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Paul C. Buchanan, "The Concept of Organization Development, or Self-Renewal, as a Form of Planned Change" in Concepts for Social Change ed. By Goodwin Watson (Washington, D.C. National Training Laboratories, 1967), pp. 1 - 9.

board members and community leaders feel that the project is their own - not one devised and operated by outsiders.

2. Resistance will be less if the project clearly has wholehearted support from top officials of the system.

B. What kind of Change?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
4. Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.
5. Resistance will be less if the program offers the kind of new experience which interests participants.
6. Resistance will be less if participants feel that their autonomy and their security is not threatened.

C. Procedures in Instituting Change.

7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
8. Resistance will be less if the project is adopted by consensual group decision.
9. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.
10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted and if provision is made for feedback of perceptions of the project and for further clarification as needed.
11. Resistance will be reduced if participants experience acceptance, support, trust and confidence in their relations with one another.
12. Resistance will be reduced if the Project is kept open to revision and re-consideration if experience indicates that changes would be desirable.

D. Climate for Change

13. Readiness for change gradually becomes a characteristic

of certain individuals, groups, organizations and civilizations....<sup>35</sup>

Ronald Lippitt, in summarizing the significant differences between the problems and processes of research utilization in the area of social research and social practices as compared to areas of applied biological and physical science makes six points which relate to this study.

1. Most significant adoptions of new educational or social practice require significant changes in the values, attitudes and skills of the social practitioners....
2. Most significant changes in mental health or educational practice really are adaptations rather than adoption of the innovations of others.
3. ...The concept of "social invention" has not been developed adequately. There are no adequate procedures for identification, documentary description, and validation of new practices. This means that on the one hand, there is often a large volume of poorly described non-validated practices tempting uncritical adoption efforts by professional colleagues. On the other hand, there is a great volume of creative practice which remains invisible and inaccessible to review and consideration. This means that the diffusion of significant and new practice is a very retarded and chaotic situation.



4. A fourth characteristic of the social practice situation is that the practitioner gets very little feedback about the effectiveness of his adoption effort...
5. A fifth difference is that the ways in which mental health and educational practice are organized provide very little stimulus for the practitioner to take risks in searching for and using new resources. The practitioner remains relatively invisible to colleagues and supervisors. There are neither competitive challenges nor good communication channels to stimulate sharing and improvement of practice. In addition, there tends to be a high sensitivity to the potentially negative reaction of various publics to changes of practice.
6. A sixth critical point of difference is that our social practice fields have not developed the networks, procedures and manpower resources necessary to link basic and applied research to operating practice.

A frame work for thinking about the utilization of scientific resources for improving the effectiveness of a given school is essential to this study. The key challenges which should be taken into consideration are:

1. Closing the gap between problem-pain and diagnostic sophistication. Every educational practitioner with some type of "problem itch" needs to illuminate and articulate the problem by using methods of self-

search or self-inquiry and methods of scanning the experience of others and getting feedback from others... This can only be closed effectively if there is a sophisticated process of diagnosis and determination of goals.

2. Closing the gap between good intentions and effective action output.... Basic research and evaluation research tell us that the processes of linking between intention and action are complex and frequently non actualized. The issues of affective commitment, skill security and social support must be recognized and coped with. This requires a process of retrieved knowledge from the self and external knowledge from research on decision making and action taking.
3. The two previously listed gaps have been problems of individual change. There are other gaps which are inter-individual and inter-group. One crucial gap is that between the students and those adults who work directly with them - teachers, counselors, and others. Another gap is between the direct workers and those in the school system who are responsible for supporting, supervising, guiding their performance - principals, consultants, supervisors, and the like. A third gap is between the active educational team and the policy team of sanctioners, planners, opportunity providers - the superintendent, school board, community resource leaders, parents and so on...

4. From our inquiries into knowledge utilization we have come to believe that three types of training are needed to assist the process of change:

- a. Personal and interpersonal sensitivity training, using appropriate variations of T Group training to create openness to seek, receive and use non-defensively data about one's own performance, the context of inter-personal relations and conflicting role pressures and expectations.
- b. Conceptualization training, for achieving awareness of concepts and theoretical frameworks for using external and internal knowledge to diagnose, derive goals and develop plans.
- c. Skills training for developing an enriched and more differentiated "language of behavior" to express one's intentions through appropriate interpersonal actions. We are freer to practice "thinking new and different thoughts" than we are to risk experimenting with new behavior. Therefore our intentions are much more informed and innovative than our behavior. Interpersonal skill training is a much needed and largely neglected area of knowledge utilization.<sup>36</sup>

All three types of training, which according to Lippitt are important to the change process were utilized to some extent in the Open-Communication Project. An overview of the nature of the training activities will therefore be included in the description of the Open-Communication Project program components.

#### Change in School Systems

Miles deals with properties of schools as social systems by considering five general features of the American school.

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Ronald Lippitt, "The Use of Social Research to Improve Social Practice" in Concepts for Social Change ed. by Goodwin Watson (Washington, D.C.: National Training Laboratories, 1967), pp. 71 - 80.

1. It is a social arrangement which exists for the purpose of bringing about desirable changes in children, who are ordinarily considered to be normal rather than ill or severely retarded and who are not the exclusive property of the school, but lent to it for varying periods of time by parents who compose part of the "sponsoring public" for the school.
2. Most Americans operate from the belief that schools not only "ought" to be, but are locally controlled. Most school decisions are made on a community-by-community basis-often in response to similar national pressures - rather than at the state or national levels.
3. American public schools are compulsory up to a certain age, an aspect which makes for problems in learner motivation and teacher attitude.
4. As presently arranged, American schools appear to be disconnected from other institutions which also have the function of bringing about changes in children. Local horizontal linkages are not well developed. From the point of view of the child, the socializing agencies are not emotionally separate which may produce personal conflicts in coping with the varying demands from different socializing agencies.
5. The American School is tied to a number of other institutions and organizations by vertical linkages. These include colleges and universities, a wide



variety of commercial structures such as the mass media, materials vendors, equipment manufactures and research and consulting organizations.<sup>37</sup>

Genotypical properties of today's schools as summarized are those dealing with its task accomplishment methods; those which relate to the organization's goal; those relating to its integrative or internal management efforts; and those dealing with its adaptation skills in relation to the broader environment. Since public schools are supposed to bring about desirable changes in children and exist in an environment of so-called local control and a host of other sub-systems, all with expectations for the school, educational goals are usually vaguely stated and multiple in nature. The school is expected to do many different things to meet the demands of its many publics.

Upon examining the characteristics of the school, enumerated by Miles, it became clear that the first characteristic is not totally appropriate for this dissertation, however, the other four are. The student population at Garnet-Patterson does include some children who because of their socio-economic conditions have many health problems. The need to pay particular attention to these problems as a means of enhancing learning opportunities is fulfilled by the inclusion of guidance counselors, pupil personnel workers and the school nurse in some

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Matthew B. Miles, "Some Properties of Schools as Social Systems" in Change in School Systems ed. by Goodwin Watson (Washington, D.C.: National Training Laboratories, 1967), p p. 1 - 29.

of the Open-Communication Project activities.

On the other hand, the total involvement of parents through the Project speaks to their importance as a sponsoring public in line with the second characteristic. Sarason, in a report on The Dewey School stated that "for Dewey, parental involvement or "community participation" was a necessity dictated by theory and not political considerations, and precisely because it was so dictated, issues of professional preciousness and boundaries were, if present, certainly not thorny."<sup>38</sup>

The third characteristic of the schools, which speaks to the compulsory aspect of schooling, has significance for this study. The inclusion of students in Project activities was considered essential in order to give them specific opportunities to discuss the routine of the school in terms of modification which would come closer to meeting their needs. Since exhaustive administrative procedures were followed as a means of getting many students to attend school, the problems of learner motivation and teacher attitude were central to the program components of the Open-Communication Project.

Certainly, the fourth characteristic has been found to be related to the efforts of the school to provide supportive services for students in the areas of the basic needs for food, clothing and sometimes in the area of shelter. Aware of the fact

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<sup>38</sup> Seymour B. Sarason, The Culture of The School and The Problem of Change (Boston: Allyn and Bacon Inc., 1972), p.199.

that the school is not the institution which ordinarily addresses itself to these functions, we nevertheless found it necessary to deal with conditions which made academic achievement a secondary and in some cases a tertiary consideration. In a subsequent chapter, attention will be given to the formation of the advisory committee. Having read that description, the reader will observe that the developmental strategy was intended to improve the local horizontal linkages as discussed by Miles.

Lastly, the turning to the university for assistance did provide us a form of vertical linkage. As is illustrated in the development of the Open - Communication Project, a new set of concerns is examined in terms of vertical linkages with the university in keeping with characteristic number five.

#### Political Realities

The final area of concern in the review of the literature is that of political realities in relation to schooling. Booth (1965), an associate professor in Political Science at the University of Kentucky, cited four developments which signaled a new era in public education. Two of those developments are significant to this study. They are the role of the federal government in education and the decision of the supreme court relative to segregation. In developing his discussion of the political realities for educators, he utilized findings of many researchers.

Dodson (1962), as interpreted by Booth, suggests that the power structure exerts considerable influence upon the



educational power of a local school system and that the latter "is the hand maiden of the power group in the community."

This conclusion is compatible with the findings of several earlier studies, such as those of the Lynds, although it is not compatible with more recent studies such as the Syracuse study by Linton Freeman and his associates (1960), the New York study by Sayre and Kaufman (1960), the Chicago study by Banfield, (1961) or those made by Dahl, Vidich and Bensman, and by Rosenthal. These authors have suggested "that far from being monolithic, the power structure of the local community is pluralistic." Many leadership groups exist. The theory of pluralism has developed out of the study of decisions and issues rather than out of the study of decision - makers.

Professor Dahl (1961) in his study of policy formulation in several key areas of the life of the city of New Haven, Connecticut arrived at a conclusion that "the individuals who seem to have the greatest direct influence on decisions are themselves influenced in their choices by the need to gain and retain popular support."

In Rosenthal's unpublished study of the relationship between the community power structure and education in two New Jersey communities, he found that "although state aid, laws and regulations have some effect on how local school decisions are made, wide scope for decision making is left to individual actors within the communities". The influence varied according to the interest each had in a particular issue, and the influence of the power structure, upon education was not great.



The school administration was found largely to determine curriculum and personnel policies. The group identified by the author as the power structure did have influence on school budgets and school bonds, but even in these matters the school administration gave supervision and behind - the - scenes assistance. Decisions on school issues were "made primarily by professional educators, especially the school superintendent". Other community decisions were made by other local actors.

Booth indicates that some answers to the question of who runs the schools can be found in the literature. His first proposition based on a review of the literature, despite limitations, is "that educational decision - making is sufficiently different from all other areas of community decision-making and that it normally engages the attention of a separate group of decision-makers."

The second proposition which he makes is that many decisions about public education can be grouped in one of five categories. They are curriculum, facilities, internal organization of the student body for teaching purposes, personnel and student affairs.

Essential to his writing is the concern relative to the extent to which the principal can become a catalyst for change and in which of the five named areas he can be most effective. He expresses the opinion that the administrator is the key decision maker in the area of curriculum or instructional change, while some influence may be exerted in the other cate-

gories. He implies that principals are in a strong position to promote educational change, but they seldom do so because factors surrounding the circumstances of their positions act on them in such a way as to restrain and curtail their actions.

In discussing the factors surrounding the circumstances of the principalship, he indicated that the tasks and responsibilities of the schools are considered to be important to politicians who find that control of the school is worth fighting for. Secondly, the school as a social institution thrives on stability. There are intrinsic forces which resist attempts to restructure it. Thus the principal is a highly visible and accessible target on which all sorts of pressure groups can focus their attention. If he yields to any force, he is likely to yield to those bringing the greatest pressure. In all probability, these pressures will be at variance with his values as a professional educator and with his felt needs to conform to the standards of his profession. Frequently, the strategies employed are to delay, postpone resolution and maintain the status quo.

Other factors which Booth identifies as documented in some of the literature relate to role changes for school personnel. The transition from college student to teacher entails a role reversal for the individuals involved. Many changes are implicit for the administrator who moves from teaching to administration, from the "comfortable situation of the staffroom" to the "lonely eminence of the principal's office." Within the school hierarchy, he will be first among

equals. Social or friendship bonds with teachers may be unwise and difficult. Professional activities and values different from those of the majority of teachers may foster feelings of insecurity and inadequacy. He is alienated from administrative superiors in the school hierarchy - may shun relationships to avoid "eating cheese." Unless a product of the community he is unlikely to become quickly assimilated in social life. Strong tradition of local determination of educational policy means that the community will most readily accept educational decisions that are compatible with community values. It goes without saying that these don't necessarily coincide with those of the professional educator.

Lastly, according to Booth, recent studies have shown that the key to decision-making in public schools is quite likely to lie in the informal influence structures of the individual school, many of which may predate the principal in his assignment.<sup>39</sup>

In the role of principal prior to the development of the Open-Communication Project, I was aware of some of the factors entailed in the political realities of the principal's role in bringing about change. I have included a review of some of the literature in this dissertation as a means of helping me to identify other such factors. It was obvious that the informal structure of Garnet-Patterson was such that a faction among

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<sup>39</sup> David A. Booth "Change and Political Realities" In A Multidisciplinary Focus on Educational Change ed. by Richard I. Miller, Bulletin of the Bureau of School Service, Vol. XXXVIII, No. 2 (Lexington: University of Kentucky, 1965), p p. 56 - 69.

the faculty would be more responsive to outside change agents than to direct suggestions from the principal. Some of the school personnel are particularly subject matter oriented and as a result have found it difficult to accept children and their learning styles. These persons, who in terms of their services, pre-dated my arrival at the school, having been accustomed to other leadership personalities and styles, found it difficult to assist in bringing about the shift in emphasis, which was necessary for re-newal. Thus the global nature of the Open-Communication Project was a part of a deliberate deliberate design intended to reduce the tensions in a situation in which many school personnel, students and parents felt threatened. The attention was focused on organizational change rather than individual change.



## Chapter IV

### Development and Implementation of The Open-Communication Project From 1969-1970

The historical method is being used to relate the events in this study. The procedure is to elaborate on the conditions existing in the school and indicate the manner in which the Open-Communication Project was developed. Attention will then be directed to the implementation of the Project for 1969-1970. Recommendations which are developed in the first year of Project implementation will provide the data to be considered as a basis for the modification and development of the Project for the next year of program development and implementation.

#### Overview of The School

The Garnet-Patterson Junior High School, a part of the Model School Division since its formation in 1964, is located at Tenth and You Streets, N. W., Washington, D. C. In 1967, a school attendance boundary change was made by the central administration as the new Lincoln Junior High School was opened to relieve over-crowding in the secondary schools in the Model School Division. Even though the student population was reduced from 925 to 800, over-crowding remained a factor with the school having a capacity for 650 students but servicing 800 students in grades seven, eight and nine. The building, which was opened in 1929, is bounded on the south by You Street, on the North by Vee Street, on the east by Vermont Avenue and on the west by Tenth Street.

The students live within the geographical attendance area which begins at 13th and Florida Avenue, N. W., extends North on Florida Avenue to Fairmont Street, N. W., East on Fairmont Street to Sherman Avenue N. W., South on Sherman to Barry Place N. W., East on Barry to Georgia Avenue N. W., South on Georgia Avenue to Bryant Street N. W. and East on Bryant to First Street, N. W.

In 1967, several elementary schools, Cleveland, Bundy, Gage, Harrison, Lewis, Meyer, Mott served as feeder schools to Garnet-Patterson. Some of them provided more modern facilities than our school which was opened in 1929 and has two of its exits located on Vermont Avenue and You Streets which are major traffic arteries.

The limited playground area in back of the school is closed in by a ten foot brick wall which was designed as a safety feature, but has since been labeled by the students as the prison wall. High land costs have prevented the expansion of the physical facilities even though I spent a great deal of time with the Building and Grounds Department, developing ways of re-designing the structural facilities in order to accommodate a more adequate instructional program. These efforts were not all futile because some important renovations were made. The first was a conversion of two classrooms into a library which can be used by thirty-five students at one time. This facility replaced the previous library which could be used by no more than five students at one time. Secondly, a complete electrical modernization was implemented, during which

the incandescent lighting system was replaced with flourescent lighting and electrical outlets were installed in all classrooms in order to make possible the use of hardware. Next, the health suite which could only accommodate one bed and which provided no privacy for a student who needed to use it was replaced by one which meets the standards of the school system. Lastly, the heating system was converted from one which used coal to one which used oil, thus improving the air quality of the environment.

The all black student population brings with it the frustrations, hostilities and negativism associated with the societal conditions under which many of them are forced to live. Domiciled in the thirteenth police precinct, now the third district, with one of the highest crime rates in the city, many of the students are not only the victims of the crimes but are often perpetrators of them. Forced to live in overcrowded substandard housing, unable to find privacy in which to think, work or study, they spend a great deal of time in the streets; some looking for part time jobs, others making a hustle and many playing in the streets because of inadequate play ground and recreational areas. In spite of all of these negative conditions, I found the children to have the capacity for warmth, sensitivity to the needs of others and what appears to be an unsatiable desire for attention and affection. They are skilled at survival techniques, with their intelligence manifested in the tremendous responsibilities which they assume in caring for themselves and



younger brothers and sisters, under the most trying circumstances. The fact that many of them do exceptionally well in terms of academic achievement is nothing short of miraculous and is a tribute to their efforts and to the concern, dedication, attention and hard work provided by school personnel.

On the other hand, from 1965 until now, the school has continued to be classified as a Title I School, having met the requirements in terms of a high percentage of families on welfare with incomes below the poverty level and with more than fifty per cent of the students performing two or more years below grade level in reading and mathematics on standardized tests which are administered in spite of their limitations for measuring achievement of inner city children. A real challenge even for the best educators, we decided to test the ability of the staff to develop a renewed interest and commitment to the innovations which have been addressed in chapter one. But, what about the staff? It seemed as if we had the perfect ingredients for an excellent school; students who needed to be taught and a staff which was willing to accept the challenge of finding ways to be successful in teaching them. The teacher turnover rate had fluctuated over a period of years. In 1965-1966 out of 45 teachers who began the school year, there had been a 35% turnover. In 1966-1967, out of 47 teachers who began the year, there was a 21% teacher-turnover. In 1967-1968, out of 45 teachers who began the year, there was a 29% turnover. The increase for 1967-1968 resulted from the transfer of six, of the thirteen teachers who left,



to go to the new Lincoln Junior High School. In the meantime three had taken educational leave for further study and four had resigned. Thus the 1968-1969 school year was begun with a staff which consisted of a principal, two assistant principals, a clerical staff, three counselors, a team of pupil personnel workers, one school nurse, one librarian, thirty-three teachers, six teacher aides, nine interns from the Urban Teacher Corps, a custodial staff and cafeteria staff.

In the summer of 1968, contacts with Dr. Walter Daniels, chairman of the Department of Education of Howard University, began to result in some specific actions. As principal, I had approached Dr. Daniels to determine in what ways the university, located in the same geographical school attendance area as Garnet-Patterson, could utilize its expertise and resources in such a way as to assist us in our efforts to improve the learning environment for students. Several important developments took place after our conference. He made it possible for students enrolled in the Education Department at Howard University to receive credit for supervised field experience which consisted of tutoring Garnet-Patterson students. The response from Howard students was rewarding. Secondly, a total of six student teachers from that University were assigned to our school for the fall semester thus providing some first hand experience for students having expressed a desire to teach in inner city schools as well as more personalized attention for our students. Lastly, I was referred to Dr. Irene Hypps, who was retired from the position of Assistant Superintendent of

Pupil Personnel Services in the D. C. Public School System and a part time faculty member at the university.

During a conference with Dr. Hypps in the late fall of 1968, we discussed the general school and community environment with concern for the lack of parental involvement in school sponsored activities, the blight of the neighborhood and the multiple needs of students with particular reference to their expressed need for more individualized attention. We discussed the comments of students which had been given during meetings of the Student Advisory Committee to The Principal, and the comments of teachers, which had been requested from teachers on a semester basis. These suggestions are made in terms of improving the efforts to meet the challenge of enhancing learning opportunities for children. It was apparent that many students felt that they had no one who would listen to them. This included, in many instances, parents and teachers. It was obvious that we were faced with the task of closing some gaps. Miles<sup>42</sup> refers to them as first, closing the gap between problem-pain and diagnostic sophistication; that is the need to articulate the problem. Secondly, closing the gap between good intentions and effective action out-put. Thirdly, closing the gaps which are inter-individual and inter-group. In the Garnet situation,

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<sup>42</sup> Matthew B. Miles, Some Properties of School as Social Systems in Change in School Systems ed. by Goodwin Watson (Washington, D. C.: National Training Laboratories, 1967) p p. 1 - 29.

these gaps were perceived as those between the students and those who work directly with them; teachers, counselors, support personnel and others, as well as the gap between these persons and the principal, assistant principals and supervising directors of subject matter areas. Next, the gap between the active educational team and the policy team of superintendents and school board members. Lastly, it was deemed necessary to close the gap between students and their parents and the educational team and parents.

Never doubting the concern of each of these groups for the other, it was necessary to move in some forward direction. Dr. Hypps arranged a meeting for us with Dr. Robert Karvanas, Director of the Washington School of Psychiatry, and three members of the faculty of The Howard University Department of Education to discuss some of the concerns which had been expressed by the teachers, administrators and students. During that conference an idea was developed for a small pilot project to explore ways of involving parents in the school and establishing a dialog among parents, students, teachers and other school personnel.

It was agreed that a first step might be to try out such a plan by arranging a marathon awareness session for representatives of the two collaborating institutions, Howard University and Garnet-Patterson. The Desegregation Unit of The D. C. Public Schools was asked to sponsor the sessions with group leaders and consultants provided by The Washington School of Psychiatry. As a result, sessions were held in January, 1969 at The Washington School of Psychiatry beginning



on Firday afternoon and continuing on Friday Evening, Saturday from 9:00 a.m. to 9:00 p.m. and Sunday from 9:00 a.m. to 9:00 p.m.

The participants consisted of the administrative and counseling staff of Garnet-Patterson Junior High School with the addition of two teacher interns and four faculty members of Howard University's Department of Education.

So enthusiastic was the group that the carry-over was immediately evident in their expressed desire to be able to engage in similar activities on a school wide basis with the entire faculty. Thus the notion of having people consciously function together in planned activities as a means of organizational renewal was established.

#### Efforts to Obtain Funding

Subsequent university - school activities took the form of appealing to funding sources such as private foundations and the Office of Education in order to be able to implement some group training sessions on a school wide basis. The response in March, 1969 from the EPDA Division of The Office of Education seemed encouraging even though proposals for funding were already being reviewed. A program director invited a university representative and me to come in and discuss a general plan with the field readers. It was during this interview that we confirmed the notion of designing a Project which would permit parents, students, teachers and other school personnel to engage in a series of group awareness training activities during which they would assess the existing,



conditions of the school and its community, make recommendations to be carried through the cooperative effort of all constituents and develop the affective skills necessary to work together in a helping, sharing manner for improvement of Garnet. In essence the process for a school's self-renewal would be planned and carried out by the persons being affected by the activities of the school.

Having missed out on the lead time for a participatory process to be utilized in the development of a proposal, the planners drew up a design which was devoid of specific program activities. This process allowed for the program to evolve.

The proposal was accepted in principle, but the EPDA Policy of funding institutions of higher education was such that the Washington School of Psychiatry was ineligible to serve as a fiscal agent. It was at that point that Howard University officials accepted the function of fiscal agent and the Washington School of Psychiatry agreed to provide some consultant services to the program. The management of the effort became two-fold in nature.

#### Central Administration and School Board Support

Activities up to this point had been conducted with the full knowledge, approval and support of the school faculty and the Assistant Superintendent of The Model School Division, Mr. Norman Nickens. It was prior to the submission of the final proposal to the EPDA Division of The Office of Education that a request was made of the Assistant Superintendent to seek

approval and sanction from the Superintendent, Dr. William Manning and the District of Columbia Board of Education. Both were enthusiastically granted and the green light was given for full program operation to begin on July 1, 1969.

#### Establishment of An Advisory Committee

Simultaneous with efforts to obtain funding, the other planners and I, having broadened our numbers to include all school participants in the pilot program, conducted by The Washington School of Psychiatry, developed a strategy for establishing an advisory committee. A survey was made of all organizations within the geographical school attendance area of the school. These organizations were categorized and listed according to function such as religious institutions, social service organizations and business establishments. The directors of the sixteen organizations and agencies selected at random were asked to elect a representative to an advisory committee designed to assist in the school's self renewal efforts. Letters sent to each selected group inviting their participation were followed up by telephone calls from a member of the planning committee.

Organizations and agencies sent representatives to the school for the first meeting on July 12, 1969.

#### Management Design of The Open-Communication Project 1969-1970

The Open-Communication Project headed by a director Dr. Howard Cameron from Howard University was divided into three different areas, over which a co-director assumed responsibi-

lity for the decisions relating to her area. The plan for dealing with problem areas was worked out in the initial phases of the program. We agreed that if questions arose relative to what was going on in a given area, the matter would be brought to the leadership team composed of the Project director, the three co-directors, and the chairman of the Advisory Committee for resolution. The overall responsibility for Project management and reporting to the Office of Education was assumed by Dr. Hypps. The Project office was housed in Founders Library at Howard University because the university assumed the responsibility for serving as fiscal agent.

The personnel representing Project staff are as follows:

Director

Dr. Howard Cameron

Acting Chairman - School of  
Education  
Howard University  
Washington, D.C.

Co-Director

Irene Hypps, Ph. D.  
Margaret Labat

Training and Operation  
Community, Parent & Student  
Relations

Everetta Rutherford, Ph.D.

Teacher Preparation & Curriculum

Evaluation Specialist

Dr. Russell Cort

Group Leaders:

Charles Fields  
Wendell Hipkins  
Dr. Sandra Smith  
Valerie Green

Project Staff

Patricia Jones  
Stanley Perelman

Field Coordinator, Curriculum  
Field Coordinator, Garnet-  
Patterson

Joan Tillery  
Elaine Jones

Administrative Aide  
Secretary

Open-Communication Program Operation 1969-1970

The leadership team agreed to meet once a month on a regular basis at the Howard University School of Education and to schedule additional meetings according to need. We also decided to prepare a monthly Newsletter to be sent to students, parents, teachers and other school personnel, community organizations and agencies, other schools in the D. C. Public School System, members of the Central Administrative Unit including the Superintendent of Schools and members of The Board of Education of The D. C. Public Schools. A mailing list of fifteen hundred was used as a basis for distributing the Newsletters. Additional means of dissemination were developed with input from the training groups.

The Advisory Committee participants which met at Garnet-Patterson designed a meeting schedule for the third Thursday of each month from 7:00 - 8:00 p.m.

Open-Communication Program Components July, 1969 - June, 1970

The specific purpose of this program as a means of self-renewal, is to make the Garnet-Patterson Junior High School more relevant to all its students and the community through improving the total communication process. Though global in scope, this objective is in keeping with the proposal's structural design for opening up lines of communication between an institution of higher education; Howard University's School of Education and public education; Garnet-Patterson Junior High School and its immediate community. It is also in keeping



with the philosophy of the school which is stated as follows:

We believe that our school must provide the kinds of experiences which will help boys and girls develop to the maximum of their capacities in the direction most beneficial to themselves and to society.

We believe that learning takes place because of, and in spite of teachers, but the challenge lies in structuring experiences in order to foster learning which is meaningful in a democratic society.

We believe that each child is entitled to assistance in developing a feeling of acceptance, of security and a sense of responsibility.

We believe that knowledge must be transmitted in such a manner that its acquisition will be reflected in changed behavior on the part of individual students and in the development of a continuous desire for learning.

We believe that we must accept each child as he is and help him to move forward through providing a series of meaningful experiences.

We believe that learning is an individual process which is greatly affected by group influence

We believe that a successful educational program can be accomplished only through the participation and involvement of parents, teachers, students and community representatives.<sup>43</sup>

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<sup>43</sup> Margaret G. Labat, et al, "Torch of Learning": Garnet-Patterson Parents, Teachers and Students Unite in Striving for Optimum Performance through Involvement (Unpublished Program for the year 1969 - 1970, Washington, D.C., 1969) p. 2, (Mineographed)

## Group Training Sessions

The co-director of training and operation Dr. Irene Hypps, was directly responsible for the leadership of the group efforts relating to planning and carrying out the group training sessions. I assisted by coordinating the development and implementation of a process for selecting program participants. A description of that process is elaborated.

### 1. Selection of Participants

Teachers and school personnel were asked to select one of the three phases of group training sessions - July, 1969, October, 1969 or March, 1970. After choices were made I held individual conferences with personnel in order to equalize the number for each session with a minimum of 12 school personnel in each of the three training sessions. Participation was on a voluntary basis. As principal I did not participate in the group training sessions as requested by the leadership team who expressed the opinion that my presence might inhibit the freedom of discussion.

Parents of students enrolled in the school were nominated by teachers based on the criterion that they must be the ones whose involvement was most needed in terms of poor pupil performance and behavior. From a consolidated list of twenty-five names, efforts were made to obtain participants. Letters were mailed explaining the nature of the activity. These were followed up by telephone calls and home visits made by the field coordinator and me. We were successful in getting

twelve parents signed up for the July session.

Inasmuch as this session included 8th and 9th graders, only parents of incoming seventh graders were considered for the October session. The names of parents were selected at random from the official records of incoming seventh graders. The only criterion was that they were not employed. Twenty-five parents were contacted in the same manner as those for the July sessions. Thirteen of the twenty-five parents selected at random from the official records of incoming seventh graders participated in the October training sessions. The parental selection for the February session was made by sending letters, requesting parent participation to those parents referred by parents who were already involved in Open-Communication and by accepting and application of parents who had heard about the program and wanted to be allowed to take part. Twenty of the forty parents who were contacted participated in the February training sessions.

The exciting feature in this process was that when parents were contacted personally, they expressed a great appreciation because we had taken the time to show that we cared enough to go to their homes to extend the invitation for their participation in the program. Again as a participant-observer I shared in making home visits and telephoning parents. The process resulted in a decrease of natural uneasiness and suspicion which people have when they are asked to enter unfamiliar situations.

Students for the July sessions were selected from among



the eighth and ninth graders whose names had been submitted by teachers as students whom they thought would benefit by participating in the program. The field coordinator and I held individual conferences with each of the fifteen students to be sure of their availability during the specified time. Of that number eleven were available. We sent letters requesting parental approval for student participation to each parent and asked students to return them to the school. Eleven students participated.

Students for the October group training session were selected from seventh graders who were new to the school as of September, 1969. Each of seven seventh grade homerooms elected one representative and an alternate making a total of fourteen students. After the individual pupil conferences relative to participation, permission slips were obtained from twelve of the fourteen students and they were included among the participants.

For the February session, increased interest on the part of students, together with an expressed need to increase the number of students, resulted in our asking each of the twenty-one homerooms on all grade levels to nominate a representative and an alternate making a total of forty-two nominees. From that number, after individual student conferences relative to their availability, the twenty representatives who returned parental permission slips were selected for participation.

## 2. Scheduling of The Group Training Sessions

The group training was planned in two phases. Phase



I consisted of a series of three different group training sessions. The first of the series was scheduled, during the day in the month of July, 1969, with the second series scheduled in the afternoon from 4:30 p.m. to 6:30 p.m. and on Saturday from 9:00 a.m. to 1:00 p.m. in the month of October, 1969. The third series of sessions was scheduled during the month of February, 1970 in the afternoons from 4:30 p.m. to 6:30 p.m. and on Saturdays from 9:00 a.m. to 1:00 p.m. Each of the three different series of sessions consisted of thirty-two hours of meeting time. Each meeting was conducted in the school under the direction of several consultants who had received additional training in group skills. Generally each consultant worked with a small group of participants.

Phase II of the training program consisted of the assignment of parents who had participated in the training sessions to assist one of the school personnel, who had also participated in the training sessions in the school for three hours a day. Schedules for parents were made on the basis of two factors, first their area of interest and secondly their choice of person with whom they wished to work based on their group training session experience. Where neither preference could be implemented, the parent was given the right to decide which other factor was more important in the development of the schedule. I was able to make acceptable assignments in individual conferences with parents.

### 3. Nature of The Training Sessions

The group training sessions were designed to make it

possible for parents, students and school personnel to get to know each other better and to work within the general theme of "Improving the Learning Environment for Garnet-Patterson Students". A number of group process techniques such as role playing, viewing and discussing film, rumor clinics and others were used to assist the participants in communicating with each other on a personal basis rather than according to specific roles. At the end of each group training period the participants made recommendations about changes which they wanted to see relative to the school operation, organization and program. These recommendations will be discussed in Chapter 7.

The second phase of the training program was task oriented. It consisted of assigning parents to the school as teacher assistants and school assistants for two and a half months subsequent to their phase I participation. On this basis, I assigned the first group of parents on September 2, 1969 and thereafter functioned in the school through June 5, at which time the closing activity was held. Each of the thirty-five parents who participated in Phase II worked directly under the supervision of a teacher or member of the school staff, each had a first hand opportunity to understand some of the failures and successes of the school as an organization and requested to assist us in increasing the number of successes.

#### 4. Group Training Session's Participant Travel

Participant Travel was an important phase of the 1969-1970 program activities. Two field trips for Open-Communication participants were designed to:

- Broaden their background for making recommendations for improving Garnet-Patterson
- Inform them of special community educational services available to them and their families

The first trip was on May 26, 1970. A total of 71 parents, school personnel and students, who had participated in the group training sessions, visited three innovative programs in Philadelphia, Pennsylvania:

- The Pennsylvania Advancement School, an experimental curriculum development and staff development institution working with 7th and 8th grade under-achievers
- The Intensive Learning Center - an exploratory program in curriculum development for children aged 5-12. The school is ungraded
- Spencer-Miller School - a junior high school working with slow learners and retarded children in vocational education

On June 3, 1970, sixteen parents visited Project Call at Armstrong High School in Washington, D. C. This project is an adult education program using completely individualized instructional materials to improve basic skills and to prepare persons for the high school equivalency examination.

##### 5. Group Training Session Recommendations

Recommendations for improving the climate of the school were formulated during the final meetings of each of the three group training sessions. At the end of the spring group training sessions, all recommendations were consolidated by the Project staff and submitted to me. As has been stated before, functioning in the role of principal I had not participated in the group training sessions as requested by the University staff. In as much as the original idea was to find



ways in which representatives of all of the constituent groups could diagnose the problems and arrive at a process for developing solutions, the recommendations were shared with the advisory committee in order to obtain in-put from them. In addition, I suggested a three day workshop to be conducted at the end of the school year as a strategy for obtaining suggestions from the participants in terms of implementing the recommendations. The plan was accepted by the Advisory Committee and the workshop was scheduled.

According to the Project staff report, the recommendations were grouped in the following categories:

<u>Topic</u>	<u>Number</u>
Materials and Physical Facilities	25
Students	23
Parents	22
Classes and Instruction	21
Curriculum	20
Teachers	16
School Procedures	14
Community Advisory Council	12
Group Training Sessions	11
Administration	10
Teacher Education	6
Activities	6
Student Affairs	4
Substitutes	2

Too numerous to be included in the body of this study a sample of recommendations with listed outcomes is reported in Chapter seven. However the complete list of recommendations was distributed to participants to be read prior to the workshop.

The schedules for the three day workshop are presented in appendix H. A brief overview of the three day workshop planned in conjunction with The Open-Communication Leadership Team and The Garnet-Patterson Staff Development Committee seems to



be in order at this point.

During the initial orientation session, participants who included parents and school personnel (teaching and non-teaching) were asked to share in the review of operational procedures, and administrative guidelines and bulletins relating to the daily routines of the school. This review process was carried out to determine what desirable changes should be made in order to implement recommendations from the group training sessions. Working in small groups for a two day period, June 16, 17, 1970 with appropriate breaks, each group accepted the major tasks and also agreed to prepare written reports to be verbally shared with the total group and to be left with me for further action by the school's administrative staff during the summer.

The content addressed during the first two days of the workshop covered building regulations with specific attention directed towards cafeteria and auditorium procedures, supervision of corridors and procedures relating to entering and leaving the building (students, staff, parents, outsiders or intruders); classroom management with emphasis on individual teacher classroom routines as established with students; record keeping procedures; instructions and materials for substitute teachers; attendance of school personnel, students and parents; and the instructional program with emphasis on curriculum, planning, instructional activities and teacher-student evaluation.

On the third day of the workshop, time was provided for

the sharing of and reaction to reports of the previous day's working groups. Participants then divided themselves into interdisciplinary content groups to discuss student performance and agree upon necessary subject area revisions for the next school year 1970-1971. The final activity was a large group discussion which provided an opportunity for further give and take needed to reach agreement on specific ideas and practices to be carried into the next school year.

I would like to have had the privilege of including students in the three day workshop, but adult participants (parents and school personnel) received a stipend and no source of funds was available for student stipends. In order to honor and carry out the principle of equal treatment, it wasn't fair to expect students to participate on a voluntary basis at a time which was critical for obtaining summer employment, which was a much needed break between the regular school session and the summer session and during which students had arranged to give voluntary service to other community agencies and organizations. Students not sharing these or similar concerns were not available in sufficient numbers to provide some in-put into the group's activities.

At the end of the workshop, I was convinced that persons had taken advantage of the opportunity to review the previous diagnostic efforts of the group training sessions relative to the existing conditions of the school and to add some specific clarification "I can do", "I will do", "We can do", "We will do" to the manner in which recommendations from the group

training sessions would be carried out. Another way of stating that which took place is to say that many people provided a great deal of information to be used in finalizing the decisions relative to the Project operation and administration of the school for 1970-1971. An important process for participation and sharing had been formulated.

#### School - Community Relations

In the role of co-director in charge of the Open-Communication school community relations program component, I perceived it to be vital to the outcome of the Project. Information concerning activities in the school and the community needed to be communicated to all who were involved. The role of the field coordinator, Stanley Perelman was to assist in developing this phase of the Project. All persons involved at Garnet-Patterson needed to feel that their actions and desires would have a direct influence on the actual procedures and operation of the school. The specific objectives of the school-community relations component were to improve the teaching-learning process; to increase the aspiration of the students through the involvement of parents in feeling more comfortable with school personnel and students; to provide opportunities for persons preparing to teach to receive enough school based experience to make an early determination relative to whether they wished to remain in teaching; to assist teachers and school personnel in understanding and accepting parents and students and to provide an environment which is conducive to learning.



It was important to attempt to develop activities to foster the implementation of these objectives in order to move in the direction of providing equal educational opportunities for students who live in a deprived environment. At the outset the school-community relation component of the program was broadly defined. I felt it necessary to involve as many people as possible in the operation of the Project and to develop programs to more fully use the resources of Garnet-Patterson and the community at large. The first specific task was to make the necessary contacts to obtain participants for the group training programs. The field coordinator and I made a number of home visits and personal contacts. The objectives of the in-school participation of parents were to enable a parent to observe the activities of the school; to narrow the psychological distance between home and school; to provide additional support for children, to assist teachers and other school personnel and to build a core of parents who could work together to participate in the process of influencing and supporting the policies and programs of the school and to help parents develop a broader understanding of the school and acquire some additional skills. During the course of the parent activity in the school, we worked to provide a situation whereby the school staff members were challenged to provide a good deal of the support parents might need as they entered an unfamiliar situation. Also through periodic meetings with parents, we tried to cement their relationships as a group to make it possible for them to provide feedback to each other



and to keep channels of communication open with my office.

The student follow-up, as other program components, was a developmental process. There was no built-in mechanism for follow-up and as the group finished the awareness sessions we realized the need to continue the group concept with student participants. In the October group follow-up we involved students who participated in the awareness group into the school counselor's buzz session program. After the February session we made an attempt, based on student requests, to form a special committee composed primarily of Open-Communication student participants, so they might have a continuing channel of communication for their suggestions and desires to affect change in the school. The Student Open Beautification Committee developed as an out growth of that effort became so popular that other students were allowed to participate.

The second specific task of the school-community relation component was to establish and work with the Community Advisory Committee. In as much as I viewed the Project as developmental in terms of its activities, the Advisory Committee was designed to suggest, review and provide input into Project activities. It had few defined tasks. Our purpose in the beginning, was simply to bring together people from the community who were interested in positive change in the school. As is in any activity which involves organizing people, there were and still are problems.

Bringing together a number of people and working to develop a group which can maintain itself beyond a limited time

period takes time. We encouraged school personnel and parents who participated in phase I and 2 of the Project to become a part of this group. The Committee has developed to the point where we can say that it has a purpose other than being a receiver of information about school activities. It has been a support mechanism and a guiding force for the school. During the course of the year instructional units on lead poisoning were coordinated among the teachers of English, Science, Art and foreign language at Garnet-Patterson. The idea was initiated by Mrs. Dorothy Miller, of the Child Health Center of Children's Hospital, an Advisory Committee Member. We sponsored a Career Day which was directed by an Advisory Committee sub-group in connection with the school's guidance department. Mrs. Laretta Jackson, PTA, Dr. Anita Austin, School Physician, and Mr. Lawrence Goffney from D. C. Recreation formed the sub-committee. Through Mr. Goffney's help, the school has been able to receive additional athletic equipment. The initiation of the requests was a follow-up to one of the student recommendations made during the group training session. Also, on the basis of Advisory Committee recommendation we have had two Outward Communication Days which have involved a sharing of activities, ideas and concerns between Garnet, The Senior High School and Elementary School in the school attendance zone.

The school has also provided services to various agencies and organizations represented by the advisory committee. On the basis of information received from Mr. Don Murray of UPO,

we, with the help of another member of the Advisory Committee, Mr. Sterling Tucker, were able to obtain increased Food Stamp Certification Service at The Neighborhood Development Center located at 13th and Euclid Streets, N. W. The school has given support to the Teeny-Bopper's Center, directed by Mrs. Louise Thomas, another member of the Advisory Committee. We have provided tutors from the faculty to Mrs. Thomas for after school programs, acted as a channel of communication between the Teeny-Boppers and the community and have generally been able to foster a closer relationship between them and the Community School Program at Garnet-Patterson.

We see the Advisory Committee as a mechanism for "opening-up" significant channels of communication between people and organizations which are working to raise the level of service to members of our community.

Implicit in the desire to "open-up" channels of communication between people is the feeling that people need to know what is happening if they are to remain enthusiastic about their participation. Consequently, each month Garnet-Patterson has been publishing a Project newsletter as a means of helping to fulfill these needs. School and community activities are reported along with providing recognition to those individuals who are making significant contributions to the school and community.

The remaining activities for the field coordinator were determined as needs and situation of the Project developed. For example, I thought it valuable in terms of pupil-school-community relations for the field coordinator to teach one



class. It helped him to establish credibility with teachers, students, and parents; and it was valuable for him to have the opportunity to use the classroom as a laboratory for one period a day to explore the usefulness of closer ties for the teacher to home and students and to have more time for student follow-up. The classroom experience was another way of developing significant relationships between the school and community.

#### Curriculum Improvement and Teacher Preparation

Special attention was devoted to the improvement of curriculum and teacher preparation, the program component co-directed by Dr. Evaretta Rutherford. The curriculum activities were geared to:

- Using new learning materials in either traditional curricula or in new curricula
- Introducing relevant materials into existing courses
- Combining materials from several courses into meaningful course content
- Carrying on some of the usual activities in a different or innovative way
- Introducing new or innovative activities in the usual curriculum
- Extending the use of new media in the classroom
- Affording in-service training for teachers.

In seeking to facilitate curriculum improvement, teachers were able to place orders for additional curriculum materials which were not available within regular school budget. Materials ordered included supplies for music, home economics, science, reading and art. The availability of these supplies



made it possible for teachers to have adequate materials with which to work. Over and above the basic necessities were different kinds of materials to enhance the relevance of course offerings.

In several cases, notably in physical education and home economics, teachers worked together to combine methods and materials to produce meaningful units on "good grooming." Working with-in the framework of the usual subject matter curriculum, several teachers tried interdisciplinary approaches to presenting subject matter. In addition, of special interest was the use of a mathematics workbook as programmed material by one teacher and the introduction of the cycle approach by another teacher as an analytical tool for the study of U. S. history. Another teacher incorporated the use of transparencies as a basis for making the teaching of science more realistic. Through the experiences in English, several teachers were able to improve their efforts to make curriculum come alive, by expanding their use of newspapers, paperbacks and magazines as instructional aids. Still another teacher was able to assist students in developing some creative poetry (see appendix E). To help teachers maintain their enthusiasm, some in service training was offered as needed with regard to skills and information necessary to keep the curriculum lively.

#### 1. Inservice Training for Teachers

Two workshops were held during the school year as a result of a specific recommendation from the group sessions. These workshops covered techniques in the use of materials and

methods of teaching reading in subject matter areas. The first workshop was on the use of audio-visual equipment.

### 1. Audio-Visual Workshops

Garnet-Patterson as a part of the Model School Division has many resources available to its teaching staff including an adequate quantity of audio-visual hardware. The Open-Communication Audio-Visual work was designed to help teachers gain maximum effectiveness in the use of audio-visual supplies and equipment already available to them. Planning by Miss Patricia Jones, curriculum coordinator, with the assistance of Mr. Rufus Cannon, of the District of Columbia Public School Educational Media Center included a review of the audio-visual equipment inventory records at Garnet-Patterson. Arrangements were made at this time to repair items not in operating condition. Mr. Cannon presented demonstrations to interested teachers on the use of several recently purchased items. A questionnaire was then circulated to determine the number of school personnel interested in participating in the major workshop. The areas of interest as determined by the results of the survey were in the general use of the overhead projector and the making of slides. The Howard University Audio-Visual Center and the District of Columbia Public Schools Educational Media Center facilities were used cooperatively and staff members of both units served as consultants for the activities. The workshop objectives were:

- To inform teachers of audio-visual equipment readily available in the school or that can be made available through the Educational Media Center

- To provide teachers with some experiences in the effective use of media materials and equipment
- To inform teachers of services in the making of classroom audio-visual materials available through the Project and Howard University.
- To assist teachers in the making of slides and transparencies.

The opportunity for participation in the workshop was extended to other school personnel, parents, and a few students, over and above those who had indicated a definite interest in audio-visual equipment. Two students, one parent, and 100% of the teaching staff including math interns, teachers associates, and professional aides participated in at least one of the two workshop phases. The first included a series of four work sessions conducted by Dr. Edwin Foster, Director of Educational Systems and Mr. Edgar G. Sanford, Supervisor of Audio-Visual Services, both of Howard University. These sessions were concerned with helping the teacher increase their expertise in the use of various audio-visual hardware and the making of audio-visual materials such as the 35mm slide and the color transparency.

Phase two consisted of a one day exhibition and learning center demonstration conducted by Mrs. Marjorie Brooks and Mr. Rufus Cannon, from the D. C. Public School Educational Media Center. Garnet-Patterson staff members and parents were at liberty to visit the center during their unassigned periods to view and use a wide variety of audio-visual equipment available through the Educational Media Center. After participants developed some skills in media techniques the curriculum committee



focused on the Reading Development Program.

## 2. Reading Development Program

Reading improvement was considered by the participants to be one of the major areas of need at Garnet-Patterson. This emphasis on the teaching of reading was based on the philosophy that the development of reading skills is a major part of learning in all subject matter areas and that all teachers who desired it should have some training in the teaching of reading in their subject matter areas. The Reading Development Program was designed to orient teachers towards a greater emphasis on reading in all subjects and to initiate a more extensive reading program to be conducted in the second year of the Project. The planning and operation of the program was carried out in conjunction with Mr. Robert Ambrose, Science Research Associate, Mrs. Elaine Zweben, Coolidge Senior High School Reading Center, Mrs. Nellie Lewis and Mrs. J. Trawrick, D. C. Public Schools Reading Center, and Mr. Robert Steptoe, D. C. Public Schools Department of English.

The program consisted of a series of work sessions and classroom demonstrations on reading in subject matter areas. The work sessions on skills in reading and approaches to reading instruction in subject matter areas were conducted as an orientation to classroom demonstrations. These demonstrations included one on the SRA reading lab for development of listening skills, and a series of four on reading readiness, development of comprehensive skills, vocabulary building and teacher and student evaluation of individual growth.



### 3. Special Programs for Students

A major desired multiple effect of the Project was the expansion of services for pupils with special needs through a wide focus on the individual. In addition to the emphasis on reading in the group sessions, special services for students in the area of developing study skills, and increasing reading skills through reading for enjoyment were provided. These provisions for students represented the combined efforts of resource persons from various institutions. They were Mrs. Elaine Zweben, of Coolidge High Reading Center, D. C. Public Schools Reading Center, Mr. Kistler Farmer, the Garnet-Patterson Junior High School librarian and teachers of English and social studies. Parents, Mrs. Arie Harrington, Mr. Consuela Boone and Mrs. Ruth Jackson, assisted in these efforts. In addition two students, Odessa Bynum and Claudia Berry, were also very much involved.

The outgrowth of which was the Reading Center located in the school library for the purpose of providing students with individualized attention in the development of specific reading and study skills. The center was open during the first, second, and third periods of each school day when the Project coordinator and one parent were available to provide some assistance to students. Teachers were invited to send students to the center if they needed assistance in classwork with homework as well as research assignments. Students who were not functioning well in class on a given day and wanted to come to the center to read were allowed to do so. Because of

limited space teachers were asked to limit the number of students per period. The center operated for the following purposes.

- . To make available to students various levels of reading materials a diversity of topics
- ... To provide individualized attention to students with reading problems
- . To place a greater emphasis on literature by and about Black people in America
- . To assist students with classroom and homework assignments.

The Student Paper Back Book Shelf, a collection of paperback books on a variety of subjects and reading levels geared toward the particular interest of our students was another special program for students. The paperback shelf was an outgrowth of concern expressed in the fall group training sessions for high interest reading materials at varying levels of difficulty. To determine student interest two student participants in the fall group sessions, surveyed a random sampling of 63 Garnet-Patterson students. The books ordered by the Project were selected on the basis of the results of this survey, recommendations from participants in the group sessions, and the school librarian. The paperback collection includes books by and about the Negro in America from the fictional Soul Brothers and Sisters Lou to the documentary Malcolm X Speaks; from the exciting Adventures of the Negro Cowboy to the humorous Not Without Laughter. Other selections include stories of adventure, mystery, monsters, love, animals, and great heroes, fiction and non-fiction. Books available on the shelf were ordered through the Project or contributed to the center by

staff members and the Garnet-Patterson English Department. The efforts symbolized a growing concern and involvement of many adults.

#### 4. Library Open House

"Fun and Facts" was a special week long activity held in conjunction with National Library Week under the direction of the Garnet-Patterson librarian. The objectives of the Open House were:

- To enhance teacher and student awareness of the resources and services of the library
- To increase the students' knowledge of and use of the library
- To make the library a more interesting place to visit.

The activities for the week consisted of the following:

- Instruction on the use of the library and developing better study habits with classes in English and Social Studies
- Students who visited the library were given free book covers and book markers
- An evening at the movies--when a double feature was shown after school in the library: The Owl That Gave A Hoot, and Black Power.

Our library at this time also circulated a listing of new additions to the library, in the form of books and film strips, which were made available through the Open-Communication Project.

#### 5. Special Services for Teachers

Special services for the teachers were provided through the efforts of Departments at Howard University as well as of the national and local consultants. The Curriculum Bulletin



was developed as a means of reporting annotated bibliographies of recently published books thought to be of particular interest to the inner city youth, sharing a listing of recent materials (books, games, films) and audio-visual materials for use in the classroom, and serving as a resource for teachers and other school personnel. The bulletin once was distributed a month with other bulletins prepared and distributed in conjunction with special activities at the school. For example, two bulletins were prepared and disseminated as a part of the audio-visual materials workshop. Several of the monthly bulletins focused on subject matter areas which frequently were not represented in other bibliographies. These subjects included family living, home economics, art, and music. Bibliographical entries were based on suggestions from the staff of Garnet-Patterson. The listing was of materials available at The D. C. Public School Curriculum Library, The Garnet-Patterson Library, The Howard University Curriculum Laboratory and The Howard University Library. Many copies of bibliographies from professional organizations and private and public community agencies located in Washington were made available to participants.

Included among the resources made available through the Open-Communication Project were the services of national, local and special consultants. By appointment special arrangements could be made for individual participant conferences which provided assistance in curriculum work or special problems. Under this program the services of Mrs. Eva Nash, Project con-



sultant from Community Services Office, U. S. Department of Housing and Urban Development were available to the Guidance Department in their group counseling student buzz sessions Project and Special consultant Dr. Edwin Foster, Director of Education Systems at Howard University assisted in the preparation of instructional materials.

As a follow-up to a request of the curriculum co-director of the Project, the staff of the Howard University Curriculum Laboratory made their services and resources available to all Garnet-Patterson staff. The Howard University audio-visual center staff also assisted in the preparation of 35mm slides and overhead transparencies. The equipment of the audio-visual center was used extensively throughout the year.

The Garnet-Patterson staff resource corner was set up to keep the teaching staff abreast of the most current materials methods, and theories of teaching and learning. It consisted of books and materials to increase their general knowledge of the community and world in which they live. Books and articles on the shelf were recommended by school administrators, Project staff, department chairmen and individual staff members, and parents.

#### 6. Curriculum Projects

Faculty members after involvement in group training sessions spent fifty-six hours working in the area of curriculum. Curriculum Projects to a large degree represented a unit of work in greater community involvement, the development of new materials, changes in ways of presenting materials, changes in

ways of presenting materials and revisions in subject matter content. Some of these Projects will be included in the appendix E of this study.

### 7. Teacher Associates

Two teacher associates, candidates in the Master of Arts in Teaching Program at Howard University, played an integral part in the curriculum aspects of the Project. These persons functioned in a two-fold manner: (1) to receive intern experience as Master of Arts in Teaching candidates in the area of educating the disadvantaged, and (2) to examine innovative methods and try out new materials in the classroom. The teacher associate as an additional staff person in the subject matter areas of history, English and French shared in all the curricular responsibilities of the faculty. They taught a full program and participated in community activities. The major community concern of the teacher associates was the "Teeny-Bopper Center" where they were volunteer tutors. The "Teeny-Boppers Center" is a block club which serves the Garnet-Patterson community. It was started by a Garnet-Patterson parent who also participated in the Open-Communication Project training sessions and later became a member of the Advisory Committee.

One exciting innovation explored by a teacher associate was the cycle approach to the teaching of American History. This method was designed logically and consistently to enable the student to use the acquired facts to draw generalizations and from their involvement in the investigative process. This

research was the subject of this teacher associate's thesis submitted in the spring of 1970 to Howard University in partial fulfillment for the M. A. degree. Other activities of teacher associates included the planning of reading materials for individual tutoring and the development of units in Black literature.

#### 8. Statement of Teachers' Curriculum Projects

As has been stated before, the teacher participants in the Open-Communication Project, after participation in the group sessions, completed an additional fifty-six hours in the area of curriculum. Curriculum change is a continuous goal of educators yet little change in teaching methods and instructional materials filter into the classroom. Often this failure to bridge the gap between educational theory and classroom presentation is blamed on the rigidity of the school system, the unwillingness to accept change on the part of administrators and teachers, and the lack of funds. It was felt by the Project staff that the climate was right for significant curriculum revision to be initiated and accomplished by the teacher with a limited amount of assistance. Thus, the Project has emphasized teacher initiated changes in subject matter areas, assisting the teacher with materials, providing consultants, services and other special services to the school and by the University. Each teacher was asked to attempt to revise one curricular unit of a class which he or she taught. I felt that the results were encouraging.



### Culminating Activity

On June 5, 1970 an awards program was held in the school auditorium. Certificates of participation (see appendix I) were presented to all program participants, of particular importance was the announcement that parents receiving certificates would be able to use them for credit, as a verification of one year's participation in a school, if they applied for and were appointed to positions as school or teacher aides. The awards program was followed by a buffet supper in the school cafeteria for which participants provided both the food and the service.

Prior to the beginning of the 1970-1971 school year, two of the parent program participants were hired as G. S. - 4 aides for Garnet-Patterson.

### Statement of Progress

In this chapter, I have reported on the conditions of the school and its community from 1964 up to the initial steps which led to the development of The Open-Communication Project. The important persons, places and events have been discussed as each relates to the manner in which the program was started and conducted during the first year of program operation 1969-1970. To be highlighted is the fact that the beginning of a change strategy was initiated under my impetus as principal, but in conjunction with representatives from Howard University's School of Education, The Washington School of Psychiatry, representatives from the local school community and representatives from the District of Columbia Public School System's Central



Administrative Staff. Although a leadership team was involved in leadership and administration, the change strategy was developed in the manner which involved participants in the diagnosis of conditions, search for solutions and the provision of feedback. Personal commitment was evident.

Crucial to the program development and initiation was the cooperation and support manifested by the Central Administration of The District of Columbia Public Schools. The confidence of the principal, because of this support was verbally transmitted to participants in the Open-Communication Project. It is my feeling that the fact that we were a part of The Model School Division did much to establish a positive improvement of morale. Something was happening and it was great to be a part of the total effort.

In spite of the great enthusiasm, it was necessary for Project staff to be patient in its efforts to stimulate the effective operation of the Advisory Committee. Simple ground rules stated that its members needed as interest in making a contribution to the school's attempts to establish a climate of sharing responsibility in order to become more responsive to the needs of all. Participating groups and members of the committee should dialog and share experiences until they could determine their reason for being and thus develop purposes relevant to their participation. It was clear that The Advisory Committee was not manipulated into carrying out the wishes of the staff. Thus the struggle for identity and purpose continued for much

of the first year of program operation.

Each member of the leadership team responsible for Project management, obviously had some reservations about the ability of the team to function smoothly in a tripod co-directional leadership arrangement. A specific example of one of the difficulties was the problem in getting the team together on short notice to deal with Project needs which surfaced unexpectedly. An illustration of such a need was the necessity to respond to requests of the Federal Programs Office. Although Dr. Hypps was responsible for the overall management of the Project she did not choose to make unilateral decisions and it was necessary to call the team together other than for regularly-scheduled meetings.

The supervision of curriculum activities posed no real problems in spite of the fact that Dr. Rutherford attempted to coordinate Project curriculum activities, and I found it necessary not to abdicate my overall responsibility for the improvement of instruction. Very close coordination of efforts was absolutely essential to the carrying out of this phase of the program.

Group training sessions were coordinated by Dr. Hypps, but again the leadership team worked very closely in coordinating the scheduled activities with regular school activities. The follow-up to these sessions was of necessity one of my functions. Parent-in school participation required the availability of school staff to support, re-inforce and encourage the efforts of parents and teachers in the working out of

satisfactory relations in a new situation .

As enthusiastic as we were about the first year's program, it was apparent that we were dealing with the need for a longer period of time in order to move through the self-renewal change cycle. The evaluation report for 1969-1970 substantiated the need for additional time. Thus we were fortunate to receive financial assistance to move into the second year of program operation.

## Chapter V

Modification and Development of The Open-Communication Project  
1970-1971Basis for Program Modification

Five events necessitated changes in the Open-Communication Program components for the 1970-1971 school year. Prior to the close of 1969-1970 program activities, I was informed by the Office of Education program specialist that the Open-Communication Project would be discontinued in the department in which it was funded, however we could negotiate to have the program funded in another department. We were also advised that the new deputy associate commissioner was in favor of funding the school system for a school based program rather than funding the institution of higher education. Negotiations to obtain continued funding were successful with second year funding at two-thirds of the first years funding.

Next in the series of events the Department of Education at Howard voted to discontinue its affiliation with the program on the grounds that it did not have enough in-put into the program development. For once it appeared that the impetus was coming from the persons who were being affected by the program; school personnel, parents and students. As a result of this action, assistance was sought from Dr. Paul Cooke, president of the D. C. Teachers College. He agreed to serve as fiscal agent for the Open-Communication Project by means of a sub-contract, and to provide the necessary support for



program activities. Again the central administration supported this action as well as the idea of continuing the program activities. In the interim, Mr. Gilbert A. Diggs, the new assistant superintendent of the Model School Division who was appointed after the promotion of Mr. Norman Nickens the former assistant superintendent, offered his support.

In August of 1970 the District of Columbia Board of Education adopted the Clark Report, later to be named The Academic Achievement Plan, as the direction for the entire school system. It was therefore necessary to utilize the Open-Communication Project in such a way as to directly relate the nature of some of the activities to this new school system effort. Indeed there was found to be little incompatibility, for attempts at self-renewal as well as all school efforts were ultimately geared toward improving the educational opportunities for students, and Open-Communication was viewed as a direct route to this end.

Of major importance to the modification of program was the fact that the recommendations made in the group training sessions were utilized as a basis for program modification. Thus the idea of using feedback to alter the direction of activities was a viable one.

Lastly, the information contained in the June, 1970 report was considered as a basis for decisions relative to school rules and regulations, all of which were outlined in a hand book and distributed to school personnel at the beginning of the school year of September 1970.

Project Leadership and Management 1971-1972

The second year's Open-Communication Project was directed, under my leadership as principal, in conjunction with a Garnet-Patterson planning committee, the Advisory Committee, the reading mobilization team, the mathematics mobilization team and a number of outside consultants. As participant-observer, I assumed the responsibilities for management of Project operation and supervision of the Project staff. For this year's operation, the Project office was moved from Howard University to room 220 at Garnet-Patterson Junior High School. The personnel organization was expanded and is indicated below.

Personnel Organization

Director

Margaret G. Labat

Field Coordinator

Stanley Perelman

Planning Committee

Norman Haley

Sylvia Jones

Charles Epps

Stanley Perelman

Katherine Latney

Ernestine Craft

Margaret Labat

Reading Mobilization Team

Sylvia Jones

Myrtice Tobias

Olivia Dixon

Evelyn George

Bettye Topps

Brittania Capers

Thelma Jones

Susan Rosenbaum

Jacqueline Terrell

Evaluation Specialist

Dr. Russell Cort

Administrative Assistant

Catherine Thompson

Garnet-Patterson, Administrative Assistant

Chairman, English Department

Chairman, Science Department

Open-Communication Field Coordinator

Parent

Parent

Principal and Open-Communication Director

Team Leader and Chairman of The English Department  
Counselor

Teacher of English

Teacher of English

Teacher of Social Studies

Teacher of English

Teacher of English

Teacher of Social Studies

Teacher of French

Mathematics Mobilization Team

Grace McDowell

Eugene Randolph

Charles Epps

Dorothy Hampton

Clifton Rowls

Mohinder Singh

Anne Montgomery

Team Leader and Chairman of  
The Mathematics Department  
Counselor

Teacher of Science

Teacher of Mathematics

Teacher of Mathematics

Teacher of Mathematics

Teacher of Mathematics

Open-Communication  
Program Components July, 1970 - June, 1971.

1. Advisory Committee

The ongoing Advisory Committee, established during the previous Open-Communication Program, was composed of parents and representatives from various community organizations which provide services to the school community including students, parents and Garnet personnel. The group, at its first meeting in August, voted to keep its meeting date the same as for the previous year which was the third Thursday of each month. However, they also voted to extend the meeting time for at least a half hour with meetings scheduled to begin at seven p.m. and end at eight-thirty p.m. or upon the completion of the scheduled agenda. It was agreed that function and purpose would remain developmental in nature.

2. Training Activities

Two basic types of training activities were conducted during the year. They were "Open-Communication Awareness Retreats" and "Instructional Skills Workshops" designed to cover the affective and cognitive domains.

Group Awareness Retreats

Three "Group Awareness Retreats", which replaced the previous year's group training sessions, were scheduled to provide eight hours each or a total of twenty-four hours of working time in the areas of improving communication skills, developing a greater awareness of one self and the contributions which individuals can make to the collective organizational effort.



Each of these activities was implemented under the leadership of one or more behavioral scientist, serving as a catalyst or catalysts for change. These consultants utilized in-put from the planning committee as a basis for structuring the group activities while the Project staff assumed the responsibility for preparing and disseminating reports on each program.

The scheduling of these activities was planned in such a way as to illicit renewed cooperation from the group and acquaint new school personnel, parent and students with the thrust of the organizational re-newal process. Thus the first "Retreat" was sponsored in September, with the second "Retreat" sponsored in December as a means of re-inforcing the initial efforts and the third or May "Retreat" designed to maintain a high level of motivation for concluding the school year which is frequently a period of low energy level for employees.

#### Selection of Participants for Group Awareness Retreats

School Personnel were invited to participate and the responses were on a voluntary basis. Parents already recruited for in-school-participation were invited to attend and students were elected through their homerooms with the same parental permission approval process being followed as in the previous year's program.

#### Description of The September Group Awareness Retreat

The first Open-Communication Awareness Retreat of the 1970-1971 school year consisted of a series of activities held at the National 4-H Center in Bethesda, Md. Activities were designed by the trainer to achieve the goals set up by the

Open-Communication Planning Committee, which included parents, school personnel and Advisory Committee representatives.

The general goals included promoting a sense of unity and commitment among the people involved in the educational process at Garnet-Patterson, strengthening positive attitudes towards Garnet students as a means of improving educational opportunities for them at the school, and improving the ability to work cooperatively, constructively, openly and with a greater degree of trust.

Eighty three parents, students and school personnel arrived at The 4-H Center by bus at 5:00 p.m., September 11, 1970. After checking into dormitory living quarters and having dinner in the cafeteria, the entire group assembled in the large conference room which was to be the center of structured activities for the session. Upon reporting to the room one noticed that chairs had been arranged in groups of threes. What people did upon their arrival was a movement into the activities for the evening.

#### Friday Training Activities

The opening activity demonstrated the degree of freedom and flexibility the participants used as they found the room arranged in an unusual fashion.

The groups of three joined another group and formed a circle. In the center of the circle the group was to imagine a sphere existed and was instructed to do something with it and then pass it on

After this activity the groups were encouraged to discuss their

responses and feelings

- .The groups were then called upon to imagine two spheres in the center of the circle and deal with them. This activity served to initiate group interaction and prepare people for the risk-taking involved in Open-Communication

Each participant was asked to answer the following questions:

- .What do you want to learn in the next two days?
- .How do people behave when there is Open-Communication?
- .What skills do you need to develop to promote better communication?
- .The culminating activity of the evening was a discussion of some of the conditions for learning and the problems a teacher can create when he is unaware of some of the dynamics of behavior in the classroom

After the session the group leader, members of the Open-Communication Evaluation team and the Planning Committee met with the Open-Communication Project Staff to critique the evening's activities and plan the events for Saturday.

#### Saturday Training Activities

The results of the questions asked on Friday evening were posted and became the guide to activities for the rest of the session. The questions and responses helped to clarify the level at which individuals were functioning during the Retreat.

What do you want to learn in the next two days?

- .To improve discipline
- .Better education
- .To find out what Open-Communication is
- .How a Retreat helps
- .How to recognize feelings of others
- .How to help others



- How to understand others
- How to express myself better
- How to let others help me
- To find out the role of the staff
- How to bridge the gap between the staff roles and the community aides
- Getting to learn about people
- Understanding people and accepting them as they are
- How to better the communication and interaction between the home - school and church
- Does Open-Communication really work? If so for how long?
- Parents, students and teachers want better communication  
In addition, cooperation from everyone
- How do we improve our relationship with each other
- Caring for each other

How will people behave when there is Open-Communication?

Each member will have:

- Participated
- Contributed
- Talked more openly with at least one person from each role
- Developed one technique to help others become more comfortable with him
- Recognized if he has "difficult" feelings toward others
- Gained one new approach to handling communication difficulties
- A greater commitment to Garnet-Patterson.

What skills do you need in order to improve your communication?

- Listening
- Friendliness
- Empathy
- Tolerance
- Understanding
- Spelling
- Patience
- Better relationships
- Resolve conflict
- Self confidence
- To develop the ability to tolerate and respect opinions and actions of other people with whom I do not agree
- Self expression
- Relaxing
- Warmer-up

### Group Activities

Saturday's opening activity focused on the problems of adult-child relationships. Two adults participated in separate situations. They played the role of misbehaving children with



the trainer roleplaying as the adult. As the activity proceeded a pattern of responses for promoting effective and positive relations between adult and child was portrayed.

- Let the child identify the problem himself
- Let the child form the value judgment, not the adult
- Let the child set up an action plan to solve the problem
- Let the child set up a program to avoid the re-occurrence of the problem.

The next set of activities necessitated forming groups of four people each. The skills identified in these activities involved learning to be open and to understand the feedback process.

Each person in the group was directed to tell the others about himself and some successful experiences he has had in his life. This exercise in openness and revealing something of one's self to others led to the introduction of the Johari Window.

The next activity was an extension of the previous one: each member told the group something that would help them to understand him better.

Then we moved towards consideration of the building of trust between people in groups of fours. Two were considered a team. One was directed to lead the other, whose eyes were closed, around the room. Their roles were reversed and the individuals then discussed their feelings.

The activities relating to openness and trust led to a consideration of the nature of a person. The leader suggested that "We are the result of that which we feel". He suggested also that levels of acceptance and rejection, which are the determination of human interaction can be seen on a continuum.

Levels of acceptance and rejection were discussed as detailed in the following manner.

#### LEVELS OF REJECTION

Negative Talk	Avoidance	Discrimination	Physical Harm	To Kill
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#### LEVELS OF ACCEPTANCE

Create	Physical	Acceptance	Seek Out	Positive Talk
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The quality of the interaction between two is never the responsibility of one.

The importance of using feedback effectively was discussed in the group with the following information being considered.

"Feedback is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals of significance to all participants was the opportunity to review some criteria for useful feedback. The

criteria were discussed in each group and summarized by the Project staff as follows:

1. It is descriptive rather than evaluative. Describing one's own reaction leaves the individual free to use it as he sees fit. Avoiding evaluative language reduces the need for the individual to react defensively.
2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, ect).
7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
8. When feedback is given in a training group, both the giver and receiver has opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his

behavior matches his intention; and it is a means for establishing one's identity-for answering who am I?

The next activity focused on the developing of a high level of trust between individuals. Partners of two in the groups of four were directed to sit in front of the others. The person in front told his partner about himself and after a few minutes the partners reversed positions. After this exchange, the groups reformed, at this point each person assumed the role of his partner and told the group about "himself". The feelings of trust, openness, listening and empathy were all a part of their exercise in Positive Feedback.

As the level of involvement in the group grew, the leader moved the discussion to anticipate the closing activity. Encouraging people to think positively of each other in order that they understand qualities to be measured up to. The members of each group of four gave each other slips of paper on which were written strength of character which the person was seen to possess. Each person then had been given six cards he taped across his chest. At this point everyone participating got up and walked around the room, displaying his strengths and admiring others.

The final activity, "The Bear Hunt" offered Mr. Gant the opportunity to both state his own personal feeling to the large group and leave it with a thought. "People generally find what they are looking for". If we look to find children, parents and staff at Garnet-Patterson who are who are fine capable people, then most likely that is what we will find.



The session ended on this note of togetherness and unity.

Description of The December Group Awareness Retreat

The second Open-Communication Awareness Retreat was held December 11, 12, 1970, at the National 4-H Center in Bethesda, Md. This activity was designed as a continuation of the first "Retreat" and its follow-up activities in the school. Another influence on the Planning Committee's approach to the Retreat format was the need for group planning and demonstration of skills relating to the implementation of the Academic Achievement Project. Finally it was the general feeling, based on the experience of the past Retreat, that students needed to have some time together as a group, to develop their own plans to improve the learning environment at Garnet-Patterson.

In addition to Mr. Jack Gant, who led the activities at the first "Retreat", we were joined by four other consultants with expertise in group process skills. Mrs. Eva Nash for HUD; Mrs. Pearl Brackett, Asst. Supt. Community School Division of the Baltimore Public School System; Dr. Stanley Jacobson, Washington School of Psychiatry; and Dr. Herman Dorsett, Temple University.

The 81 participants; school staff, parents and students, left Garnet-Patterson by bus at 3:30 p.m. on Friday, December 11, 1970. After arriving and checking into the 4-H Center, the participants had dinner and prepared for the evening session.

FRIDAY EVENING

We assembled, were introduced to our consultants for the "Retreat" and began activities designed to help us to meet

each other across our designated roles of parent, school staff member or student; and discover one another as human beings. We also worked on particular personal goals we had in mind for the weekend.

### Group Activities

- The participants were asked to get up and walk around the room. There was no talking. We were just looking at the other people.
- We chose as a partner someone whom we did not know well. We were asked to talk to each other about ourselves but not mention any school connected activity.
- The partners were then asked to find another group of two. Each person introduced his partner to the group and told what he had learned about him. Each person told the group what he thought was important about people when they couldn't discuss work-roles.
- The group (4 members) discussed what they wanted to learn during this weekend "Retreat".
- Two groups (8 members) met and wrote on newsprint the goals/needs each member had for the "Retreat". The sheets were posted. Groups walked around reviewing the goals as stated by others.

Some of these goals/needs were:

- How to meet people easily
- How to listen, when to listen, to whom to listen
- How to gain trust and confidence of others
- To speak more freely with others
- How to find topics of interest common to all
- How to get along with people
- How to adjust ourselves to the topic of conversation

How to gain confidence in one's self so as to give advice to others when asked  
 Understand students  
 Meet people  
 Learn to love one another  
 When we talk to each other, we understand how each other feels  
 How to love and understand teachers  
 To learn more about each other  
 We obey a teacher  
 We are to do work the teacher tells us to do  
 How to communicate with the teacher when there is a problem between two students or between teacher and student  
 Tolerance  
 Self-confidence  
 Listening  
 Being interesting to others  
 Seeing yourself as others see you  
 Empathy  
 Being yourself  
 Being cool  
 Learn to understand our behavior and how it affects others  
 What do we want; good grammar or good taste or both?  
 Learn to listen well in all situations without imposing our own biases and prejudices  
 Learn to understand children's reactions to different situations  
 Learn to stimulate and motivate effectively (reaching the goal set).  
 How to get to know people, how to go about doing it  
 How to relate a person's feelings and meaning to his words  
 How to build rapport through listening, talking and working with students  
 Why are some students anti-school, and what are their real interests?  
 How to convey my own honest feelings to others; and receive and accept others' feelings even when they are negative  
 How to be less critical  
 To cope with "know it alls" in an intelligent, calm way  
 How to understand people who speak before understanding what is to be spoken about  
 How to teach values  
 How to accept people as they are  
 How to understand the misunderstood  
 Learn to listen  
 Learn to express interest  
 Learn to express care  
 Learn how to understand teachers  
 Learn to talk to teachers freely  
 To improve a sense of humor  
 Overcome shyness with older people  
 Patience  
 Understanding other people's problem

Teachers to express their thoughts to children  
 How to support each other  
 How to share responsibility  
 Learn more about school activities  
 How to help others to become more open  
 How to improve English skills  
 How to get kids to come to school  
 How to love everybody  
 Accept adults as they are  
 Help others forget their problems  
 Respect and understand others values  
 Understanding others  
 Working well with one another  
 See me as I am  
 Be more tolerant of others  
 Self control while communicating with others  
 Develop self-expression  
 Understanding  
 Trust  
 Self-confidence.

These lists were consolidated by the consultant team and planning committee who arrived at five major areas of concern to serve as the basis for the activities.

To learn to listen to each other  
 To learn to say what we really feel  
 To learn to understand and accept ourselves  
 To build trust  
 To know one's self.

As the groups were looking at the various expressed needs, which had been posted around the room, the consultants were readying another activity. This one was designed to help us look at ourselves in our particular roles and to share what we saw with others.

A series of role designations was posted around the room.

Father	1	Teacher	~
White	5	Wife	-
Athlete	10	Short	-
Sister	4	Cook	2
Homemaker	1	Husband	-
Brother	6	Man	4
Student	1	Janitor	-
Teenager	2	Boy	3
Old	1	Fat	8



Friend	10	Woman	11
Nothing	7	Girl	-
Aide	2	Mother	-
Black	8	Boss	-
Baby Setter	5		

- Participants were asked to stand by the role designation which best described their feelings about themselves at that time.
- Participants were asked to share reasons for choosing a particular role with others who had similar roles chose.
- Participants were asked then to choose a second role which described their working situation at Garnet-Patterson.
- People in the different roles were asked to write those activities which were part of their school roles and those intangible qualities which made them feel good at Garnet-Patterson.

Some of these items included:

#### TEACHER RESPONSES

Hours 9:00 A.M. - 3:00 P.M.

Colleagues - very co-operative, friendly

A "new" calm in the building

Love for children

Sharing knowledge - concern

Seeing youngsters grow into fine adults in spite of seemingly impossible odds

The challenges of the Inner City

Ability to share experiences so that the student will be more prepared for the future than I was

Ability to help kids who really need help

Being able to gain confidence and trust of so many kids

Ability to teach required topics interestingly

Being able to get relevant information

Working with good people

Ability to be aware and alert to changes and problems  
We are the most involved teachers  
We are abreast of current trends in teaching  
We have near total togetherness among the staff  
We share ideas for innovative methods  
We have one common goal - to teach the whole child  
We like our children  
We like each other  
Everyone is helpful  
Relaxed atmosphere  
No "meanness"  
Busy, challenging day  
Wit! Wit! Wit! what a day!  
A deep involvement  
Appreciation of each other  
Chance to express yourself (soul)  
Kind, Kind children  
We meet each day as a challenge  
Excellent support with all staff  
Never a dull moment  
Students often showing appreciation of faculty  
Variety and involvement in Projects for improvement in  
curriculum  
Children are very friendly  
The communications are open among all people at Garnet  
People outside Garnet view teaching at Garnet as a posi-  
tive thing  
Good publicity

Much involvement of students and parents in all activities

Teachers have academic freedom

Convenient

A lot of dedicated and well prepared colleagues

Things are always interesting - never a dull moment

Congenial faculty.

#### VOCATIONAL AIDE AND ECONOMIC AIDE RESPONSES

Help a child to help himself

To expose youth to the world of work

Servicing children

Communicating with children

Alleviating or softening problems which deter learning

Working with parents

Working with Administration and Teachers

Being able to help teachers, students and parents

#### STUDENT RESPONSES

Helping you to get a good education

Interesting clubs

Devoting their time and energy to help us

Try to communicate

Respect us

Learn how to work with others

Feel needed

Understanding others

Good hot lunches

Pretty hallways

Pretty and nice teachers and aides

Good football teams

Teachers aides to help and please the students  
We have extra nice principal and assistants  
Equalized and listening participation.

#### SATURDAY

Saturday morning the total group divided into five groups for the day's activities: Group I Reading Mobe Team, Group II Math Mobe Team, Group III Math Support Team, Group IV Reading Support Team, and Group V Students. The groups were established by previously stated areas of interest, particular school roles, and in some cases simple assignments for balance. The groups were charged with the task of working on some of the goals/needs expressed on Friday evening.

After a couple of hours together, the group re-assembled to share their initial experiences with the total group. In the adult groups, the concerns which permeated the whole of the day's activities centered on problems of getting to know one another in the groups, getting to know one's self in the group and developing enough trust in the group for it to function effectively. Reports to the total group ranged from list of goals and activities to a skit illustrating the problems and progress of the group at work.

The students got right into the task of developing personal time tables relating to their plans to improve the atmosphere and communication system at Garnet-Patterson.

. We talked about the things we would like to do.



- . The places where we were born
- . We talked about discipline
- . Class cutting
- . Why students don't take books home
- . What we think makes a good teacher
- . How to express ourselves.

OUR TIME TABLE - of things to accomplish between now  
and January 12, 1971

- . Barbara will tell her class facts about Garnet-Patterson that gives Garnet-Patterson a "better" look.
- . Cecilia will tell her students in Philadelphia about the Retreat.
- . Mr. Devoe will help students share their messages with the rest of the school.
- . Billy says he will share several facts he has learned here about Garnet-Patterson (Fact Sheet).
- . Gloria is planning to make up a skit to present in the auditorium telling the story of "learning to listen".
- . Darryl is planning to write an article for the school newspaper. He is forming an editorial committee.
- . Pearl will write a letter to each person on our "mailing list" sharing the plans of the group. (Mrs. Pearl Brackett)
- . Michael will answer the letter and tell how he used our "listening steps" in his school work or at home.
- . Henry is planning to share what we've done with other Jr. High Schools by having neighborhood meetings advertise the plans in a paper.
- . Cynthia is planning a lunch talk session with some of her friends about facts about Garnet-Patterson.
- . Lorraine will help display the pictures taken by Mr. Perelman and add captions to put on front bulletin board.

- Jackie will see that the news and the ideas and the meetings are open to all.
- Distribution will be made to all.
- Janine plans to work with a team of people, students and adults, to help them become interested in making Garnet-Patterson better.

After lunch the groups re-formed and worked on their needs until the middle of the afternoon. Groups negotiated with each other when they needed students, parent or other cross-group consultation. The activities of the groups varied according to the perceived needs with which the groups operated.

The students had, in addition to the further discussions of ideas relating specifically to themselves at Garnet-Patterson, the chance to get to know Mr. Robert Hill, our chief engineer, a bit better. Mr. Hill, an avid outdoorsman, taught the students some woods-lore and Indian dances of which he is a student. The young people were enthusiastic to the point of planning their own camping experience with Mr. Hill, Mr. Devoe and Mrs. Green as guides.

After the total group came together on the last afternoon and presented their reports, Mr. Gant proceeded to have us come together for the closing activity which those of us who had been on the previous Retreat remembered with pleasure. The total group arranged themselves in a large circle and he took us on a "Bear Hunt". The activity was designed to bring us together and to demonstrate the idea that people generally find what they set out to find. He called upon all the participants to look for positive situations at Garnet-Patterson. For

if we do, we shall certainly find them.

### Description of The May Group Awareness Retreat

The third Open-Communication Awareness Retreat, which represented the final such activity for the school year, was designed to accomplish a set of goals which had been pre-determined by the Planning Committee and the staff consultants.

The specific goals are indicated below.

- . The participants will have the opportunity to share in a discussion of their feelings about the positive aspects of the Garnet-Patterson Junior High School Program for the school year 1970-1971.
- . The participants will make preparations for a positive and successful closing of school.
- . The participants will have the opportunity to make suggestions for a successful school year, 1971-1972.

This Retreat was held on Saturday, May 22, 1971 at The National 4-H Center in Bethesda, Maryland. The program design differed from the two previous Retreats in that it was scheduled as a one day marathon, from 8:00 a.m. until 10:00 p.m. Consequently at 8:00 a.m.; two busloads of Garnet-Patterson parents, students, other school personnel and staff, left the school building and arrived at the 4-H Center at 8:30 a.m.

After reaching the Center, the group assembled in the main meeting room and immediately began some warm up activities.

- . People were asked to look around and find someone they didn't know, go over to that person and begin a conversation.
- . People were asked to walk around the room and meet someone whom they didn't know.
- . Each person was asked to select someone his opposite and discuss their different personality characteristics.

- People were asked to greet someone, whom they didn't know in a non-verbal manner.
- These pairs of opposites were asked to share survival skills for a deserted island.
- Each person was asked to find someone whom he did not know, and introduce that person to someone known.

After this series of exercises the participants moved in- to smaller (Like) groups with a particular consultant: Parents and Advisory Committee with Jack Gant, students with Pearl Brackett, and school staff with Herman Dorsett and Cecilia Tyler. Their task for the morning was to find out what good things happened to them or what good things they did at Garnet-Patterson Junior High in the school year 1970-1971. A list of the responses from each group is stated.

#### STUDENTS

- Science Week
- Science Fair

#### PERSONAL SUCCESS

- Behavior (Lilly)
- English (Ronnie)
- Better grades (Gwen)
- Algebra (Hough)
- Math (Roberta)
- Attendance (Gerald, Hough, Gwen, Lilly, Roberta, Cynthia, Natalie, Cheryl, Ronald)
- Developed hobby - designer fashion (Martha)
- Painting (a hobby) (Ronald)
- Drawing (Ronnie)
- Softball (Nat)
- Dancing (Gwen, Ernest, Denny, Gerald)



- Singing (Ernest)

### PARENTS

- Child became a part of Garnet-Patterson and likes school
- Children are not as disobedient as they once seemed
- Child is adjusting
- Suggestions from the first retreat were carried out
- Children better understand teachers.
- PTA is more functional
- Parents got a better understanding through the retreat
- Teachers appreciate students and parents more respect
- Parents in school are helpful
- Teachers seem to care more
- Parent's help in community with attendance and class cutting
- Parents can help interpret subculture and neighborhood to new teachers
- Teachers and aides know how to talk to the students now
- Some parents take more time with children
- Parents are becoming a friend to their children
- Children once considered bad - really only wanted love and understanding
- Parents have a better understanding for teacher's problems
- Students seem more open
- Students have begun to learn to accept different ways of behavior in different situations
- Parents are learning to accept differences in their children
- Students respect parents on hall duty
- Teachers get more time for teaching with parents in hall
- Parents in school can talk students language
- Parents and adults are learning to talk to children with respect

- . People care about me as a parent
- . Some students call parent helpers "Mother"
- . Kids say teachers no longer have "Picks"
- . Good feeling parents get from knowledge that children miss them - know them
- . We have begun to develop a Garnet-Patterson, "Little Town Community In A Big City".
  - a. Dram
  - b. Camera Club
  - c. Track Team
  - d. Black History
  - e. Dance Club
  - f. Tutoring Club
  - g. Helped with income tax forms.

#### STAFF PLUSES

- . Good personal relations with students, support with staff
- . Student respect has increased
- . Cooperation with staff and parents
- . Teachers have worked hard
- . Kids buckling down
- . Kids felt they did better on tests
- . Personal growth
- . Positive attitude of students
- . Staff and students help keep building clear
- . Increased participation in Youth Serving Youth Tutoring Program
- . Student togetherness
- . Presence of parents.

Individual responses to the question "What can I do so that others can communicate better with me", appeared to stimulate each discussion. Some of those responses are quoted as follows.

- . I can now accept others as they are
- . I can now talk more openly about myself

- I can now accept help from others with more ease
- I am now more confident
- I can communicate better with others
- I now care more for others and their feelings
- I am now more patient
- I now trust others more
- I now understand others and myself better
- I now know what Open-Communication means
- I am now more positive
- I am more aware of the needs of others
- I can now listen better
- I can now relax better with others
- I now understand students better
- I believe there is togetherness at Garnet-Patterson

After lunch the groups got together again and reported on their activities. Miss Maxine Thomas acted as the announcer for a group skit by teachers showing the "real" and "ideal" at Garnet-Patterson. Parent groups reproduced their session on how it felt to be a part of Garnet-Patterson. Students presented a tape recording, which dealt with personal improvement over the past year. Finally a school-staff group under the direction of Norman Haley sang an adaptation of "Certainly, Lord", which served as their report.

When this series of reports was completed, persons were asked to assemble in (mixed) groups. The groups were asked to address themselves to the question "What will we have to do in order to be better in 1971-1972"? These groups worked on

observation and Feedback Skills as they responded to the assignment.

### Observation Guide

#### Things to look for :

- Who seemed to be the leader? Did the leadership rotate?
- Is everyone participating? Do a few members do most of the talking?
- Do people feel free to say what's really on their minds?
- Are there many interruptions?
- When an idea is presented to the group, is it evaluated, explored further or dropped?
- Who do people look at when they speak? Do they look at anyone?
- What kinds of non-verbal cues are given-off? What are the non-verbal messages?
- Is there any attempt to pull ideas together?
- Do people try to clarify and interpret suggestions and ideas?

### FEEDBACK

In order for feedback to be helpful, it must be:

- descriptive (not judgmental or evaluative)
- specific (not general)
- solicited, asked for
- well - timed
- able to take into account the needs and feelings of the receiver
- relatively "clean"
- directed toward changeable behavior
- checked with others

Concerns for a movement toward an even more successful year in 1971-1972 are indicated in specific categories.



## STUDENTS

- . Recreation facilities
  - . More student participation, student control?
  - . Class Attendance, making subject more interesting, more student responsibility
  - . "Buddy" system, more help for new students
  - . Relationships "TRY A LITTLE TENDERNESS"!
  - . Rewards for activities that students want (Praise through competition)
  - . More encouragement for students
  - . Get students and teachers together outside of school (Neighbor-friends-trips)
  - . Party for students who have perfect attendance every to weeks or once a month
  - . Teachers and students spend time in class getting to know each other
  - . Lady teachers as well as men should get out and play with students (sports)
  - . More parents in the school (attending classes)
  - . Vary the schedule
  - . Allow students chance to conduct class
  - . Change absentee recording system
  - . Should PTA be redesigned?
  - . Is homeroom necessary? Are there alternatives?
  - . Student newspaper
- PFL started in 7th grade
- . More relevant programs
  - . Let people at "Grass Roots" develop programs
  - . Warmer, more personal, caring relationship between students and teachers
  - . Achievement Award Program to improve attendance

- . Open-Communication Day on a regular basis
- . At least 3 or 4 times a year have some fitting recognition made of those who help.

#### SCHOOL STAFF

- . Leadership
- . Participation
- . Listening
- . Non-Verbals
- . Clarifying, Interpreting
- . Summarizing
- . Leveling (being honest)
- . Freedom to say what one really feels
- . Increase student and staff responsibility for facilities
- . To try to reach more children
- . Continue to build relationships
- . More activities to build esprit de corps in classroom--to reach everyone  
sports - activities  
achievement motivation (competitive)
- . Increase efforts to improve attendance
- . More attention to meaningful learning activities
- . More personal contact between staff and students
- . Plan of motivation for attendance
- . Personalized experiences
- . Utilization of MOBE Team support
- . Cross-fertilization of ideas
- . Utilizing available resources
- . Students can set an example of prompt attendance
- . Teachers can set an example of prompt attendance

- . Staff can set an example of prompt attendance
- . Provide better supplies and equipment
- . Build a list of possible expectations
- . Increase the opportunities for people at Garnet-Patterson to get together like this (4-H) to evaluate and measure what is really being done
- . Little more togetherness in cleanliness
- . Students to be more responsible for school property
- . Total involvement by all students and staff
- . Correlated subject matter
- . Reward a whole class in which everyone passes
- . More shops
- . More trips - classroom trips.

From 4:00 until 6:00 the participants relaxed, played baseball, badminton and walked around the grounds of the 4-H Center. The groups then had dinner and recovered at 7:00 p.m.

At this time people assembled in (like) groups, students, parents and Advisory Committee, and school staff. The question they worked on was, "What can each role group do for the others?"

#### PARENTS TO CHILDREN

- . When students can rap
- . When we are real and honest
- . When we let children enjoy themselves (homes)
- . Doing things with children
- . When we trust them and share with them
- . When the child is in a school activity and the parent is present
- . When you praise them
- . Listen to them with understanding of their world and feelings

- When you can help them with their problems (homework) on their terms
- By not setting unrealistic goals for children (expect too much)
- Praise good behavior
- Speak to and reach out to students - smile at students
- To encourage them to try in classes, clubs and activities
- When we are positive, patient, and on their side in helping them with their problems. Don't accuse or condemn
- Ask them what happened good to them during the day
- Eat together and let children talk about good things
- Talk about what makes us a family
- Talking about the good thing about children

#### PARENTS TO TEACHERS

- Listen with a pleasant air - smile
- I can talk better over the phone
- Show interest in my child
- When I do not prejudge before getting the teacher's point of view
- When I show that I want to help
- When I consider the teacher's problem (grading system)
- When the teachers knows that she can depend on me
- When I talk about the good things in the school to my neighbor
- When I make teachers welcome in my home
- When I go to teachers during breaks and leisure
- Talk or write about good things which are happening to children
- Helping the teacher understand the home schedule or problem
- Sharing upsets, which children are facing, medical, personal, home
- Participate in outside school activities - listen to our children.



STAFF TO STUDENTS

- . Recognize, Respect, and Listen to students
- . Awareness of student individuality
- . We are all learners
- . Plan for intercommunication
- . Concern for total student (home life, parents, interests)
- . Emphasizing strengths rather than recognized weaknesses (accentuating the positive)
- . Accepting students as they are

TEACHERS TO THE STUDENTS

- . Say something nice
- . Smile
- . Say hello
- . Listen with concern
- . Identify more with children
- . Accept children more as they are, not as I think they should be
- . Continue to be fair
- . Learn more about children's extra-curricular activities
- . Seek students' help about school and or non-school related activities
- . Respect the children
- . Respond to the needs of the children as soon as possible
- . Spend more time with the children
- . Keep your cool under stress
- . Answer specific questions quickly
- . Precede punishment with counseling all the time
- . Become aware of student's barriers and try to solve them
- . Be available to the children

- LISTEN and HEAR what children are really saying
- Admit my mistakes

#### TEACHERS TO THE PARENTS

- Keep the parents up on students' progress
- Put parents at ease
- Introduce myself to parents at beginning of year
- Discuss and share student problems with parents
- Talk more with parents
- Listen more to what parents have to say
- Be cool
- Relate to parent experiences
- Don't judge parents
- Offer alternatives to the ways parents do things concerning various problems
- Don't talk down to parents
- Admit my mistakes
- Don't let my professionalism interfere with my relationship with parents
- Be myself
- Recognize, ask for, and use parent in-put
- Don't put parents or children down.

#### STAFF TO PARENTS

- Parental awareness of staff's concern for students
- Increase opportunities for staff to communicate with parents
- Utilize opportunities that are available for communication
- Do unto other as you have them do unto you

At this point all participants circulated around the main room reading the responses of the other groups. When the

people had finished, we began a "snake dance", which stimulated the enthusiasm of the group.

The final activities involved the setting up of eight chairs in the middle of the room. Six of the chairs were occupied by consultants and Open-Communication Staff members. Two of the chairs remained open to anyone who wished to sit in. The people discussed their feelings about the Retreat, about Open-Communication in general, and just about anything else that came to mind. After this sharing activity, once again the whole group sang the Garnet-Patterson rendition of "Certainly Lord", to climax the third Open-Communication Project Retreat. The lyrics to this song are shared because it was used so frequently as a means of helping students, school personnel and parents to maintain a positive approach to their change efforts.

## CERTAINLY LORD

1. Do you love Garnet-Patterson? - Certainly Lord
- Do you love Garnet-Patterson? - Certainly Lord
- Do you love Garnet-Patterson? - Certainly Lord

Certainly, Certainly, Certainly Lord

2. Do you work with your teachers? (etc.)
3. Do you work with your pupils? (etc.)
4. Do you keep your rooms clean? (etc.)
5. Do you go to school daily? (etc.)
6. Do you do your work? (etc.)
7. Do you give your best? (etc.)
8. Do your children get lunch? (etc.)

1. Will you love Garnet-Patterson? - Certainly Lord
- Will you love Garnet-Patterson? - Certainly Lord
- Will you love Garnet-Patterson? - Certainly Lord

Certainly, Certainly, Certainly Lord

2. Will you work with your teachers? (etc.)
3. Will you work with your pupils? (etc.)
4. Will you keep your rooms clean? (etc.)
5. Will you go to school daily? (etc.)
6. Will you do your work? (etc.)
7. Will you give your best? (etc.)
8. Will your children get lunch? (etc.)



### Instructional Skills Workshops

Instructional Skills Workshops were conducted in October, January, February, March, April and June.

These workshops which had been requested by teachers, were scheduled in such a way as to provide a total of twenty-four hours of training time. Some time was provided through the Project with the remainder of the time provided by the efforts of the Superintendent, Dr. Hugh J. Scott, who initiated Board of Education action and approval for released time for staff development as a means of enhancing the implementation of the system wide Academic Achievement Plan.

The Open-Communication Planning Committee with the assistance of the reading and mathematics mobilization teams developed the format for all workshops. Outside resource persons were frequently used as consultants but a heavy emphasis was placed on utilizing the skills and talents of members of the staff.

### Selection of Participants for Workshops

All school personnel were invited to participate in skills workshops. The Planning Committee assumed the responsibility for contacting parents and students based on the format of each workshop. The number of participants varied with the nature of the activities.

### Nature of The Instructional Skills Workshops

The instructional skills workshops were staggered with the Awareness Retreat Sessions as I deemed it important in scheduling these activities to concentrate on both the affective

and cognitive domains. Summary reports of each workshop were made available to all school personnel. Information relative to goals and plans was available to the planning committee.

#### Dissemination Efforts

A Monthly Newsletter describing program operation and important school and community activities was circulated to students, parents, schools, the staff of the central administration and to area universities. Copies were also distributed throughout the city of Washington to agencies and organizations having functions relating to providing services for children. They were of course sent to the Office of Education as a part of the reporting process.

Instructional learning packages which were developed by school personnel in conjunction with reading and mathematics mobilization teams, were distributed by the associate superintendent in charge of instruction, to other junior high schools in the city. Copies of these materials were placed on file in the office of The Assistant Superintendent of The Model School Division and the Assistant Superintendent in charge of Planning Innovation and Research.

#### Organization for Curriculum Development

The bell schedule for the school was modified to make it possible for the reading mobilization team to meet during a one hour homeroom period each Tuesday morning to plan and develop materials as well as strategies for sharing information with other teachers. The mathematics mobilization team was able to meet during a one hour homeroom period each Thursday morning

to carry out similar kinds of activities. At a special workshop, the school staff developed a list of activities suitable for extended homeroom periods. These days were also set aside for school wide assemblies which did not necessitate the presence of team members on the given day set aside for their planning and work time. In addition, scheduling of student and teacher programs were developed in such a way as to make it possible for most homeroom teachers to teach their first period classes. Thus on days of extended homeroom periods, when no school wide activities were scheduled, teachers, other than team members, whose homerooms were covered by non-section teachers on a regular basis, utilized the period for additional instruction time.

#### Parental Participation

Parents were assigned to function in the school on the basis of three hours a day for a full semester with a different group of parents being assigned for the second semester. This procedure was adopted as a means of bringing into the program as many different parents as possible, on the assumption that the greater the number of different persons involved, the greater the number of persons to carry feedback concerning the school into the total community. I viewed each parent in a two-fold manner. First, I saw them as consultants, who brought into the school ideas relative to the culture, habits and life style of the various neighborhoods and secondly as a change agent who was in a strategic position to utilize feedback to help change the attitudes of non-participating parents



relative to the importance of education. Lastly, I saw them as being in a position to provide first hand information on the efforts of the school to better serve its constituents.

Our concern was to expose parents to the kinds of situations and conditions under which professionals were attempting to provide the best possible educational opportunities for children and to help them understand that they were the possessors of the real power. The kind of power which if utilized appropriately, could increase their hopefulness and optimism about the benefits which their children could receive from the education process, which could be utilized to improve the teaching environment for their children, which could be utilized to improve the conditions under which they live and which could help them move into the arena of those making a significant contribution to society rather than remaining victims of society. Regular parent meetings were held on a bi-weekly basis with the field coordinator. As director, I was able to meet with them on a monthly basis. We geared our efforts towards helping them to understand the importance of the educational process in such a way that they could translate their understandings to their children.

#### Statement of Progress

In this chapter, I have described the five events which formed the basis for program modification for the second year of operation of the Open-Communication Project. A report of the activities of the awareness retreat sessions has been included as taken from the summary reports which were distributed



as a mechanism for sharing information relative to the Project. That which may appear cumbersome to the reader of a narrative description takes on a different meaning to me as I reflect on the personal responses and reactions of participants. Hopefully, educators will find some value in this form of reporting.

The instructional skills workshops informed major program components for 1970-1971, however the reports were so detailed that they are reported in terms of a general descriptive statement. Other program components were discussed.

One of the events which caused me some anxiety was the necessity to find a new fiscal agent for the Open-Communication Project. Again the support of the Central Administration of The District of Columbia Public Schools was exhibited in their efforts to expedite the transfer of funds to The District of Columbia Teachers College in order that they might provide specific services to the Project.

Utilizing the assistance of a planning committee of school personnel and parents, it was possible to develop a process for carrying out the recommendations to provide more cognitive and affective skill training for participants. The probability of greater effectiveness of activities existed because they were designed for the expressed needs of participants. A concentration on instructional skills workshops which utilized the expertise of school staff together with occasional outside consultants moved us along in our self-renewal efforts. Beautifully coordinated with the system wide goals of the academic

achievement plan, it was possible to increase the amount of time for workshops. We were also able to reduce the teaching load of all English and mathematics teachers from five to four teaching periods daily. The energy released through redistributing class assignments was expended in Reading and Mathematics Mobilization team planning and development efforts.

An excellent illustration of cooperation, sharing and helping was exhibited by the willingness with which other school personnel assumed the responsibility of working in a supportive team arrangement with the Reading and Mathematics Mobilization Team members. These roles clearly implied that every staff person, parent and student was important to the successful completion of Open-Communication Program activities and achievement of the ultimate goals of student growth and achievement.

## Chapter VI

Modification and Development of The Open-Communication Project  
1971 - 1972Basis for Program Modification

The funding level for the third and final year of the Open-Communication Project operation was seven-tenths of the second years level. Operationally all program components were maintained but on a reduced time in-put basis. The exceptions consisted of the parental in-school-participation, the Newsletter and Advisory Committee components. Much attention was given to the feedback from the activities of years one and two. Implementation of regular as well as additional program components involving larger numbers of students will be discussed in this chapter.

The Project leadership team was the same as for year two. I continued a direct leadership role in serving as a change agent. School personnel and community representatives assumed increasingly greater responsibilities and thus provided a catalytic function through their services as consultants to the total groups and as internal change agents. The movement took the direction of a gradual withdrawal of the behavioral scientists who had consistently served as stimuli for fostering self-renewal and the replacement of those persons with others in the school.

Advisory Committee

At the August meeting the Advisory Committee scheduled its meetings for the third Thursday of each month, agreed to

maintain the extended meeting time from 7:00 p.m. until agenda items had been completed. During the course of the year the committee met according to its schedule with no meeting lasting less than one and a half hours.

The group utilized the opportunity to share in a discussion of information which members felt was pertinent to the school and community. Action on items discussed was taken as the groups saw fit and will be detailed later in this study. Little discussion was devoted to role or function for the group. Instead they concentrated their time and efforts on matters which were of consequence to the school together with each member having the right to present and have the group discuss issues of concern to him.

Ongoing in nature, this committee has provided a mechanism whereby a cross section of the forces in the school community: businessmen, church, social service and community organizations, parents and school personnel could discuss and take action on the important issues which affect the Garnet-Patterson school community.

As a result of having the freedom to evolve into a real working group, much official support was given to programs at Garnet-Patterson in the form of letters to The Superintendent and presentations to The District of Columbia Board of Education. This Advisory Committee has grown from a loose affiliation of individuals, serving as organizational representatives, who had an interest in the operation of the educational process but were sometimes limited in know how to a vibrant, effective community power structure.



I shall include some of the specific activities spear-headed by the Advisory Committee as a means of providing the reader with a knowledge of this groups' expanded involvement.

They are as follows:

- Provided recreational equipment for the Open-Communication Awareness Retreat.
- Specific members of the group participated in the "Open-Communication Awareness Retreats"
- Sponsored a Career Day Program for all ninth grade students in the school
- Sent delegates to The Board of Education Ward I Advisory Committee Meetings
- Sent a delegate to The D. C. Government's Pilot District Project Seminar
- Sent representatives to the Open House for "Efforts for Ex Convicts"
- Provided representatives who served as tour guides for a school sponsored community tour for guests from Atlanta University
- Sent a letter to The Security Office requesting the continuation of the services of the Garnet-Patterson Community Aide. (The request was granted)
- Conducted a survey of school building needs and submitted a report to the principal which with additions was used by the principal as the basis for the School's Capitol Outlay Requisition
- Representatives assisted with the planning and supervision of The Ninth Grade Leap Year Dance and the other ninth grade activities during the last week of school
- Representatives made a presentation to The District of Columbia Board of Education's Budget Committee relative to the "Maintenance of the Model School Division Concept." This presentation, together with those from other school communities, influenced the committee to restore to the budget funds for positions which had been deleted

- Several representatives made a presentation on Community Involvement at Garnet-Patterson to principals of the Model School Division during a Division scheduled meeting
- Representatives prepared a statement to be presented to the D. C. Board of Education's Budget Committee relative to maintaining Garnet-Patterson's status as a Title I School. Other members of the committee engaged in a telephone campaign to encourage parents to attend the public hearing. Still others provided transportation to the meeting
- Presentations were made at the meeting, even though the administration restored the school to the Title I list prior to calling of persons whose names appeared on the document. The committee had seen fit to have it known that they were planning to react to the proposed administration action
- Representatives sponsored a monthly Parent's Day with Open-Communication Parents serving as hostesses.

The meeting schedule with the number in attendance is:

August	-	12	January	-	15
September	-	14	February	-	7
October	-	13	March	-	14
November	-	12	April	-	11
December	-	7	May	-	17
			June	-	15

## Program Components 1971-1972

### Open-Communication Workshop Retreat

The number of "Retreats" was reduced from three to one, which was planned in such a manner as to crowd eight hours of participation time into a Marathon workshop session which lasted from 9:00 a.m. to 10:00 p.m. on April 22, 1972 with appropriate breaks for meals and recreation. Operationally, the cost of staying over night was eliminated for budgetary reasons. Although, the specific goal and objectives are stated, it is important to point out that the three consultants were requested in a general meeting with The Planning Committee to arrange some activities in such a way as to have some teachers assume the role of trainer for a number of specific assignments.

Eighty-six parents, school personnel, students and Advisory Committee members arrived at the National 4-H Center, this time by car pool. After the completion of registration the members of the group gathered in the conference room for a 9:00 a.m. opening session.

#### Goal

To involve parents, students and school personnel in the kinds of activities which will make the school more responsive to the needs of students, school personnel and the community, through the improvement of communication skills.

#### Objectives

1. Given a group consisting of school personnel, students, parents and community representatives, each person will participate in activities designed to increase his/her knowledge of specific communication skills. The specific skills to be improved are:

- . Telling
- . Showing
- . Helping
- . Involving
- . Training
- . Interviewing
- . Listening
- . Observing

2. Having participated in these activities some participants will have the opportunity to identify with the role of the trainer in terms of his own performance in conducting specific activities.

The Marathon Workshop opened with a discussion of the tasks at hand. These were to provide a series of learning techniques which would facilitate the understanding of the communication process. The tasks were to be completed in time segments which were equivalent to the 50 minute class period. In order to reinforce the feasibility of having teachers assume the role of trainer in the classroom, five Garnet-Patterson faculty members, were designated as co-trainers for the days' activities.

The consultant staff of three organizational development trainers directed the opening activity which was designed to help people learn about each other and increase the informality of the group. Participants were asked to place their name on 5 x 7 cards along with various symbols which they felt helped to define them. While milling around wearing the tags, people were asked to interpret others' name tags with no feedback allowed. Afterwards, triads were formed in which the name tags were interpreted by the group members.

At 10:00 a.m. the large group divided into three smaller heterogenous classroom sized groups. Each consultant had two faculty members as co-trainers in each group. Two communication process teaching lessons were presented in the following hours by the teacher co-trainers with consultant assistance. After each lesson was presented, the groups discussed its implications and feasibility for use in classroom and home en-



vironment. At 12:00 noon the groups broke for lunch.

At 1:30 the large group re-convened for the afternoon's activities. A consultant led a demonstration in one-way, two-way communication. Two participants were seated at a table with a partition separating them from each other. Each one had an identical set of wooden blocks (two by fours) which were eighteen inches long. Each board had words printed on all sides. All the boards were alike except for the fact that they were numbered from one to four. The consultant arranged the "teacher's" boards in a particular configuration. The "teacher's" task was to give instructions to the "student" sitting next to him in order that the "student" might set his boards in an identical configuration. The rule was that communication was one way only, from "teacher" to "student". No questions or feedback were allowed. Needless to say the "teacher" was not very successful. When two-way communication was permitted (question and answer) the results improved markedly. Three sets of participants were involved. The outcomes were similar for each group. The large group concluded that two-way communication often takes much longer but is consistently more accurate. Implication for family and school were stressed.

The consultant then discussed the communication traps into which people often fall in conflict situations. He presented three parts to a conflict situation: self; other; and content. He suggested that many people tend to "wipe-out" one or the other of the components thus resolving the problem, but

only on the surface. For a real solution to the problem the three components all need to be dealt with as parts of the whole.

At 2:30 p.m. the large group was divided into the three groups which worked together in the morning sections. Each "classroom" group broke into a group of five to make a pictorial essay of Garnet-Patterson. During this activity, in which the groups constructed their symbolic representations on paper with magic markers, members were stopped periodically to discuss their own behavior. The "essays" were then posted and shared with the group.

The next activity was a "trainer of trainers" design which was not to be seen as transferable to the classroom. Each member was asked to write a problem which he had in working with groups. The large group broke into triads with members alternately serving as helper, helpee and observer. Guides for each of these roles were posted.

HELPEE:

- State real problem
- Avoid defensiveness
- Listen carefully

HELPER:

- Ask clarifying questions
- Reality test communication
- Check feelings about problem
- Help him see the real problem
- Be open and accepting
- Do not give advise

OBSERVER:

- Did they listen?
- Did helper give advice?
- Did they accept the feelings and opinions?
- Did helper care?

From 4:30 - 7:30 p.m., the group recessed for recreation

and dinner. Recreation kits were provided through the efforts of a representative of The Advisory Committee, who was employed by the D. C. Department of Recreation while the Garnet-Patterson staff provided records and a record player.

The evening's activities consisted for the first hour and one half, of more classroom oriented techniques to better understand the communication process. One group had a quiet time in which participants were encouraged to relax, think and share with the members. During the last activity of the evening the total group was brought together. Participants were asked to look through the past school year and share special and important events relating to Garnet-Patterson. The faculty co-trainers were asked to share their feelings relating to the experience of the day and Project outcomes at Garnet-Patterson.

## Instructional Skills Workshops

Four Open-Communication Instructional Skills Workshops were scheduled with the format and plan for each workshop having been developed by the Planning Committee. Outside resource persons were included in the workshop only when requested by school personnel. Most of the responsibility for implementation rested with school personnel who as members of the organization were intent on creating a positive learning environment for students in an urban setting. Thus these workshops were peer oriented and carried out on the assumption that school personnel and parents having reached a state of togetherness can learn much from each other.

### Open-Communication Instructional Skills Workshop

November 20, 1971

#### Rationale:

The overall concern of the workshop was to analyze the factors which can be used as a basis for improving pupil performance. In-depth consideration was given to the effective interpretation and use of the results of the California Test of Basic Skills which was administered to all of our students in September, 1971. This testing program was a part of the D. C. Public School Systems focus on Academic Achievement. In addition to fostering an understanding of test results and the effective use of such information, attention was devoted to an understanding of other factors which affect pupil performance.

#### Objectives

1. To assist teachers and parents in the understanding of test results and their implications by providing an inservice



program utilizing peer resource people with experience in testing.

2. To provide suggestions for the use of test results in the improvement of classroom instruction utilizing small and large group techniques for discussion.
3. To provide the opportunity for participants to become familiar with successful teaching techniques being used by others.
4. To improve communication among school personnel and parent participants by providing an opportunity for sharing of ideas.
5. To assist parent participants in the development of a better understanding of test results and the ways by which they can be used to improve pupil performance.

### Follow Up Activities

Mathematics Mobilization Team Members prepared classroom profiles. Reading Mobilization Team Members prepared classroom profiles. Each of the Mobe team members was assigned to a group of teachers to provide classroom assistance in planning based on the level performance of individual students.

The planning committee reviewed the responses and reactions from workshop participants as a basis for developing the subsequent workshop, which was held on March 4, 1972.

### Open-Communication Instructional Skills Workshop

March 4, 1972

### Rationale

The overall concern of the workshop was to develop a more thorough understanding of the Sequential Inventory of Reading Skills and the Specific Objectives in Mathematics. The philosophical and background information was provided by outside consultant.

In-depth consideration of strategies for the development of concepts and practical application was provided by the members of the Garnet-Patterson Reading and Mathematics Mobilization Teams with appropriate in-put from other school personnel

and parents.

Content teachers presented demonstrations relative to the development of reading skills in the areas of Science, Music and Social Studies.

### Objectives

1. Teachers and parents will better understand minimum floors in reading based on the Sequential Inventory of Reading Skills.
2. Teachers and parents will better understand the Specific Objectives in Mathematics.
3. Participants will have been given additional opportunities to become familiar with teaching techniques, used in content areas, which help students to acquire skills in reading and achieve objectives in mathematics.
4. School personnel and parent participants will have been provided additional opportunities for sharing of ideas.
5. The skills and expertise of Reading and Math Mobe Team Members will be utilized through providing assistance to subject area teachers through demonstrations and cluster activities.
6. Additional learning opportunities will have been provided for subject area teachers through the construction of activities based on the minimum floors in English and the specific objectives in Mathematics.
7. Participants will have developed the readiness for the acceptance of follow-up classroom assistance from team members.

Detailed information relative to workshop committees is a part of appendix H. The summary reports are not included in this document but were made available to school personnel to reinforce their skills utilization.

### Open-Communication School Wide Activities

Group training sessions, awareness retreats, and instructional skills workshops necessitated some control over group size. However, feedback was continuously used as a means of

determining ways in which the impact of the Project could be spread to all students in the school and to a broader representative of parents. Over a three year period, many ongoing activities were initiated, as a means of providing a multiplier effect, based on needs which had been perceived by members of the school community.

#### School Wide Assemblies

A series of school wide assembly programs were sponsored by Project staff over a three year period. Students were constantly appraised of Project activities, encouraged to raise questions relative to information contained in the monthly newsletter, given the opportunity to view filmstrips and slides of Project activities, informed as to how they could participate in activities and encouraged to use the mechanism of The Student's Advisory Committee to the Principal in order to highlight their concerns.

#### Career Day Programs

The Open-Communication Project Advisory Committee sponsored three annual Career Day Programs. This activity grew out of the desire by members to sponsor programs in which their resources might be utilized in the Open-Communication Project strategy. Career Day was seen as a total school community effort with Advisory Committee members, parents and school staff recommending resource people who could relate to Garnet students on a humane level. The format for the Career Day Programs emphasized student choices, small group seminars and informal discussions rather than lecture presentations.



The organization and implementation of the Career Day Program was a joint effort of the Open-Communications staff and regular school staff, especially the counselors. There was no doubt that the objectives of Career Day Programs were met. Students had the opportunity to choose areas of interest, and meet with adults informally to discuss those areas in terms of qualification, and preparation while the entire school community had the opportunity to work together as partners to facilitate their success.

#### Parent Day

Parent Day became a regular once a month feature of the school community life. It provided the opportunity for Open-Communication Project parent participants to organize and administer a regular activity with my knowledge but independent of any administrative supervision. It also provided a mechanism for parents to be officially welcomed to Garnet-Patterson, during the school day, to visit classrooms and teachers and to observe their own children in the regular educational process. The attendance for these monthly Parent Days has been small but consistent. There was felt to be a need for better coordination between administration and parents relating to publicity but the program was sound and we saw it as an important structure in the school community relationship.

#### Open Beautification Club

The Open Beautification Club met in the 1970-1971 school year in an attempt to encourage students to take a more active role in the maintenance of the school environment. Activities



included special clean up and paint up campaigns. In 1971-1972 the concept was broadened to a school wide activity in which all students were invited to participate in several Community School sponsored, "Clean-Up and Paint-In" Days. The response was overwhelming.

#### The Photography Club

The Photography Club has provided an opportunity for students to communicate through the visual medium. Under Open-Communication sponsorship students have learned to take pictures, to develop their film and print photographs on inexpensive equipment. These same students have provided a service to the school this year by photographing school community scenes, parents at work in the classrooms and the cheerleaders. They helped to print photographs for use in the Newsletter. Currently seven photographs from club members have been accepted for inclusion in the D. C. Public Schools Junior High School Art Exhibit.

#### The Weightwatchers

The Weightwatchers has been sporadically attended as a mechanism whereby participants have lost substantial body weight. But it has achieved its goal of bringing parents, school staff and students together to work on a common problem. The organization and administration of the activity was shifted to and accepted by the nurse who is professionally prepared to assume this responsibility, but who has done so as a result of her involvement in the Open-Communication Project.

### Curriculum Innovation

In 1969-1970 the Open-Communication Project made available fifty dollars to each teacher to use for curriculum innovation. This program was instituted on the belief that teachers need to be able to have the capability to independently make small purchases according to their own perception of classroom needs. In 1972-1973, the school system budget has included twenty-five dollars for each teacher in a teacher innovation fund. We feel that this Open-Communication Project component has served as the stimulus for greater creativity in the classroom.

### Monthly Newsletter

The monthly newsletter which was the Project's chief mechanism for dissimulation was printed in the schools' print shop. Students were involved in taking and developing pictures, setting type and stapling the pages together.

### Statement of Progress

In this chapter attention has been devoted to program modification for 1971-1972 and to the funded program components. I have shared with the reader the nature of the activities which represented important side effects of the program with emphasis in those factors which involved the total school population. Mindful of the fact that funding was temporary, I attempted to assist participants in utilizing their talents to improve the climate of the school beyond the program components of the Project.

The Advisory Committee members did not receive stipends for their participation. Never the less the scope of their

activities reflected the commitment on the part of its members. Having had the opportunity over a two year period of time to define their reason for being, the nature of their activities reflected a confidence in terms of what they were really about as a part of the schools' self-renewal efforts. It became apparent during 1971-1972 that this group was beginning to see itself in the position of a change agent on behalf of the school. Two activities supporting this point of view were the participation of its representatives in The Board of Education Ward I Advisory Committee Meetings and the conducting of a building survey in reference to the needs of the physical plant. This group became so involved in its activities that it voted to continue to function with the school beyond the funded period of The Open-Communication Project.

Continuation of The Open-Communication Awareness Retreats and The Instructional Skills Workshops by the planning committee was in direct response to the requests of participants. It is of interest to note that school personnel and parents played an even greater role as resource personnel for these activities. Excited over the knowledge that participant comments, suggestions and reactions were continually used in program development. I felt strongly that we were moving in the direction of building a strong internal on-going support system for re-newal efforts.

Upon the completion of 1971-1972 Open-Communication Project activities, I announced to the Project participants, the Advisory Committee and students that I would take a leave of

absence from September 1, 1972 to July 31, 1973. One of the proposed activities was to write a dissertation on the field work conducted during the initiation and development of The Open-Communication Project. My announced plan to make this document available to the school and community built in a measure of my accountability to the constituent groups. Simultaneously an appeal was made for the continued inter-personal support as a necessity for meeting the organizational goals.



## Chapter VII

## Presentation and Analysis of The Findings

In the previous six chapter, I presented a description of the development and implementation of The Open-Communication Project. Attention was given to modifications of program components in such a way as to reflect the evolving and changing nature of the Project based on in-put from participants and on external factors which had to do with university participation and Office of Education funding.

Although extensive evaluation reports were prepared by the evaluation team for each of the three years of Project operation, I find it necessary due to space limitations of this dissertation to report the findings in terms of each years program (1969-1970, 1970-1971, 1971-1972). The findings are based on information from the outside evaluation reports<sup>44</sup> with some personal comments in terms of my own involvement and observations.

Survey of Reactions at The End of The Year for 1969-1970

At the end of the year, during the middle and latter part of May, 1970, the evaluation staff arranged to meet with students, parents and teachers and other school staff who had been involved in the Open-Communication training sessions. At this time, all participants who were interviewed were asked to complete questionnaires designed for the particular participant

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<sup>44</sup> H. Russell Cort Jr. and others, Howard University-Garnet Patterson Open-Communication Project: Final Evaluation Report, Unpublished (Washington, D. C. - Educational Studies Department. The Washington School of Psychiatry) 1970 Chapter

group. For parents and students, the primary questions were repetitions of the first two items on the questionnaire given at the beginning of the training sessions. For teachers, the form included these and other questions specific to the Project.

I scheduled interviews to provide time for as many students as possible to meet with the two evaluation team staff members for an hour. Slightly over 50% of all students who had been in training sessions were involved. After students completed the questionnaire they were divided into two groups, and each evaluation staff member talked with a group, asking the same set of questions. Responses were recorded manually as students talked, so no statistical treatment was possible or intended. Similarly, I arranged for all parents coming to the school on a paid or volunteer basis to meet with two evaluation team staff members for an hour to complete the questionnaire and to discuss questions about the Project.

Finally arrangements were made for evaluation staff members to meet with teachers and counselors in a series of small groups for the same purposes as above.

The following are summaries of these interviews, and of questionnaire results. Tabulations of the follow-up items from the pre-training session questionnaire were incorporated in the final report.

#### Findings Relative to Parental Participation

At the end of the spring training session in the 1969-1970 program and just prior to the close of the school year 19 parents were interviewed as a group by the Educational

Studies Department to determine their feelings about the Open-Communication Project. Each of these 19 parents was a participant in one of the three sessions held during the year.

Some had completed their obligation to the Project by serving as staff aides to teachers and members of the administration. Some were still working on a regular basis with teachers and staff. Other parents had used their aide status to move to paid positions in the school such as assistant librarian and community school staff aide.

When asked how they would "grade" the Project on an academic A, B, C and D scale, parents by and large gave it an "A" rating using these examples as grounds:

- . Improved my communication with students
- . Worked closely with a teacher and found it quite helpful and instructive
- . Felt the Project was worthwhile and should be continued
- . Learned student attitudes

Most parents felt that the Project gave them a chance to really get to know some teachers well and to communicate in a meaningful manner. Some, however, indicated a feeling of tension with respect to teachers accepting parents' roles in the school. Their communication with students resulted in making them feel more a part of the school. Now parents feel that they can truly understand what goes on in the school with respect to students. The weakest area of communication was expressed in the link with administration. Parents felt strongly that this was an area where great improvement was needed. Some expressed



a need to know more specifically what the principal was doing with respect to solving problems and a wish that the administration show more concern with the special problems that aides were having with rude children and uncooperative teachers.

Parents feel that the jobs they performed during this school year helped unite the school and the community and increased communication among parents.

When asked what would they tell a new group of parents who would work at Garnet in the future, parents replied:

- . Warn them that students will run over you if you are not forceful
- . The experience you will get while working at Garnet is a better teacher than anything

The opportunity to serve in the school has changed some parents' basic attitudes toward Garnet. They can better dispel untrue rumors and get first hand information on school problems. Some parents felt a change in attitude toward teenagers in general and an increased respect toward them. Other parents now have a more sympathetic view of the problems that a principal must face. The Project provided a specific role for parents but there were some parents who felt it missed the parents who most needed to be part of the school community. These parents want to continue meetings as a group after June 12 and suggested a "Mother's Club".

The educational needs at Garnet as seen by parents encompass several areas:

- . Students need more help in reading



- Students need more training in how to study
- They need more up to date textbooks
- More supplies for teachers
- More typing, homemaking and sewing teachers and assign more students to these classes (e.g., a student could take sewing and cooking in the same semester).
- Need to separate students by ability. "Why should a mentally retarded student be in the same class as regular students? (Please note that this expressed need is in opposition to the policy of The Board of Education which mandates a heterogeneous class grouping)
- Need more specialized courses, e.g., piano lessons
- More books in the library
- Greater freedom in allowing students to take textbooks home.

Parents stated that the name of the sessions should be changed to the learning of specific skills in future sessions. Some objected to the use of the word "training" since they felt they didn't learn skills. Others objected to the use of the term "Awareness Groups." It was obvious that participation in the school pointed up to parents, their deficiencies in the skills area. They stated that they would have preferred more subject matter discussion to prepare them for what teachers do in the classroom and more training on the tasks that they would have to perform in the classroom. Parents felt strongly that the length of time that they worked should be clearly established at the beginning of the sessions and a clear definition of

the type of role the parent is expected to play. There was a resentment on the part of some parents who, when their first time for pay was finished, were asked to volunteer their services. They also felt that parents should work the entire school year rather than for some stipulated portion of the school year. I observed that they saw themselves in a paid position in the school rather than in training for which they received a stipend.

By and large they expressed the feeling that the experiences they had this year at Garnet were instructive and worthwhile. Most felt welcome at the school and felt they were helping to improve the general situation at Garnet.

#### Findings Relative to Teacher Participation

On May 25, 1970 a questionnaire was distributed to small groups of teachers who had participated in the Open-Communication Project. This questionnaire was designed to obtain from them some information about and reactions to the Project. As each group completed the questionnaire a small group discussion was begun by members of the evaluation team to tease out in more detail some of the teachers feeling on Open-Communications. An additional aim of these discussions was to elaborate on any point teachers found particularly important and to discuss any areas, overlooked in the questionnaire, which teachers felt should be included in the final evaluative report on the Project.

The following summarizes the areas discussed and points raised during these brief discussions.

The majority of teachers said that to them the most signi-

ficant thing that has come from the Open-Communication Project has been an improvement of parent/teacher understanding. Parents now better understand what really goes on at Garnet-Patterson. They felt that the sessions broke down some parental fears about the school - dispelled some rumors - as well as some fears parents previously had about teachers. Parents had previously been reluctant to come to talk with some teachers; now they do so much more freely.

Additionally, parents' presence in the building helped them see their children in a different light. They are now able to see what some of the teacher/student problems are. All teachers agreed that parent involvement was the best part of the Project. However, on the other side of the coin, teachers for the most part felt that parents could have had a more helpful role if the "training" session offered more classroom skills to parents. Many teachers said some parents' lack of familiarity with classroom procedures (e.g. correcting papers, alphabetizing) was an obstacle to their ability to aid teachers in the classrooms. Some teachers felt this could be corrected by providing a three day orientation on school and classroom operations plus some training session or workshops designed to help parents develop more skills.

Teachers had mixed feelings about the effects of the Project on students. Some felt there have been some negative effects on children. The sessions helped some children to feel freer in their communications but had a negative effect on their school behavior. Some students became too "mouthy", too

aggressive. In the Project everyone was treated equally however in the classroom that's not the case. Therefore during the Project students were asked to speak up, then told by teachers to revert to the role of student where they are less free to be candid.

Some teachers felt that a lack of maturity made it difficult and in some cases impossible for students to accept this "equality" then go back to a more traditional teacher/pupil setting. The Project staff hoped that the classroom setting would be changed in time. Finally some teachers felt the Project reached too few students.

Some area of concern to teachers was that the program communicated only with a portion of the total faculty. They expressed a need for more widespread communications. "Even in Open-Communications," they said, "we broke into small groups. Rarely did the total group meet. Therefore, communications was limited to those people within a particular group."

Additionally, interchange between program administrators and participants was perceived to be negligible. In some cases teachers felt they never communicated with them and to some it appeared that organization was poor. For example there were consultants on the Project whom they did not see until the end of the Project. Some felt this was true because there was no scheduling for consultant services. Scheduling of services was avoided in order to make consultant services available to personnel upon request.

An added dimension to the feeling that a broader communi-



cation system is needed was the expressed feeling that those in a position to change things (congressmen, city councilmen, school board members) like over crowded classes-weren't tuned in. Some teachers felt time was wasted on rhetoric - that there was a lot of talking with no one paying attention, especially the administration-in building as well as city.

Other areas briefly touched on were the need - as some teachers felt it - for more teacher input in the selection of parent participants - It was not made clear why.

One counselor asked that professional group leaders be available for awareness sessions. Most agreed that the Newsletter was a good idea.

The consensus in each group was that despite the problems encountered there were more positive aspects to the program than negative and that it should continue. However, they would like to see the program continue over a period of years. The feeling was that one year is not long enough to adequately assess the "workability" of any Project.

Tabulated results of responses to the questionnaire follow:

Do you believe there has been a change in the learning climate at Garnet this year?

<u>YES</u>	<u>Somewhat</u>	<u>NO</u>	<u>Don't Know</u>
26%	22%	33%	19%

Have you tried using any innovative teaching materials or techniques this year?

<u>Yes</u>	<u>No</u>
71%	29%

Has there been support for new curriculum ideas and materials this year?

<u>Yes</u>	<u>No</u>
81%	19%

How would you rate the value of the training sessions for you, students and parents?

	<u>Self</u>	<u>Students</u>	<u>Parents</u>
Extremely positive	23%	4%	32%
Generally quite positive	38%	23%	36%
Somewhat negative	0	15%	8%
Generally quite negative	4%		
Extremely negative			

How do you generally view Projects at Garnet-Patterson?

Burdensome	3%
Require time from teachers without their prior consent or approval	3%
Time consuming, sometimes worthwhile	14%
Time consuming, but worthwhile	38%
No imposition on teachers	3%
View Projects as part of my regular job	31%
Other (Please Describe)	8%

#### Findings Relative to Student Participation

The evaluation staff interviewed two groups of Garnet-Patterson students, all of whom had participated in one of the Open-Communication Training Projects. There were 26 students interviewed. The purpose of the interviews was to find out how the students felt in June, 1970, about Open-Communications, its benefits to them as students and to Garnet-Patterson.

The first area covered in the group discussions was "What do you think of the Open-Communication Project? Did it do anything, if so what?" The initial response to this question was rather negative. Most students quickly said they didn't think anything had come from or been a direct result of the Project. However, after more discussion about half of the students agreed that they felt they now know teachers a little better, as people, than they did before the Project began. Some students expressed a feeling of improved understanding not only between students and teachers but also between parents and teachers. Here the feelings was that it had been beneficial to have these three groups, parents-teachers-students, talking with one another about the school. While these opinions of what the Project had done were expressed by many students, a few continued to maintain that as a whole the Project has made no changes they could see.

In the areas of their recommendations most students said they didn't feel their recommendations have been carried out. In both discussion groups it was mentioned that one recommendation - that of mailing report cards home - had been executed but that some suggestions they think more important have as yet not been followed through on. Here the example most often cited was the recommendation that the school get new curtains for the auditorium. It should be noted at this point that since the interview with students, the school has obtained a new set of stage curtains and drapes in keeping with the students' suggestion.

A comparative question was asked of 8th and 9th graders. "Compared to last year are there any difference in your classes this year?" There was a difference in the opinion in the two groups. One felt that there are no differences this year while the majority in the other group felt there have been some changes. The only specific mentioned in the latter group, was that Open-Communication teachers could talk to students better. In the former group the students felt if there were any changes, and they could see none, they were the result of students themselves not the Open-Communication Project.

Interestingly, all students in both groups said to them money was not the decisive factor in their participation. Many said they were reluctant at first but that after a time they really enjoyed the sessions. Most liked the opportunity to talk and give their opinions. All said they would have participated without the monetary incentive.

When questioned about the quality of education at Garnet-Patterson most students felt the quality could be raised. They said, for example, that they feel other area schools offer more to students. They based these feelings on conversations they've had with friends who attend other D. C. public schools. Students also expressed the feeling that perhaps Catholic schools in the area offer more. Some of the complaints students had about the educational program was "shaky" student teachers, cooperating teachers who don't come and teachers who give students busy work.

Furthermore the consensus among students interviewed was that the present curriculum at Garnet-Patterson wasn't preparing



them adequately for what they want to do. They seemed to feel they are getting help in some subjects but not in others. It was difficult to get specifics in this area. Students in one group discussed the topic of tests and their fairness. However most girls felt that a needed improvement is full year home economics courses (e.g. cooking, sewing).

During the interview students in both groups were asked about their aspirations. "What", they were asked, "do you want to do when you finish Garnet-Patterson? High School? College if you go?" On this subject the main concern was where students would be going to high school. Many felt it unfair that they are required to go to the school in their zone. Some students expressed a desire to go to McKinley or Coolidge. They seem to feel these two high schools offer more of what they want than Cardozo. As for their plans beyond high school, most talked of getting a job rather than of going to college.

Students were asked to grade the success or failure of the Open-Communication Project. Most gave the Project a B or a C. No one, however, failed the Project or gave it a D grade. Examples of why students rated the Project as they did follow:

- A- "We talked about a lot of things-about things the school needs"
- B- "It was all right but it didn't accomplish anything - all we did was talk".
- C- "They didn't get everything we wanted - got a few little things that anyone could get".

Another question asked of students was "what attitudes and behaviors would you look for if you were going to evaluate changes in a school?" In one group the students said they would look to see if there was writing on the walls, they would look at bulletin boards to see if they were "Plain". They further said, they would look at attitudes and "feelings" but gave no indication of what attitude or how they could measure the "feelings". In the other group students said they would make some observations in the classrooms to look at student participation and interest. They would be interested in the "niceness" of teachers when students ask questions. These students would want to know what kinds of classes are offered. But they too would look at the physical appearance of the building - clean halls, and walls. In both groups students all said they are interested in the change that would take place in the school.

When asked how students could communicate to parents and teachers the things they find important, some students suggested informal conversations. For the most part, however, students discussed the problem of working parents and their unavailability. Rather than talking about how this communication could be brought about, they talked about why it isn't being done at present.

Most students interviewed agreed they want a role in developing school policy. Some said they wanted to be able to vote on policy questions. Here again students talked about needed courses - they restated their feeling that more cooking and

sewing are needed. They also expressed a desire to have a school canteen. They suggested that as a way to let teachers know about these ideas they might have use a suggestion box or petitions.

The interviewers were left with the feeling that though students have some complaints about the Project, they generally felt it was worthwhile and that students would like to see the Project continue.

#### Narrative Comments by Teachers

I perceived the Open-Communication Project as a training strategy for all participants which would through their efforts result in the self-renewal of Garnet-Patterson. In keeping with this perspective. I feel it necessary to provide the reader with a further appreciation of the reactions of school personnel to the first year's program. A listing of comments made by these participants in response to three questions is shared.

Question: Do you believe there has been a change in the learning climate at Garnet this year? If yes, or somewhat, in what way or ways? (positive, negative? Give an example).

Students are more involved in classroom work.

There seem to be less "hall walking" which has helped a great deal with classroom control.

A majority of the students seem to be interested in attending class and working toward an education.

Parents learned from direct contact how school operated and how teachers and pupils reacted and interacted. Parents have been more understanding. Pupils sometimes did not care about parents being around.



Better rapport between parents and teachers. More aggressiveness, students participating in relation to the teachers and administration - negative.

More comfortable climate - easier to relate.

I haven't been here long enough to say, "Yes or No".

Positive - teachers and other adults seem to be more together and seem to understand the children better.

The lack of discipline negates learning climate.

As the children leave 7th grade they seem able to adjust better.

Question: What was the best or most successful feature of the Open-Communication Project, in your opinion?

Group discussions - all or some very important points were brought out.

The presence of parents and students speaking their minds - giving honest opinions.

Role playing in which teachers and parents reversed roles relative to "irate" parents appearing at school in regards to disciplinary problems involving their children.

The most successful feature of the Open-Communication Project, in my opinion was the active involvement of parents in the discussions on "school problems."

The fact that many parents were made aware of the problems the school is confronted with. This caused many to renew their support and take a more active role in the school's procedures.

Parents, students and teachers were able to discuss problems in a more relaxed atmosphere. Parents of "trouble shooters" were able to observe the behavior of their children and thereby discover some of their needs.

The ability to get together with parents and students. Being able to know these people brought about understanding of problems we all have to face.

The most successful feature was the meeting of the minds of parents, children and teachers to tackle problems within the school and the community. It also set out to resolve the issues in constructive ways.

The opportunity for parents to participate in the routines of the school.



Interaction between parents and teachers which in my estimation, produced a more comfortable atmosphere for working together.

The parents were able to see what was happening in the school and were able to understand the nature of the problems.

Interaction of three important elements of school community - teachers, students, parents. It seemed to break down some major fears parents had of approaching school and school-related activities. The Project also seemed to loosen teachers in terms of allowing outsiders into their classrooms - a very important step toward communication.

Having parents involved actively within the school.

The parents were able to get a better vision of the jobs of the teachers and some teachers were able to better communicate with the parents. I had two wonderful parents working with me. I received materials which were very helpful.

Bringing parents into the school, giving them a feeling of worth as well as a stipend has raised the level of self-esteem for many of them. Many parents have expressed a greater understanding for the problems parents have been able to have a positive influence on their children's behavior as a result of their involvement.

I consider the "Project" as the most successful and most important. I could see a direct response from it.

The general involvement of teachers, parents, and students and the sharing of ideas relative to both problems and solutions.

The most successful feature of the Open-Communication Project was the fact that we did get the community involved by having some of the parents in the community come into the school and participate.

In my opinion the successful feature of the Project was the getting to talk to parents and students, to talk about how they feel about the way our schools are run, and what changes they recommend we make.

Togetherness of children, parents and teachers, and parent aides in the building to help us.

Increased the potential for communication between teachers, students, and parents.

The discussions in themselves enabled parents, teachers and students to get to know each other better and to see each as individuals.

I think one of the best features of the Open-Communication Project was to bring the parents into the school and to let them see some of the problems the schools have with discipline. To let them see what the teachers have to work with (supplies).

This Project brought to Garnet an involvement of parents, teachers and students that was surely needed. It opened up the school to the parents, so that they participated in the every day running of the school. Students became much more "free" in their actions and speech. The teachers learned more about the direct community and parents.

Opened channels that provided insight into parental problems, student problems and problems of the teachers.

Group discussions.

Open-Communication brought the teachers, parents and students close enough to talk about problems that concern all members of the community.

Question: What would improve the Open-Communication Project most if it could be done over?

More parents and students on a longer period of time.

Eliminate Saturday sessions, have more livelier activities, show more up-to-date films on "issues" being discussed.

If the larger salaries were eliminated to some degree and the money spent on more supplies and obtaining more parents.

More directed discussions. Problems listed in order of importance. Definite objectives to be discussed in each group session. To be held during the school day.

If there was a way to shorten the training session periods. It is a long time, even with the breaks, to sit on Saturdays. I know it was exhausting to have those three days right in a row.

The improvement that I see in the program should be centered around an orientation program for parents during the regular school day before entering the program. I think then, the insight of the parent about school problems would seem more realistic.

More group meetings after initial meetings - should meet during balance of year - periodically. Also my experience with my parent was not fruitful, my parent could not come regularly and, therefore, was not able to be depended on.

Change the name of the training session. Select parents who could really be of help in the classrooms and in the building. Have a "training" session or workshop for parents so that they will be able to assist both the students and the teacher. A workshop that will show them how to correct papers, write on the board, etc.

I would make the people operating the program more accessible and more communicative in terms of goals, procedures and expectations. Often the program seemed to be wallowing in verbalization with absolutely no direction. I had feelings of uselessness and futility - not at all constructive feelings in a program of this sort.

Have a training session for parents before using them as aides in classrooms. Clarify the purpose of sessions. Some feedback from suggestions that are made.

Change the name of the sessions because they were not training sessions. (This teacher can only see training as it relates to cognitive skills).

I think you should conduct your questionnaire immediately after the Project. I don't think there was enough of the real problem kids in the Project.

Seek ways to deal with those problems that are beyond the scope of the school. Certain problems discussed are inherent in the community they have a great influence on the school, but the school does not have the jurisdiction over such problems etc.

The Open-Communication Project can be improved by having more parents involved and involvement of teachers in the planning of the program.

More money to hold parents for full year, get more students involved.

Single directorship.

Increased orientation, increased background on objectives.

To bring in parents with more experience to work in classrooms,

Greater involvement of our student population. More men in the Project. Rotate the groups from one consultant to another. Include more staff members (custodial, cafeteria, etc.)

More groups over a longer time period.

More parents, more teachers.



Participation by members of the U. S. Congress or their staff members, especially those who serve on committee dealing with education and appropriations. Also selected members of the D. C. School Board should attend sessions.

### Recommendations From The Group Training Sessions for 1969-1970

The responses of the evaluation team interviews and questionnaires refer to the recommendations which were made in the group training sessions.

I viewed group training sessions as ones in which participants could get to know each other better and learn to understand more about their ability to make a contribution in the renewal efforts of the school through a discussion or diagnosis of the conditions in the school and its immediate community. Hopefully, parents would understand that the school was a reflection of the community which it served and the school leadership was anxious to have all groups stop blaming someone else for the existing conditions and get busy, using a positive approach, with efforts to enhance the image of the school.

Each group was facilitated by an outside consultant who attempted to help its members concentrate on the tasks. By the end of the year, 189 recommendations had been developed in the group training sessions and the out-comes to each were presented from an administrative point of view to the entire school faculty before the close of school in June.

A sampling of the one hundred eighty nine recommendations, as consolidated by Project staff, consists of nineteen recommendations, and the outcomes.



## CURRICULUM

Recommendations: Two opposing recommendations were submitted. Training Group I wants Black Studies integrated into the regular curriculum and not taught separately. Training Group II wants a separate Black Studies program. Training Group III made no recommendation regarding Black Studies.

Outcomes: Several teachers have attempted to integrate contributions of outstanding black persons and literature into their traditional units of work - ie., a Unit on outstanding Painters and Periods of Art History: A Multi Ethnic approach, and a unit on Neglected Literature. Others have attempted to initiate complete units in Black Studies ie., Afro-American Music and Grooming for Girls of Color.

### Modernization

Recommendations: Keep curriculum modern.

Outcomes: Teachers have ordered some of the most current materials in their subject matter area. An increase in the amount of money for supplies, as compared with previous years, has been made available through the central administration. Especial attention should be directed toward materials for Home Economics ordered by teachers in this area.

Recommendations: There should be double periods for such subjects as shop and Home Economics.

Outcomes: To be explored for developing the September schedule.

### Reading

Recommendations: Obtain some library books about sports.

Outcomes: Yes. Paper back books purchased for library.

Recommendations: Teachers should have interesting classes using new materials and new ideas.

Outcomes: New materials ordered through the Project. Teacher interns and teacher associates were free to use innovative methods and tried these out in their classes.

### Substitutes

Recommendations: Teacher substitutes should be known to be competent, otherwise word gets around and students either don't go to class or attend and misbehave.

Outcomes: The School Board has just adopted a policy to hire persons from the community as short term substitutes who presumably can relate to students. This assumes that rapport between substitutes and students will improve the behavior of students.

Recommendations: Students preparing to teach should have more direct experiences in the community as well as in the school. Besides their assignment to supervised student teaching their training period should include tutoring, work with pupils, or similar age groups in clubs, assistance with athletics, individual help to pupils having legal difficulties, supervised field team work under the Pupil Personnel Department, academic assistance to pupils returning to school from long absences occasioned by illness, incarceration in institutions, and child bearing.

Outcomes: Implementation of these proposals is basic to the training of personnel being trained through Open-Communication. Teacher Associates and intern teachers have time in the day for participation in such activities. The school has accepted 27 junior students from American University for pre-student teaching participation.

#### MATERIALS AND PHYSICAL FACILITIES

Recommendations: Need transparencies.

Outcomes: Material ordered and transparencies made by Howard University audio-visual center.  
Teachers developed some at Howard's curriculum laboratory.

Recommendations: Repair window shades.

Outcomes: Request submitted.

#### PROCEDURES

Recommendations: Discuss tentative rating with teachers earlier in the year so meaningful improvement can be made.

Outcomes: Results of classroom observations are made available to teachers in writing within twenty-four hours after the post observation conference.

#### AIDES

Recommendations: Provide guidelines for teacher aides.

Outcomes: Periodic meetings held to review practices and procedures.

Recommendations: For every teacher-aide combination there should be one planning period.

Outcomes: Some time could conceivably be used for planning before and after school where people feel strongly about this.

## PARENTS

Recommendations: They also said they would like to see more parents cooperating with the school and that correction starts in the home.

Outcomes: Presentation of Project certificates to every participant was designed to inspire persons to increase their cooperation with the school.

Recommendations: Announce a regular weekly visiting day for parents at the school. Parents should be utilized in all phases of school operation.

Outcomes: Thirty parents were available to assist when the Union threatened to have a teacher walkout.

## STUDENTS

Recommendations: Need tighter control in assemblies and cafeteria.

Outcomes: Being dealt with through "Project Tighten-Up".

Recommendations: We should celebrate our school by having a Mr. Garnet-Patterson as well as a Miss.

Outcomes: Recommendations given to the Committee in Charge of Assemblies.

## COMMUNITY ADVISORY COUNCIL

Recommendations: Should get publicity for the Project. One role is to study Garnet-Patterson community and recommend improvement: Civic, recreational, economic, health, housing, welfare, education and beautification.

Outcomes: Assisting in Publicity. Article in one Afro-American edition. Newsletter widely distributed now.

## GROUP TRAINING SESSIONS

Recommendations: Need to keep each group's identity intact.

Outcomes: Provisions to be made through after school workshop.



### Questions

Recommendations: Could they form a special parent club?

Outcomes: Yes.

### Student Affairs

Recommendations: Restrict Garnet-Patterson enrollment to students who maintain, at least, a "C" grade average.

Outcomes: Legally, we have to attempt to educate all children who live in our school zone.

### Findings - 1970-1971

The findings for the 1970-1971 Open-Communication Project are reported on the basis of the following data from the evaluation report<sup>44</sup>. The data was obtained from interviews which were conducted during the regular school day. I arranged a flexible schedule in order to allow participants to free up for participation in the evaluation process.

#### INTERVIEWS

##### A. Staff Interviews

As was stated in Section II, General Learning Corporation evaluation team interviewed 15 staff members who were randomly selected from among teachers, administrators, and support staff at Garnet-Patterson. These same 15 people were interviewed at four different times between January and June 1971. By conducting interviews with the same sample, the team attempted to assess staff attitudinal growth and change as a result of Open-Communication Project efforts. This section presents a brief summary of our findings.

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<sup>44</sup> H. Russell Cort, Jr. and others, A Report on The Evaluation of The Second Year of The Open-Communication Project at Garnet-Patterson Junior High School. Unpublished Document (Washington, D.C. General Learning Corporation Evaluation Systems Department) 1971 Chapter IV.



## 1. Communications

The chart on the following page shows the type of responses made by the 15 staff members to the question of how they viewed the level of communication at Garnet. The numbers represent the staff's attitude on this question at different times during the year.

- . Three represents a positive attitude
- . Two represents a somewhat positive attitude
- . One represents a neutral attitude, indicating no change in communication whatsoever.

The reader should note that these numbers have been assigned to subjective comments made during interviews. The scorer reliability of these ratings has not been verified. (Interviews were purposely designed to be open-ended in order to allow respondents to discuss their views at length). For the sake of brevity, the comments elicited during these 55 interviews have been summarized.

STAFF ATTITUDES  
Re: Level of Communication at Garnet

Respondent	Interview 1 January	Interview 2 March	Interview 3 May	Interview 4 June
1	3	3	3	3
2	1	1	1	1
3	2	3	-	-
4	3	3	3	3
5	3	3	2	3
6	3	3	2	3
7	3	3	3	2
8	3	2	2	3
9	3	3	2	3
10	3	3	3	-
11	3	2	3	-
12	3	3	2	3
13	3	3	-	3
14	3	3	3	-
15	3	3	-	3
Average	2.80	2.73	2.42	2.73

In January respondents were asked specifically who if anyone was speaking or listening more (i.e., self, teachers, parents, students, etc.). In March and May they were asked if they had noticed any change in communications in the previous two months. They were asked this question again in June, but in relation to the entire school year.

As can be seen from the chart, most staff members had noticed an improvement in communications at Garnet by January of 1971. Of these, all but one felt that an improved level of communication at Garnet since the Open-Communication Project. But the numbers do indicate at least the existence of a positive feeling concerning communications in January. Several staff members specifically commented that their speaking and listening attitudes towards parents had changed, mainly because Open-Communication brought parents physically into the school and thus created an opportunity for this type of communication to occur.

A few staff members felt that the level of communication had deteriorated somewhat in May. Some stated that at times cooperation at all levels was not what it could be; others stated that they saw less of the parents in the school than during the first semester. However, the majority of respondents felt that communication efforts at Garnet were sustained at a fairly positive level throughout the year. It is interesting to note that several staff members cited specific groups and even individuals whom they felt had made increased efforts to communicate during the year.

## 2. Staff Attitudes

### a. Towards Garnet

The team also made an effort to determine or at best "get a reading" on the attitude of staff towards Garnet-Patterson. In January, staff were asked if their feelings towards Garnet had changed in any way during the Fall. As we stated in the January report\*, several staff members had changed their opinion of Garnet since September. It is interesting to note that one respondent saw the change not in Garnet but in his understanding of the situation. Another respondent indicated that the opportunity to get to know people better had made him change his thoughts about Garnet.

The majority of staff indicated that their attitude towards Garnet was initially positive and that it remained so throughout the school year. Two staff members cited the administration's increased concern over students cutting classes as a factor which indirectly made them feel more "positive" about Garnet. Other staff commented that their attitude was now more positive due to individual changes which ranged from increased staff cooperation to general improvements in the program at Garnet. It should also be noted that at least a few staff members did state that Open-Communication efforts were directly responsible for their change in attitude.

### b. Towards Teachers

Whether Open-Communication is directly responsible for changes in staff attitudes toward other teachers is impossible

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\*Results of December Interviews, GLC, Evaluation Systems Department, January 1971.

to say, but of the 12 staff members interviewed in June, five stated they had changed their attitude toward other teachers. In all cases this change was in a positive direction, with staff becoming "more understanding and more open." The remaining seven staff members felt no different towards teachers at Garnet, but they also indicated that a positive relationship already existed.

c. Towards Administrators

Eleven of the 12 staff members interviewed in June felt they had not altered their feelings towards Garnet administrators. Six of the 11 also pointed out that a positive relationship already existed. The one respondent whose feelings did change, stated that the ability to see two points of view had created a more positive attitude, on his part, towards the administration. It is interesting to note that this respondent felt this change resulted from communication efforts begun in the Open-Communication Project.

d. Towards Parents

Six of the 12 staff members interviewed in June indicated a change in their feelings towards parents. They found parents (by June) to be more helpful and more cooperative. They also felt they had a greater understanding of parents and that "parents are good to have around." Once again, it is impossible to directly correlate this change in attitude with Open-Communication activities; nevertheless, it was the Open-Communication Project that brought these parents into the school and thus afforded staff the opportunity to develop this under-



standing.

e. Towards Students

Some staff indicated they had changed their feelings towards students as a direct result of Open-Communication Project efforts. One staff member felt more lenient towards students; another felt that he is learning more about students as time goes on; and a third found it easier to work with students.

f. Toward Parent Assistants

Four of the 15 staff members interviewed during the second semester had parent assistants working with them. Of this small group, most felt that parent assignments went fairly smoothly. Only one staff member who had a parent assistant the first semester requested not to have one during the second semester.

One staff member commented that the parent working with him found it difficult initially to adjust to her classroom role. This staff member stated in May that the parent was now performing her duties fairly smoothly. Another teacher commented in March that it was difficult to assign activities or tasks to a parent. Again, however, the situation seemed to have been resolved by May when some staff members commented that the assignments were going well and that the parents seemed eager to contribute.

One point raised by several staff members was the need for some type of formal orientation for parent assistants. The one-to-one introduction given to second semester parents by the departing parents, was beneficial.

Additionally a few staff members also felt it would be beneficial to allow more time for parents and teachers to meet with each other at the beginning of the semester. Comments seem to indicate a need (by staff) for parent assistants to have more training in order to perform their specific assignments\*. According to one staff member, parents need a job description that fits their particular assignment so that they will know specific tasks they are to perform.

### 3. School Climate

One of the objectives of the Open-Communication Project was to lessen tension within the school. In an effort to determine the relative extent to which tension existed this year, interviewers asked staff in June to compare the school climate (tension, student and staff attitudes, etc.) at the end of the year with the climate at the beginning of the year.

Four respondents commented that no noticeable change occurred in this area. Three staff members indicated that they thought attitudes had improved -- teachers were working together to a greater degree and were making a concentrated effort to implement plans. Respondents also stated that, in general, the climate seemed more relaxed and that teachers' attitudes seemed more optimistic.

When asked to compare school climate this year with the climate last year, the majority of staff members reported that there was a definite improvement. Specifically, comments indicated that a more relaxed or settled atmosphere existed;

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\*Parents have also repeatedly made this point.

that "things are better," and that the staff seems even closer. Five respondents attributed changes in the climate directly to the Open-Communication Project. One staff member stated that this past year was exceptionally busy and that "we wouldn't have had all the cooperation for the many Projects and committees if not for Open-Communication."

#### 4. Follow Up on December Retreat Assignments

At the December retreat, students were assigned activities or projects to help promote Open-Communication. In January at the skills workshop students requested help from teachers in completing these assignments. In March and again in May, staff members were asked if they had assisted students in implementing these retreat assignments. Of the 15 staff members interviewed, six recalled being "drafted" to assist students and, of these, five reported they were unable to complete the assignments with the students because they were unable to meet with the students involved. However, the reason they cited most often was that the students failed to approach them.

#### 5. Overall Worthwhileness of the Open-Communication Project

The most direct source of feedback on the impact of Open-Communication activities came from the participants themselves. The evaluation team attempted to address this issue by periodically asking staff how worthwhile they thought retreats and workshops were. The general staff view of the merits of the Project at any point in time was overwhelmingly positive. It is interesting to note, however, that in March and in May some respondents indicated that Open-Communication activities

had produced good effects, but that these were "wearing off." One staff member felt there should be better spacing of workshops and retreats so that there would be consistent Open-Communication activity every month rather than having two retreats in the Fall and one at the end of the school year.\*

Overall, however, staff found the Open-Communication activities to be extremely worthwhile. Individual responses varied but staff comments did indicate a strong endorsement of Open-Communication efforts that:

- . Encouraged parent involvement at Garnet
- . Opened channels of communication between teachers, parents, and students
- . Created a "feeling of togetherness" and provided opportunities for communication to occur
- . Provided a financial reimbursement to parents and students interested enough to participate.

It should be noted that staff members viewed Open-Communication activities in a positive light even at a time when the requirements of the central administration resulted in heavy staff pressures. In fact, when asked in May how they felt morale was, some staff replied "low," while others made specific reference to the fact that they were "tired and disgusted" and "worn out." One respondent felt that Open-Communi-

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\* Since there were Open Communication workshops scheduled during this time, we can only assume that this respondent did not attend or was confused about workshops were strictly Open-Communication activities. Retreats were in September, December and May.



nication activities produced the cooperative climate so badly needed during the year when so much staff, committee work was required. When asked to grade the Open-Communication Project, four respondents gave it an A and seven gave it a B. These high grades indicate staff member satisfaction with the Project.

When asked what was the most successful feature of the Open-Communication Project this year, the majority of respondents replied that the retreats were the most satisfying. Two staff members cited parent involvement as the best factor, while two others commented that the relaxed feeling on the part of students and everyone involved was the outstanding feature of the Open-Communication Project.

Along these same lines, staff members were also asked what they considered to be the weakest feature of the Open-Communication Project, or the part most in need of improvement. One staff member expressed a desire to improve workshops because he felt they basically repeated the same points rather than presenting new techniques. Another felt workshops were scheduled late in the day and a fatigue factor existed. The merging of Open-Communication sessions with the Academic Achievement Program sessions presented a conflict for at least one staff member, who felt people were working on too many committees. The need for greater numbers of parents to participate in Open-Communication was also cited by one respondent as an area in need of improvement. Planning of retreats was viewed by one staff member as a weak point; he felt that the organization of all three retreats was generally the same and

that the same general questions and exercises were used.

The evaluation team also asked Garnet staff how the Open-Communication Project had affected them personally. Of the 12 staff members interviewed in June, none made specific references to personal changes resulting from their involvement in the Open-Communication Project. Their responses included:

- A greater awareness of other people
- An increased ability to communicate with each other and with parents.
- A "better" feeling resulting from the opportunity to communicate with parents and students without adopting a formal teacher role.

Three felt that the Project had not affected them.

Staff members also made specific references either to groups or individuals whom they felt Open-Communication had directly affected. A few staff members commented on student attitudinal changes resulting from Open-Communication: one student seemed to have a better outlook; other students had "changed for the better" and seemed "more relaxed". Two other staff members commented that teachers seemed warmer and that one teacher in particular had exhibited a change in attitude towards both students and parents. Staff also indicated that parent attitudes had changed and, as one respondent commented, "I've heard some parents say that since the retreat they have a different outlook on the school."

#### 6. Needs at Garnet

Staff members were asked periodically to comment on what they viewed to be the outstanding needs at Garnet. Responses included: the need for an improved, up-dated curricu-

lum; a need for learning centers; a need for smaller classes and more teachers; and a need for a specific time or opportunity for teachers to communicate with their students on a more personal basis. The great majority, however, cited one overwhelming need, namely, to lessen the number of students who roam the halls and disrupt classes.

#### B. Student Interviews

Eighteen students were interviewed to assess attitudinal growth or change which may have occurred as a result of the Open-Communication Project. The following groups of students were randomly selected:

- 6 attendees at the September retreat
- 6 attendees at the May retreat
- 6 students who did not participate in any of the retreats.

The six students who attended the September retreat were given follow-up interviews throughout the year. The non-retreat interviewees were not always the same six students, but they were randomly selected for each interview period. (This was done to get a cross section of non-retreat students.) The six selected from the group attending the May retreat were given follow-up interviews at the end of the year.

It should be noted here that follow-up interviews with some students who participated in the September retreats were impossible to complete. The difficulty of locating particular students, coupled with the number of students absent during interview periods, limited the results obtained. A total of 38

student interviews were administered. Of the six September retreat students only one was interviewed, all four times. The total number of interviews given to this group was 14 (out of a possible 24). Each of the six students in the December retreat group, however, was interviewed all four times.\* The following section presents a brief summary of the interview findings.

### 1. Student Participation

One overall objective of the Open-Communication Project was to increase staff and student morale and motivation. The evaluation team tried to document indicators of student motivation by asking how "active" they were in Garnet, i.e., with what activities or Projects were they involved. Additionally, interviewers attempted to assess student initiative by asking what, if anything, students were doing for Garnet-Patterson. The responses of students who attended the September retreat indicated only minimal participation by this group in any activities. Also, none of these students volunteered to undertake any activity which would benefit Garnet. But, as one student stated, he did not volunteer because there was nothing to volunteer for. He felt that no organized activity along these lines existed.

The students who attended the December retreat showed a much higher level of previous participation in school Projects and activities than the students in the September retreat group. Several of the December retreat students stated in

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\*See Summary Table of Open-Communication Interviews, Section II



January that they were participating in and volunteering for Projects. None, however, felt their participation was a direct result of having been in the Open-Communication Project. Also, as the year progressed, participation lessened. Thus, there is no direct evidence that Open-Communication activities encouraged participants to join or "volunteer" more.

The evaluation staff members were able to interview only four of the six randomly selected May retreat students. Three of the four, however, stated they had noticed a change in communications at Garnet. Students commented that teachers in particular "get along better" with students and that now teachers seem to listen at least some of the time. During each interview period (January, March, and May), the evaluation staff randomly selected six students (two students per grade), who had not participated in Open-Communication activities. It was hoped that information gathered from these students would serve as a baseline against which some gross comparisons in attitudinal change could be made between Open-Communication and non Open-Communication students. The responses made by the students were, however, quite general, and their participation in school activities or in volunteer projects to help the school was minimal.

## 2. Communications

Responses made in January by the September retreat students concerning communications tended to remain constant throughout the second semester. In January, while the majority of these students did not feel anyone was listening any better,

half the students interviewed felt they were speaking out more. The majority of September retreat students did feel others were speaking to them more and that they themselves were listening more. During each subsequent interview, students were asked if they had noticed any new change in communications at Garnet (i.e., more listening, more talking). From their responses, it appears that no change occurred in student views regarding communications from January to June.

Responses made in January by the December retreat students concerning communications were overwhelmingly positive. All felt that at least some element of the school (i.e., students, teachers, administrators) were speaking out and/or listening more. This positive viewpoint was consistently maintained until June by five of the six students. The other student also felt that communications had increased at Garnet by January, but he stated in May that this level of communication seemed to be wearing off. In June, however, his view was that overall during the year there had been a change in communication which resulted from the fact that people were both listening and speaking out.

Three of the four students who attended the May retreat indicated that they saw an improvement in communications at Garnet during the past year. Teachers in particular seemed to listen and talk with students more.

About half of the non-Open-Communication students felt that communications had improved at Garnet during the month prior to their interview. Specific responses, however, as to

who was communicating more, were quite vague.

### 3. Attitude Toward Garnet-Patterson,

Of the six September Open-Communication students who were interviewed, two reported at a later interview that their views of Garnet had not changed. The actual feelings of these two students towards Garnet were quite general; one student responded "It's OK," and the other made no comment. One student did indicate in January that his views towards Garnet had changed. "This year things are better... it makes me feel better about the school." In March, May, and finally in June, this student maintained this positive view. It is interesting to note also that the remaining two students did voice more positive feelings for Garnet as the year progressed.

Three of the six December retreat students stated in January that they had changed their feelings towards Garnet-Patterson. One student responded, "I used to call Garnet a prison; but since the retreat...we changed our opinion." Another replied that when he first came here he thought it was terrible. This year he feels it's much better, especially since Open-Communication has more trips and things and they are involving everybody." These three students also thought that the Open-Communication Project (i.e., the retreat) was responsible for the change in their thinking. All three continued to view Garnet in a positive light throughout the second semester. As one student said in June, "In September I thought Garnet was dull. Now Garnet is a good place; we have activities. Open-Communication gives us a chance to relate to others."



It is interesting to note also that one student changed his behavior towards Garnet as his feelings toward the Open Beautification efforts changed. This student responded, "First I used to write on the lockers. Now because of Open Beautification (I) see students trying to keep the school neat and my writing has slacked off."

One student did not feel he had changed his views about Garnet but he stated his view was positive all along.

Finally, there was also one student whose feelings towards Garnet became more negative as the second semester progressed. In June, this student cited the following as his reason for feeling this way. "I did change my feelings about Garnet after I came back from the retreat, but not now. After the retreat I thought teachers might change. Some did, but others are the same so my feelings went back to what they were before."

The majority of students interviewed who attended the May retreat commented that they had not changed their feelings about Garnet during the past year. Only one student elaborated on his feelings by stating he felt Garnet was "OK". One other student did indicate a change from feeling negative in September to positive by the end of the school year. His reason was that classes and activities at Garnet since December interested him more.

The majority of non-Open-Communication students interviewed had little to say about what they thought of Garnet-Patterson. Their overall feelings about Garnet did not change over time; many felt Garnet was "OK", a few made no comment at all on this point. One student did state that fighting had de-



creased. Another comment made indicated student concern with the poor facilities at Garnet.

#### 4. Overall Worthwhileness of Open-Communication Project

The interviewers periodically asked the six September retreat students how worthwhile they felt the retreats and workshops were. Two students responded positively. One was personally affected by the Project; he now talks and speaks to other people. "Before I didn't hardly talk to anyone, now I do." Another student who attended the retreat in September responded in March that the Open-Communication Project had resulted in less fighting and in more people talking to each other. In May, this student still maintained that Open-Communication efforts were worthwhile.

One September retreat student when interviewed in January and in March felt that, although the retreat was enjoyable, Open Communication did not have any real effect on the school. In May, however, this student did cite one positive effect, namely, that the retreat had enabled him to talk more freely and to get to know teachers and students better. At the end of the year this same student responded that the Open-Communication Project is worthwhile, but could not cite any specific reasons for feeling this way.

Finally, one September retreat student when interviewed in March stated that he could see no changes resulting from Open-Communication as far as students were concerned. Teachers, this student felt, did speak out at the retreat and said "they'll do things, but, "back at school things still remain

the same."

In June, the evaluation team was able to interview only two of the students from the September retreat group. In response to the question, "What was the best part about the Open-Communication Project?" one student said "retreats," and the other replied "the assemblies were the best feature." Neither could cite any weakness in or need to improve the Project. Both students expressed a desire to have the Open-Communication Project continue next year. As one student commented, "Let other people have a chance to see how it is."

December retreat students were also asked periodically to provide direct feedback on what they felt was the impact of Open-Communication activities. The overall view of these students concerning the merits of Open-Communication was extremely positive. Individual responses varied, but their comments do indicate that students noted the following as worthwhile effects:

- Increased ability of students to express themselves
- Teachers listening to students and students seeing teachers as "humans."
- Less roaming through the halls as a result of Open-Communication parents serving as monitors.
- Increased communication, with more people talking to students now and more teachers listening to students' problems.
- Enjoyment in participating in Open-Communication activities.

When asked in June what was the best part of the Open-Communication Project, five of the six December retreat students replied "the retreats." The one remaining student commented

that everything about the Open-Communication Project was good.

Additionally, students were asked what they themselves got out of the retreat. Their individual responses indicated that their level of communication increased. Specific comments serve as examples: "I listen more; I speak more freely;" and "I have a better understanding of the teachers."

Students who attended the May retreat were also asked if they felt the Open-Communication Project as a whole was worthwhile. These students were unable to comment on all Open-Communication activities throughout the year. They were, for the most part, unaware of the Project until they attended the retreat. Nevertheless, their comments, even after their brief exposure, are worth noting. One student commented that the Open-Communication Project had resulted in better teacher-student relations. Another commented that the Project gives people an opportunity to know teachers as they really are and provide a way for everyone (parents, students and teachers) to communicate better. Three of the May retreat students interviewed graded the retreat an "A". When asked specifically what they got out of the retreat, student comments indicated their endorsement of the discussion groups in which everyone (teachers, parents and students) talked together and said what they really thought. One student commented that this retreat resulted in a better understanding on his part of the administrators. When asked what was the best part of the Open-Communication Project, two respondents stated "the retreats." Others cited as the best features of the Project the stipend and the oppor-



tunity to get to know people better. None of these May retreat students could cite any weakness in the Open-Communication Project. They all stated that they wanted the Project to continue next year.

Few of the non-Open-Communication students were able to give an opinion of the worth of specific Open-Communication activities. These students commented that they did not really know anything about Open-Communication at Garnet. However, the majority of non-Open-Communication students did feel that Open-Communication is a worthwhile Project. They related the following points to the Open-Communication Project: teachers are doing more to help students; Open-Communication resulted in Garnet getting new auditorium curtains; Open-Communication parents seem like fun to work with; and that students are not marking on walls as much.

##### 5. Needs at Garnet-Patterson

One overall Project objective was to make the school more responsive to the needs of its students and the Garnet community. Students were asked periodically what they felt were the pressing needs of Garnet. Responses from the sample of September retreat students varied. They ranged from a request for a longer lunch hour and fewer rules to an expressed need for improved facilities, more discipline, hall monitors, and less class cutting.

December retreat students were also asked what they felt were the pressing needs of Garnet. Again responses varied, but comments stressed the need for less roaming through the halls and for keeping older students from entering and disrupt-



ing classes. Other stated needs included: more or improved facilities; changes in certain teaching methods; more male teachers; more regularly scheduled activities; and more ways of showing students the good things about Garnet, how Garnet "is together."

The one outstanding need cited by the May retreat students was for improved physical facilities and equipment.

The non-Open-Communication students were concerned with the same general areas. Comments indicated that even the non-Open-Communication students wanted less hall roaming, fewer disruptions in class, more student respect for teachers, and improved physical facilities and textbooks.

### C. Parent Interviews

#### 1. First Semester Open-Communication Parents

In January, the evaluation team randomly selected and interviewed six parents involved in the Open-Communication Project at Garnet. The results of these interviews were reported in the January report.\* By March, these parents had completed their assignments and were no longer with the Project. The evaluation team again interviewed these same parents by phone in an effort to see how they viewed the Open-Communication Project in retrospect.

Parents were asked what they got out of participating in the Open-Communication Project. Responses indicated that, in general, parents gained a greater understanding of the students and of their own children. Feelings of satisfaction and a

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\* Ibid.

sense of closeness resulted from the communication which took place among parents, teachers, and students. Their comments indicated that they felt the Open-Communication Project provided them with an opportunity to draw their own conclusions about Garnet. As one parent stated, "I found out that Garnet-Patterson was not as tough a school as people would have you think."

These parents thought that the Open-Communication Project was worthwhile and had definitely helped Garnet-Patterson. In particular, one parent cited the fact that student class cutting was reduced as a result of the presence of parents. Another commented on the fact that better relations with the administration had resulted from parents being in the school and seeing the responsibilities faced by the teachers and the principal.

When asked what they thought was the best part of the Project, parents had much to say. All agreed that an outstanding feature of the Project was the opportunity it gave them to be in the school and to work daily with the students. Also the communication between parents, teachers, and students resulted in a sense of togetherness and a greater understanding by parents of the internal operations at Garnet.

Parents were also asked to comment on what they felt was the weakest part of the Open-Communication Project. Their responses varied:

- Open-Communication needs more workshops and retreats--with less time lag in between

- Open-Communication needs a way of providing those parents who are extremely interested in the program with an opportunity to work in the school on a regular basis (as volunteers)
- Open-Communication needs to work at sustaining the improved communications resulting from the retreats
- Open-Communication needs to give all parents specific class duties; some parents did little in the classroom
- Open-Communication needs to clarify exactly what parents are allowed or not allowed to do.

An overall objective of this Project was to increase the level of communication. Parents were asked if they had noticed any change in communications at Garnet during the time they were there. Only one of the six parents felt that parent and teacher communication was lacking. The remaining five thought that, as the semester progressed, there was greater freedom to speak and that everyone was "opening up." In general, the parents felt that by January, communications in the school were much more relaxed.

The evaluation team was also interested in determining whether parent participation in the Open-Communication Project produced any kind of a "ripple" effect in the Garnet community. Parents were asked if they ever talked to other people in their neighborhood about the Open-Communication Project. Four of the six replied that they did, and stated that they spoke fairly often with other neighbors and, in one case, with parents at another school. In general, the Open-Communication parents talked about the Open-Communication Project, the retreats, and the fact that Garnet as a school, "is doing good things."



## 2. Second Semester Parents

Throughout the second semester, the evaluators attempted to interview six new Open-Communication parents on a regular basis. The evaluation team talked with these parents in March, in May, and again in June. Because of scheduling difficulties it was not always possible to interview all six parents each time. The data gathered, however, are summarized below.

### a. Selection:

All parents interviewed stated that an Open-Communication staff member contacted them by phone. This was followed up by a letter of acceptance to each parent.

### b. Assignments:

All parents were given the opportunity to choose from a list of assignments in different subject areas. In cases where two parents chose the same area, Open-Communication staff made the final selection. All parents interviewed stated they were satisfied with their assignments. One suggestion was made, however, concerning parents who have children at Garnet; that is, that they should be allowed to visit their children in class.

By May, parents had a little more to say concerning assignments. A couple of parents felt that there should be more for parents to do in the classroom and, specifically, that there should be an orientation during which parent duties should be clearly defined.

### c. Attitudes Towards Garnet

The second semester Open-Communication parents



differed from the first parent group in that they had no qualms or doubts coming to work at Garnet. A couple of parents interviewed knew about Garnet from their experience in the PTA. The others had heard little about Garnet prior to their coming. In general, parent attitudes towards Garnet were positive when they began their assignments and they remained positive throughout the school year.

d. Parents Views on Open-Communication Goals:

The majority of the second semester parents replied that the main goal of the Open-Communication Project was to help the children at Garnet and to understand them better. Getting parents to know teachers was cited as another Project goal. Finally, one parent commented that the goal of Open-Communication was to get parents and other outsiders to feel free to come into Garnet so that Garnet will be viewed by others as a better school. In May, the parents interviewed still supported these Open-Communication goals.

e. Needs at Garnet-Patterson

The need to reduce class cutting and hall roaming was cited by two parents as a pressing issue at Garnet. Stronger discipline, in general, was also a strong concern of two parents. One parent commented that there was a great need for increased parent participation at Garnet and for teaching more (and more modern) trade skills to students. It is interesting to note that even though parents cited "problems," their overall morale as they reported it was high. All felt satisfied with their work and no complaints were voiced in March or in May.

f. Communications:

In May, after they had been working in the school for awhile, parents were asked how they viewed the communication among parents, teachers, and students. All replies were positive. The general feeling was that communications between teachers and parents were good with both groups talking and listening to each other more. Parents still felt this way about communications in June. They also specified that now (in June) more students were talking and discussing things with parents. In fact, two parents stated in June that they had changed their feelings about students since coming to Garnet.

g. Overall Worthwhileness of Open-Communication

Parent views on the worthwhileness of the Open-Communication Project were always positive. Specifically parents commented that the Project helped them to understand both the students and the administration in a manner not possible through participation in the PTA. They commented that another worthwhile effect of Open-Communication was the actual parent learning (skills or academic) that took place.

When asked what the best feature of the Open-Communication Project was, parents replied that working daily in the school was the best part of the Project. One parent added that the most successful feature of Open-Communication was the fact that children gained from the Project.

Comments concerning the weakest part of the Open-Communication Project varied. One parent stated that more ef-

fort should be directed toward getting increased parent participation from the Garnet community. Another parent felt that everyone in Open-Communication should work together so that all Open-Communication participants would be aware of Project plans.

Two parents felt that Open-Communication had affected them personally. One now treats her daughter differently and understands her better, and the other stated that she has a greater understanding of people as a result of working at Garnet.

#### D. Open-Communication Project Staff Interviews

The Open-Communication Project staff were continuously and directly involved with Project activities throughout the year. Also, all but one of these staff members\* had served on the Open-Communication Project during the previous school year and, therefore, they had first-hand knowledge of Project goals and could view the progress of Open-Communication efforts retrospectively.

In June, Open-Communication staff members were interviewed concerning the overall Project objectives, the success of specific Project components, and Open-Communication progress to date. Staff were also asked to comment on changes within Garnet resulting from Open-Communication. Interview data are summarized below.

##### 1. Project Objectives

Since one of the objectives of the Open-Communication Project was to reduce tension in Garnet, the evaluation team asked Open-Communication staff if they felt the Project

\*That is, three of the four Project administrators and staff



accomplished this objective. Their responses indicated that this objective was met. It should be noted, however, that staff viewed this as a long-range objective, and that Open-Communication activities moved people along in an "evolutionary" fashion towards this end. As one staff member commented, "There are bottled-up tensions which Open-Communication is getting people to communicate about". Staff members felt that Open-Communication parents had gone beyond the stage of being polite and were beginning to really open up. Parents, in particular, were more responsive and less "frightened". As a result, there was a feeling of accomplishment at having reduced tension.

A second Project objective was to develop internal control, resulting in a reduced need for external authority.

Open-Communication staff unanimously agreed that the Project accomplished this objectives. Staff cited specific indicators or achievement towards this goal including:

- Fewer cases requiring police action at Garnet this past year
- Fewer referrals of students by teachers, and more individual visits by students to administrators
- Increased responsibilities assumed by parents, and increased parent initiative, (e.g., parents required no external administrative authority in organizing for Parent Day at Garnet)
- Increased student initiative in planning activities
- Acceptance of increased responsibilities by teachers and administrative staff this year. (External demands from the school system have increased and many are assuming more than their regular duties and often serve without payment.)

Open-Communication staff stated that these objectives did not undergo revision or change during the course of the year. They



did point out, however, that activities stemming from Open-Communication (the photography club, and the Open Beautification Committee) did increase. More-over, the various services and activities provided by these clubs coincided with overall Open-Communication objectives.

## 2. Changes in Education and Learning Environment at Garnet

The Open-Communication Project has served as a vehicle for change at Garnet-Patterson during the last two years. Open-Communication staff were asked to assess any changes which had occurred with respect to education and the learning environment. Responses from Open-Communication staff indicated that there has been an improvement in the total school climate, with more teachers working together. Some teachers also felt that students were working harder, and that, by the end of this school year, they were not fighting among themselves. One staff member felt that it was increasingly possible for bright students with academic interests to perform openly.

Open-Communication staff also commented that the Academic Achievement Program (AAP), introduced by the D. C. School System, affected the learning climate at Garnet. The AAP resulted in Open-Communication efforts aimed at increasing teacher skills through interdepartmental workshops.

## 3. Structural Changes at Garnet

Open-Communication staff were also asked if any structural changes had resulted from the Project this year (i.e., changes in policies, procedures, programs, community relations). The responses indicated that since many school policies are

established by the Superintendent's office, relatively little structural change would occur in the course of a year. Some changes were cited, however, and these included the development of the Advisory Committee into a regular working group; the implementation of a regular Parent Day Program; the implementation of the extended homeroom; and the initiation of teacher visits on a voluntary basis to students' homes.

While the Open-Communication Project has not directly affected student achievement (in any measurable sense), staff members did feel that parents were more concerned about test scores this past year.

#### 4. Parent Participation

The heaviest single expenditure of the Open-Communication Project was the allotment to the parent participation component. Given the constraints on evaluation time and the unique type of Project being dealt with, it was impossible to undertake any type of cost benefit analysis. All that can be determined at this time are the subjective perceptions of the Open-Communication staff and participants concerning the value of the parent participation component. The Open-Communication staff viewed this component as vital. Staff thought that these parents provided feedback to the community and served to build trust between the school and the community. The responses also indicated that the behavior of some students had improved as a result of having parents assist in the classroom.

Open-Communication staff commented in retrospect on the pressures which facilitated or inhibited the progress of the

Open-Communication Project. Staff credited Project facilitation to parent involvement, the concern of certain Advisory Committee members, the growth of Garnet staff, and the growth of parent self-confidence. Inhibiting forces cited by Open-Communication staff included the poverty conditions and ghetto street activities that operate around the school and in the neighborhood community; a need for more organized activities for students; and the need for further coordination and redefinition of roles and responsibilities.

#### 5. Staff Questions About the Open-Communication Project

The evaluation team wanted to determine the issues or questions that Open-Communication staff themselves had regarding the Project. They recognized that people had mixed feelings concerning Open-Communication and they wanted to know how people really felt about the Project. They were also interested in learning how to continue to "free up" individuals so that they would not be threatened by authority.

#### 6. Essential Features of Open-Communication Project

Finally, the evaluation team asked staff to comment on the essential features that should be considered if the Open-Communication Project is to be viewed as a model that could be implemented by others. Responses indicated that Open-Communication staff viewed the following features as necessary for implementing a successful Open-Communication Project:

- . The establishment of an Advisory Committee
- . Concerted "patience" in attempting to establish an effective Advisory Committee (the Committee's involvement is a developmental process)



- A willingness on the part of the Project director and principal to be available and actively involved in Project activities, including participation in awareness sessions
- A concerted effort to enlist parent involvement in the Project and an awareness that parents do want to get involved
- Some type of group process, such as retreats, which will keep parents, teachers, and students in contact with each other
- An activity designed to open-up the school to be community (e.g. Parent Day)
- A willingness, when necessary, for committees to modify their activities so that the external demands of the school system are also being met
- A method of providing adequate preparation and assignment of duties to all parents working in the school
- Some type of instructional skills workshops for teachers. Care should be taken to adequately plan for all workshop participants, particularly parents if they attend.

The evaluation team felt that the factors listed above are largely self-explanatory and that they describe key elements of the Open-Communication Project at Garnet-Patterson.



## Findings 1971-1972

The findings for 1971-1972 are presented in terms of a summary of questionnaire data as was presented in the evaluation report.<sup>45</sup>

SUMMARY OF QUESTIONNAIRE DATA

Parents, teachers, and ninth grade students were asked to comment both on individual program components and on the overall effectiveness of the Open-Communication Project. This section of the report summarizes opinionnaire results in four main areas: Skills Workshops, school atmosphere, retreats, and general questions about Garnet and Open-Communication.

Skills Workshops

Teachers were asked to what extent most Open-Communication Skills Workshops helped them with instructional planning and with incorporating the teaching of reading and math into their classes. Twenty-seven teachers responded to these questions. Forty-eight percent of those teachers said the Skills Workshops had helped them a great deal with instructional planning; another 41% said the Workshop had given them "some" help with instructional planning. Eleven percent thought the Skills Workshops had helped them slightly. In the area of incorporating the teaching of reading in their classes, 48% of the teachers felt that the Skills Workshops helped them a great deal and 48% felt that the Workshops provided "some" help.

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H. Russell Cort Jr. et.al. End of The Year Survey of The Open-Communication Project at Garnet-Patterson Junior High School Unpublished Document, General Learning Corporation Educational Services Division, Washington, D.C. 1972.

Only 4% felt that they had been helped slightly by the Workshops. Twenty-three percent of the respondents thought that the Workshops had helped a great deal to improve their ability to incorporate teaching math into their classes; 69% felt the Workshops had helped "some" in this area. Four percent said the Workshops helped only slightly, and another 4% said that they didn't help them at all with incorporating the teaching of math into their classes.

We asked teachers to what extent the Skills Workshops had promoted improved communications. Seventy percent of the 27 respondents said the Workshops had helped improve teacher/teacher communications a great deal. Nineteen percent said they helped "some" and 11% said they helped only slightly with teacher/teacher communications. Teachers were less positive about the improvement of teacher/administrator communications than they had been about teacher/teacher communications. Forty-eight percent of the 27 respondents felt that teacher/administrator communications had been helped a great deal by the Workshops while 37% felt it had been helped "some". Seven percent said the Workshops helped teacher/administrator communications only slightly; another 7% said they did not help teacher/administrator communications at all.

Fifty-two percent of the teachers strongly agreed with the statement, "the Skills Workshops have helped improve teacher/student communications," while 41% "somewhat" agreed, and 7% "somewhat disagreed." The majority of teachers--82%--strongly agreed with the statement "the Skills Workshops have helped

improve teacher/parent communications." Eleven percent "somewhat" agreed with that statement, while 7% "strongly disagree" with it. Thus we see that while the Skills Workshops provide teachers with some instructional and planning knowledge, the greatest benefit seems to have been in the area of improved communications among participants, if responses to the questionnaire items are indicative of relative benefit.

Although it was felt that the Skills Workshops may have been beneficial to all participants in some way, we asked teachers to indicate for whom they thought the Workshops were most and least beneficial. Not all teachers responded to these questions; however, 36% of those 25 who did respond to the question, "For whom were the Workshops most beneficial?" felt they were most beneficial for teachers; 44% said they were most beneficial for parents; and 20% said they were most beneficial for students. Sixty-five percent of the 23 teachers who responded to the question, "For whom were the Workshops least beneficial?" responded "other staff (counselors, custodians, cafeteria workers)." Seventeen percent said students gained least while another 13% thought administrators benefited least. Four percent said parents benefited least from the Skills Workshops.

Ninety-five percent of the 20 parents who answered our questionnaire had attended a Skills Workshop. Seventy-nine percent felt it had been very helpful for them and 21% felt it had been somewhat helpful. As with teachers, parents were asked for whom they felt the Workshops were most and least benefi-



cial. Not all 20 parents responded to this question, but of those 17 who did, 47% felt parents had benefited most; 24% said teachers; and 18% said that students--in their opinion--had benefited most from the Skills Workshops. Another 6% said that administrators had benefited most from the Skills Workshops, and 6% said that other staff received the most benefit.

Parents, like teachers, felt the Skills Workshops were least beneficial for "other staff" (73%). Twenty percent said students benefited least while another 7% thought parents had gotten the least from the Skills Workshops.

Students were also asked about the Skills Workshops. Most (75%) 9th grade student respondents indicated that they had never attended a Skills Workshop. The other 25% said they had attended at least one Skills Workshop. Those who attended found it very helpful (59%) or somewhat helpful (25%). Sixty percent of those who said they had attended a Skills Workshop indicated they had done so last year, not this year.

### Retreats

Teachers were asked if the Retreats had helped improve communications and rapport among participants. All 27 respondents said yes; Retreats improved teacher/teacher communications and rapport. Seventy-eight percent said it improved greatly while 22% said it was somewhat improved.

Nearly all of the 23 teachers felt the Retreats helped improve teacher/administrator communications and rapport. Fifty-eight percent said it was improved a great deal and 33% said it was somewhat improved. Another 8% felt that there was only



a small amount of improvement. Teacher/student communication and rapport was improved by the Retreats according to 93% of the teachers. It was the opinion of 60% of the teachers that it improved a great deal. Another 24% of the teachers said it improved some while 16% said it improved a little. Communication between teachers and parents was seen as the area of greatest improvement by teachers--96% said it had improved because of Retreats. Of that 96%, most felt that communication had improved a great deal.

Parents were also asked about improved communications. Of the 20 parents who responded to our questionnaire, six had attended one Retreat, two had attended two Retreats, seven attended three Retreats, and one had attended all four Retreats.

While parents felt there was improved communications among all participants, their greatest agreement was in the area of parent/student communication. All 16 parents felt the communications and rapport between the students and themselves had improved. Twelve of those 16 said it improved a great deal; four said it improved some. The second ranked area of greatest improvement was parent/teacher communications. Like teachers, parents felt that there was greater understanding between parents and teachers as a result of the Retreats. Fifteen of the 16 parents who attended Retreats felt parent/teacher rapport had increased; only one did not. Twelve of those 15 felt it had improved a great deal; the other three felt it had improved some. Parent/administrator relationships were viewed as improved by 15 of the 16 parents in attendance at Retreats. However, there was more divergence of opinion as to how much

it improved than there was in other areas. Twelve parents felt parent/teacher communications improved a great deal; two felt it improved some, while one felt it only improved a little. Still it can be seen that both from the parents' and teachers' point of view the Retreats were outstanding for effecting overall improvement in communications among participants, and particularly good in improving parent/teacher communications.

Although it is evident from comments made that parents and teachers found the Retreats beneficial, each participant was asked--along with students--to indicate for whom they felt the Retreats were most and least beneficial. There was more agreement on who benefited least than on who benefited most. All three groups of respondents--parents, teachers, students--agreed that "other staff" (cafeteria workers, custodial staff) benefited least from the Retreats. This was indicated on the opinionnaire by 40% of the students who attended the Retreats, 80% of parents who attended, and 52% of the teachers who attended. However, parents felt that students and parents benefited most and equally from the Retreats while students felt they themselves had benefited most. Fifty-two percent of the students in attendance at Retreats said students benefited most, after which they felt teachers and parents benefited most and equally. Teachers, on the other hand, were divided in their opinions; nine teachers said teachers benefited most, nine said students benefited most, and nine said parents benefited most. From this we can summarize that Retreats had positive effects on all participants. No group viewed itself as the group

who benefited least and all felt their own group had benefited to about the same degree as any other group. This is further substantiated by the verbal feedback participants provided to those people who did not attend Retreats. Parents and students who did not attend Retreats were asked if they had heard a lot about the Retreats from those people who attended and if, based on what they heard, they thought they might like to attend. All parents and 80% of the students who did not attend a Retreat, indicated that they had heard a great deal about Retreats and that they would like to attend one.

### General Questions

All participants were asked some general questions about Garnet and the Open-Communication Project. We hoped that through these questions we would be able to find out if or to what extent the Open-Communication Project had an impact on the school's atmosphere. Teachers and parents were asked to what extent they agreed with the statement that the Open-Communication Project helped create a better learning environment at Garnet. Parents felt more strongly than teachers that the Project did create a better learning environment. Seventy percent of the parents said they "strongly agreed" with the statement and 29% said they "somewhat agreed", while only 37% of the teachers "strongly agreed" and 44% "somewhat agreed". Another 11% of the teachers "somewhat disagreed" and 7% "strongly disagreed" with this statement. We have no data that indicate what criteria parents or teachers used when answering this question. However, teachers were asked whether they thought



students had improved academically over the past three years. They answered with the same reservations they had about the learning environment. Forty-five percent agreed "somewhat" that students had improved academically. One can only speculate that perhaps teachers feel that academic achievement is more directly tied in with the overall learning environment than do parents, thus influencing their feelings about the level of improvement in the general learning environment at the school.

In the area of student discipline, teachers and parents again disagreed. Eighty-nine percent of the parents felt the Project had at least improved student self-discipline somewhat while only 40% of the teachers felt that way. Fifty-nine percent of the teachers disagreed--22% strongly--with that idea. Sixty-eight percent of the students themselves felt they had become more disciplined because of parent involvement in the schools (made possible by the Project). Again, we have no data that indicate the criteria used in making these judgements. Therefore, no explanation can be given for the differences in the opinions of teachers, students, and parents. One can again only speculate that expectations may differ across groups, influenced by role and task. Teachers, because of their role and tasks, may have a greater need for improved student discipline than do students themselves or parents. Thus their criteria for what constitutes improvement may be more stringent.

Teachers and parents agreed that the Project has helped



reduce tensions in the school. Eighty-five percent of the parents and 82% of the teachers said yes when asked whether the Project has somewhat or greatly improved tensions in the school. Here we can only conclude that while teachers and parents differ on the specific areas of improvement (e.g. discipline) and the extent of that improvement in the school due to the Project, its overall influence is seen--almost equally by both teachers and parents--as positive. As for what the Project has done to give parents and teachers a feeling of having greater influence in the school, 72% of the parents felt "strongly" that the Project had given them more influence in the school and 22% felt they had become at least "somewhat" more influential in the school because of Open-Communication. On the other hand, only 23% of the teachers felt "strongly" that they had become more influential in the areas of school operations and policies and 42% "somewhat" agreed that they had become more influential. Since we have no baseline data, it is not possible to determine what the increased feelings of influence on the part of parents and teachers mean in any concrete sense. But we can hypothesize that since parents had not traditionally been as actively involved in the day-to-day school operations as they were during the Open-Communication Project, they began to feel more influential as they participated in school activities and performed various new roles--aides, librarians, assistants, tutors, community liaison personnel, ad hoc counselors, etc. Thus, it would seem that as a result of their increased active participation,

they felt they exerted a greater direct influence in the school.

Parents, students, and teachers were asked about their feelings of involvement with Garnet. We wondered if the Open-Communication Project had made participants more concerned with the school. In all cases there was some indication of increased involvement and concern which was attributed to the Open-Communication Project. Again, parents felt the strongest about this as they had about their increased influence in the school; all parents felt the Project had made parents as a group more interested in Garnet--78% felt parents were much more concerned with Garnet due to Open-Communication, and 21% felt parents were somewhat more concerned about the school because of Open-Communication. Most teachers--81%--thought the Project had noticeably increased the sense of personal responsibility for and involvement in Garnet felt by teachers, students, parents, and administrators. Half the students in our sample felt the Project had made students more interested in Garnet. Thirty-five percent "somewhat agreed" while 17% "strongly" agreed that the Project had made students more interested in Garnet. Here it is interesting to note that 18 of the 20 students (90%) in our sample who attended a Retreat\* felt the Project had made students more interested in the school, while 13 of 27 students\*\* who did not attend a Retreat felt students were more interested in the school. This might indicate that the more direct involvement a student has with the Project,

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\* Although 27 students attended a Retreat only 20 responded to this question.

\*\* The difference in N for this question from the total sample (N=126) reflects loss of data through non-response.

the more positive his feelings are about the Project's influence.

Parents and teachers were asked if they thought school/community understanding and relationships had been improved through the Open-Communication Project. Ninety percent of the parents agreed strongly that it had, and 5% agreed "somewhat" that school/community relationships had improved. Teachers, on the other hand, while they agreed that school/community understanding had improved, were more divided on the extent of that improvement. Fifty-two percent agreed "strongly" and 41% agreed "somewhat" that there had been improvement due to Open-Communication. Because of a lack of baseline data we can only hypothesize what this difference in opinion between teachers and parents means. We felt it may indicate the intensity of parents' past feelings of alienation from the school. Perhaps their increased participation in the daily workings of the school served to reduce their feelings of alienation and to promote better school/community understanding and relationships.

Finally, parents and students were asked if they thought Open-Communication had made Garnet a better school. Nineteen percent of all student respondents said that the Project had made Garnet much better, 35% said it was somewhat better, and 25% said Garnet was a little better because of Open-Communication. Only 12% of the sample said Garnet had not changed at all because of Open-Communication.



Seventy percent of the parents in our sample felt the Open-Communication Project had made Garnet a much better school. Twenty percent felt it was somewhat better because of Open-Communication; 5% felt it was a little better because of Open-Communication. No parent felt the school had not improved at all because of Open-Communication.

Parents and teachers were asked if they knew what the Garnet Advisory Committee was and what it did. They were also asked how much contact they had with Advisory Committee members during the past year. Data indicated that while parents and teachers know of the committee, they have only limited contact with and information about its specific activities.

The goal and objectives of the Open-Communication Project dealt, in the main, with attitudinal change, which is difficult to measure because of its subjective nature. From the data collected, however it is evident that participants feel that positive attitudinal gain did occur, most noticeably among parents but significantly among teachers as well. There was certainly little, if any, indication that Open-Communication was considered a neutral or negative influence in the school. Rather it appears to have been a positive force which served as a mechanism for improving the school's internal harmony as well as for improving the school's relationship with the community.



## Chapter VIII

Reactions, Conclusions and Implications  
for Further Study

The major purpose of this study was to identify, describe and analyze from a participant-observer point of view the major actors, events and time frame in development of the Open-Communication Project and its effectiveness as a strategy for self-renewal of an urban junior high school. The objectives which were set forth that have been met will be discussed in the conclusions.

A description and analysis of the existing circumstances and conditions in the school and its social setting prior to the development of the Open-Communication Project has been presented in Chapter four. The report and analysis of the modification and implementation of the Open-Communication Project from 1969-1972 has been presented in part in Chapter four and completed in Chapter five and six. A delineation of the areas of effectiveness of the Open-Communication Project as a strategy for self-renewal of an urban school must be drawn from the findings as presented in Chapter seven.

Participant-Observer Reactions to The Open-Communication Project

From a participant-observer point of view, it is important for me to share some of my reactions to the Open-Communication Project.

. Any school which serves a community in which parents have extra time during the day, can initiate activities to utilize their efforts to some extent in improving the learning

environment of the school.

. In the interest of scheduling activities at a convenient time, and for the sake of communication I deem it best to operate on a single school basis in order to facilitate self-renewal efforts.

. Support from Central Administration and The Board of Education need to be obtained as a means of enhancing the visibility of the schools self-renewal efforts and changes for success. It would be helpful if that support took the form of additional resources beyond the initial funding period

. The principal needs to be prepared to accept information and utilize it as a basis on which to make decisions that are necessary to achieve the goals of the institution

. The principal needs to feel confident enough not to be threatened by apparent criticisms directed at the administration. He or she must understand that it is easier for people to blame others than to admit to personal inadequacies, however, once people who are affected by decisions understand that they have some influence on those decisions, they will tend to increase their efforts to achieve the goals of the institution. Boards of education must provide adequate time and support for principals to develop this confidence.

. The principal needs to be able to modify his style of leadership according to the situation. He must be prepared to analyze the situation in order to determine when his style should be high-task and low-relationship, low task and low relationship, low task and high relationship or high task and

high relationship

- The principal must recognize and accept the responsibility for the improvement of the instructional program and must seek many other ways in addition to classroom supervision. Open-Communication and community participation help

- The principal must understand that change is a slow and gradual process and any efforts utilizing outside change agents in the self-renewal process should be so designed as to eventually negate the needs for their services and replace them by services of people on the staff whose skills should improve during their participation in the change efforts

- Re-training needs to be a continuous effort because as persons with increased skills are promoted to other positions, the process is necessary for newcomers to the school to feel committed to the institution.

#### Conclusions

The evaluation findings from this study support the expectation that the Open-Communication Project would help to bring about a climate of mutual respect among teachers, other school personnel, students and parents. However, it should be pointed out that for 1969-1970, it was apparent that as indicated the weakest area of communication was expressed in the link with the administration. This may have been due in part to the fact that the principal did not participate in the group training sessions and the consultants functioning in the role as outside change agents could not respond to questions as they were raised by the participants. For the subsequent two



years of Project activities the principal was involved in all activities.

Also, obvious was the lack of understanding on the part of parents that the group training sessions were designed to bring about a closer relationship among the participants as they worked towards the completion of specific tasks. The fact that many parents were seeking to improve their own basic skills was attended to by granting permission for an English teacher<sup>46</sup> to develop and implement training sessions for improving the effectiveness of classroom parent aides.

The expectation that the Open-Communication Project would facilitate the kind of leadership and administration which utilizes the participation process as a means of providing input for decision making was found to be a sound one. Recommendations from the 1969-1970 Group Training Sessions were categorized by the Project Staff and acted upon by the principal. Outcomes were made available to all participants and where recommendations necessitated a change in Open-Communication Program format the changes were made. Where recommendations necessitated action on the part of students, teachers and parents, the administration initiated procedures to bring about the desired outcomes. As has been pointed out earlier, regular school procedures were modified to provide the kind of flexibility in scheduling which was necessary to inform the total

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<sup>46</sup>Brittania W. Capers, A Proposal For and Conduct Of a Practicum Utilizing Training Sessions for Improving the Effectiveness of Classroom Parent Aides at Garnet-Patterson Junior High School. Unpublished Masters' Thesis (Washington, D.C. Federal City College) June, 1972.



student body of Open-Communication Project Activities as well as to conduct special workshops to allow school personnel to examine and provide suggestions for the operational procedures of the school.

The expectation that the Open-Communication Project would enhance the image of the school internally and externally proved to be a legitimate one. During the total three year operation of the Project few complaints as compared to other years were received from irate parents, several principals from other schools called to obtain additional information about the Open-Communication Project, visitors who were received from other cities made positive comments about their observations and compliments were paid by Members of the Central Administration and The Board of Education. One member of the Advisory Committee was elected as Ward I Representative to The Board of Education having used as a part of his campaign platform the accomplishments which were being made at Garnet-Patterson because of the Open-Communication Project.

The final expectation that the Open-Communication Project would open-up the school to the community thus making it more responsive to the needs of the students was justified on the basis of the number of parents who came into the school to visit. Also on the grounds that the Advisory Committee has chosen to continue its activities beyond the funding stage of the Project and for the 1972-1973 school year is continuing to meet on a regular basis.

As a participant-observer in the Open-Communication Project not only did I have expectations at the beginning of the field work, but I am now able to draw some additional conclusions from this study which relate to the statements made by Averch et.al and after they reviewed eight studies, encompassing within system and cross system studies, pertinent to the organizational approach to change as reported in Chapter two of this dissertation.

Statement 1: There is a positive correlation between size of system and degree of innovation.

My findings in Chapter seven direct attention to the improved communication at Garnet-Patterson over a three year period which resulted in part from the Open-Communication Project. Yet as principal of the school, on leave to study, and Project director for the second and third years of program operation, I am aware of the need for continued improvement of the communication process among students, teachers, school staff, parents and administrators. That there was some improvement within this particular school as a unit or system indicates that the limited size of the school was helpful in breaking down some of the communication barriers.

Statement 2: Large educational bureaucracies and large numbers of rules decrease innovation and adaptation.

The support from the two Assistant Superintendents of The Model School Division during the three years of Open-Communication Project operation was valuable in that we were given some leeway in by-passing the intermediate central office staff and able to communicate directly with the Assistant Superintendent

relative to Open-Communication Activities. The policy granting principals the right to try different approaches as a means of improving the learning opportunities for students provided the necessary flexibility not previously available. On the other hand, the fact that Howard University, Department of Education withdrew its support from the Open-Communication Project is a concrete example of the complexity of involving school system and university personnel in bringing about change when staff has to deal with large educational bureaucracies. The 1969-1970 organizational structure which included a director from Howard University and three co-directors, two from Howard and one from Garnet-Patterson was too bureaucratic in nature. The leadership team also included the chairman of the Advisory Committee and thus a complex situation became more cumbersome. When the Project office was moved from Howard to Garnet-Patterson the factor of time to get back and forth to the office, to find a parking space and to try to reach consensus with university personnel who brought to the Project the point of view of other professionals wanting definite degrees of control was re-directed to internal communication. Although our efforts of prolonged cooperation with the university in this effort failed, we have since been able to re-establish our cooperative concerns and are working together to provide "team" support for pupil growth and achievement.

Statement 3: Rigidities in a school system can be partly overcome by an appropriate choice of teachers.

Good relations with the Model School Division's Personnel



Officer made it possible for me to screen prospective teachers prior to the time of their appointment to the school. Once appointed during any of the three years of Project operation, participants were extended the opportunity to affiliate with the Open-Communication Project. Teachers who were involved in the Open-Communication Project enjoyed a much enhanced relationship with students, parents and other school personnel.

Statement 4: Rigidities in a school system can be partly overcome by appropriate choice of principals.

The Model School Division involved school principals in the screening and selection process for new principals. This procedure was intended to make the best choices relative to principal assignments. At Garnet-Patterson I found it necessary to aggressively attack the problem of initiating action rather than constantly reacting to crisis situations. It was this type of effort that became the basis for the Open-Communication Project. However, the action initiated had more to do with process than with program structure which had to remain flexible to the extent that participants who shared in the diagnosis of the school's needs also needed the opportunity to share in the carrying out of recommendations.

Corollary to Statement 4: A principal's effectiveness in carrying out change is positively related to the amount of support from higher administrative levels.

This support was evidenced at all central administration levels. Thus some parents and teachers believed that something could and did happen by virtue of the support efforts of



the school superintendent and the District of Columbia Board of Education.

Statement 5: Innovations in a school system depend upon exogenous shocks to the system.

Support for this statement is substantiated by the initial pilot program with the D. C. School Desegregation Office. The expertise from the Washington School of Psychiatry and finally funding from The Office of Education.

During the three years of the Open-Communication Project, my role as participant-observer made it possible for me to function as a leader, as a manager and as just another member of many different kinds of groups. I perceived these role functions to be critical to my understanding of the formal and informal group structures operating with the school. Having understood some of the dynamics of the human interaction I was able to modify my leadership style as the situation demanded in order to utilize information from many different sources in the decision making process.

The staff-development committee which functioned during the second and third years of the program replaced the initial leadership team. Thus in this one area persons perceived as outside change agents were replaced by others who were a part of the institution involved in the change process. In as much as the need for reassessment and renewal is an ongoing process I saw us begin the process of working our way out of the need for continuous outside assistance, thus moving towards a kind of stability in terms of an internal support system.

Because this dissertation is based on action research attention to some of the important events is critical.

The funding agent for the Open-Communication Project set a precedent when it agreed to accept as valid a process which would make it possible for parents, students, school personnel and community representatives to determine the existing conditions in a school and work out a specific course of action to improve those conditions in their efforts to bring about self-renewal. Thus the program design for the Open-Communication Project evolved over a three year period.

It was found that cooperation from Howard University's Department of Education was critical to the process of determining a course of action for initiating change and group training sessions, designing group training session activities as a mechanism for bringing participants together in the helping, sharing relationships needed to diagnose the needs of the total school. The frustrations of finding a funding agent and meeting agency guidelines without distorting the direction of future activities were easier for me to cope with because they were shared by Howard's personnel and personnel from the Washington School of Psychiatry.

In addition the opportunity to gain some expertise in dealing with other organizations and agencies was enhanced because of the cooperative effort. A specific example was the need to determine qualified consultants at the national and local level. In the interest of including some of the local school personnel as leaders in the group training sessions, the

Washington School of Psychiatry made a scholarship available for Charles Fields, one of the assistant principals, to attend a two week intensive group awareness training session at Holyoke College prior to the first series of Group Training Sessions. During the first full year of program operation Valerie Green, the assistant principal who replaced Margaret Murray when she was promoted to principal of Langley Junior High School in August, 1969, received a scholarship from the Washington School of Psychiatry to participate in a two week group awareness training session. Both of the scholarship recipients became group session leaders thus emphasizing the notion that people who receive help from others ought to be in a position to help themselves.

After the completion of Group Training Sessions in 1969-1970, it is my impression based on comments shared with me by group participants that there was a great deal of concern about the fact that the number of students in each group was inadequate to make an impact on the activities of the group. This may well have been the case but I am convinced that the physical presence of students in group training activities caused adult participants to function in a different kind of relationship with each other. Student reactions as expressed by them indicated that they liked the way parents talked up to teachers. Could these reactions mean that parents were beginning to see themselves as having some direct influence in the group? I suppose this was indeed the case and this very fact was the beginning of the explosion of the myth that professionals are "all knowing" in terms of providing



services to and for children. This situation was seen as critical to the beginning of effective communication among the various groups.

Complaints of parents who participated in the initial group training sessions had to do with the behavior of many students. Reactions ranged from concern over the need for more discipline in general to shock over the language patterns (use of profanity) of students in their interaction with each other and with adults. The need to focus on self-respect and respecting others was explicit. Thus it was found that efforts to assist students in developing self-discipline by allowing them to make some choices relative to elective courses and participation in after school activities were enhanced. Over a three year period it became obvious that parents who in too many instances had viewed teenagers as destructive and negative began to talk about their concern and respect for students many of whom spoke to them and in some instance joked with them out in the neighborhood.

Evaluation reports together with my own observations pointed to the in-school participation of parents as the most significant Open-Communication Project components during the first year of activities. I suspect that teachers were gleeful over the opportunity to have parents see from a first hand vantage point the difficulties with which they had to cope. Beyond that sharing, however, was the decided advantage of having another adult in the classroom to respond to the great need of students for adult attention. It was comforting to me to feel



that the responsibility for coping with the many problems was being shared with parents who needed to understand and generate to their children the impression that education is important and can make a difference to the future life style of students.

For the second and third years of the Open-Communication Project the parent-in school participation component ran a close second to the Group Awareness Retreats as an important component of the renewal process. Students were continually elated over the opportunity to live in the same facility with school personnel and other parents. The informal conversations at meal time, having adults participate in recreational activities with them and the opportunity to work together in simulations and in task oriented activities was a new experience for them. On the other hand the adults seemed to share the same type of enthusiasm. Even though the school's schedule was revised to provide time blocks for teachers to plan and work together it was apparent that there exists among school personnel the need for more opportunities to communicate with other adults.

The ongoing Advisory Committee proved to be an important component of the Open-Communication Project. Established from members of community agencies and organizations based on a survey of the school attendance zone, it consisted of representatives from these agencies, from the Central Administration of the D. C. Public School System, from Howard University and from Garnet-Patterson. The members of this committee accepted the responsibility of advising the principal as well as

the Project Staff. Early in its development, the members participated in their own awareness training session in order to facilitate their ability to function together in a helping sharing relationship. Over a three year period they progressed to the extent of taking an active role as facilitators for protecting the rights of the school.

A concrete example of such action was their organized effort to have the school continued by the Board of Education as a Title I School for the academic year 1972-1973. Highly structured in terms of specific activities, the committee formed sub groups to prepare a presentation to the Boards Budget sub-committee to canvass the community for supporters in terms of attendance at the meeting, to arrange a car pool to provide transportation for interested supporters and to present its case at the meeting. This total effort was successful and thus the members of the committee were able to recognize the existence of their potential power in influencing institutional change.

The Advisory Committee progressed from a number of individuals with a common interest, spending a lot of time worrying about their function to a group of persons who joined together to assist the school in its general efforts to better meet the needs of the students and the community. Thus their efforts are seen to be very important in improving the communication process to make it one in which information flows into the school from the community and from the school to the community. This capability for effective two way communication enhanced

the image of the school in its social setting.

The curriculum development phase of the Open-Communication Project after 1969-1970 was incorporated in the overall staff development activities which were designed to upgrade the competencies of skills of teachers, support personnel and the school administrators. Parents, students and community representatives were influential as resources to these training efforts. Having received from participants the recommendation for instructional skills training, the Project staff incorporated these activities into the Open-Communication Project as major program components for 1970-1971 and 1971-1972. A movement from utilizing the services of many outside consultants to an emphasis of utilizing the services of school personnel in their areas of expertise proved to be a significant one. The results of these efforts contributed a deal to providing a stability to the change efforts.

Perhaps one of the best indicators of the effectiveness of the Open-Communication Project is that during the school year 1972-1973 the school has been able to provide the internal leadership from among its personnel to carry on its functions. The assistant principal with system and building seniority, Valerie Green, was named acting principal and a teacher Allie McAdams was named acting assistant principal. With continued support from other school personnel, parents and the Advisory Committee, the growth process has been continuous.

Having taken a leave of absence to broaden my professional and educational perspectives it is my intention to return to



the principalship of Garnet-Patterson with this dissertation as a resource document for the school and the community. Feeling a strong measure of accountability to the school, it should now be possible for us to repeat the process of examine our past efforts as a basis for diagnosing the conditions of the school and moving through the change cycle again to provide greater support, stability and enhanced educational opportunities for students. Re-newal is a continuous and on-going process. Our charge is to live up to the challenge.

#### Implications for Further Study

This study is a report on the actual events which occurred in an urban school's self-renewal efforts. Many questions remain unanswered because of the global nature of The Open-Communication Project. Some of the unanswered questions, which if researched, would provide some practical answers for educators are the following:

- . To what extent does parent participation in the classroom influence the academic achievement of their own children?
- . To what extent does community participation in a school bring about feelings of ownership and power?
- . What additional administrative responsibilities are imposed on the principal who initiates in-service training activities for staff?
- . To what extent should students be involved in training activities for staff?
- . What techniques can be utilized to improve parent-students, parent-teacher, teacher-student, teacher-administration relationships?



Appendix A

Lists of Advisory Committee Members

1969-1970, 1970-1971, 1971-1972

HOWARD UNIVERSITY - GARNET-PATTERSON OPEN COMMUNICATION  
Advisory Committee  
1969-1970

CHURCH

Father Kemp  
St. Paul Church  
15th and V St., N.W.

CHILDRENS' HOSPITALHILLCREST COMPREHENSIVE CHILD CARE CENTER

Mrs. Dorothy Miller  
1307 W St., N.W.

PTA

Mrs. Laretta Jackson  
410 U St., N.W.

COMMUNITY SCHOOL

Mr. Carter Bowman  
c/o Garnet-Patterson  
10th & U Sts., N.W.

COMMUNITY

Mr. I. Bennette  
1007 U Sts., N.W.

D.C. DEPT. OF PUBLIC HEALTH

Dr. Anita I. Austin  
c/o Garnet-Patterson  
10th & U Sts., N.W.

YMCA

Mr. Johathan Eugene  
7101 9th St., N.W.

PARENT REPRESENTATIVES

Mrs. Katherine Latney  
1917 6th St., N.W.

D. C. RECREATION DEPT

Mr. Laurence Goffney  
3976 Clay Pl., N.E.

Mrs. Corine Ford  
411 Elm St., N.W.

UPO

Mr. Donald Murray  
Friendship House  
619 D St., S.E.

Mrs. Loretta Belfield  
1109 Clifton St., N.W.

Mrs. Ethelene Morrow  
2347 11th St., N.W.

CITY COUNCIL

Mr. Sterling Tucker  
District Building Rm.505  
14th & E Sts., N.W.

Mrs. Evelyn Baylor  
2234 12th St., N.W.

Mrs. Betty James  
1016 W St., N.W.

URBAN LEAGUE

Rev. Donell Johnson  
1009 New Jersey Ave., N.W.

Mrs. Beulah Pinn  
267 V St., N.W.

COUNCIL FOR COMM. DEVEL.

Mrs. Louise Spruill  
414 U St., N.W.

TEENY-BOPPER CENTER

Mrs. Louise Thomas  
2126 10th St., N.W.

SCHOOL HEALTH SERVICES

Mrs. H. A. Moss  
c/o Garnet-Patterson

PRINCIPAL GARNET-PATTERSON

Mrs. Margaret G. Labat  
24 Burns St., N.E.

Garnet-Patterson Open-Communication Project  
 ADVISORY COMMITTEE  
 1970-1971

CHURCH

Father Kemp  
 St. Paul Church  
 15th & V St., N.W.

Rev. Harvey Lewis  
 Star of Bethlehem Church  
 2033 11th St., N.W.

PTA

Mrs. Merrill Mack  
 960 Florida Ave., N.W.

Mrs. Laurette Jackson  
 410 U St., N.W.

COMMUNITY BUSINESS

Mr. I. Bennett  
 1007 U St., N.W.

Mr. Richard Lee  
 Lee's Flower and Card Shop  
 1026 U St., N.W.

YMCA

Mr. Jonathan Eugene  
 7101 9th St., N.W.

D. C. RECREATION

Mr. Lawrence Goffney  
 3976 Clay St., N.E.

CHILD HEALTH CENTER

Joe Massi  
 1307 W St., N.W.

TEENY BOPPERS CENTER

Mrs. Louise Thomas  
 2126 10th St., N.W.

JUNIOR CITIZENS CORPS

Mrs. Eva Norfleet  
 720 Barry Pl., N.W.

PIC

Mrs. Andrea Yelder  
 651 Florida Ave., N.W.

MICCO

Miss Sandra Palmer  
 920 U St., N.W.

PARENT AND CHILD CENTER

Mrs. Ruth Holliday  
 Community Liason Specialist  
 1100 W St., N.W.

GALES CLINIC

Mrs. Dorothy Miller  
 65 Mass. Ave. N.W.

KELLY MILLER CENTER

Mrs. Leola Bynum  
233 V St., N.W.

CITY GOVERNMENT

Mr. Sterling Tucker  
District Building  
14th & E St., N.W. Rm.505

COMMUNITY SCHOOL

Mr. Carter Bowman  
c/o Garnet-Patterson

SCHOOL HEALTH

Dr. Anita Austin  
Mrs. Hester Moss  
c/o Garnet-Patterson

PRINCIPAL

Mrs. Margaret G. Labat  
24 Burns St., N.E.

OPEN-COMMUNICATION STAFF

Mrs. Katherine Latney  
Mr. Stanley Perelman  
c/o Garnet-Patterson

PARENT REPRESENTATIVES

Mrs. Ann Anderson  
2119 Flagler Pl. N.W.

Mrs. Corine Ford  
411 Elm St., N.W.

Mrs. Etheline Morrow  
2347 11th St., N.W.

Mrs. Evelyn Baylor  
2234 12th St., N.W.

Mrs. Loretta Belfield  
1109 Clifton St., N.W.

Mrs. Betty James  
2726 13th St., N.W.

Mrs. Beulah Pinn  
265 V St., N.W.

Mrs. Kate Jones  
401 Oakdale Pl. N.W.



OPEN-COMMUNICATION PROJECT ADVISORY COUNCIL  
1971-1972

SCHOOL BOARD

Father Raymond Kemp  
St. Paul & Augustine Ch.  
1425 V St., N.W.

CHURCH

Rev. Albert Venson  
True Deliverance Church  
2107 10th St., N.W.

Rev. Harvey Lewis  
Star of Bethlehem Church  
2033 11th St., N.W.

PTA

Mrs. Merrill Mack  
907 W St., N.W.

Mrs. Lauretta Jackson  
410 U St., N.W.

COMMUNITY BUSINESS

Mr. I. Bennette  
Bennette's Barber Shop  
1007 U St., N.W.

Mr. Richard Lee  
Lee's Flower & Card Shop  
1026 U St., N.W.

YMCA

Mr. Jonathan Eugene  
7101 9th St., N.W.

D. C. RECREATION

Mr. Lawrence Goffney  
3976 Clay St., N.E.

PARENT REPRESENTATIVES

Mrs. Ann Anderson  
2119 Flagler Pl., N.W.

Mrs. Corine Ford  
411 Elm St., N.W.

Mrs. Kate Jones  
401 Oakdale Pl., N.W.

Mrs. Ora Morris  
2365 11th St., N.W. #32

COMMUNITY ORGANIZATIONS

Teeny Boppers Center  
Mrs. Louise Thomas  
2126 10th St., N.W.

JUNIOR CITIZENS CORPS

Mrs. Eva Norfleet  
720 Barry Pl. N.W.

PIC

Mr. Andre Boyer  
2146 Georgia Ave., N.W.

MICCO

Mrs. Helen Sheffield  
920 U St., N.W.

PARENT & CHILD CENTER

Mrs. Ruth Holliday  
2241 14th St., N.W.

KELLY MILLER CENTER

Mrs. Leola Bynum  
233 V St., N.W.

COMMUNITY HEALTH AGENCY

Gales Clinic  
Mrs. Dorothy Miller  
65 Mass. Ave., N.W.

GARNET-PATTERSON STAFF REPRESENTATIVES

Principal  
Mrs. Margaret Labat  
24 Burns St., N.E.

Community School  
Mr. Carter Bowman  
c/o Garnet-Patterson

School Health  
Mrs. Elaine Harper

OPEN-COMMUNICATION STAFF

Mrs. Sallie McKissick  
Mr. Stanley Perelman  
c/o Garnet-Patterson

Appendix B

Report on Advisory Committee Group Session

## OPEN-COMMUNICATION PROJECT

Advisory Committee Group Session - October 31, 1970  
9:00 A.M. - 1:00 P.M.

## Attended:

Dr. Anita Austin	Mrs. Laretta Jackson	Consultant:
Mrs. Eva Norfleet	Mrs. Betty James	Mr. Stanley
Mrs. Leola Bynum	Mr. Carter Bowman	Jacobson
Mrs. Dorothy Miller	Mrs. Katherine Latney	
Mr. Joe Macio	Mrs. Mary Deans	
Mrs. Corine Ford	Mr. Stanley Perelman	

The Advisory Committee met together on Saturday, Oct. 31, 1970 from 9:00 a.m. until 1:00 p.m. in the library at Garnet-Patterson Jr. High School. This meeting was scheduled because of the desire on the part of the Advisory Committee to have time together in a more informal atmosphere from that of the regular business meeting. The committee felt that they needed the opportunity to practice some Open-Communication of their own i.e. learning more about each other as people and sharing some human feelings with each other. In addition, the meeting was held to provide time for some open ended planning relative to the various resources which the members could bring to bear supporting the Open-Communication Project and each other's agencies.

The procedure which Mr. Jacobson followed in his position as facilitator involved:

- Having the members discuss their reason for attending
- Writing ten qualities which each member felt was an intrinsic part of himself, ranking them in importance, sharing them with both a small group and the large group
- Having those present discuss their particular strengths and resources which they might offer to the school-community of Garnet-Patterson JHS.

Among the various suggestions for Advisory Committee action were:

- Information relating to available health services should be coordinated and distributed to Garnet families
- Establishing a relationship between Garnet-Patterson students and the Senior Citizens of the area
- Establishing a dialogue between the parents at Garnet-Patterson and the Police Department
- Establishing a Weight Watchers Club
- Agreeing on a Career Day for Spring
- Discussing closer Junior Citizens Corps - Garnet-Patterson ties.

Appendix C

Minutes of A Sampling of Advisory Committee Meetings

August, 1970

February, 1971

March, 1972



## GARNET-PATTERSON OPEN-COMMUNICATION PROJECT

Minutes of the Advisory Committee Meeting August 20, 1970  
 Held at Garnet-Patterson Jr. High School

In attendance: Mr. I. W. Bennette - Community Business  
 Mr. Jonathan Eugene - YMCA  
 Mrs. Dorothy Miller - Child Health Center  
 Mrs. Saundra Palmer - MICCO  
 Mrs. Ann Anderson - Parent  
 Mrs. Merrill Mack - PTA President  
 Mrs. Corrine Ford - Parent  
 Mrs. Louise Thomas - Tenny-Boppers  
 Mrs. Eva Norfleet - Junior Citizens Corps  
 Mrs. Evelyn Baylor - Parent, Community School  
 Mrs. Margaret Labat - Principal  
 Mr. Larry Goffney - D. C. Recreation  
 Mrs. Katherine Latney - Field Coordinator  
 Mr. Stan Perelman - Field Coordinator

Meeting called to order at 7:05 by Mr. Stan Perelman

1. Review of Scopt of Project

The school wishes to establish effective communication with the community. Open-Communication for pupils, parents, and teachers for a maximum learning situation is the major goal of the Project.

The new fiscal agent for 1970-1971 is D. C. Teachers College,  
 Staff for 1970-71: Mrs. Margaret Labat - Director  
 Mr. Stanley Perelman-Field Coordinator  
 Mrs. Katherine Latney-Field Coordinator  
 Mrs. Catherine Thompson-Admin. Asst.  
 Mrs. Mary Deans-Liason with D.C.T.C.

2. Function of the Advisory Committee

To continue to see what is going on in the school; to find ways that the various organizations represented on the Council can work with the Project.

3. History of Advisory Committee Projects

Career Day sponsored by the Advisory Committee  
 Lead Poisoning Education sponsored by the Child Health Center  
 Communication of agency activity through the newsletter.

4. Program for 1970-1971

Fall Awareness group sessions will be held in the form of retreats the first to be held Sept. 11-12, for an out-of-the-city stay. The aims are to hash out current problems develop and strengthen a sense of community identity and to plan for the year. Parents, students, and school staff will participate.

On the basis of recommendations there will be a series of reading workshops to involve parents, teachers and students.

5. Discussion by Advisory Committee of possible functions for the coming year.

Each agency can do something to help the school through in-service referrals, etc.

Garnet can use its human resources to help agencies carry out various projects.

The Newsletter can be used as a source of information about activities going on in and around the community. Also it can be used to list services available to the community.

Mrs. Miller suggested that Garnet students be involved in tutoring elementary students referred to Child Health Center as an extension of the Youth Serving Youth concept.

It was suggested that an orientation-awareness group session be planned for the Advisory Committee in early October.

It was suggested that more input from each agency could make the newsletter a focal point for community communication. Newsletter information must be submitted by the 10-12 of each month. Pictures can be used also.

6. School Report by Mrs. Labat  
Advisory Committee

Meeting schedule will remain the 3rd Thursday of the month.  
Time is 7:00-8:30 PM

Mrs. Labat recently attended a two week workshop in curriculum at Columbia University. People from all over the country attended. Mrs. Labat spoke about the Open-Communication Project and took along some work to display. She urged the members of the Advisory Committee to make a determined effort to keep a positive outlook about the school.

#### Review of Project Recommendations

More involvement of all concerned; Parents, Students, Teachers

Improve communication through retreat mechanism: three will be scheduled

Improve instructional program for school-Reading Workshops  
Longer homeroom periods

Performance geared to the whole child

Parents, students and teachers involved in workshops to improve communication and performance in academic areas as well as personal development of pupils.

7. In order to improve participation and efficiency for Advisory Committee several members were selected to serve on school-wide committees.

Finance Committee - Mr. Jonathan Eugene  
Evaluation Committee - Mrs. Laretta Jackson  
Planning Committee - Mrs. Katherine Latney  
Program Committee - Mrs. Dorothy Miller

8. In-school coordination of student related activities will be in the form of an Open-Communication Club which Mr. Perelman will sponsor.
9. Mrs. Thomas reported that Garnet-Patterson is still working with her organization and the program is still operating without formal funding. They are in the process of obtaining a T.V. for children to participate in the Sesame Street program.
10. New Officers for the Advisory Committee were elected
  - Chairman : Mrs. Corrine Ford
  - Co-Chairman : Mrs. Ann Anderson
  - Secretary : Mrs. Laretta Jackson
11. This year the Open-Communication Project is affiliated with the Model Cities and Office of Education. The Project Office is at Garnet-Patterson in Room 220.
12. The meeting was adjourned at 8:30 P.M.

Minutes Respectfully Submitted

Laretta C. Jackson



GARNET-PATTERSON OPEN COMMUNICATION PROJECT  
ADVISORY COMMITTEE

MINUTES: FEBRUARY 18, 1971 Meeting

Members present: Mrs. Corine Ford Mr. Carter Bowman  
Mrs. Katherine Latney Miss Sandra Palmer  
Mrs. Merrill Mack Mrs. Margaret Labat  
Mrs. Louise Thomas Mrs. Ruth Holiday  
Mr. Stanley Perelman Mr. Joe Massi  
Dr. Anita Austin Mr. I.W. Bennette  
Father Raymond Kemp Mrs. Laretta Jackson

The meeting was opened by the chairman, Mrs. Ford  
Announcements by Mrs. Labat

1. She recently attended the Principal's Association Convention meeting in Houston, Texas. Mrs. Valerie Green and Mr. Earnest Devoe also attended. Mrs. Labat spoke about the Open-Communication Project. Many principals shared information about current problems among and in Junior High Schools throughout the country. It was a most interesting experience for the participants.
2. The Title I Committee met-the Homemaker Skills Center Group will submit another proposal for the coming summer.
3. Garnet is making progress toward academic achievement in school. They aim to assure each pupil a day's program of uninterrupted learning. Parent conferences are being held to inform parents about pupil test scores and progress.
4. The Reading Mobilization team meets weekly in the mornings as does the Math Mobilization Team to increase and improve skills.
5. Two pupils won awards-Angelo Vaughn a savings bond in an Environmental Improvement Contest sponsored by Sears. Gail Rotan won an art award in a contest sponsored by the Hecht Co.

#### Career Day Report

Career Day will be held on March 18, 1971. Questionnaires have been sent out to pupils about their various interests. The Faculty is helping to get names. Everyone is enthusiastic about this activity .

#### Sex Education Workshop Report

Form letters have been sent out to parents inviting them to a meeting to discuss problems of sex education.

#### Community School

Progress is good. Typing is available, Sewing 3-6 daily. A study skills center could be used advantageously. There is an Income Tax workshop from March 1 - April 15, 1971 3-9 pm. Also a skating and a reading program are in progress.



### Open-Communication Project News

The parent participants for the first semester have completed their time and the second group of parents are now in the building for three hours per day. The last retreat will be on May 22, 1971 as a Marathon activity from 8:00 AM - 10:00 PM. Advisory Committee members are invited to participate. Meals and transportation will be provided.

On March 22, 1971 a group of people from an Atlanta, Ga. project will be visiting Garnet-Patterson. They will spend a full day here on the 22nd and a half day on the 23rd.

Advisory Committee members will coordinate a community tour as part of the activities.

Mrs. Labat shared a letter from Mrs. Abrams, New Haven, Conn. who expressed an interest in the Project activities.

### Community Announcements

Miss Palmer of MICCO announced the opening of an Apt. House at 7th and R Sts. N.W. on Feb. 1971

Mrs. Thomas of the "Teeny Boppers" has been assured funds through Model Cities for the summer program.

Mrs. Mack announced the next PTA meeting for April 27, 1971

Mr. Massi begins a course in Landlord-Tenant Law shortly and hopes to share new information with us in the future.

Father Kemp announced that the Garfield Sunflower Community Market has opened in the basement of the Senior Citizens Building in Garfield Terrace. Mrs. Lillian Tymus is in charge. Young people are being trained in this program. The store is open Monday-Friday from 8AM to 8PM, Saturday from 8AM to 7PM, and on Sunday from 8AM to 2PM.

A storefront library at 1419 Vee St. will be opening soon.

Also a new Day Care Center will open in the old Captiol Radio building on 14th and V.

A student, Morris Green was voted the outstanding player in the Christman tournament.

Dr. Austin reported on the Weight-Off Club which is to be opened for the new parents at 12:00 on Fridays.

Mrs. Latney announced the next Parent's Day as March 31, 1971.

Mr. Bowman and Mr. Perelman showed a film of the 2nd Retreat which everyone enjoyed.

The meeting was adjourned at 8:40 PM

Minutes Respectfully Submitted,

Mrs. Louretta C. Jackson

GARNET-PATTERSON OPEN-COMMUNICATION PROJECT  
 Garnet-Patterson Jr. High School  
 10th & U Streets, N.W.  
 Washington, D. C. 20001

Meeting : Open-Communication Advisory Committee  
 Date : March 16, 1972  
 Time : 7:00 PM  
 Place : Garnet-Patterson Jr. High School  
 Attending: Mrs. Ann Anderson, Mrs. Merrill Mack, Mrs. Eva Norfleet,  
 Mr. Richard Lee, Mr. Andre Boyer, Mr. Stan Perelman,  
 Mrs. Doris Jenkins, Mrs. Johnnie Dyson, Mrs. Louise  
 Coleman, Mrs. Celestine Smith, Mrs. Delores Jackson,  
 Mrs. Ora Morris, Mrs. Sallie McKissick, Mrs. Margaret  
 Labat.

Meeting conducted by Co-Chairman, Mr. Richard Lee

### I. School Announcements

Newsletters were distributed. The theme of the Newsletter was Academic Achievement Week with coverage of the special services available to students. Other items included an article on the Pupil Personnel Satellite Project, the ninth grade Class Officers, the Youth Serving Youth Program and a poem by Ricardo Taylor.

The Pupil Personnel Retreat which occurred on March 10, and 11 was a great success. School staff, parents and students all worked at building trust and improving their ability to work in groups. The next activity of Pupil Personnel Project will be an Open House and Site Visit to be held on March 28, with visits to Garnet-Patterson, Center IV, and Howard University.

Community School is finally about to begin. Four parents, fourteen student assistants and various teachers will concentrate their efforts on providing additional help in math and reading for 7th graders.

### II. Community Announcements

A successful Parent's Day was held on March 16, 1972. As usual it was coordinated by the Open-Communication Parents.

PIC is having a Kiddie Cabaret, Sat. March 18, 1972 from 3 - 6 PM at the PIC building. The admission is free and children ages 0-12 are invited with adult accompaniment. PIC is also providing free Income Tax Service.

Mrs. Norfleet, from JCC, reported that a series of Bingo Games will be held on March 24, and March 31, from 8 - 10 PM at 920 Barry Pl. Also, the cabaret of the JCC Volunteers will be held on May 27, 1972. Tickets are available. This has been a busy week for JCC. Today, March 16, JCC carried almost 100 children to the circus and Friday night they will carry two bus loads of children to see the Bullets play basketball. Mrs. Labat reported that the annual Junior Citizens Corps dinner will be held on April 27, at the Shoreham Hotel.

Mrs. Mack announced the PTA meeting will be held on April 4, 1972. Mrs. Mack also thanked the group for their sympathy during her bereavement.

Mr. Lee discussed the formation of a branch of the JAYCEES to serve the people at this area and provide leadership training for young men looking for a way to become involved.

### III. Career Day

Mr. Perelman reported that the planning of this year's Career Day is well underway. It is scheduled for April 18, 1972. A list of occupation needs was passed out to the group. Students have had the opportunity to choose the career areas about which they are interested in hearing. Advisory Committee members are asked to support this activity by submitting names of people who might like to become involved.

### IV. Work Session

A list of needs which relate to programs and facilities at Garnet-Patterson has been compiled by parents and community people. These observations, together with other information, will be firmed up, documented and sent to the Supt., Hugh Scott as he has requested.

Minutes Respectfully Submitted,

Mrs. Laretta Jackson

Appendix D  
Description of Curriculum Units



## TEACHER CURRICULUM UNITS - 1969-1970

Mrs. Annabelle Bacot  
Art Department

"Three Great Periods in Art History: Realism, Impressionism Expressionism, and Abstract Expressiorism," A unit design

based on the belief that Black studies must be presented as an integral part of daily classroom presentation and not as a separate unit. African art and Black artisits were smoothly intergrated into this unit which traditionally presented the work of only white artist. The students were also encouraged to take a new look at their world and the beauty of their own lives as they attempted to express themselves in the mode and style of the artist discussed.

Mrs. Helen Brice  
Home Economics

"Get Ready to Cook" A unit which attempts to solve the problem of providing the student with experiences which would be carried into the home. It is an attempt

to have the student participate in "real-life" homemaking activities. The cooking unit utilized food replicas which could be prepared, served, washed, and reused.

Mrs. Brittania Capers  
Mrs. Sylvia Jones  
English Department

"The Use of the Newspaper in Classroom Instruction". The outcome of this unit which was designed to help students develop better skills in the use of the

newspaper and to develop language skills, was a student workbook and teachers manual and a class newspaper. The student workbook, "Stop the World I Want to Get On" was designed to be used with the Washington Post.

Mr. Herman Cannon  
Physical Education  
Teacher

A complete reorganization of the method of presenting physical education activities. One revision was a change from the traditional presentation of one skill in depth

each class period to the presentation of several skills each period for several periods with time allowed for students to practice those skills which they enjoyed or found difficult. This method was used most successfully with the unit in gymnastics.

Mrs. Olivia Dixon  
English Department

"Poetry, A Neglected Literature" The purpose of this unit was to develop an interest in poetry through the informal presentation of rhythm, rhyme, and word choice. The results of this unit was a collection of original poems by 9th grade class. This booklet has been circulated to school libraries through the city.

Mrs. Winefred Dodd  
Mrs. Susan Rosenbaum  
Social Studies

"A Unit in Urban Geography" This unit was designed as a mini unit to serve as a possible guide for reorganizing 7th grade geography. The unit is based on the feeling that geographical concepts of the U.S. are often difficult for the urban child to grasp, especially the ghetto child who has had limited exposure to the world outside of his own neighborhood. This unit attempted to put geographical concepts in a more easily understandable framework of familiar places in the urban setting.

Mr. Charles Epps  
Science Teacher

"Life and Living Things" This unit of work was designed to present a visual approach to the teaching of science.

Particular emphasis was on developing and improving the students appreciation for himself and his environment by pointing out the interdependency of living things and the need for wise use of natural resources.

Mr. Kistler Farmer  
Librarian

"Library Open House: Fun and Facts" A special week of activities held in conjunction with National Library Week. Under

the direction of Mr. Farmer, instruction was given to classes of English and social studies on the use of library and developing better study habits.

Mr. William Holloman  
Pupil Personnel Worker

A Community Communication Center was formed to establish a network of community workers, parents and community agencies to

aid in keeping the community aware of special and free services available to them. The center also served as a referral office for community families.

Miss Blanche Hammond  
Vocal Music Teacher

A unit on Black Music (American and African). This unit was an attempt to bridge the gap between African History and

Negro history through music thereby removing the shameful stigma that many students associate with African culture. This unit emphasized the development of critical listening skills by comparing the musical quality of African music with that of other ethnic groups in American, spirituals, classic, and "soul" music.

- Mrs. Bettye Topps  
Social Studies Teacher "Black Contributions to American History Using original source materials, visual aides, and supplementary texts on the Negro this unit presented most vividly the role of the Negro in American History. The results of her efforts was a recommendation and plan for the reorganization of 7th and 8th grade history and geography which would combine the two subject matter areas and allow time for a more in depth development of American history and the role of minority groups in America.
- Mrs. Geraldine Johnson  
Physical Education Teacher "Cleanliness and Grooming" A unit to help develop a greater self-confidence and pride in black teens. Using Let's Face It, a book on grooming designed to answer the specific questions of black teenage girls, the teacher attempted to help students maximize the natural beauty that is theirs as black girls.
- Mrs. Vera Lindia  
Mr. Eugene Randolph Encounter Groups and Career Orientation. With the assistance of a project consultant the members of the guidance department as a team organized ninth grade student participants in the project into encounter groups. The purpose of this activity was to help students better understand themselves and aspirations and the community and larger world in which they live, with emphasis on human responsibility.
- Miss Betty Meeks  
Math Teacher Concerned with the development of basic mathematical skills the teacher began with an exploration of new uses of the workbook and practice drills. This activity lead to the development of a mathematics programmed workbook designed especially for her classes. The workbook was submitted as part of her Master thesis in the spring of this year.
- Mrs. Jewel Walden  
Typing Teacher "Rhythmic Stroking to Develop Typing Speed" The purpose of this unit was to use popular music designed especially to help students develop smooth, even stroking patterns of typing, thus increasing speed. This approach was used at Garnet-Patterson for the first time with her ninth grade students. Students responded positively to the unit because of their apparent increase in speed and their enjoyment of the music.
- Mr. Albert Williams  
Mechanical Drawing Teacher "Model Construction" With the use of plexiglas materials, which were not available to the teacher before the project students were able to construct models from drawings done in class, thus gaining a greater appreciation for this work. The concepts of architect's scale also became more tangible and more understandable for the student.



The following units and project will be continued or completed in the following year:

- Miss Levonne Montgomery  
Math "Percents" The development of games and the use of commercial materials in the teaching of percents.
- Mr. Emory Reddick  
Instrumental Music Teacher School Marching Band recommended by the summer group session will be in operation as of September of the 1970-1971 school year.
- Miss Grace Glover  
Sewing Teacher "A Special Project in Sewing": is a club which meets after school designed to give more intensive attention to students with advance sewing skills.
- Mrs. Ernestine Mebane  
General Business Teacher "Building Basic Business Skills" is an attempt to provide the student with realistic but simulated business experiences.
- Mr. Carter Bowman  
Printing Teacher  
Mr. Jack Gilmore  
Industrial Arts Teacher  
Mr. Clifton Rowls  
Social Studies Teacher  
Mr. George Rutherford  
Physical Education Teacher  
The Drug Workshop: The Drug Workshop was an outgrowth of concern expressed by the fall group sessions. Under the direction of these instructors in conjunction with the community school and community agencies, special guest, met with students and small talk sessions were held. A more in depth program is planned for the coming year.



Appendix E  
Introduction to A Unit on Poetry  
with Original Student Poems  
and  
A Curriculum Unit in Music

Music Unit

1969-1970

Prepared by:  
Miss Blanche Hammond, Teacher  
for  
Howard University-Garnet-Patterson  
Open-Communication Project

## I INTRODUCTORY STATEMENT

This unit planned for junior high school general music is designed to enhance and create an awareness of the importance of Black Music and the many contributions Black Music, composer and performers have made to America: along with exploring the African cultural influences present in these areas.

Realizing that through music the child learns to associate and express the various moods and activities of everyday living it is hoped that he will readily adapt to the many interesting qualities of Black Music.

Included in this unit are provisions for the student to listening, play musical instruments take field trips as well as individually create songs, poems, plays, etc.

Through building upon music skills and attitudes discovered previously in Public Schools, music students will be encouraged, (through planned opportunities) to develop individual appreciation, growth and performance.

## II. OBJECTIVES

### A. Understandings

1. When listening to any kind of music pupils will be able to detect traces (if present) of Black Music (The Universal appeal it has).
2. Pupils will be able to recognize serious compositions by Black Composers (Black Serious Music can be good listening)
3. Pupils will be able to recognize true Negro Spirituals and Authentic African Music.
4. To understand in simple terms the meaning of:

- |                  |                     |
|------------------|---------------------|
| A. Notation      | H. Blues            |
| B. Rhythm        | I. Antiphonal       |
| C. Chant         | J. Syncopation      |
| D. Improvisation | K. Jazz             |
| E. Culture       | L. Spiritual        |
| F. Percussion    | M. Classic Blues    |
| G. Work Song     | N. Dixie Land       |
|                  | O. Rhythm and Blues |

### B. Skills

1. Pupils will be able to identify African rhythm instruments by sight and sound.
2. Pupils will be able to identify traces of African musical characteristics found in Black Music.

3. Pupils creative abilities will be developed through their planning and performing various activities such as play productions on our Black Cultural Heritage.
4. To be able to compare
  - A. Present day Rock N' Roll to Blues
  - B. Jazz to Blues
  - C. Big Band sounds to Small Combos
  - D. Spirituals to Contemporary Gospel songs
  - E. Minstrel Shows to Present day Variety shows
  - F. African Chants to Spirituals
5. By increasing pupil knowledge of Black Music literature they will be able to cite contributions made by Black musicians in every area.
6. Pupils will be able to read and write musical notations.

#### C. Attitudes

1. To develop within each pupil a desire for and knowledge of techniques in listening.
2. To increase pleasure in Black Music by extending the scope of the material they perhaps, are normally exposed to both in performing and listening.
3. Recognize that Black music reflects the same thoughts and feelings of the Black American throughout his plight in America.
4. To develop a greater enjoyment of all Black Music of a permanent value.

### III. CONTENT OUTLINE

#### A. Listening

1. Listen to African Chants and Rhythms
  - A. Identify African instruments by sound.
  - B. Distinguish call and response from group singing.
  - C. Compare the complex African Rhythms to Negro Folk Rhythms as well as other American Rhythms.
2. Listening to recordings of Black American Folk Music such as: Spirituals, Work Songs, Blues, Rhythm and Blues, Jazz and Gospel Songs.



- A. Differentiate between the Folk spiritual and are spiritual Blues and rhythm and blues, Dixie land and Jazz, Folk Spirituals and Gospel songs, .
- B. Discover causes that stimulate the making of the styles mentioned in (a).
- C. Discover the European musical climates that influenced Black Folk Music.

3. Listening to tape recording of individual and class singing Black Folk Music.

- A. Develop the habit of listening to ones' own voice as well as to others.
- B. Learning how to harmonize with another part.
- C. Develop the technique-or playing complex, syncopated rhythm patterns on rhythm instruments and the piano.

4. Listening to teacher or guest perform.

- A. Listening to develop the technique of responding to music with an accompaniment.
- B. Listening to appreciate live performances.

B. Singing

1. Build a repertaire of Black Folk Songs

- |               |                   |
|---------------|-------------------|
| A. Spirituals | E. Gospel         |
| B. Work Songs | F. Rock N' Roll   |
| C. Blues      | G. African Chants |
| D. Popular    |                   |

2. Emphasis placed on Good Singing Habits

- A. Proper breathing
- B. Good posture
- C. Care of the adolescent voice
- D. Good diction
- E. Tone quality and appropriate interpretation.

3. Performing songs in both melodic and harmonic parts

C. Rhythm

- 1. Participantion in free Rhythmic interpretation of Black and African Folk songs.
- 2. Creating dances to accompany songs

## D. Music Literature

1. Becoming acquainted with the music of Black serious composers and arrangers

William Grant Still  
 Samuel Coleridge Taylor  
 Nathaniel Dott  
 William L. Dawson

John W. Work  
 Margaret Bonds  
 Harry T. Burley  
 James R. Johnson

2. Becoming acquainted with Black Blues, Jazz and Rock composers

W.C. Handy  
 Duke Ellington  
 Ray Charles

Curtis Mayfield  
 B. B. King

3. Becoming acquainted with outstanding Black performers.

Marian Anderson  
 Leontyne Price  
 Josh White  
 Ella Fitzgerald  
 Ysef Latef  
 Dianne Warwick

Duke Ellington  
 Roland Haynes  
 Harry Belafonte  
 Lou Rawls  
 Nina Simone  
 Michael Olatunji

## IV. ACTIVITIES

### A. Initiary Activities

1. Listen to recordings of African Chants, and Ceremonies followed by recordings of Negro Spirituals.
2. Have class sing (a) several African Chants Tshtrhologn, and Lizalie Indiangn Lahko, (b) several Negro Sprituals..
3. View film on The Plight of the Black Man in America.  
 Film strip Folk songs in American History  
 A. The Civil War. (B) Reconstruction and The South.

### B. Developmental Activities

1. Collect pictures of great Black Musicians and/or performers.
2. Study the Correlation between the different Black Folk song styles.
3. Study ways in which Black Folk song styles have influenced other American Contemporary songs.
4. Play rhythm instruments in accompanying Black Folk songs sung in class.

5. Prepare a time line on one of the outstanding Black Musicians.
6. Listen for familiar present day Black performers on radio and television. Keep a list of performers, the program and date of appearance.
7. View film of The First Negro Arts Festival held in Africa 1969.
8. Take a trip to The Fredrick Douglas Museum of African Art to see the African Musical instruments on display and view the film strip and lecture that accompanies the tour.
9. Observe demonstration in class on basic African rhythm instruments and patterns.
10. Listen to and compare recordings by Ella Fitzgerald and Areatha Franklin, Duke Ellington and Cannonball Adderly. Fisk Jubilee Singers and Edwin Hawkins Singers, Fifth Dimensions and Sly and The Family Stone.

#### C. Culminating Activities

1. Perform Black and African Folk songs learned in class.
2. Arrange background music for Poetry drama on Black Folk Cultural Heritage.
3. Prepare a talk on the origin of and/or development of Black Folk songs. Dramatize the origin and development of some of the songs.
4. Attend a concert/or recital presented by a black musician

#### V. EVALUATION PROCEDURES

- A. Procedures to ascertain where pupils are when they begin the unit
  1. Survey of pupils musical background.
  2. Question and answer period.
- B. Procedures to help pupils measure their own progress.
  1. Oral examinations
  2. Individual contract completions.
  3. Written examinations.
  4. Practical examinations.

C. Procedures to evaluate pupils' improvement in understanding, skill development, and attitudes concerning the stated objectives.

1. Examinations (Practical and written.)
2. Observation
  - A. Attitude
  - B. Performing ability

## VI. Materials and Resources

### A. Recordings

1. Tape The African Idiom found in Black American Music (Howard University).
2. Drums of Passion - Michael Olatunji.
3. Belafonte/Makeba - Songs of South Africa
4. Pischecemetus - Ysef Latef
5. Marian Anderson in Concert
6. Spirituals as sung by The Fisk Jubilee Singers
7. "O Happy Day" - Edwin Hawkin Singers.
8. Hinary of Rhythm and Blues - Motoun
9. Aretha Franklin - "Lady of Soul"
10. Nina Simone "Silk and Soul"
11. Leontyne Price "In Concert"

### B. Books

1. Negro Folk Music U.S.A. H. Courlander.
2. Chronicles of Negro Protest - Bradford.



## C. Film

1. Folk songs in American History at 3 and 4.
2. History of Jazz.
3. The First Negro Arts Festival.

## D. Human

1. Garnet-Patterson Open Communication Project
2. Howard University.
3. Model School Division Cultural Enrichment Coordinator.
4. Fredrick Douglas Museum.

POETRY  
A NEGLECTED LITERATURE  
ORIGINAL POEMS  
BY  
9th GRADERS  
of  
GARNET-PATTERSON  
1969-1970

Prepared by  
Mrs. Olivia Dixon, Teacher  
for  
HOWARD UNIVERSITY - GARNET-PATTERSON  
OPEN-COMMUNICATION PROJECT

Unit Theme : Poetry, A Neglected Literature

Grade Level: 9

Introduction:

Most young people are not very wild about poetry. This unit proposes to develop an interest in poetry through the informal presentation of rhythm, rhyme and word choice. In this unit the teacher relies on poems written by young writers. It is hoped that after the students get over the already acquired doubts and reticence concerning poetry, they will take great pleasure in experiencing moods and ideas expressed in poems.

Poetry is a creative and persistent art. It is a known fact that it has suffered, yet survived, much dislike and boredom. No one knows who first had the idea of expressing a thought in rhythmic, chanting words with strong beats, but evidences remain to prove that people listened to stories passed down through generations, that were told in poetry form. Poetry, then, was thought of not as a task, but an essential part of the greatness of life.

In order for students to really see beauty in poetry, they must be exposed to the different kinds of poetry. They must know, by example, that poetry is written for specific purposes. They must be cognizant of the fact that the poet proposes to tell a story, to express a mood, to put words to music, to stir imagination, and to create his style of writing.

Poetry of this unit to which pupils will listen include poems of adventure that show life in action, ballads of old, poems of love, poems of praise and patriotism, fables and fantasy, laughter and rhyme, mystery and terror, and heroes and legends.





The Beach  
by  
Christine Thomas

Soft, warm sand,  
crunching beneath your toes;  
The bright love colored sun,  
sending warm rays of happiness,  
which goes serging  
through your body.  
The sweet smell of mother nature's  
fresh sea salted water sends  
a feeling of pureness  
through your veins.  
Velvet like breezes  
seem to beckon  
the water to come forth.  
To watch the tides curl and uncurl  
in their own-selfish way.  
And to watch them chase each other  
to the shore where some particles to remain  
and some to return.  
Then at night, the stillness  
of everything is broken  
by the relazing  
unrehearsed song  
of Mother Natures'  
wonderful creation.  
A creation which can last.  
It cannot be destroyed by man.

Wonder

by  
Harry Butler

I wonder what the world is like  
I wonder why the sky so high  
I wonder why the moon so fair  
I wonder why the tree so big  
I wonder why the sun so hot  
I wonder why the wind so cold  
I wonder why the car so strong  
I wonder why the ant so small  
I wonder why the birds can sing  
I wonder why the bees fly high  
I wonder why the stars so fair  
I wonder why the door so big  
I wonder why I see things  
I wonder why you don't  
I wonder why the world so bit  
I wonder why I wonder why  
I wonder, I wonder, I wonder.

## The Computer

by  
James Wood

It's a program to take care of you and me.

It fixes our breakfast and lunch and dinner.

It washes our bottles and sometimes washes our noses;

Darns our socks and for some girls, it helps if he  
picks the right girl.

But most of all she sticks with you through thick  
and thin, through colds, headaches and even flu.

Yes the woman is all warm in heart since the day she  
was a little girl at start.

To the man of her life:

She is a lady,

An answer to a prayer.

If there is a computer in your life that does not  
compute for you,

Check to see what you can do.

Remember that computers are useless, unless they are fed

L O V E

## On Being A Negro

by  
Vern Clark

Being a Negro seems great  
We try to love  
While the white man make us hate.

They don't understand  
The way we feel.

Just like salt and pepper  
The whites and Black  
Should be together.

It was meant to be that way  
Love one another every day.  
We should respect each others color  
And nationality too,  
Although they will talk about me  
And talk about you.

If the world had just taken the time  
To listen to Dr. King  
This world would be a  
Better palce to live.

Yes, I am a Negro  
And proud, too.

Black is a color  
Just like White  
Why should the Negro  
Struggle and fight.

He wants to be free  
To go where he pleases.  
Not to be told that he  
can't eat or sleep here or there.

The Negro is a poor  
But happy lot.



Mothers work hard  
For clothes and food.

People are striving;  
Whites are being sent to the moon  
The Blacks are eating with their hands.  
They have no spoons.

We are Negroes:  
We know our rights  
We must stand fast  
In this struggle, or fight.

Freedom, Please.....

Appendix F  
Professional Shelf Book List  
and  
Resource Bulletins

GARNET-PATTERSON JUNIOR HIGH SCHOOL  
LIBRARY  
BIBLIOGRAPHY

PROFESSIONAL SHELF BOOK LIST

- Anderson, Margaret. The Children of the South. New York: Farrar 1958  
The personal experience of a very perceptive teacher in the Clinton Tenn. High School as she learned of the traumatic impact of segregation on both White and Black children.
- Andrews, Frances. Guiding Jr. High School Pupils in Music Experiences. New Jersey: Prentice-Hall, 1953.  
Suggestion for developing an appreciation for music. Very useful for music teachers.
- Beggs, David. Team Teaching, Bold New Adventure. Indiana: Indiana University Press, 1964  
Describes what occurs in a school when team teaching is employed.
- Bettelheim, Bruno. Love is Not Enough. New York: Free Press, 1950  
The treatment of the emotionally disturbed children.
- Bruner, Jerome. Toward a Theory of Instruction. Mass: Harvard University - Press, 1966.  
This book came into being over a period of five years. Each of the essays has gone through its own metamorphase. The first draft of one essay would lead to a change in the second draft of another, and in the end, they might get fused.
- Clarke, Henrik. American Negro Short Stories. New York: Hill and Wang, 1966  
American stories by famous Negroes.
- Clarke, Kenneth. Dark Ghetto. New York: Harper, 1965  
A dilemmas of social power; a document of the suffering of the American Negro in the city slums and in white America.
- Conant, James. The Education of American Teachers. New York: McGraw Hill, 1964.  
This book is the result of a two years study of State Certification policies and teacher training programs, partial contents; A quarrel among educators; patterns of certification; The education of elementary school teachers; The theory and practice of teaching.

- Conant, James. Slums and Suburbs. New York: McGraw-Hill, 1961.  
Presents a shocking picture of public schools in totally different kinds of neighborhood wealthy suburbs and city slums.
- Cordell, Christobal, Dramatizing Business Law. Maine: Walch, 1965  
This book is intended to dramatize the value and importance of business law, and to demonstrate certain principles of business law.
- Cordell, Christobel. Stories About Business. Maine. Welch, 1965  
The story of American growth and progress is largely a story of business, and of the imagination, initiative and determination which have gone into the building of outstanding business enterprises.
- Davies, Don. Auxiliary School Personnel. Washington: NEA, 1967  
Designed to help in the deliberations and decisions which must take place locally as schools add auxiliary personnel to their staffs.
- Dixson, Robert J. Essential Idioms in English. New York: Regents, 1951  
An attempt to teach idioms by means of extensive practice exercises.
- Fair, Jean. Effective Thinking. Washington: Shaftel, 1967  
This book reflects several concerns, the healthy and intensive exploration that characterizes the social studies today, dialogue among colleagues, and the controversy in the field inevitably, it also reflects the biases of the editors and the contributors.
- Franklin, John Hope. The Negro in 20th Century America. New York: Random House, 1967  
A reader on the struggle for civil rights. A collection of documents from diversified backgrounds. Focus is on the Negro problems in the 20th century.
- Gates, Arthur. Teaching Reading  
This booklet seeks to present the implications of research to classroom teachers. It is not a summary of research studies on reading, but it highlights many of the practical suggestions for the teaching of reading that research has produced.
- Gnagey, William. Controlling Classroom Misbehavior. Washington: NEA, 1965.  
This book is an effort to report to classroom teachers the most important suggestions that have been produced by research for controlling classroom misbehavior.



Goldstein, Mirian. The Teaching of Languages in Our School. New York: Macmillan, 1966.

Even an overnight curriculum financed through a crash program and inspired by a task force has roots in decades of research, of insight of vision.

Greenberg, Herbert. Teaching with Feeling. New York: MacMillan, 1969.

Discusses the effect of teacher's emotions on the educational process and emphasizes the teacher reactions which are largely responsible for the failure of education in the slums.

Hall, Olive A. Teaching Home Economics. New York: John Wiley Sons, 1966.

Discusses methods of home economics instruction and evaluation aimed at making the subject a rewarding and stimulating experience.

Hentoff, Nat. I'm Really Dragged But Nothing Gets Me Down. New York: Simon and Schuster, 1968.

Jersey Wolf, a high school senior, is beset by deeply conflicting responsibilities, to himself his family, to his country.

Hentoff, Nat. The New Equality. New York: Viking, 1964

Discusses the attitudes, actions, strategies, and implications of the Negro movement of the 1960's

Hentoff, Nat. Our Children Are Dying. New York: Viking, 1966

This book raises and answers some important questions on the education in our schools.

Hight, Gilbert, The Art of Teaching: New York: Knopf. 1950

Discussion of the rewards of teaching and the equalities of a teacher knowing his subject continuing to learn at, like his pupils and knowing the preparation, communication, class work, and the methods.

Holt, John How Children Fail. New York: Pitman, 1964

Concerning what goes on in the minds of children, and why they fail in classroom.

Holt, John, How Children Learn. New York: Pitman, 1967

This book tries to describe children in a few cases, adults using their minds well, learning bodily and effectively. Some of the children described are in school; most are not yet old enough. It is before they get to school that children are likely to do their best learning.

Hunter, Kristin. The Soul Brothers and Sister Lou. New York: Charles Seribner, 1968.

Tells how Louretta Hawkins, a lonely teenager in a northern city, discovers her deep identification with her own people and learns to be proud of the values of black life.

Jewett, Ann. The Growing Years Adolescence. Washington: American Assoc. For Health, 1962

A forward look at meeting the health, physical education and recreation needs of adolescent boy's and girls.

Johnson, Walter: Pupil Personnel and Guidance Services. New York: McGraw, 1961.

In describing the procedures for developing a total program of and society need, functions of various personnel workers, and selected techniques for understanding and dealing with pupils.

Karlin, Murial. Successful Methods for Teaching the Slow Learning New York: MacMillan, 1964.

Here are tested methods for teaching the slow learner that may be used in a wide variety of subject areas.

Katz, Loren. Teachers' Guide to American Negro History. Chicago: Quadrangle books, 1968.

The purpose of this book is to show teachers how through trade books, films, pamphlets, etc, to integrate Negro History into the teaching of American history. Includes chapter on current affairs up to civil rights and the Black Muslims, Recommended as "anormously useful".

Kvarascus, William. Juvenile Delinquency. Washington, NEA 1958

The author has attempted to draw from reserach materials on juvenile delinquency the items which premises to be of most help to the classroom teachers.

Lade, Robert, Language Teaching, New York: McGraw, 1964

Introduces some of the areas in language teaching linguistics, testing, the language laboratory, culture and literature, programmed learning, and many others that the instructor should understand in order to take a scientific approach to his work.

Liebow, Elliot. Tally's Corner. Boston: Little, 1967.

A study of the Negro street corner man. A study of the vagrant Negro and why he has become that way.

Liften, Walter. Working with Groups: New York: John Wiley Sons, 1961.

Liften examines issues in group process and individual growth. Also definitions of terms, description of group situations and methods for the evaluation of the individual and the group.

Lebin, Walter, The Language of Elementary School Children.  
Champaign: NCTE, 1963.

A study of the use and control of language and the relations among speaking, reading, writing and listening.

Long, Nicholas. Conflict in the Classroom California: Wabswerlh, 1965.

The chapters in this book tell you what has been taught and done in schools, community, in treatment and in research.

Maller, Normer Miami and The Siege of Chicago. New York: New American Library, 1968.

An informal history of the Republican and Democratic Convention of 1968.

Marchwardt, Albert, Linguistics and The Teaching of English  
Bloomington; University of Indiana, 1966

Presents an informed and realistic analysis of possible applications of linguistics to english teaching at all levels of instruction.

Merton, Robert. Contemporary Social Problems. New York: Harcourt, 1961.

Studies the cause and effort of several social problems that are found in contemporary society such as crime, drug addiction and sexually deviant behavior, as well as race.

Money, John. The Disabled Reader. New York: MacMillan, 1962  
Techniques on reading improvement.

Peters, Herman Vocational Guidance and Career Development. New York: MacMillan, 1966.

This book indicates some of the problems and increase understanding of the significant developments in the field.

Postman, Neil. Teaching as a Subversive Activity. New York: Delscorte 1969.

The author attacks the methods of educational establishment and suggest as an alternative, a new education based on an approach the teaching profession calls the inductive method, and that the author call in layman's language the inquiry method.

The Prentice Hall Editorial Staff. Teacher's Encyclopedia.  
New Jersey Prentice-Hall, 1966

A copy of original ideas, plans, and programs, covering all areas of the school administrator's and teacher's duties and responsibilities.

Prescott, Herbert, English Can Be Fun. New York: John Wiley Sons, 1956

Learning English fundamentals the fun way.



Rollins, Charlense. We Build Together. Illinois L. NCTE, 1967  
A reader's guide to Negro life and literature for elementary and high school use.

Schwab, Joseph. The Teaching of Science. Cambridge: Harvard Univ. Press, 1964  
The Teaching of science, as strategy for teaching science in the elementary school.

Shrader, Hugh. Communications, Maine: Walch, 1964  
Communications is designed to provide the student with activities in reading, writing, speaking and listening.

Shrader, Hugh. Today's Words, Maine: Walch, 1964  
Today's word are designed to provide the teacher with daily materials to bring out correct sentence writing.

Shrader, Hugh. Teacher's Guide for Today's Words. Maine: Walch, 1965.  
A booklet for learning the language skills with a teacher's guide.

Smith, R. Frederick, New Strategies and Curriculum in Social Studies, Chicago: Rand McNally. 1959.  
In planning this book the intent of the authors was to report and describe to teachers the significant trends which characterize now approaches to social studies curriculum and instruction, particularly as they relate to the secondary school.

Stoop, Emery, How Johnny Learns. New Jersey: Economies Press, 1966.  
The purpose of this booklet is to remind rather than re-educate. To focus attention on how Johnny Learns, rather than what he learns.

Strayer, George. The Report of A Survey of The Public Schools of The District of Columbia. Washington: Government Printing Office, 1949.  
22 specialists worked with administration and school personnel on the needs of the school system.

Spencer, Peter. Building Mathematical Competence in the Elementary Schools. New York: Holt. 1966.  
This book was written by experienced teachers as an aid to other teachers and to persons preparing to teach mathematics in the elementary schools.

Thralls, A. Zoe. The Teaching of Geography. New York: Appleton, 1959.  
An authoritative text on the development of skills in geography with separate chapters on the use of such resources as maps, pictures, graphs, the languages, the landscape, and other aids.



Wanger, Neil. Elementary Statistical Methods Applied to Business and Economics Data. New York: MacMillan, 1956.

Statistical methods are used in the collection, analysis and interpretation of quantitative data.

Warner, Sylvia. Teacher, New York: Simon, 1963.

In this book a passionately dedicated woman to whom teaching as well as writing, is a high calling, had created a work of art that will be put to work around the world.

West, Jeff. Individualizing Instruction, Washington, ASCD, 1964

This book focuses on the primary dimension of education - the person to person relationship between teacher and learners.

White, Jane F. Successful Devices in Teaching. Maine: Walch, 1959.

An awareness in recent years that our business education programs generally do not provide adequate training and practice for prospective clerical office workers had given rise to a special course designated most often as the clerical practice course.

## GARNET-PATTERSON OPEN-COMMUNICATION PROJECT

## Resource Bulletin

Several new and exciting books have been received through the Open-Communication Project. We urge you to stop by the library and look through them.

Clark, Ransey, Crime in American

Crime reflects more than the character of the pitiful few who commit it, Mr. Clark asserts. It reflects the character of the entire society.

Holt, John, What Do I Do Monday?

....combines Mr. Holt's theories of education \_\_\_\_\_ the idea of learning as a growth process....with practical, easy-to-use ideas and exercise in reading, writing and mathematics.

Laird, Charlton, Language in American

The impact of man upon language and of language upon man, as language has been on this continent from prehistoric times to the present.

Reich, Charles, The Greening of America

There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture, and will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. This is the revolution of the new generation.

Satu Rebo ed., This Book is About Schools

Bringing together some of the most appealing pieces from the magazine ("This Magazine is About Schools") This Book Is About Schools, presents a mixed bag of diverting criticism practical vision and handy guerilla tactics for teachers, students and parents.

Silberman, Charles, Crisis In the Classroom

What distinguishes Silberman from other angry critics of American education is the empathy he shows for teachers as well as students, both of whom are victimized and stifled by the way schools are organized.

Toffler, Alvin, Future Shock

Future Shock is about the present. It is about what is happening today to individuals who are overwhelmed by change....He explodes the chichi that today's education prepares young people for the future.

Appendix G  
Questionnaires Administered by The Evaluation Team  
During The 1971-1972 Phase of  
The Open-Communication Project



## Open-Communication Project

## TEACHER QUESTIONNAIRE

1971-1972

The Open-Communication Project (O.C.) has sponsored many activities and has promoted attitudinal changes designed to improve the Garnet learning environment. The Project has been operational for three years now. We would like you to comment on the Project and its components via this questionnaire. The questions and your responses are needed to help assess the impact of the total Open-Communication Project as well as individual program components.

How many years have you taught at Garnet-Patterson? \_\_\_\_\_

## A. Open-Communication Skills Workshops

1. To what extent have most Open-Communication skills workshops helped you with instructional planning?

\_\_\_\_\_ helped a great deal      \_\_\_\_\_ helped only slightly  
 \_\_\_\_\_ helped some              \_\_\_\_\_ no help at all

2. To what extent have the Reading skills workshops helped you learn to incorporate the teaching of Reading in your classes?

\_\_\_\_\_ helped a great deal      \_\_\_\_\_ helped only slightly  
 \_\_\_\_\_ helped some              \_\_\_\_\_ no help at all

3. To what extent have the skills workshops helped improve teachers/teacher communications?

\_\_\_\_\_ helped a great deal      \_\_\_\_\_ helped only slightly  
 \_\_\_\_\_ helped some              \_\_\_\_\_ no help at all

4. To what extent have skills workshops helped improve teacher/administrator communications?

\_\_\_\_\_ helped a great deal      \_\_\_\_\_ helped only slightly  
 \_\_\_\_\_ helped some              \_\_\_\_\_ no help at all

Using the following scale please indicate to what extent you agree with the three statements below:

1	2	3	4
Strongly Agree	Somewhat Agree	somewhat Disagree	Strongly Disagree

5. \_\_\_\_\_ The Math skills workshops have improved my ability to incorporate the teaching of Math into my classes.





5.  The improved relationship developed during Open-Communication Retreats were evident through improved day to day interchanges following Retreats.

6.  Retreats affected only a few individuals with no impact on the overall school atmosphere.

7. Although the Open-Communication Retreats may have been beneficial to all participants in some way we would like to know for whom they were most beneficial, in your opinion: (Check one)

teachers

administrators

parents

other staff (counselors,

students

cafeteria workers,  
custodians, etc.)

8. Although the Open-Communication Retreats may have been beneficial to all participants in some way, we would like to know for whom they were least beneficial, in your opinion: (Check one)

teachers

administrators

parents

other staff (counselors,

students

cafeteria workers,  
custodians, etc.)

#### D. General Questions About Garnet and Open-Communication.

Please indicate whether you

1  
Strongly  
Agree

2  
Somewhat  
Agree

3  
Somewhat  
Disagree

4  
Strongly  
Disagree

with the following statements:

1.  Over the past three years at Garnet there has been a noticeable improvement in the behavior of students at school.

2.  During the past three years there has been increased or improved educational achievement of students on the whole.

3.  The quality of teaching at Garnet has improved in the last three years.

4.  Over the past three years at Garnet there has been a noticeable increase in the feeling of togetherness and cooperation among teachers, students, parents and administrators.



5. \_\_\_\_\_ During the last three years there has developed an increased sense of personal responsibility for and involvement in Garnet-Patterson on the part of teachers, students, parents and administrators.

6. Do you know who the members of the Advisory Committee are?

\_\_\_\_\_ yes \_\_\_\_\_ no

7. Do you know what the Advisory Committee does?

\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how much do you know of their activities:  
(Check one)

\_\_\_\_\_ I know a great deal about what they do.  
 \_\_\_\_\_ I know something about what they do.  
 \_\_\_\_\_ I know only a little about what they do.

8. Have you had an opportunity, this year, to talk with members of the Advisory Committee about Garnet or Open-Communication?

\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how often have you talked?

\_\_\_\_\_ frequently  
 \_\_\_\_\_ once in a while  
 \_\_\_\_\_ rarely

If yes, with how many different Committee members have you talked?

\_\_\_\_\_ 1 \_\_\_\_\_ 4  
 \_\_\_\_\_ 2 \_\_\_\_\_ 5  
 \_\_\_\_\_ 3 \_\_\_\_\_ 6 or more

9. In your opinion, what are the most significant and influential components or features of the Open-Communication Project?

a. Most significant \_\_\_\_\_

b. Second most significant \_\_\_\_\_

10. In your opinion, what have been the most important actual accomplishments of the Open-Communication Project at Garnet?

a. Most important \_\_\_\_\_

b. Second most important \_\_\_\_\_

11. If yes had the power to do any one thing most likely to improve the Project what would you do?

12. Do you have any general comments about the Open-Communication Project?



6.  The Open-Communication Project has contributed to increased student self discipline.
7.  The Open-Communication Project has contributed to reduced tensions in the school.
8.  The Open-Communication Project has given parents more influence in the school.
9.  The Open-Communication Project has helped improve school/community understanding and relations.
10.  The Open-Communication Project has made it easier for me to communicate with teachers.
11. Do you think the Open-Communication Project has helped parents/student understanding?

yes  no

If yes, how much?

- a great deal
- somewhat
- a little

12. Do you think the Open-Communication Project has helped parents become more concerned with and interested in Garnet?

yes  no

If yes, how much?

- because of the Project, most parents have become much more concerned with Garnet.
- because of the Project, most parents are somewhat more concerned with Garnet.
- because of the Project, most parents are a little more concerned with Garnet.

13. Do you think having parents in the building has helped improve student discipline?

yes  no

If yes, how much?

- a great deal
- somewhat
- a little

14. Have you ever attended an Open-Communication Retreat?

yes

no

How many?  1;  2;  3 When?  This year:  Last year

If you ATTENDED a Retreat, please answer the following questions: (If you didn't attend one, please go on to Question 15.)

a. Did the Retreats, in your opinion, improve parent/teacher communications and understanding?

yes

no

If yes, how much?

b. Did the Retreat help improve parent/administrator communications and understanding?

yes

no

If yes, how much?

a great deal

some

a little

c. Did the Retreats help improve parent/student communications and understanding?

yes

no

If yes, how much

a great deal

some

a little

d. Although the Open-Communication Retreats may have been beneficial to all participants in some way, we would like to know for whom they were most beneficial, in your opinion: (Check one)

teachers

administrators

parents

other staff (counselors,

students

cafeteria workers,  
custodians, etc.)

e. Although the Open-Communication Retreats may have been beneficial to all participants in some way, we would like to know for whom they were least beneficial, in your opinion: (Check one)



- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> teachers | <input type="checkbox"/> administrators  |
| <input type="checkbox"/> parents  | <input type="checkbox"/> other staff (counselors,<br>cafeteria workers,<br>custodians, etc.) |
| <input type="checkbox"/> students |  |

15. If you DID NOT ATTEND a Retreat please answer the following questions:

a. I heard a lot about the Retreats from other parents who attended.

true  false

b. After hearing about the Retreat I thought I would like to attend one.

true  false

16. Do you think the Open-Communication Project has helped make Garnet a better school?

- yes, has made it much better  
 yes, has made it somewhat better  
 yes, has made it a little better  
 no, hasn't changed it at all

17. Do you know what the Advisory Committee does?

yes  no

If yes, how much do you know of their activities: (Check one)

- know a great deal about what they do  
 know something about what they do  
 know only a little about what they do

18. Have you had an opportunity, this year, to talk with members of the Advisory Committee about Garnet or Open-Communication?

yes  no

If yes, how often?

- frequently  
 once in a while  
 rarely

If yes, with how many different Committee members have you talked?

\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3

\_\_\_\_\_ 4  
\_\_\_\_\_ 5  
\_\_\_\_\_ 6 or more

19. What are the two best things about the Open-Communication Project?

a. Best thing \_\_\_\_\_

b. Second best thing \_\_\_\_\_

20. If you had the power to do any one thing most likely to improve the Project, what would you do?







- has helped student/parent understanding a great deal.  
 has helped student/parent understanding some.  
 has helped student/parent understanding a little.

6. Do you think having parents in the school has helped student discipline?

yes.  no

If yes, how much? (Check one)

- has helped student discipline a great deal.  
 has helped student discipline some.  
 has helped student discipline a little.

7. Please indicate to what extent you agree with each of the statements below by using the following scale:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

- a. I think the Open-Communication Project has helped improve student/teacher cooperation.  
 b. I think the Open-Communication Project has made teachers more willing to listen to students.  
 c. I think the Open-Communication Project has made most students more interested in school.

8. a. Do you belong to any Open-Communication clubs?

yes  no

If yes, which ones? \_\_\_\_\_

b. Do you belong to any other clubs at school?

yes  no

If yes, which ones? \_\_\_\_\_

9. Do you read the Open-Communication newsletter?

yes  once in a while  no

10. Do you think the Open-Communication Project has helped make Garnet a better school?

- \_\_\_\_\_ yes, has made it much better
- \_\_\_\_\_ yes, has made it somewhat better
- \_\_\_\_\_ yes, has made it a little better
- \_\_\_\_\_ no, hasn't changed it at all

11. What are the two best things about the Open-Communication Project?

Best thing \_\_\_\_\_

Second best thing \_\_\_\_\_

Appendix H  
Group Training Sessions Workshop Schedules  
and  
Instructional Skills Workshop Teams

OPEN-COMMUNICATION PROJECT - GROUP TRAINING SESSIONS  
(APPLICATION PHASE)

June 16, 17, 18, 1970

9:00 A.M.-3:00 P.M.

Tuesday

Topic

9:00 - 10:00 A.M.	Orientation Session (Large Group) Rm.218
10:00 - 11:45 A.M.	Administrative Procedures (Small Groups)
	Group I - <u>Building Regulations:</u> Rm.216
	Cafeteria Procedures
	Auditorium Procedures
	Supervision of Corridors
	Entering and Leaving Building
	Group II - <u>Classroom Management</u> Rm.218
	Manner of Entering and
	Leaving Classrooms
	(Students)
	Classroom Regulations
	Substitute Instructions
	Record Keeping
	Group III - <u>Attendance</u> Rm. 204
	Article 30 - Union Contract
	(1) School
	(2) Class
11:45 A.M. - 12:45 P.M.	Luncheon Period
12:45 - 2:00 P.M.	Continuation of Morning Small Group Discussions (same rooms)
2:00 - 3:00 P.M.	Group Report Writing - Review and Reactions (same rooms)



OPEN-COMMUNICATION PROJECT - GROUP TRAINING SESSIONS  
(APPLICATION PHASE)

<u>Wednesday</u>	<u>Topic</u>
9:00 - 10:30	Review and Reactions - (Large Group) Rm. 218
10:30 - 10:45	Orientation
10:45 - 11:45	Classroom Instruction- (Small Group)
	Group I Curriculum Rm. 216
	Group II Planning (Motivation) Rm. 218
	Group III Instruction (Activities) Rm. 204
	Group IV Teacher-Student Evaluation Rm. 202
11:45 A.M. - 12:45 P.M.	Luncheon Period
12:45 - 2:00 P.M.	Continuation of Morning Small Group Discussions (same rooms)
2:00 - 3:00 P.M.	Group Report Writing - Review and Reactions (same rooms)

OPEN-COMMUNICATION PROJECT - GROUP TRAINING SESSIONS  
(APPLICATION PHASE)

<u>Thursday</u>	<u>Topic</u>
9:00 - 10:00 A.M.	Review and Reaction (Large Group) Rm.218
10:00 - 10:15	Orientation
	Student Performance (10 subject areas) (Small Group)
	1. Related to Behavioral Objectives 2. Minimum Performance Criteria 3. Library Resources
	Group I Science-Math-Business Rm.218
	Group II English-Social Studies-Foreign Language Rm. 216
	Group III Art-Music Rm. 200
	Group IV Home Economics-Printing- Mech. Drawing-Joinery Rm.2110
	Group V Physical Education-Health and Family Living-Guidance Library
11:45 A.M. - 12:45 P.M.	Luncheon Period
12:45 - 2:00 P.M.	Continuation of Morning Small Groups (same rooms)
2:00 - 3:00 P.M.	Group Report Writing - Review and Reactions (same rooms)

## GARNET-PATTERSON OPEN-COMMUNICATION PROJECT

Instructional Skills Workshop

October 21, 23, 24, 1970

**Major Goals:**

To be able to isolate and analyze particular skills

To be able to determine particular skill development  
needs of students

To be able to demonstrate techniques used in skill  
development

To increase the ability to listen

ADMINISTRATORS--STUDENTS--TEACHERS--PARENTS

To increase the ability of the participants to share  
information and feelings

## OPEN-COMMUNICATION INSTRUCTIONAL SKILLS WORKSHOP

November 20, 1971

Staff Development Committee

Mrs. Margaret G. Labat  
 Mr. Stanley G. Perelman  
 Mrs. Sylvia S. Jones  
 Mrs. Olivia C. Dixon  
 Mrs. Dorothy A. Hampton  
 Mr. Charles H. Epps  
 Mrs. Myrtice R. Tobias

Open-Communication Reading Team GroupsTEAM 1

Mrs. Topps (Leader)  
 Mrs. Green  
 Mrs. Mikell  
 Mrs. C. Johnson  
 Miss Montgomery  
 Mrs. G. Johnson  
 Mrs. Jenkins  
 Mrs. E. Anderson

TEAM 3

Mrs. S. Jones (Leader)  
 Mr. Devoe  
 Mr. Rawls  
 Mrs. Brice  
 Mrs. Lindia  
 Mrs. Dargan  
 Mrs. Coleman

TEAM 2

Mrs. Dixon (Leader)  
 Miss Glover  
 Mrs. McAdams  
 Mr. Singh  
 Mrs. Mebane  
 Mrs. Manning  
 Mr. Epps  
 Mr. Farmer  
 Mrs. Timmons  
 Mrs. A. Jones  
 Mrs. Deans

TEAM 4

Miss Kennedy (Leader)  
 Mrs. Labat  
 Mr. Gay  
 Mrs. Goodnight  
 Mr. Reddick  
 Mr. Bowman  
 Mrs. Dyson  
 Mrs. M. Thompson  
 Mrs. Austin

TEAM 5

Miss T. Jones (Leader)  
 Mr. Holloman  
 Mrs. Bacot  
 Mrs. Hampton  
 Mr. Randolph  
 Mrs. Bettis  
 Mrs. Thomas  
 Mrs. A. Anderson

9:10 - 10:10 Teams meet in the Scheduled Rooms

Team 1 - Room 218  
 Team 2 - Room 218  
 Team 3 - Room 216  
 Team 4 - Room 216  
 Team 5 - Library



## OPEN-COMMUNICATION MATH TEAM GROUPS

TEAM 1

Mrs. Lindia (Leader)  
 Mrs. Manning  
 Mr. Bowman  
 Mrs. Mikell  
 Mrs. Topps  
 Mrs. Coleman  
 Mrs. Dargan  
 Mr. Holloman

TEAM 4

Mrs. Hampton (Leader)  
 Mrs. Bettis  
 Miss Glover  
 Mr. Epps  
 Mrs. Jenkins  
 Mrs. Timmons  
 Mrs. Green

TEAM 2

Mr. Randolph (Leader)  
 Miss Montgomery  
 Mr. Reddick  
 Mrs. Mebane  
 Mrs. C. Johnson  
 Mrs. E. Anderson  
 Mrs. M. Thompson  
 Mr. Devoe  
 Mrs. Austin  
 Mrs. Brice

TEAM 5

Mr. Rawls (Leader)  
 Mrs. Goodnight  
 Mrs. Dixon  
 Mrs. Bacot  
 Mrs. A. Jones  
 Mrs. Thomas  
 Mrs. Deans  
 Mrs. S. Jones

TEAM 3

Mr. Singh (Leader)  
 Miss Kennedy  
 Miss T. Jones  
 Mr. Gay  
 Mrs. Dyson  
 Mrs. A. Anderson  
 Mrs. Labat  
 Mrs. McAdams

10:10 - 11:10 Teams meet in the scheduled Rooms

Team 1 - Room 218  
 Team 2 - Room 218  
 Team 3 - Room 216  
 Team 4 - Room 216  
 Team 5 - Library

Appendix I  
Certificate of Participation  
1970-1971 and 1971-1972

Garnet-Patterson  
Junior High School

*Open*

*Communication*

*Project*

OE/BEPD FUNDED

# Participation

*This certifies that \_\_\_\_\_ has participated in the 197-197 Garnet-Patterson Open Communication Project Training Activities in Self and Community Awareness; and that through such participation has personally contributed to the improvement of the teaching/learning environment at Garnet-Patterson Junior High School.*

*Honesty Openness  
Responsibility  
Trust*

\_\_\_\_\_  
*Director*

Appendix J  
Newsletters Which Cover Various Open-Communication  
Project Components



*October, 1969*

*Number 2*

## What's Happening With ...



### The Garnet - Patterson Group Project in "*Open Communication*"

*conducted by*

Department of Education  
Howard University  
Washington, D.C. 20001

Garnet-Patterson Jr. High School  
Model School Divison  
D.C. Public Schools  
Washington, D.C. 20001

THE GARNET-PATTERSON HOWARD UNIVERSITY GROUP PROJECT IN OPEN COMMUNICATION

The fall group sessions of the Garnet-Patterson Project in Open Communication were held from October 2 through October 25. During this phase the groups consisted of 7th grade students, parents of 7th graders and many teachers of 7th graders. It is hoped that through the experience of these groups sessions, entering students and their parents will increase their understanding of Garnet-Patterson and become more involved in the school and its activities. The new participants are:

<u>Parents</u>	<u>Teachers</u>	<u>Students</u>
Mrs. Doris Jenkins	Mr. Eugene Randolph	Wallace Holman
Mrs. Lattie Phelps	Mr. Herman Cannon	Yvonne Simmons
Mrs. Isabelle Rowe	Mrs. Susan Rosebaum	Arthur McCombs
Mrs. Johnnie Mae Dyson	Mrs. Betty Topps	<b>Ernestine</b> Tate
Mrs. Kate Jones	Mr. Ernest Devoe	Frank Carter
Mrs. Ernestine Craft	Mr. Jack Gilmore	Veronica Todd
Mrs. Erma Hipps	Mrs. Winifred Dodd	Rita Thompson
Mrs. Lena Hebron	Mrs. Myrtice Tobias	Julius Speaks
Mrs. Erma Ragin	Mrs. Britannia Capers	John Watker
Mrs. Ann Anderson	Mrs. Jewel Walden	Claudia Berry
Mrs. Virginia Smith	Mr. George Rutherford	Anthony Thompson
Mrs. Ruth Smith	Mr. Clifton Rawls	Odessa Bynum
	Mrs. Sylvia Jones	

*VISITORS* During the fall group sessions we had several visitors both on an informal and formal basis. Our national and local consultants spent three-days with us in a variety of activities which included direct observation of the group sessions, a review of films and group activities, informal interviews with participants, a meeting with the Advisory Council and a review of the continuing project evaluation. They provided the project staff with another source of insight relating to the operation of the program. These consultants included Dr. Perry Botwin, Mrs. Pearl Brackett, Dr. Herman Dorsett, Dr. Nicholas Long, Mrs. Eva Nash and Dr. E. Y. Williams.

Other visitors to the project sessions during October included Advisory Council members Mr. Johnathan Eugene, Mr. Laurence Goffney and Mrs. Louise Spruill. In addition seven students from Howard University's graduate course in group counseling spent some time with us.

In addition to our receiving visitors, one of the Project co-directors, Dr. Irene Hypps, attended both the first and second regional leadership training conferences for EDPA Project Directors. The second conference was held on October 14 - 16 at the Sheraton Park Motor Inn, Silver Spring, Maryland.

**PARENTS**

The parents who participated in the summer phase of the project continue to function in the school. We are happy that Mrs. Corine Ford has been able to join us in the afternoons with the Bethesda-Chevy Chase High School Tutorial Program and the 9th grade-7th grade Tutorial Program. In an effort to broaden its base of participation, the Advisory Council has invited parent members of the summer groups to join. In the October meeting Mrs. Beulah Pinn and Mrs. Katherine Latney joined with Mrs. Dorothy Miller of the Comprehensive Child Care Center of Children's Hospital as new members. We expect more to be with us in November.

**HOWARD SERVICES FOR GARNET-PATTERSON TEACHERS**

Howard University has proven to be a fruitful source of materials and service to Garnet-Patterson. Such services as audio-visual laboratory and the Curriculum Library have been made available at the request of teacher participants in the groups sessions. Benefactors of these services included Mr. Charles Epps, teacher and chairman of the Science Department and Miss Blanche Hammond, our music teacher. Mr. Epps has received for his classes a series of seven transparencies he designed through the audio-visual laboratory and Miss Hammond has ordered two tapes of African Music through the Fine-Arts Department - the School of Music.

**DRUG WORKSHOP**

As an outgrowth of concern for the increasing availability of drugs in the Garnet-Patterson community expressed by the fall group sessions, a series of three drug workshops will be held at the school during the remainder of the school year. These workshops will be under the direction of three teacher participants of the fall session. Mr. George Rutherford, Mr. Jack Gilmore, and Mr. Clifton Rawls. Students, teachers, and the community will be invited to participate in the planning of these sessions.

**ELMER'S GLUE**

Happiness is two gallons of Elmer's glue according to Mrs. Annabelle Bacot, Art teacher at Garnet-Patterson, the first recipient of instructional supplies ordered through the project. This glue, a seemingly small item, will allow Mrs. Bacot to introduce to her students an exciting new world of glue arts.

**OTHER NOTES**

As participants in the Open Communication Project teachers have the opportunity to receive three graduate credit hours for their work in curriculum development under Dr. Evaretta Rutherford, co-director in Curriculum Development, by registering for Independent Study 207-307, Howard University.

**SPREAD EFFECT**

Much of what has been happening at Garnet-Patterson and the surrounding community through the Project in Open Communication doesn't fit into the area of hard data. It has occurred in the realm of new attitudes and relations between students, parents, teachers and Community organizations. Consequently we have added a SPREAD EFFECT column to communicate some of the more elusive outcomes of the program.

Mrs. Louise Thomas who participated in the summer group sessions with her daughter Deborah has been active in the Teeny-Boppers Center on 10th and V Streets.



As part of the teacher involvement in the community, Open Communication teacher associates Miss Beverly Dietz and Mr. Sheldon Lisbon have volunteered their services to this community run organization. Also participating are Urban Teacher Corps intern Miss Brenda Belton, Mr. Dave Sidewater and Mrs. John Elwell. Regular faculty members hope to link up with the Center in Garnet's ongoing Community School Activities.

Working with Mrs. Brice has been like a reward. She is a lovely person to work with. We have gotten to know each other as people instead of parent and teacher. Everyone is different than I expected. They treat me with respect and I have gotten to know many of the students.

Mrs. Betty James

As a result of the student request in the summer groups we have received two ping-pong tables and an outdoor basketball court through the D.C. Department of Recreation, Mr. Joseph Cole and the Office of Buildings and Grounds, Mr. Granville Woodson, Assistant Superintendent.

Both Mrs. Evelyn Baylor working with Mrs. Daisy Safell in the library and Mrs. Ethelene Morrow working with Miss LaVonne Montgomery in math have had interesting experiences recently. Both of their teacher-parents have been ill and they have done an outstanding job of assuming responsibility for continuity in the interim.

Having a parent, Mrs. Katherine Latney, working in the Counselor's office is a tremendous help, not only with the work load, but in gaining insight into the community and needs of particular students.

Mrs. Vera Lindia

*We'll close this issue with the statement of Mrs. Loretta Belfield, working with Mrs. Walden in typing and in the office:*

Open Communication is one of the best things that could have happened at Garnet-Patterson. It gives me great pleasure to know that I am helping someone along the way.



*April 1970*

*Number 8*

## What's Happening With . . .



### The Garnet-Patterson Group Project in *“Open Communication”*

*conducted by*

Department of Education  
Howard University  
Washington, D.C. 20001

Garnet-Patterson Jr. High School  
Model School Divison  
D.C. Public School  
Washington, D.C. 20001

## HOWARD UNIVERSITY - GARNET-PATTERSON OPEN COMMUNICATION PROJECT

For the Open Communication Project, April was a time of continuing involvement for parents, teachers and students. Parents are settled into classes and have been accepted by the students as regular participants in the daily activities at Garnet-Patterson. In all events whether regular, community school activities, or special programs, the parents have been present helping teachers and students, or simply enjoying themselves.



Mrs. Parks and Mrs. Crawford looks through programmed math materials

the use of the library and useful library resources, and displays and give aways of materials for students and teachers.

April 13 - 17, Open Communications Project's Library Open House and National Library Week, was an exciting week at the Garnet-Patterson Library. Highlights of that week included a special guest, Mr. Paul Lawrence, from Behavioral Research who met with teachers and parents to discuss new materials in reading and math skill building. It is hoped that the cooperative efforts of parents and teachers to improve classroom instruction in reading and math initiated during this week will continue and that joint planning for the next school year will begin now. Other events of the week included the films "Black Power", a powerful documentary on black leadership in America, and "The Owl that Gave a Hoot", an animated film on good consumer buying, special instruction to English and Social Studies classes on

CURRICULUM



Mrs. Dixon and a few of the young poets at Garnet

Mrs. Olivia Dixon, English teacher and winter group participant of the Open Communication Project in developing neglected literature units of which poetry is included. Mrs. Dixon views poetry as a "creative and persistent art" which has survived both "dislike and boredom." She wanted her students to see the real beauty and meaningfulness of poetry. The result of this unit has been a compilation of poetry written by her ninth grade class. The following poem is among these selections.

SNOW

by  
Larry Johnson

*The snow is coming .  
It's coming fast.  
It's soft and cold  
And here at last.*

*The trees are white;  
All covered with snow.  
The streets are glowing  
With white, white snow.*

*The cars are sliding.  
The people are falling  
The wind is blowing;  
And everybody's cold.*

*The sky is white  
The windows are bright  
The cars are stalling  
While others are cozy.*



Miss Cassandra Williams discusses modeling as a career with 9th grade girls

and so many of the faculty including Mrs. Myrtice Tobias, Mrs. Ernestine Mebane, Mr. Carter Bowman and Mrs. Hester Moss. We would also like to thank Mrs. Coleman, Mrs. Boone, Mrs. Rhodes and Mrs. Anderson who served as hostesses.

On May 1, the sponsors of the Peace-Corps School Partnership Committee presented Soul '70 to the Garnet-Patterson Community. The committee members: Jamie Robinson, Lynette McCullen, Chevy Manley and Diane Dode with Miss Hammond, Miss Meeks and Mr. Bowman as sponsors, became interested in the idea of raising money for a community in another county in order that they could build a school. Numerous people reflecting the tremendous amount of talent at Garnet-Patterson performed with "Top Soul" from WOL Soul Radio volunteering his services as M.C.

The students and parents who enjoyed themselves at this performance can be assured that another community in another county will be made happy also.

On April 30 the 9th grade students participated in a unique "Career Day". The Advisory Committee for the Open Communication Project had discussed sponsoring a Career Day at Garnet-Patterson but they were concerned that it be relevant and interesting. They wanted it to be as open and informal as possible. We polled the students and according to their fields of interest invited various members of the community to participate. From models to economists they came to Garnet, met with small groups of students and had lunch together in the cafeteria. Follow-up visitations of students to participants' places of occupation were then scheduled. The reaction of both students and participants has been wonderful. We would like to thank the members of the Advisory Committee especially Mrs. Lauretta Jackson, Dr. Anita Austin and Mr. Lawrence Goffney;



TEENY-BOPPERS

The Teeny-Boppers with the help of Garnet-Patterson Community School and faculty have been very active recently.

On April 10, the parents of the Community School sponsored a Fashion and Talent Show, Deborah Thomas was the student co-ordinator and brought the Teeny-Boppers large and small to participate. Staring as the Garnet-Patterson ideal girl was Celeste Roberts in a blue evening gown. A typical comment was that of 9th grader, Raphael Campbell: "I think the Fashion Show was just unique and we should have more for the people in the community."

The next joint event of the Garnet-Patterson Community School and the Teeny-Boppers was a Gospel Show at the True Gospel Baptist Church. This program's purpose was to raise money for school band uniforms and a future Teeny-Boppers Day Care Center; various performers included Mr. William Holloman, M.C. the Israelites, the Youth Choir from the Carolina Missionary Church, the Garnet Gospel Choir, Janette Latney and Gladys McGill as soloists.



Mrs. Louis Thomas, Mr. Rosie Parrott, Miss Deborah Thomas and "Pumpkin"



Mr. David Sidewater and Teeny-Boppers at the zoo

The Teeny-Boppers are starting their summer fun early this year. They are doing some very exciting things. They, with the help of some of Garnet-Patterson's teachers: Mr. Perelman, Miss Dietz, Mr. Rutherford, Mrs. Rosenbaum, Mr. Sidewater and one of Grimkie's teachers Miss Sesam who planned a trip to the zoo. The kids went out in the neighborhood and asked for donations for the kids lunch. In that one day in two hours the kids had collected \$21.25. Miss Dietz, Deborah Thomas and the other girls went to the Safeway and bought the food. Mrs. Thomas cooked the food. Saturday morning the above named teachers loaded about 50 kids in their cars (making separate trips) and they were off to the zoo. They had a lovely lunch, chicken, potato salad, sodas and other things. They had a lovely time.

The Teeny-Boppers are planning a Beneficial Talent Show May 21, 1970, to take the kids on trips this summer in case they don't get any funds, and to furnish uniforms for them to represent the center at different places. They are asking people in the community to purchase a ticket or give a donation. The tickets are \$1.75.



For the past several weeks we have been fortunate to have the father of one of our students here at Garnet-Patterson helping in our Project-Tighten-Up Program. Mr. Calvin Ingram Sr., Father of Calvin Ingram Jr., a 9th grader, was concerned about his own son's and others' attitude towards school and felt that his ability to relate to students and his presence at Garnet might have a positive effect. Consequently he has offered to spend his day off at Garnet-Patterson helping students to get to class on time and talking to them about problems they might have at school.

Mr. Ingram is no stranger to this area. He attended Grimke Elementary School, Banneker Junior High, and Cardozo Senior High. He has lived in Washington, D. C. most of his life. Besides Calvin Jr., he has four other younger children three of whom attend Mott School.

Mr. Ingram feels that his presence has been of value to the students here. He treats the other students as he does his own son--emphasizing respect for self and a sense of responsibility towards others. Both students and teachers are happy that Mr. Ingram is here and we hope that his example serves as a reminder of the possibilities available at the school for Garnet parents who have some time and who are concerned about the education of their children.

## GIRL OF MANY TALENTS

We would like to congratulate a very talented young lady here at Garnet-Patterson. She is Gail Rotan, a 8th grader. She has won recently a First Place and commendation from the D. C. Medical Society for her Science project "Lead Poisoning in Mice". In addition she won a First Place in the local Student Art Show with her fashion designs. Both Mr. Epps, for Science teacher and Mrs. Bacot, her Art teacher, are to be



congratulated also. Gail's accomplishments represent the goals of any educational facility; to allow the student to develop his interests in the broadest ways possible.

Mrs. Geraldine Foster, a participant in our July awareness group, and her husband have opened a grocery store on the corner of 10th and W Streets. We wish them luck and are happy about their willingness to work with the school to eliminate this corner as a loitering place for students during school time.

We would like to thank the members of Mr. Bowman's advanced Printing class for their help each month in printing this newsletter. Their skill is appreciated. The students are Albert Lewis, Tyrone Thompson, Alfred Smith, Larry Johnson, Nathan Williams, Ricky Lewis, Alvin Carson, Lensly Simpson and Horace Settles.

Mrs. Labat, as one of the Co-Directors of the Open Communication Project recently traveled to Berkeley, San Jose and San Francisco, California to observe various projects. She spoke with curriculum specialists at the San Francisco Public School and visited Project Community, directed by Dr. William Soskin of University of California at Berkeley where she was able to gain insight into the significance of group activity.

Cover: Various students and one of our parents, Mrs. Consuella Boone served as hostesses for Career Day.



October 1970

Volume II No. 2

*What's Happening With . . . .*



GARNET-PATTERSON  
**OPEN COMMUNICATION**

**PROJECT**

HEW-OE/BEPD-FUNDED

Conducted By

**Garnet-Patterson Jr. High School**  
**Model School Division**  
**D.C. Public Schools**  
**Washington, D.C. 20001**

**D.C. Teachers College**  
**11th and Harvard Streets, N.W.**  
**Washington, D.C. 20009**



## OUTSTANDING YOUTH AWARD

On Friday, October 23, in a special assembly, an "Outstanding Youth Award" was presented to Deborah R. Thomas, a 1970 graduate of Garnet-Patterson. This award was given to Deborah by the Mutual Insurance Agency, Inc. "to dramatize to metropolitan area residents that, despite sensational news items about bad kids, the community can be proud of its youth." Deborah was nominated for the award by the staff at Garnet-Patterson because of her exceptional contribution in creating a neighborhood club, known as the Teeny Boppers, and a Neighborhood Youth Center organized to serve and help youngsters. Both Deborah and her mother Mrs. Louise Thomas have participated in Open Communication and Mrs. Thomas is currently a member of the Advisory Council.

The award, which consisted of a beautiful engraved plaque and a \$100 Saving Bond, was presented to Deborah by our new Superintendent, Dr. Hugh J. Scott. The entire assembled body, including Deborah's family, former classmates and friends, stood and applauded enthusiastically as Deborah accepted her award. A brief reception and interview with the press followed in the staff dining room. We are very proud of Deborah.

### \*COVER PHOTO:

Deborah with Mr. Henry Kroll, President of the Mutual Insurance Agency and Dr. Hugh Scott, Superintendent of the D.C. Public Schools.

## PARENT PARTICIPANTS

All the parents are settled into their involvement at Garnet-Patterson. We thought you would like to know who they are, so we are listing their names and assignments. If one of the parents is your neighbor, seek her out and ask her to share some of her experiences at Garnet with you.

Mrs. Ann Anderson	Mrs. T. Jones, Mrs. S. Jones (English)
Mrs. Louise Coleman	Mrs. Tobias, (Counselor) Mr. Farmer (Library)
Mrs. Ernestine Craft	Mrs. Hampton (Math)
Mrs. Pearl Dargan	Miss. McDowell (Math, Mrs. Mebane (Business)
Mrs. Johnnie Dyson	Mrs. Warga, Mr. Epps (Science)
Mrs. Lillian Grissom	Mrs. Rosebaum (Georgraphy)
Mrs. Arie Harrington	Miss. George (English)
Mrs. Doris Jenkins	Mrs. McAdams (P.E.)
Mrs. Etheline Morrow	Miss. Montgomery (Math)
Mrs. Ida Parks	Mrs. G. Johnson (P.E.)
Mrs. Barbara Rhodes	Mrs. Green (Office)
Mrs. Mary Thompson	Mr. Williams (Mech. Drawing)
Mrs. Celestine Smith	Mr. Farmer (Library)
Mrs. Sallie McKissick	Miss. T. Jones (Eng.) Mrs. Rosenbaum (Eng.)
	Mrs. Bacot (Art)
Mrs. Lillie Davis	Mrs. Lindia (Counselor)
Mrs. Adell Blount	Mrs. Rosenbaum (Eng.) Mrs. Brice (Home Econ.)
Mrs. Ruth Jackson	Mrs. Capers, Miss. George (English)
Mrs. Ora Morris	Miss. T. Jones (Eng.) Mrs. Bacot (Art)

## INSTRUCTIONAL SKILLS WORKSHOP

The 1st Instructional Skills Workshop of the year took place at Garnet-Patterson October 21,23 and 24. The program sought to implement the goals of the Open Communication Planning Committee by concentrating on sharing of concerns through student and teacher panels; departmental cooperation through small group planning of specific skill micro-teaching units; sharing of information through teacher demonstrations; and new techniques of presentation and questioning through our guest consultant, Mrs. Charlette Brooks, Supervising Director of the Department of English for the D.C. Public Schools.

In addition to the faculty and several students, twelve Open Communication parents served as observer-recorders with the various panels and groups. The workshop was held in the afternoons and on Saturday morning--times which would try anyone's dedication. But because of the high level of participation, sharing, and group accomplishment, nearly all the participants judged it a success.



Mrs. Charlette Brooks introduces new techniques of questioning.

Workshop participants share information in groups



One of the student participants in the Instructional Skills Workshop, Janice Darlington, wrote some of her impressions of the workshop to share with her English teacher, who was unable to attend. She has agreed to share some of these impressions with you.

On Wednesday, October 21, 1970, when I was participating on the student panel, it was very interesting to me. For one thing, the second period class, Miss. Hammond, my music teacher, was telling us how to gain self-confidence when we get in front of a group. She said, "Look each person in the eye". This will let them think that you know what you are singing or talking about."

So at 3:30, just before the meeting came to order, I want you to know I was really scared. We, who were sitting at the student panel, didn't have any special order so I thought of what Miss. Hammond said and just started it off, because wouldn't anybody start talking. After it was time for the students to answer the teachers' questions, I found myself again carrying the discussion. When this happened, all of the scaredness left me. I was ready to answer their questions just the way I felt they should be answered. I was glad when Ronald (Aikens) and Donna (Green) said something too. This let me know, when the teachers asked the questions and we the students, answered it was the way I think a really good class would have reacted.

It wasn't boring at all. We were really communicating. This is what I think the teachers and students want more of.

\*\*\*\*\*

#### WHO WILL I BE ?

Will I Be A Queen For My People ?  
Will I Be The President's Wife ?  
Will I Be The Girl Next Door ?  
Or Will I Be Nobody - I Want To Be Somebody !  
Will They Give Me A Chance ?  
Will I Be Somebody Like They Or  
Will My Soul Be Nothing ?

Beverly Adams



## PARENT'S DAY

Our first Parent's Day of the year was held at Garnet on Thursday, October 23, 1970. There were approximately twenty parents who visited the school on that day between the hours of 10:00 A.M. and 2:00 P.M.

The parents in Open Communication served as hostesses, guides, program selectors and on refreshments. They all did a wonderful job in making our visitors for the day feel welcome.

The teachers were very cooperative in making the visiting parents feel at ease in the classrooms. Many parents came into the Open Communication Office for refreshments and spent some time with us talking about their willingness to come back in the near future, when they will be able to spend the entire day, going from classroom to classroom with their children.

We are planning to have Parent's Day as a regular activity at Garnet-Patterson and you will be informed of the next date as soon as possible.

LOOKING FORWARD TO YOUR VISIT ON THE NEXT PARENT'S DAY.



Mrs. Woodward visits her daughter Evelyn in Instrumental Music Class.

Roberta Lane and friends at the Day Care Center



### Our Students Help At Day Care

Students from Garnet-Patterson are participating in a special cooperative program with the Star of Bethlehem Day Care Center. The following students are excused from Physical Education Class one Day a week from 9:00 - 10:10 A.M.: Delores Loving, Roberta Lane, Janet Streets, Margeline Major, Lorraine Caldwell, and Harriet Fuller.

Three girls participate on Monday and the other three girls help on Tuesday. Mrs. Holmes, the supervising teacher, has found the girls very helpful. Each student is assigned to a group of children with specific jobs, such as reading, singing, playing games with the children.

Thus far everyone is pleased with the project. The students from Garnet are excited with their new titles, Student Assistants, and their new experiences with the little children.

### Open Beautification Committee

The Open Beautification Committee has completed its first project of the year at Garnet-Patterson. The members decided to liven up the corridors by painting the bathroom doors in bright colors. The committee would like to thank the Metropolitan Paint Company, H & H Carryout, Lee's Florist, Daco Heating and Fuel Co., and Mr. Bruce Underwood for their contribution of money and materials. We are planning more projects and we ask the total student body to support our efforts.



Club members relax after painting.

## PARENT INVOLVEMENT IN PILOT DISTRICT PROGRAM

By : Mrs. Pearl Dargan  
Parent Participant in the  
Open Communication Project

I was involved in the Pilot Project Program because I wanted to know the nature of police work and what they are doing in the community. People complain of the problems we have and I had a chance to learn some of the jobs of the police in the Third District.

We met at the police station and I spent four and one half hours with two 3rd District policemen on their rounds in a police cruiser. We went to a false alarm at the Junior Hot Shoppe investigated a car accident at Georgia Ave. and Barry Pl., and a stabbing. Otherwise we just cruised around. One thing I noticed was that no sooner would the police get one assignment than another one would come in on the radio.

The police have a great responsibility. I think people who live in the community can help solve some of the problems for better relationships between people and the police. One thing I learned was that they are overworked. Their job is very frustrating. They need our help in solving some of the problems. I hope people will be involved - to observe and to learn how citizens are treated.

(The Pilot District Project is an experimental program to improve police services and police-community relations in the Third Police District. Its offices are located at 2101 - 16th St. N.W.. The telephone numbers are 332-3335 or 332-7405. The elected Citizens Board meets on the second Saturday at 11 A.M. and fourth Thursday at 8 P.M. of each month.)

November 1971

Volume III No. 3

# What's Happening With



GARNET-PATTERSON

# Open Communication

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## Open Communication Skills Workshop

The first Open Communication Project Instructional Skills Workshop was held on Saturday, November 20, from 9 A.M. - 1 P.M. at Garnet-Patterson. The theme of the workshop related to the interpretation and use of Standardized Tests which were administered to District students in September of this year. We feel that these tests, which measure achievement in Reading and Math Skills, are a tool which parents and teachers can use to help in assessing the skill needs of students and in providing mechanisms to improve their performance.

Workshop activities included making use of Mathematics and Reading Mobilization Team members' skills to share information with other teachers and parents relating to test questions and test results. Also, parents had the chance to meet with Mrs. Tobias, counselor and testing coordinator, for an in depth discussion of Standardized Testing. The key to the success of the workshop was the opportunity for staff and parents to share information, feelings and ideas which might help to improve the level of student achievement at Garnet-Patterson.



Mr. Singh of the Math Mobe Team presents material on Standardized Tests to parents and teachers.

Open Communication Parents meet with Mrs. Tobias.



## Mathematics Mobilization Team

The Math Mobe Team meets each Tuesday morning to discuss, develop, and plan what can be done to improve growth in mathematics of all the children at Garnet. The Math Team at present is concerned with finding ways of individualizing instruction in all classes so that each child can be helped to achieve his potential. Our goal is to raise the level of achievement in mathematics of all students keeping in mind the minimum floors of the Academic Achievement Program.

Members of the team are: Mr. Farmer, Librarian; Mr. Randolph, counselor; Mr. Epps, Mr. Singh, Mr. Rawls, Miss Montgomery, Mrs. Manning, and Mrs. Hampton, teachers.



The Math Mobilization Team

## Open Communication In The Class Room

The Open Communication Project has brought to Garnet, through its workshops, and retreats, many innovative ways of making the students, parents and teachers aware of the role that each plays in communicating with one another. To this end the Open Communication office issued to each teacher 10 Group Techniques that could be used in the classroom. These group techniques I have found very exciting in my classroom. Some of them are: Fish Bowl, The Echo Game, Stop Action, Brainstorming, Cooperation Puzzle, Diagnosing a Classroom Problem, Role Playing and Learning About Behavior Styles.

The group technique that is being used on the cover is the Fish Bowl Design for Discussion. The purpose of this technique is to help increase participation and broaden each student's awareness of the parts he and others play in a discussion. This exercise was carried out in about 45 minutes with 30 students in grade 9.

The discussion topic for the group was, "Should we have a curfew for teenagers in the District of Columbia". The ideas and answers were really thought provoking, startling and they made for an exciting class. The role of the teacher was that of an observer.

I have found these techniques which I learned from the Open Communication Project, have brought a new dimension to the classroom by introducing to students, parents and teachers, ways by which they must participate in class not only as an individual, but as one who must share and cooperate in the task group.

Carter Bowman  
Graphic Arts Teacher

Cover:  
9th Grade Classroom, using the Fish Bowl design  
for discussion.



## FATHER KEMP WINS SCHOOL BOARD ELECTION



As a result of the November 23, 1971 run-off election, Father Raymond Kemp will represent Ward I on the District of Columbia School Board. By winning 74% of the vote, Father Kemp has established a clear mandate of confidence for him by the community. His four years of work as a community organizer out of Saint Paul & Augustine Church at 15th and V Sts., N.W., has paid off in this expression of support from all over the area.

Discussing his campaign and subsequent election, Father Kemp mentioned the Garnet-Patterson Open Communication Project Advisory Council as the first group in the community to give him the go ahead to make the effort. Father Kemp said, "My experience with people associated with Open Communication at Garnet-Patterson has been a source of encouragement and inspiration. Working with students, parents and

staff makes me believe that Garnet is a leader in creating a positive climate for learning among junior high schools in Washington."

Father Kemp sees himself as an employee of the Ward I citizenry and specifically as a representative of such groups as the Open Communication Project Advisory Council. He says, "My first goal is to set up a Ward Advisory Council with representation from such groups as the Open Communication Project Advisory Council to whom I will report monthly and from whom I will expect maximum input on the issues. I will be working to make the schools in Ward I and the entire District, competitive academically, socially, culturally, and athletically, with any school in the Metropolitan area."

When asked what kind of support he wants from the community, Father Kemp speaks of the need for people to communicate in an organized fashion. "When the call comes to go and make a case before the School Board, the City Council or Congress, we need the people of Ward I to respond and be united. Only an organized citizenry will get the schools we want a disorganized citizenry will get the schools that other people want."

In addition to representing Garnet-Patterson on the School Board, Father Kemp is responsible to the communities of Harrison, Meyer, Gage, K.C. Lewis, Mott, Morgan, Adams, Monroe, Bruce, Parkview, H.D. Cooke, Raymond, Bancroft, Grimke, Cleveland and Oyster Elementary Schools, Banneker and Lincoln Junior High Schools, and Cardozo and Bell Senior High Schools. At least until his inauguration on January 24, 1972, Father Kemp can be reached at the Church Rectory, 265-1470.



## Soul Winning Project

Something new is happening on 10th Street but the spirit that makes it happen is very old. It's the spirit of feeling pain at others' hardships and the spirit of wanting to help. Mrs. Louise Thomas and her co-workers from the Teeny Boppers Club have teamed up with Rev. Albert Venson and his wife at the True Deliverance Church of God at 2107 - 10th St., N.W. in a new program called the "Soul Winning Project".

The Project grew out of the observation that many people in the community, from little children to older men and women, had no one to take time and make certain that they had a hot meal on Sunday. Mrs. Thomas has had this idea of providing meals for people in the community for some time. But it took the support and resources of Rev. Venson, who is very much interested in reaching out to the community, to actually get the program off the ground.

The members of the "Soul Winning Project" are very much a part of the Garnet community. Mrs. Thomas is a member of the Garnet-Patterson Open Communication Project Advisory Committee and works as a parent participant in the school. Members of cooking committee include past, present and future Garnet students. The "Soul Winning Project" has received support in the form of food and money donations and has recently established a food bank. All donations are tax-deductible. The biggest community event thus far was the all-out effort on Thanksgiving when over 125 people were served turkey dinners at the church.



Young and Old are served

Somebody's Mother

Author Unknown

The woman was old and ragged and gray,  
And bent with the chill of a wintery day.

The streets were wet with the recent snow,  
And the woman's feet were aged and slow.

She stood at the crossing and waited long,  
Alone uncared for amid the throng.

Of human beings who passed her by,  
None heeded the glance of her anxious eye.

Down the street with laughter and shout,  
Glad of the freedom of school let out,

Came the boys like a flock of sheep,  
Hailing the snow piled white and deep.

Past the woman so old and gray,  
Hastening the children on their way.

Nor lending a helping hand to her,  
So meek, so timid, afraid to stir,

Lest the carriage wheels or the horses' feet,  
Should knock her down in the slippery street.

At last came one of the merriest troops,  
The gayest laddie of all the growp.

He paused beside her and whispered low,  
I'll help you across if you wish to go.

Her aged hand on his strong young arm,  
He placed it so without hurt or harm.

He guided her trembling feet along,  
Proud that his own were firm and strong.

Then back again to his friends he went,  
His young heart happy and well content.

She's somebody's mother, boys, you know,  
Although she's poor and aged and slow,

And I hope some fellow will lend a hand,  
To help my mother, you understand.

If ever she's old and ragged and gray,  
When her own dear son is far away.

photograph  
by Ralph Butler

February 1972

Volume III No. 6

# What's Happening With



GARNET-PATTERSON

# Open Communication

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## ACADEMIC ACHIEVEMENT WEEK

February 28 - March 3 was Academic Achievement Week throughout the D. C. Public Schools. At Garnet-Patterson, the Reading and Math Mobilization Teams prepared exhibits which reflected the various activities which are contributing to the educational process. In the following pages we attempt to show a few of the ways school personnel are using in order to help raise the academic achievement of students.



This is 7-202 in their Geography class developing skills in drawing conclusions. In addition to Mrs. Topps, groups are being assisted by Mr. Sanders (D.C.T.C. Intern) and Mrs. Jackson (O.C. Parent Participant).



Miss Kennedy assists Science Teacher, Mrs. Goodnight, as she helps students find the main idea in selected paragraphs from the text.



CONTENT AREAS



Two students (Verlene Rhea and Bertha Powell) in General Music are being tested on their skills in oral interpretation and on their self-confidence and willingness to perform in front of a group.

These 8th Graders in Mr. Gilmore's Woodwork class are being tested on their ability to grasp the main idea of an assignment based on various student projects and tools used in them.



The girls in a 7th Grade Foods class are involved in vocabulary study relative to food poisoning and its causes. They are examining bulging cans which indicate food spoilage.



Left to right: Mrs. Evelyn Lee, Administrative Aide; Mrs. Olivia Dixon, Coordinator; Mrs. Mary Deans, Teacher Replacement.

The EPDA Pupil Personnel Services Satellite Project launched at Garnet-Patterson in September, 1971 focuses on role changing of professional, proposes to direct the efforts of all supportive services persons assigned to the school toward active classroom participation.

The Garnet-Patterson Pupil Personnel Services Satellite Project is one of six such projects funded by the Pittsburgh University. It is unique in that it trains on the job personnel to become more innovative in the implementation of the Academic Achievement Plan.

The concept of "specialist" in a traditional sense is replaced by the "team approach" to teaching and learning. Each discipline of the Pupil Personnel Services Program represents a doorway to the creation of a new kind of professional trained in the techniques needed to effect maximum achievement in reading and mathematics.

As a result of trainee involvement in seminars, student-teacher-parent groups, and organized practicum experience participants will be able to utilize their old and newly acquired skills to help students to meet their academic and non-academic needs.

It is hoped that as participants redirect their in-service practicum experiences toward the maximum achievement of students in the classroom, their roles will be focused on known needs as a result of their own observation and of consultation with pupils.

- \* Cover: Mrs. Capers and Mrs. S. Jones admire the
- \* Academic Achievement Exhibit in the library.



(Joan Mitchell, Mrs. Topps, Eddie Williams, Linda Jones, Valerie Brown)

#### The Class of '72

The time has come for members of the class of '72 to channel their energies toward graduation activities. We are at present busy drafting plans for fund raising activities in order to lessen individual expenses connected with our culminating activities.

Various class committees (Social, Program, Fund Raising, and Culminating Activity) will be meeting weekly under the leadership of Eddie Williams, Class President, to bring to a successful close the academic and social activities of the class.

Each member of the class feels a very strong sense of responsibility for all class sponsored activities and pledges himself to the task of making the class of '72, the best that Garnet has, will, and can produce.

#### Class Officers

Eddie Williams	9-303	-	President
Valerie Brown	9-309	-	Vice President
Linda Jones	9-309	-	Secretary
Joan Mitchell	9-201	-	Treasurer



## Youth Serving Youth



(Connie Dyson and Frank Stewart work with Phillip and David Richardson at Grimke Elementary School.)

Once again the Youth Serving Youth program is operating with Garnet-Patterson students acting as tutors for elementary school children. The basic philosophy of the program is that young people can help each other to learn.

The tutors and tutees are selected by the Pupil Personnel Department with the assistance of the teachers and counselors in the schools. Prerequisites for selection for the program are that participants are Title I children. The tutors are from 14 to 16 years of age and tutees are generally 3rd and 4th graders who could benefit from an ongoing relationship with an older student. Each tutor usually has two tutees who work afternoons from 3:15 - 4:30 daily, reading, writing, drawing, playing or just talking together.

The following statement by Thomas Harvey, one of the Garnet tutors, express his feelings regarding the program.

"The purpose of YSY is to assist little kids in reading and math and to accompany them on field trips. We work with blocks to help their addition and subtraction. We act almost like real teachers in developing skills by helping them in reading and math. It makes me feel good to know that we can help each other learn."



Here's The Little Child

Here's the little child --  
no money,  
no home,  
no one to care.

Here's the little child --  
a thing in society,  
another number  
burden of the census  
a reject in life.

Here's the little child --  
in the corner,  
no food,  
but rats to take him away.

Here's the little child --  
no reason to live,  
he lives on dreams and fantasies;  
he knows.

Here's the little child --  
mankind expects too much  
society calls for him  
the child puts out his hand.

Here's the little child --  
the sleeping power,  
forgotten, unnoticed,  
uncertain future.

Here's the little child --  
in a word --  
abandoned --  
in life,

by Ricardo Taylor  
8-218

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