

1-1-1974

Phenomenological descriptive inquiry as a method of documenting Open Corridor.

Catherine Maria Molony
University of Massachusetts Amherst

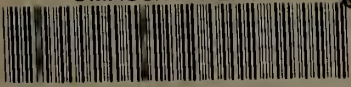
Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Molony, Catherine Maria, "Phenomenological descriptive inquiry as a method of documenting Open Corridor." (1974). *Doctoral Dissertations 1896 - February 2014*. 2876.
https://scholarworks.umass.edu/dissertations_1/2876

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013293410

73-41
-

PHENOMENOLOGICAL DESCRIPTIVE INQUIRY
AS A METHOD OF DOCUMENTING
OPEN CORRIDOR

A Dissertation Presented

By

Catherine Maria Molony

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

Doctor of Education

September

1974

COPYRIGHT 1974

by

Catharine Maria Molony

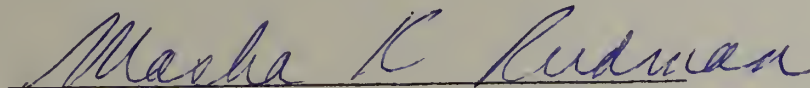
PHENOMENOLOGICAL DESCRIPTIVE INQUIRY
AS A METHOD OF DOCUMENTING
OPEN CORRIDOR

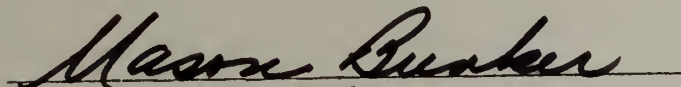
A Dissertation

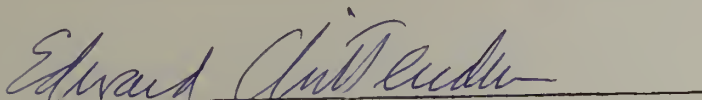
By


Catherine Maria Molony

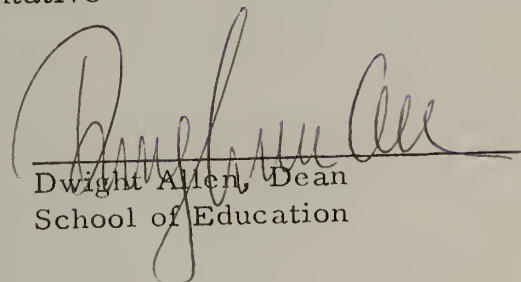
Approved as to style and content by:


Masha Rudman, Chairman of Committee


Mason Bunker, Member


Edward Chittenden, Member


William Masalski, Dean's Representative
School of Education


Dwight Allen, Dean
School of Education

September 1974

ACKNOWLEDGMENTS

This dissertation was made possible through the cooperation and encouragement extended to me by many friends and associates. The inspiration from which it derived goes back over the years making it impossible to name all those who contributed to it.

To Dr. Masha Rudman, my chairwoman, I am grateful for her guidance and generous assistance during the course of this study. Appreciation is extended also to Dr. Mason Bunker and Dr. Edward Chittenden from whom I received valuable suggestions and encouragement. To the principals and teachers in the Open Corridor program whose commitment to open education was a source of inspiration to me and who shared with me their observations and recordings, I am sincerely grateful. Above all, I thank the children who were for me a special source of insight into the learning process and its evaluation.

Special thanks is due Margaret Petlicka for typing this dissertation and for her patience and editorial assistance. I am indebted to Margaret Beaudette, who helped with the many sketches included in this study.

I am particularly indebted to Patricia Carini for the confidence she gave me and for sharing with me her meaning and her works. To the entire staff of the Prospect School, I acknowledge my

indebtedness for a unique experience of a school where values and practice meet.

Finally, I extend to Lillian Weber my deepest gratitude for without her this study could not have been undertaken. It was her genius and commitment to children that made Open Corridor possible. To her, I dedicate this dissertation.

Phenomenological Descriptive Inquiry As a
Method of Documenting Open Corridor
(September 1974)

Catherine M. Molony, B. S., College of Mount Saint Vincent

M. A., New York University

M. S., University of Notre Dame

Directed by: Dr. Masha Rudman

Literally thousands of studies have been undertaken to determine the relative success of educational programs and methods. Overwhelmingly, the evaluation methodology is the input-output paradigm. The major defense of such an evaluation design centers on its ability to control variables and, hence, on its objectivity in arriving at conclusions. Despite this alleged "purity of design," educational research reveals the impossibility of achieving objectivity.

The philosophical basis for adopting the traditional evaluation method is rarely given and, therefore, the assumptions upon which the method rests remain unexamined. It is this lack of relationship between program, including evaluation, and the values inherent in it which is challenged in this dissertation. It is further contended that such a critical omission is partly responsible for the persistent failure of many attempts to renew education.

The purpose of this study is threefold: (1) to demonstrate that the prevailing technological methods of educational evaluation are inconsistent with the philosophy, theory, and values of the Open Corridor program, (2) to describe an evaluation methodology--the phenomenological descriptive inquiry--which is derived from the same philosophy as Open Corridor, and (3) to demonstrate the potential of phenomenological descriptive inquiry as a method of evaluating open education.

These purposes are achieved in part by describing the philosophy and theoretical basis of Open Corridor. Included is a brief history of the program since this is essential to the understanding that basic postulates, rather than predetermined program directives, guide the evolving program. This historical account also shows the effect of the program on the larger setting--the school system--and the effect of the system on the program's evolution. The exposition of Open Corridor's philosophical beliefs and the assumption upon which technological evaluation rests demonstrate the incongruency existing between them.

The purpose of the study is further achieved by describing the philosophy and method of phenomenological descriptive inquiry which reveals the consistency between the values inherent in this

evaluation methodology and those of Open Corridor.

The documentation of some of the aspects of the Open Corridor program according to this methodology shows the potential of the descriptive inquiry method for evaluating a program in a large public school system. It reveals also its potential for contributing to research on many elements of the educative process.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION AND ASSUMPTIONS	1
Statement of Goals	2
Rationale	3
Significance	24
II. HISTORY AND DESCRIPTION OF THE OPEN CORRIDOR PROGRAM	30
Training of Open Corridor Advisors	53
Role of the Advisors	63
Summer Institute in Open Education	66
Workshop Center for Open Education	70
Description of Open Corridor Classrooms	78
The Schedule	95
Curriculum	98
The Open Classroom Corridor Area	104
III. THE PROCESS OF DOCUMENTATION	116
Phenomenological Descriptive Inquiry	140
Philosophical Considerations.	141
The Phenomenological Descriptive Inquiry Method	148
Observing	149
Recording	154
Organization of Records.	163
Preparation of Teachers as Observers of Children	175

Chapter	Page
IV. DOCUMENTATION OF OPEN CORRIDOR	184
Documentation of P.S. D - 1969-1970	186
Documentation of Corridor N - P.S. A	195
Documentation of Classroom B - P.S. A	198
Documentation of Curriculum Development -	
Grades 3-4 - P.S. A	199
Integration of Subjects	202
Interaction Between Children's Experience	
and Interests and the Curriculum	203
Social Development Through Curriculum.	204
Documentation of Individual Children	207
Reading Record on a Child in Open	
Corridor	207
Recording of Observations on an Individual	
Child	208
Recording of Individual Children's	
Progress During a Two Month Period	210
V. IMPLICATIONS FOR FURTHER INVESTIGATIONS	214
Conclusion	227
APPENDICES	233
BIBLIOGRAPHY	399

LIST OF FIGURES

Figure	Page
1. Symbolic Representation of the Principle of Inherent Relationship	10
2. Stages of Development in Support for Open Corridor Reorganization	62
3. An Open Classroom Arrangement	86
4. An Open Classroom Arrangement	87
5. An Open Classroom Arrangement	88
6. An Open Classroom Arrangement	89
7. Curriculum Through Field Trips	100
8. Curriculum - Investigating the Environment	101
9. Curriculum - Interrelated Experience	102
10. Location of Open Corridor Classrooms on First Floor of New York City Public School A	106
11. Location of Open Corridor Classrooms on Second Floor of New York City Public School A	107
12. Location of Open Corridor Classrooms on Third Floor of New York City Public School A	108
13. Curriculum Flow Chart	201
14. Classroom B - September 16, 1973	355
15. Classroom B - January 17, 1974	361

LIST OF CHARTS

Chart	Page
1. Level 1: Physical Dimensions and Content of the Classroom as Setting	150
2. Level 2: Time Schedule as an Example of the Functional Organization of the Classroom	151
3. Level 3: Coherence within the Setting --Partially Illustrated through Activities Children Have Chosen from Options Offered in AM Meeting	152
4. Level 4: Friendship Pattern	153
5. Level 1: An Example of the Description of a Child's Movement in Space	155
6. Level 2: An Example of the Description of the Direction and Quality of a Child's Energy as Expressed Selectively Toward Available Phenomena	157
7. Level 3: An Example of the Child's Bodily Expression of Energy	159
8. Level 4: An Aspect of the Durability of Gestural Reciprocities Over Time	161
9. Daily Record-Keeping Format	164
10. Daily Record-Keeping Format	165
11. Initial Organization of Observation Toward a Description of Individual Children in order to Clarify the Patterns of Relationships Among Those Children	168
12. Matrix for Classification of Animals	169

Chart	Page
13. Initial Matrix to Describe the Reading Process . . .	170
14. Provisional Matrix for Describing the Reading Process.	171
15. Revised Matrix for Describing the Reading Process.	173

CHAPTER I

INTRODUCTION AND ASSUMPTIONS

This study is concerned with the description of a significant alternative to traditional evaluation used in the Open Corridor program. It does not, in fact, it cannot evaluate Open Corridor in the traditional sense. This is made evident in the section entitled, "Rationale." However, it does describe evaluation in process, that process known as phenomenological descriptive inquiry, or simply, documentation.

The dissertation is divided into five chapters. This initial chapter serves the following functions: (1) to lay the rational basis underlying the entire work, (2) to specify its purposes, (3) to establish its significance, and (4) to outline the remaining chapters. Several aspects of Open Corridor are included in this inquiry. Observations are recorded of classroom settings, of subsettings within classrooms, and of individual children. Documentation is given of the transition from formal to informal classrooms. Also documented are the activities and developments in corridor communities and curriculum developments within Open Corridor classrooms. The observations, covering the period 1970-1973, are those made and recorded

by the author and other advisors and teachers in the program. The method of observation and recording follows that developed by Patricia Carini at the Prospect School in Vermont.¹ The process is described in Chapter III.

For purposes of clarity, the review of the literature is not assembled in one chapter. Rather, it is introduced in the appropriate places throughout the dissertation. Likewise, the definitions are given as the terms arise.

Statement of Goals

Following are the major goals of this investigation:

1. To demonstrate the need for an alternative method of evaluation for open education.
2. To articulate the method of phenomenological descriptive inquiry, or documentation, as an alternative to logical or traditional evaluation in order to show its relevance to open education.
3. To provide documentation of specific aspects of the Open Corridor program in order to demonstrate the above evaluative methodology.

To accomplish these goals, the dissertation includes a review

¹Acknowledgment is due Patricia Carini, Director of the Prospect School in North Bennington, Vermont, for sharing with the author her experiences and insights relative to this method of documentation.

of the literature to show the failure, in the past, of educational programs to relate theory and practice. The historical development of Open Corridor traces a process of educational change which demonstrates a way of preserving the connection between ideology and actualization. It further demonstrates the need for an alternative method of evaluation. Explication of the phenomenological inquiry and its implementation in Open Corridor exemplifies the applicability of documentation to open education. In other words, it shows what Patricia Carini calls the "shareability" or generalizability of this documentary approach to evaluation and accountability--an urgent need of open education today and the major purpose of the study.

Rationale

Implicit in the purpose of this study is a judgment about traditional or formal educational practices and the processes by which they are evaluated. The term, traditional, as used throughout the thesis, has the same connotation as that used by B. Biber and P. Minuchin.

The traditional orientation has been conceived as centering on the socialization of the child, through known and standardized methods, toward generally approved forms of behavior and establishing levels of achievement. By this orientation, adults carry their authority role as one with fixed and unquestionable prerogatives for decisions of right and wrong and for induction of the young into the established adult world. Child behavior is evaluated in terms of its external impact and its conformity to general standards, and individual differences are seen largely in terms of

distance from or correspondence with these pre-conceived standards and levels of expectation. The school, in this traditional framework, defines its task in the realm of intellectual growth. It conceives of an established body of knowledge as constituting the intellectual content of the culture and defines intellectual growth in terms of mastery of this subject matter. It assumes a relatively direct training to be the pathway to such mastery. It evaluates pupil progress in comparative and competitive terms, and it tends to foster competition among the children for the approval and recognition of achievement, regarding other aspects of peer interaction as distractions from concentration and learning. It sees the teacher as the fixed authority in whom reside both the content of learning and the judgment of progress. (Biber and Minuchin, 1970, pp. 28-29).

The critique of this concept of education is woven throughout the thesis. While the rationale for the Open Corridor program and for the evaluative process to be studied is delayed, the underlying rationale for the entire study demands expression at the very outset of the dissertation.

This study rests on two extremely important assumptions. First, there is inherent in the educational process a pervading inter-relatedness among the three major components of the educational process: (1) the philosophical and theoretical foundation, (2) the practice or program, (3) the evaluation. Second, every educational decision implies a value judgment. "The essence of education is that it be religious." (Whitehead, 1967, p. 14).

Regarding the first assumption, the position taken is that

if any one of the three components is studied or researched without relation to the other two, the results are misleading and confusing. The resulting decisions and policies, therefore, are affected adversely. It is this interdependence of one component upon the other that forces the issue of alternative methods of accountability.

Decisions and policies affecting education are being made each day both within and without the educational systems of our country. The impact on children's lives may never be estimated. Preservation of the integrity of the educational process demands of decision-makers a constant vigilance, lest programs be supported or rejected on illogical grounds. When, for example, a government agency allocates funds for the continued implementation and evaluation of a program, it implicitly subscribes to the philosophy underlying the program, and/or to the methodology of its evaluation. When a teacher abandons all or some of the traditional approaches to teaching in favor of the open setting, she rejects, at least implicitly, some of the values and theoretical bases upon which the former rest. When a school superintendent and the Board of Education demand standardized reading tests, they consciously or otherwise adopt a particular theoretical and value position.

The history of educational change reveals that many movements in education, as well as specific innovative programs, describe

their base in explicit philosophical considerations related to practice. However, as the philosophy is translated into practice and the implementation is more and more removed in time and locus from its center of origin, the gap between ideology and actuality widened. History confirms this point all too frequently and the literature reiterates it. After describing the democratic ideal upon which the American school system has been predicated, James Macdonald writes:

No one who looks at schooling with a critical eye would allege that the democratic ideal and individual development are the primary determiners of program and practice in any but a very small minority of cases. (Macdonald, 1971, p. 236).

Evidence for his conclusion can be found in a recent study of primary school classrooms. (Goodlad et al., 1970).

In the foreword to Experience and Education, the editor, Alfred L. Hall-Quest, reports that John Dewey insists that neither the old nor the new education is adequate because "neither of them applies the principles of a carefully developed philosophy of experience." (Dewey, 1963, p. 10). The atmosphere created by this failure to relate theory and practice results in an atmosphere of attack and counterattack, of excitement and anxiety, of precipitous acceptance of the latest in educational practice and unresolved

tensions at all levels of the educational system.

Several examples may be cited to illustrate that those who accept specific programs and practices often are unaware of the ideology of which the practices are the expression. The technique of programmed learning has made an impact on the schools. It represents the philosophical convictions of B. F. Skinner (1954) and is a response, among other things, to the growing concern over outdated methods of teaching. The basic postulates that operant conditioning constitutes the basic form of human learning and that a qualitative sameness exists in learning situations ranging from the establishment of simple responses to the development of complex cognitive organization, (Biber, 1967), are frequently overlooked by those who implement this theory in actual classroom practice.

Many policies which govern traditional education stem from such variations of the cultural transmission theory as educational technology and behavioral modification. Teaching, according to the assumptions of this ideology, becomes explicit instruction whereby children are conditioned to imitate adult behavior. The reward and punishment motivational pattern, the marking and promotion system, and the input-output concept of teaching and learning cannot be intelligently analyzed without reference to the

philosophical principles from which they are derived. In brief, the concept of the computer-mind is accepted when many traditional practices are adopted. This conceptualization underlies the rejection of evaluative methods other than the "scientific."

We can follow the path taken by physics and biology by turning directly to the relation between behavior and the environment and neglecting . . . states of mind. . . . We do not need to try to discover what personalities . . . feelings . . . intentions--or other prerequisites of autonomous man really are, in order to get on with a scientific analysis of behavior. (Skinner, 1971, p. 15).

In the free school movement, a correspondence of ideology and practice is attempted. Non-interference is primarily the practical position taken by its protagonists. However, many practitioners may be only a little aware of the logic and value guiding this movement. This change in the direction of education originated with the basic premise that the child, when left to himself, will choose what is good for him. Neill gives expression to the relativity of values implied in this conception of education.

. . . we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestions, all moral training, all religious instruction. . . . All it required was a complete belief in the child as good . . . (Neill, 1960, p. 4).

In alluding to specific approaches, no attempt at critique is made. Thus far, only a question is raised. Are teachers and others responsible for children's learning aware of the theory

behind the practice to which they expose children?

Educational literature is replete with references to the inseparability of theory, practice, and evaluation. Speaking of evaluation in the educative process, Lindvall and Cox state emphatically that it must be an integral aspect of every step in the planning and implementation of the program. They ask further: "Does the . . . procedure permit and facilitate the modification of the program on the basis of new insights concerning the learning process?" (Lindvall and Cox, 1970, p. 58). When Lillian Weber asserts that the Open Corridor program both needs research and makes research possible, she hastens to remind the evaluator that the developmental view of the child, which is the basis of the program, must be used as the guide to the evaluation. (Weber, 1973, p. 4).

In Crittenden's appraisal of the Bereiter and Engelmann program, "he assumed that program planners attend carefully and specifically to the overall rationale of prescriptions as much as (or more than) they attend to the claims that might be made for student learning." (Westbury, 1970, p. 249). In calling for a theory which will inform evaluation and be informed by it, Westbury concludes: "We are far from this at the moment." (Westbury, 1970, p. 257). Eisner (1969) considers educational philosophy to

be the cue for formulating evaluative procedures inasmuch as evaluation should proceed from the total intent of the program. Stake (1967) relates all three components very succinctly when he writes that evaluation methodology depends on criteria which in turn depends on rationale, the guide to program implementation.

Serious consideration of these and numerous other references indicates that the traditional methods of assessment are inadequate to the view of the educational process as one which involves the simultaneous attention to philosophy, practice, and evaluation. Such a conception will henceforth be referred to as "the principle of inherent relationship." It can best be described symbolically by three circles of coincidence, every point of which informs and receives from every other point, as illustrated in Figure 1, which follows:

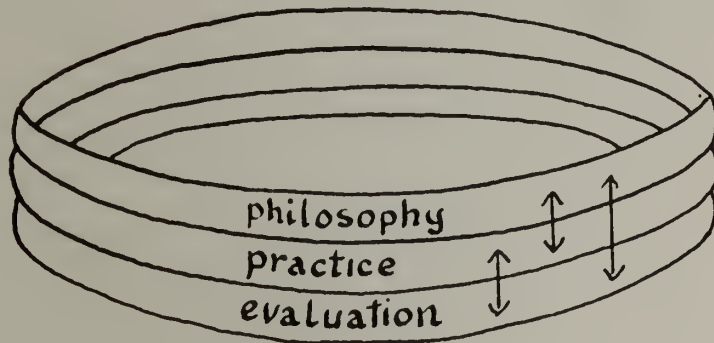


Figure 1

Symbolic Representation of the
Principle of Inherent Relationship

This view regards evaluation as feedback and guide, an understanding which is essential to a program, particularly in the developmental stages.

Evaluation during development is intended, not to assess a final outcome but to shape the process being developed. This included collecting data through observation of the instruction, . . . and constantly returning to the drawing board. (Brichell, 1968, p. 288).

Failure in the past to consider evaluation as an integral part of the process of education is a major factor contributing to the irrelevancy of many evaluative procedures. Cronback is convinced that techniques and habits of thought of some evaluator experts are ill suited to current studies. He asks: "To serve these studies, what philosophy and methods of evaluation are required?" The eclectic approach is pointed out as the only logical one.

It becomes immediately apparent that evaluation is a diversified act and that no one set of principles will suffice for all situations. But measurement specialists have so concentrated upon one process--the paper and pencil achievement tests for assigning scores to individual pupils--that the principles pertinent to that process have somehow become enshrined as the principle of evaluation. (Cronback, 1963, p. 672).

The warning that meaningless evaluation is ruining the cutting edge of educational innovation is well taken. "Evaluation of the wrong kind, at the wrong time, and for the wrong reasons has characterized too much of the current effort to appraise

educational reforms." (Westbury, 1970, p. 239).

The question of whether or not a particular change in educational approach is a meaningful change, a success, cannot be answered without reference to the total process. According to the position taken in this study, an approach is meaningful if its original intent is being fulfilled. Evaluation must proceed from this premise. Speaking for the Open Corridor program, Lillian Weber asserts: "Our settings must be evaluated, studied, and assessed for how well they allow for explorations that will expand our view of the child's growth, how well they support this growth, and how much further they can go to support our expanding view of this growth." (Weber, 1973, p. 4). The kind of evaluation here called for requires, in the opinion of the author, acceptance of the first assumption of this study.

The other assumption upon which this study rests is that every educational decision is a value judgment--value here meaning a belief or conjunction of beliefs which guide human behavior. In other words, a value-neutral position is impossible. The mere statement of facts about learning and the developmental process cannot direct the learning process unless some value-based decisions are made. Both the choice of educational ends and the means selected for their attainment are ethically determined. The realization

that values are implicit in educational aims, whether it is recognized or not, is pointed out by Spodek (1970) and Biber (1969). This fact is substantiated both by Dewey's logical analysis and by the awareness of current educators of the consequences of adopting the new educational technology. Chittenden and Bussis, in their rationale for evaluating Open Corridor, write:

Our framework depends on the assumption that a teacher's perception of the working environment and of the teacher's task, together with characteristic beliefs about children and about learning, have pervasive effects on behavior--which in turn critically influences the learning environment she creates for the child and herself. In other words, we view knowledge and belief systems as important intervening processes between the philosophy a teacher may espouse and what he or she actually does. (Chittenden and Bussis, 1972, p. 365).

After researching the literature to determine how educational evaluation has in the past dealt with value issues, Berlak reports: "In general, I found little to justify any confidence that the field of educational evaluation . . . possesses the strategies for contending with the moral component in educational decisions." (Berlak, 1970, p. 267). When he asks, "what can the field of evaluation and individual evaluation contribute to the resolution of value conflicts embedded in educational policies and the disagreement over basic goals?", he focuses the entire issue on the principle of inherent relationship and the question of values. (Ibid.).

There is also a conspicuous absence of explicit value

positions in the specification of educational objectives. Since programs are for the most part evaluated in terms of objectives achieved, this criterion, in the absence of a value statement, is dangerous. For example, a program designed to encourage children to read books, using a firm extrinsic reinforcement, may achieve its goal but may cause some children to develop self-concepts as pawns. In terms of objectives achieved, the evaluation in this case would render a favorable judgment but failure to explicate the implicit values would render the evaluation useless, if not harmful.

Eisner refers to this concept in the following manner:

The difference between individuals regarding the nature and the use of educational objectives springs from differences in their conception of education; under the rug of technique lies an image of man. (Eisner, 1969, p. 8).

The rejection of the value-neutral position is not in and of itself sufficient. A correlative assumption demands that an explicit statement of one's value position be expressed. In attempting to summarize the ethical value position from which this study evolved, the author accepts in advance the notion of partial truth, (Merleau-Ponty, 1962), which keeps open for further dialogue questions which stand on the frontier of familiar knowledge. (Schachtel, 1959). Both these notions will be developed further in the study.

A detailed description of alternative ethical positions

would be an unnecessary digression given the purpose of this dissertation. However, in keeping with the principles which it is defending, a statement of the value position held by the author will be given together with a brief explanation. The position affirms the existence of universal ethical principles which are formulated and justified by the method of philosophy. The term, principle, refers to a universalizable, impartial mode of deciding or judging, not a concrete, cultural rule. It is a guide for choosing among behaviors, not a principle of behavior. (Kohlberg, 1972, p. 473). In other words, these principles are not taught; they represent the result of a natural process of critical questioning which creates an awareness of the ground and limits of rational assent. Development of these principles is concomitant with the natural cognitive developmental process leading to formal operations as designated by Piaget.

The acceptance of this position leads logically to the acceptance of certain aims of education and to the rejection of others. In its most general form, the aim might be stated as the stimulation--in a general, not a specific sense--of the child's development so as to support his movement from a less adequate stage of development to a more adequate stage. The internal standard of adequacy implied here is strongly suggested by studies which demonstrate that children, under normal conditions of stimulation,

indeed progress through moral and logical stages. (Rest, 1973).

The development within the child of respect for liberty is a more specific aim flowing from the acceptance of the developmental position. It suggests not only the teacher's respect for children but his commitment to support the development of the child so that he will come to respect and defend his own rights and the rights of others. Freedom or liberty in this context means power and participation in a social system which recognizes basic equal rights. It includes the child's freedom to make decisions and act meaningfully. (Kohlberg, 1972, p. 475). From a slightly different perspective, Dewey writes:

The only freedom that is of enduring importance is freedom of intellect, that is to say, freedom of observation and of judgment exercised in behalf of purposes that are intrinsically worth while. (Dewey, 1963, p. 61).

After developing the place of freedom implied in American tradition, Taylor asks:

What single item can be said to distinguish our value system from any other? If we have to choose one single item, it must be freedom. It is because of the ideal of freedom that we have organized our particular form of democracy, since the political structure of any society is modified or formed to support the demands which the people make for the attainment of certain values. (Taylor, 1960, p. 52).

Failure to recognize that ethical judgments are inherent in any position taken on educational issues could be responsible

for the bandwagon acceptance or the emotional rejection of educational innovation. As far back as 1895, Dewey and McLellan stated that only a psychology and ethics can take education out of the rule-of-thumb stage and elevate the school to a vital, effective institution in the greatest of all constructions--the building of a free and powerful character. (Dewey and McLellan, 1964, p. 207).

Recent literature indicates that the importance of value as a determiner of educational practice is finding its way back into the educational scene. However, it remains in the realm of the theoretical.

The premise that values are central to the educative process has recently been reinstated in educational thinking, but almost all else about the question appears ambiguous or in conflict. (Biber, 1972, p. 82).

The author submits that the ambiguity is confronted every time an effort is made to relate philosophy and value to practice and evaluation. It is turned back to ambivalence each time this explicit relationship is omitted. Hence, the educational theory and basic value system which direct this study are included.

So far the assumption that value-meaning is inherent in all educational decisions has been discussed in the abstract. The task now is to give some examples of how specific value positions

lead logically to specific educational practice. This is included in order to reinforce the fact that when analysis of educational issues fail to make explicit the value judgments which lay behind them, they end up begging the question.

To begin with, the mere use of words, such as "development," "shaping," and "need," demand explication to bring to full view the value-meaning attached to such terms. The term, development, is open to a variety of interpretations. Piaget has extensively illustrated the thesis that development follows an invariant sequence resulting from the child's interaction with his environment. Accordingly, development is characterized by the individual's restructuring of his way of conceiving of the content supplied by his perception of his environment. Although other persons can stimulate this development, they cannot bring it about by direct instruction. Others, like Skinner, see development as a change brought about from without. What emerges clearly from an analysis of the interpretation of human development "is that it is inescapably valuative." (Hirst and Peters, 1970, p. 58). Therefore, to claim that the development of the child is an aim of an educational program, in and of itself, says very little. Proponents of different programs could espouse this goal while holding completely opposite value positions.

Shaping, another word so often used in educational discussions, also implies values. It is sometimes used to mean forming or molding according to a predetermined model. Used in this way, it suggests a disregard for human dignity. Nathan Isaacs confronts the ambiguity existing in the term by pointing out the conflict it connotes between social demands and the child's integrity.

Our problem is in fact how to achieve the optimal reconciliation of the social steering the child needs and the shaping he cannot escape, with the respect for his integrity as an end in itself which we accept as the very categorical imperative of education . . . and we must also clearly grasp our own part in the process, and our own relation to the growing child. For it is our part that decides how far he merely suffers external imprinting and shaping, and how far he does succeed in growing from within into the reality of our social heritage and communal life. (N. Isaacs, 1967, pp. 5-6).

Speaking of the term, need, Hirst and Peters point out that "it has been shown to be an inescapably valuative concept which is ambiguous; for it indicates the absence of a desirable condition, but its desirability can be judged by different types of criteria." (Hirst and Peters, 1970, p. 33). If apparently simple terms, as the aforementioned, embody opposing value connotations, how much more so do overt education practices.

Kilpatrick disputed the quantified, segmentalized study of the child because it violated the concept of the child's integrity. In the early progressive educational era, traditional education was

rejected because of a serious error of commission--the stuff of learning was packaged as insulated subject-matter area--and a major omission--the child, as conceived by Dewey and his followers, -- was lost sight of except for mastery of intellectual skills. (Kilpatrick, 1930, p. 384). The practice of concrete, positive reinforcement is far from an ethically neutral means. "To advise the use of concrete reinforcement is to advise that a certain kind of character, motivated by concrete reinforcement, is the end of education." (Kohlberg, 1972, p. 465). Is it not possible that reliance on external rewards for satisfaction could stifle the possibility of experiencing within oneself the joy of one's own efforts? A sense of self-identity and autonomy are at stake here.

Acceptance of the child as a whole person, (Dewey, 1963), interacting with his environment to maximize his full potential calls into question the separate evaluation of a child's achievement in discrete subject areas. Goodlad points out the failure to relate grading and promotion practices to human values.

Unfortunately, success in school predicts success in school; grades predict grades--not compassion . . . not good work habits . . . not any human virtue one could name . . . the correlation in every study made so far on this relationship has reached .22. (Goodlad, 1968, p. 25).

In some American schools, the non-promotion rate varies from

0 per cent to 50 per cent. Why? The fact is that teachers differ in their values toward the promotion question. (Ibid., p. 27).

The following question rises naturally: Would the practices prevalent in many schools be ingrained in the system if they have been thoughtfully related to the values educators claim to hold? It was the underlying value exposed by the practices of traditional education that Dewey rejected. His effort was directed toward relating the meaning of "child" to the practices of schools. The fact that his ideas were often misapplied is another, and perhaps the most significant, example of the serious consequences of separating in thought and action the essence of an educational approach from its everyday practice. It must be clearly stated at this point that in no way does this position imply that theory predates actual working-through of a program. As will be made clearer in the body of the study, practice informs theory. The principle of the inherent relationship should make this clear. When this reciprocal relationship is ignored, the integrity of the process is in jeopardy and the practice reflects its rootlessness. The progressive movement suffered from this neglect despite Dewey's constant warnings to the contrary. (Dewey, 1938).

Looked at historically, the values that governed the long-view goals of the early progressives have come in and out of focus . . . the worth of the individual

was to be recognized through releasing his powers, expanding his freedom of action, and respecting his uniqueness. Social change was to be effected by educating children to be thinkers, problem-solvers prepared, by living in a democratic school society, to engage in mutually satisfying interpersonal relationships and to partake in the work of establishing and maintaining a productive, non-authoritarian social system. (Biber, 1972, p. 75).

Hirst and Peters do not hesitate to call the revolt of the progressives against the traditional system of education a moral protest against the lack of respect shown to children and a failure to treat them as moral beings.

Typically the authoritarian teacher thought his job was to equip children with essential skills such as reading, writing, and arithmetic and to fill their heads with necessary information . . . and mould their characters into desirable shape. Children were regarded rather like adults but more wayward. . . . Methods were used which emphasized formal instruction and learning by heart. Children were instructed en bloc without careful attention to individual differences . . . (Hirst and Peters, 1970, p. 30).

These practices suggest, according to Hirst and Peters, that the learner's point of view and dignity as a human being are to be disregarded and that little value is to be placed on his freedom.

It now remains to translate these more or less general ideas in terms of the child.

The difference between a school . . . and all other institutions of society is that the particular kind of experience we give to the student is selected in terms

of an idea about what we want the child to become . . . the ultimate concern of the school is with moral value or with the idea of what the child ought to become and what man ought to be. (Taylor, 1960, p. 51).

The fundamental question is not how, when, and what shall we teach but rather: "What kind of human beings do we wish to produce?" (Goodlad, 1968). Silberman (1973) asserts that this question is at the heart of liberal education. Its answer must be spelled out and checked out against the educational program we provide for children. In fact, the word, "produce", used by Goodlad is disconcerting. Nathan Isaacs probes deeply into the implications of this question. He asks teachers to first rethink their own beliefs and not to uncritically accept those which have "been engrafted in us through birthplace or circumstances." (N. Isaacs, 1967, p. 4). He strongly suggests that "the basic bond from which everything else follows, is the postulate of the intrinsic value of individual human beings as such." (Ibid.).

For those who fully accept the principle of respect for each person's integrity the answer is not in doubt. For them the future individuality of every child is a trust, to be honoured to the utmost attainable extent from his earliest years. (Ibid.).

The concept of the person, then, will determine the direction of an educational program. Not to raise this consideration to a high level of consciousness, or once having raised it, to ignore the consequences of this conceptualization for education, is to step

aside from a moral responsibility to children. The assumption behind this probing is that the child be taken seriously.

When the adult loses sight of the child as a human being, when the adult fails to gather in the child's presence as a person, there is no reality between them. . . . This is what happens in many situations. The child is forced, gradually and imperceptibly into a process of desensitization where feelings and senses are muffled and subdued until even he is no longer aware that he is not experiencing from within. (Moustakas, 1972, p. 4).

It is not appropriate, given the major focus of this dissertation, to pursue further the place of value in educational decisions. If, however, the author has succeeded in showing the need to raise questions about the ethical basis of educational policy and practice, one of the objectives of the thesis will have been reached. It is further suggested that educational researchers ask these questions, confront the ambiguity they may impose, and above all to surface and make explicit their own value positions in reporting the result of their research.

This section of the thesis concludes by giving reasons for the significance of the study based on the foregoing considerations.

Significance

This decade has seen a growing and continuous stream of criticism of traditional classrooms on both sides of the Atlantic. As the movement toward open education gains momentum in this

country, the demand for its evaluation is threatening to interrupt, or even to halt, its progress. The threat is caused primarily because its success is being determined by evaluation methods which are at cross-purposes to the open education approaches. It is further caused by the incongruity found between theory and practice in some programs labelled open education. The label, open education, like most other labels, is very deceptive. The term indicates the recognition of and provision for individual differences in rates, styles, goals, and content of learning.

The Open Corridor Program, introduced into the New York City public schools by Lillian Weber in 1967, is an open education approach developed specifically for the educational system into which it was inserted. Aware of the inadequacies of traditional evaluation for the purposes of the program, the director and others interested in the program have begun an alternative method of evaluation, similar to the documentary approach developed by the Prospect School in Vermont, under the direction of Patricia Carini. The one most essential feature of this evaluation procedure is observation. "However, since many demonstrations of development do not lend themselves to customary testing conditions, it is necessary to develop other ways of observing children's behavior in their natural environment." (Kamii and Elliott, 1971, p. 831).

The developmental approach to learning calls for an eclectic approach to evaluation. After surveying the literature, Westbury (1970) reports that no practical and eclectic approach has been reported. Since that time, however, a brief summary of the documentation of the Prospect School has been published. (Carini, 1973). In the same year, Miller reports that the New School Follow Through approach is beginning to answer the questions raised by open education's concern for the broader dimensions of learning--classroom environment and interaction. "Evaluation, growing out of the process of observation and reflection, has been particularly useful to the individual teacher in improving the classroom learning environment." (Miller, 1973, p. 2).

To describe and document an alternative approach to evaluation should prove valuable to the Open Corridor program itself for it is called for by its director, who writes: "Better documentation of our process and the history of our development would contribute to its assessment." (Weber, 1973, p. 7). It should prove valuable also to the many programs launched in the direction of open education but whose progress is jeopardized due to the inarticulation of the accountability demanded of them. However, it must be stated explicitly that the study will prove significant only to those who accept the assumptions of the study and the values

inherent in it.

The remaining chapters of the dissertation proceed through an historical account of the Open Corridor program to the explication of its documentation, now in progress. Specifically, subsequent chapters include the following.

The history and description of the Open Corridor program is given in Chapter II. It includes an account of the introduction of the program into the New York City public schools and its expansion to date. The description of the program begins with the philosophical and theoretical foundations giving direction to the evolving program. After identifying the common features of Open Corridor classrooms, the description of actual classroom settings are set forth. These descriptions are derived from two sources, both primary. One includes recorded observations by the author during three years of deep involvement in Open Corridor as advisor to the Open Corridor program for the reorganization of the New York City public schools; the other source includes the words and writings of the director, Lillian Weber, and recordings by other advisors and teachers in the program. Also included is the history of the Advisory Service to Open Corridor, which is divided into two stages. The description of the first stage, from 1970-1971, establishes the need for an external advisory service to support the Open Corridor communities. The

training of advisors, their relationship to the school and The City College of New York, and their functions as agents of change are documented. The second stage, from 1971-1973, is described to make explicit the evolving role of advisors--an evolution essential to a changing situation within the public school structure.

The process of documentation is described in Chapter III which has two main tasks. The first is to give the rationale for the method of documentation to be investigated. This necessitates a critique of traditional evaluative methods. Secondly, there is a description of the method of documentation, including the preparation necessary for those who use it.

The adaptation of phenomenological descriptive inquiry for the documentation of various aspects of the Open Corridor program is described in Chapter IV. Included are records of the change in the institutional organization, records of progress within a specific Open Corridor, and records of curriculum development in an Open Corridor classroom. Recordings of observations are also included on particular settings and on individual children.

Chapter V, entitled, "Implications For Further Investigations," brings together the many questions left unanswered throughout the study. These are offered to the reader both for reflective and research purposes. They center primarily around the potential

of Open Corridor and other informal educational programs for initiating change within the public school system and the relevance of the phenomenological descriptive inquiry to the assessment of children's cognitive and social development.

CHAPTER II

HISTORY AND DESCRIPTION OF THE OPEN CORRIDOR PROGRAM

The Open Corridor program is an approach to education which was introduced into the New York City public schools by Professor Weber in 1967 and directed by her to the present date. Her effort was a reaction to the incongruity which existed between a child's uneven, active, and interactive modes of learning and the provisioning made for his learning within compulsory public education. The specific name, Open Corridor, is derived from a physical entity that consists of a cluster of from three to six classrooms opening on to a common corridor which is used as an extension of the learning environment beyond that of the individual classrooms. This area permits freedom of movement among the classes and the consequent sharing of resources, both personal and material. It allows also the mixing across age groups, an important aspect of the program.

The term, Open Corridor, invites further defining. It is a project in process. It is not a method of teaching; it is not a model approach to be imitated; it is not a static entity in any sense of the word. Professor Weber's words focus on this reality:

We consider it useful to state certain views that have guided our critique of the schools and that guide our reorganizations and that are focal in our constant self-evaluation of our implementation of our views. We consider that we are engaged in reorganization of the school and in helping redefine its functions as implementing and supporting the natural development of the child. We consider that the reorganization of a separate or several separate classrooms in our large schools is a change insufficient to produce the establishment of relationships supportive of such development in teacher and child and consider that key to establishment of such relationships is the organization of communities within the large school (i. e., our open corridors). We consider that our communities are in process of becoming supportive of development and that they become more so as our understanding of the relationship between the environments we organize and develop become increasingly sophisticated. (Weber, 1972, pp. 3-4).

This description of process includes specific reference to the theoretical. It exemplifies the principle of inherent relationships referred to in the previous chapter--that relationship of theory and practice as it pertains particularly to the teacher. This is intrinsic to the program; both the developmental approach to children's learning and the development of the teacher's understanding of that approach are at the heart of the project. Thus, theory and practice meet in the Open Corridor teacher in a very significant way.

Any description, therefore, of Open Corridor would be

misleading and subject to gross misinterpretation if the philosophy guiding it were omitted. It must be stated at the outset that Open Corridor functions within compulsory education and is committed to attempting to find ways of supporting individuals' growth within public school education.

But the fact that my work is in public schools, in compulsory education, added many other dimensions to my decisions. The constraints that prevent change had to be studied. A strategy for change had to be proposed, a decision had to be made about when to begin and about whether it is worth beginning when only partial change is possible. (Weber, 1973 [b], p. 6).

The aspect of change within an unchanging structure must be considered in any attempt to define, describe, or assess Open Corridor. As Professor Weber emphasizes, there are constraints which permit only partial success leading to partial implementation of theory as that theory evolves. Any description or assessment of Open Corridor which fails to take into account the phenomenon of change within an existing structure, which in essence remains unchanged, would fail to reveal anything of value to the program in particular or to the improvement of educational practice in general. In the opinion of the author, only personal involvement in the program could make possible a realistic and viable contribution in this respect. Therefore, the fact that the

author, during the course of this study, is working with Professor Weber in the implementation of the program places her in a position to keep these intricate relationships in perspective--the relationship of partial change to the unchanging organization as a whole and the concomitant relationship of partial implementation to the principle of the inherent relatedness of theory and practice. It is against this background of complexity that the ideological framework is considered.

The task of describing the theoretical framework of Open Corridor is further complicated by two problems inherent in the philosophy itself. It seems important to elucidate these in advance in order to establish a construct which will lessen the probability of demanding an absolute where none can be forthcoming.

The first problem arises from the background of eclecticism from which the theory evolved. (Weber, 1971 [a]). The philosophy underlying the Open Corridor program is similar to that which guided the reform of England's Infant schools. The principal idea is the centrality of a child's development and the school as a support for the continuation of this development.

The idea had long roots, its present unique integration and character being an offshoot strand, woven from many strands, of the main root of the history of education--from Montaigne, Rousseau, Owen, Pestalozzi, Froebel, Montessori, McMillan,

Dewey. . . . Respect for play and spontaneous activity as a child's natural way of learning, respect for natural development, came from these early roots. From Montessori came the technique of individual work, of a child's own pace and progression, and the introduction into the classroom of more concrete materials to add to the already existent influence of the Froebelian "gifts". From Dewey came the emphasis on the experiencing of social relationships and community, on learning generated from a child's activities and his experiences. (Weber, 1971 [a], p. 170).

Professor Weber's own personal studies, reflections, and more importantly, her engagement with children, guided her articulation of the ideology of Open Corridor. She is careful to reiterate, however, that the theory admits of no closure.

The second problem in describing the program's philosophy is precisely this absence of closure, or in a positive sense, the presence of the dialectic within the ideology. The very term, open classroom, which is used henceforth in this thesis instead of Open Corridor classroom, is best understood as a theoretical and organizational concept, which denotes an evolving phenomenon, not a static entity. The extra space implied by the term, Open Corridor, is not essential to the concept. The program as a whole can be described as a philosophy of education which is dialectical. This dialectic metaphor, which is used by Kohlberg to explicate the cognitive-developmental approach to learning, is also used as a basis for the psychological method developed by Dewey and Piaget. It is descriptive of both the develop-

mental approach to children's learning and to the development of the teachers' understanding of that approach. According to this method, ideas are constantly being redefined and reorganized as their implications are played out in experience and as they are confronted by their opposites in dialogue. (Kohlberg, 1972). The process of continuous reevaluation of educational ideas, as more and more data accumulates through direct observation of children's interaction within the environment, creates the dynamic synergy displayed in the open classroom. In other words, this dialecticism stems ultimately from the central idea--the child's development in a "responseful" environment. Ideally, the nature of the person and his¹ development is the final referral point for all decisions which affect open education. The last word has not and cannot be written on how a human being develops and learns. Therefore, the final statement on the philosophy of open education cannot be written. There can be no closure. The ever expanding and deepening nature of the theoretical framework of Open Corridor is explicitly mentioned by Professor Weber:

What our own--Open Corridor--setting makes possible is a greater knowing--an expansion of our view of the child, which in turn should result in more intelligent teacher response. We started with a developmental description of how a child learns, which we continue

¹In the absence of a universal pronoun, the word, his, is used throughout the dissertation.

to use as a guide, to which we continually add. In the old school settings, study of children's interactions was limited, often impossible. In our new settings, it becomes possible. . . . Our settings must be evaluated, studied, and assessed for how well they allow explorations that will expand our view of a child's growth, how well they support this growth, and how much further they can go to support our expanding view of this growth. (Weber, 1973, p. 4).

The development of the person--the child--is central to all ideological considerations of the Open Corridor program. The term, development, refers to a change in the person's organization of experience as a function of age. (Carini, 1973 [a], p. 7). This definition itself implies two important postulates: (1) the person has a meaning, a point of view, that shapes reality, (2) it is through his experiences--his interaction with his environment--that he becomes his own person. It is from these two facets of the human phenomenon that the ideology guiding Open Corridor is considered.

The child is viewed as a person in his own right, who, in his encounter with the world, brings to it his own meaning and his own interests. It is through this meaning that he is capable of learning about the world by himself. Essential to understanding the child's meaning is a knowledge of how he perceives his environment. An exposition of his perceptual modes will be taken up in Chapter III as part of the rationale for the documentation under study in this dissertation. The essential point being made here is that "knowing

and knowledge is a highly personal affair" and that what is important "is what the person wrests forth for himself." (Carini, 1973, p. 2).

For the purpose of teaching and instruction is to bring ever more out of man rather than to put more into him; for that which can get into man we already know and possess as the property of mankind. . . . On the other hand, what yet is to come out of mankind, what human nature is yet to develop, that we do not yet know. (Froebel, 1899, p. 279).

Whitehead, like Froebel, also identifies man as a producer of knowledge out of his own meaning and interest. He considers "first-hand" knowledge the basis of the intellectual life. (Whitehead, 1967). First-hand knowledge implies a direct encounter with meaning for "to know something first-hand is to know it through yourself." (Carini, 1973 [b], p. 1). The child, therefore, creates his own world through his actions upon it.

One of Piaget's most important contributions to psychology and education is his demonstration of the creative nature of children's thinking and learning.

. . . Piaget argues that the mind is best thought of not as a mechanical contrivance but rather as a creative artist. The true artist never really copies reality nor does he merely execute some inner vision. Rather the artist brings his experience of reality and his inner vision together by means of a creative process whose result is a product that is not reducible to its components. A good painting is a new reality which one and the same time captures the artist's inner vision and his real experience. (Silberman, 1973, pp. 197-98).

The child's ideas, then, are not exact copies of what he has been taught or has encountered in the external world. They are his own creation brought about by his unique interaction with his environment. It is through this interchange cycle that a child actively learns to take in all the main features of the physical and social world around him. (N. Isaacs, 1971).

Froebel, likewise, insists that the inner connection between a pupil's mind and the object which he studies is essential to learning. He points out that this would not be possible without self-activity. "Learning comes . . . through a self directed activity of the child, an act of inventing and discovery." (Hawkins, 1964).

The notion of experience is central to Dewey's philosophy of education. To him, education is development within, by, and for experience. In fact, he distinguishes the progressive movement from the traditional by pointing out that the former is development from within while the latter is formation from without. (Dewey, 1963, p. 17). Susan Langan also stresses the importance of experience for the development of understanding. She states: "The human brain is constantly carrying on a process of symbolic transformation of experience, not as a poor substitute for action but as a basic human need." (Langan, 1964, p. 7). The process of symbolization here referred to is enhanced in childhood through

actual manipulation of concrete materials. Dewey, Piaget, B. Russel, Delacroix, and Whitehead refer to symbolization and, therefore, to experience as the key to the development of mental life.

The description of learning as the interaction between the knower and the environment leads to a consideration of knowledge as personal and idiosyncratically formed. According to Piaget, to know is to assimilate and to transform reality. He explicitly refers to knowledge as "systems of transformation." (Piaget, 1971, p. 35). Since the child brings this about by his actions on the concrete world, as determined by his meaning and interests, it is unique to him. Through their study and research on perception, Werner (1948) and Schachtel (1959) arrive at the same conclusion. They emphatically point out that there is a plurality of interpretations which the world presents to a child.

The practical implementation of the values expressed in Chapter I and the ideological principles considered to be consistent with these values lead, in the opinion of the author, to the inclusion of certain elements in an education program and to the exclusion of others. Specifically, a view of the child as an inner being with unique meaning and a view of knowledge as existing within the knower, excludes a predetermined curriculum, whole group or

permanent small group instruction, rigid scheduling, fixed methods of teaching, and teacher-dominated classrooms. It excludes, likewise, the existence of a model classroom. In proceeding, therefore, with the description of the Open Corridor program, it must be stated emphatically that its value lies in the fact that it describes a process of change in a unique socio-political situation at a precise moment of its history. The specific program, therefore, cannot be transplanted to any other equally unique human situation but its description can offer clues, insights, and possibilities for adaptation for other school systems. An account of the history of Open Corridor may help to clarify this point of adaptability.

In the 1950's and 1960's, there were several attempts to change one or more aspects of the existing educational programs within the New York City public school system. The basic organizational relationships, however, remained untouched. Nor was there any consistent and coherent effort to challenge the philosophical underpinnings of these relationships which had a potential for rigidifying existing programs or for aborting innovative programs. Lillian Weber realistically appraised the existing structure which she set about to change:

In an effort to reorganize the public schools in ways that would better support the child's learning process, I had to contend with the problem of the

school's massive size; with the isolation of teachers in self-contained classrooms; with all relationships that existed within the structure. Based on an understanding about how children--each different and each selecting and focusing interest in different things--put together their understanding of the world, and on belief that for each child learning results from a process of repeated encounters with first-hand concrete experiences, from interaction with people and reflection on these experiences and interactions, I considered the traditional structure of compulsory education in this country unsupportive of children's learning processes. (Weber, 1970).

In criticizing the sharp separation of grade levels, the isolation of one child from the other and from the teacher, the departmentalization of subjects, and the methods of evaluating students and teachers, Lillian Weber was careful to draw inferences from practices to beliefs about children and the way they learn. Her experiences in England provided her with examples of change within the structure of compulsory education. There she saw exemplified an attempt to redefine school as a place to support the continuity of a child's original learning pattern as well as an attempt to keep open the channels between practice and theory.

A public school in Harlem, P. S. 123, was the site of the initial attempt to actualize her conception of a learning environment supportive of children's growth. Here, starting in 1967, Mrs. Weber worked with five classrooms of different grade levels--kindergarten through second grade--situated around a common corridor

which served as common space, allowing for the mixing of children of different ages. Each class included children of all ability levels. Thus was created a new organizational unit which became known as Open Corridor and which identified a learning community of children and adults. The extra space also permitted the expansion of each classroom's environment which was considered to be a sub-environment within the total environment of the corridor.

Voluntarism was an important aspect of Open Corridor from the very beginning--voluntarism on the part of the principals, teachers, and parents. This was considered essential for two reasons: (1) it was demanded by the philosophy guiding the program and correlatively by the principle of inherent relationship for, according to both, practice should follow from and be in a reciprocal relationship to belief and ideology, (2) the necessary support for the new program could be elicited only if those involved in it chose it as a viable alternative to the existing program and organization.

In 1967, City College agreed to release some of Professor Weber's time to work toward Open Corridor's reorganization in order to provide student teachers with experience in working with children on an individual basis and in small groups. The implications of this for teacher education are manifold. It is not possible, given the scope of this study, to do more than indicate the potential

for breaking into the cycle of perpetuating more of the same in school practices.

During the first year of the project's existence, teachers and parents from nearby schools visited P. S. 123. The second project was begun in P. S. 84 in 1968 at the invitation of teachers and parents who were already convinced of the possibility of creating a free access learning environment for children within the existing public school structure. An account of the planning which predated the introduction of the program into this school is important because it points up the director's fidelity to the underlying principles of the developmental approach to learning, a fact which is considered by the author to be one of the factors contributing to the success and expansion of the program. Several meetings with the district superintendent, the administrator of the school, and the parents were held, during which Professor Weber laid the groundwork for insuring the freedom necessary for the protection of the evolving program. This fact is crucial to the history of Open Corridor. There is a critical line which determines the boundaries of compromise. The question that is constantly being asked is: To what degree can the program, as envisioned by the designer, be tailored temporarily so that it can coexist with the reality which it is replacing? In other words, how is it possible to preserve the essential

characteristics of the new program, while yielding on non-essential points, in order to produce the desired change? There is no rule-of-thumb to determine this. Each decision was carefully considered within the commitment to build support for the continuity of children's development in the light of present school structure and the possibilities for change. A few excerpts from Professor Weber's unpublished notes exemplify the delicate balance which was maintained in this regard during the planning stages of P. S. 84's entrance into the program.

After being pressed by the parents and principal for a definition of the new program, Lillian Weber writes as follows, rejecting the definition of infant schools:

I see definition of infant school in a far more complex way, a way expressive of underlying ideas on how children learn, and see the problem of any development away from what exists toward what I think is desired by these terms as extremely complex in any public school in New York City and one that must be adjusted to the possibilities that present themselves. (Weber, 1968, p. 3).

When asked by the school district's coordinator of programs to begin the project simultaneously in eight schools, Professor Weber points out how untenable the suggestion was, given the lack of support services then available:

I had pointed out to him that a step forward of the magnitude of doing this kind of thing in eight schools

implied a training force that, in fact, did not exist. . . . In this case, something is desired for which there is an extremely small training force available if one can even speak of it in that way. . . . At the end of the meeting, I was asked whether I would be available for one day a week and I pointed out that I could make no such commitment unless it was clear and agreed upon that I would work in my way and that, therefore, the most I could commit myself to was a willingness to meet with the administration and the teachers and the parents in the school chosen, P. S. 84, and see if this could be worked out. (Weber, 1968, p. 1).

During many meetings with small groups of parents, teachers, and administrators, Professor Weber began the long, arduous process of sharing her understanding of how children develop, in such a way that those who sought her support would know what it was they were seeking--would know the direction, at least, of the process which would convert intent into reality. Reflecting upon the large parent meeting held in P. S. 84 in the Fall of 1968, Professor Weber writes:

Some of the parents asked for very definite goals and I said that I could not spell out the goals because one needed time to develop them. Nobody had ever done it before; how could they be spelled out? There had to be a time for seeing how far you could go . . . It was then decided that the area would consist of four classes in relationship to each other. There was no determination as to whether or not the classes would be ungraded. The decision was to explore how far we could humanize the environment. The children could use this area as one accessible whole, even though assigned

their separate classrooms. The learning environment would be extended through the whole area, including the corridor, of course. The aim would be to humanize and deinstitutionalize the atmosphere as much as possible. (Weber, 1968, p. 5).

One after the other, problems affecting the project had to be worked out. Decisions about the location of the corridor, traffic through the corridor from other areas of the school, procuring materials, eliciting custodians' support, and the whole matter of reorganization of the classrooms had to be made. Thus, teachers, conjointly with Professor Weber, entered the decision-making process in an active way--a process which is a considerable innovation in New York City public schools. Parents also volunteered to become involved. They assisted in procuring and making materials and in working in the classroom according to their interests and talents.

Heterogeneity of corridor groups was specified from the very beginning. In fact, the Open Corridor communities are, by definition, balanced and heterogeneous in ethnicity and achievement levels. So strongly was Professor Weber committed to this concept that she at times could not honor a parent's request to have his child join an Open Corridor classroom. If the inclusion of a new group of children threatened this balance and heterogeneity, she indicated that parents would have to wait until a class could be formed which would be balanced and heterogeneous. (Weber, 1971).

The setting up of the first corridor in P. S. 84, (the second corridor to be created in the total ongoing project), entailed close working with teachers on the part of Professor Weber, who had used some of the English description to make a breakthrough from the whole-group manner of teaching to a small-group and individualized manner of teaching. The initial effort was directed at the two first grade classes on the newly formed corridor because it was at the first grade level that the major discontinuity in children's learning was evidenced. The two first grade teachers set about extending the environment, thereby breaking through the previous stereotype of the first grade. Within a few months, the classrooms were reorganized to include a large block area, a math and an adjacent science area, a language area, a "listening corner" for special language work, and a section for dramatization and art. Some of the standard classroom furniture was gradually replaced by more comfortable chairs and some cast-off pieces which were brought in by teachers and parents. The change in interpersonal relationships was an immediate outcome of the new organization. The teacher now began to relate to small groups of children or to individual children according to immediate and changing needs. Children began relating to each other in ways that were impossible in the former setting.

Before the end of the first year, many obstacles to the programs's implementation were confronted but not without reversals and delays. After much dialogue and trials, the use of the corridor was finally worked out, only to be quickly terminated because of the custodian's interpretation of rulings pertaining to the use of the halls. Professor Weber's strategy was to demonstrate that the use of the corridor was educationally important, for it provided a more intimate, a more human, and a more conducive-to-learning environment. She said:

We hoped that the district, the early childhood leaders of the Board of Education of the City of New York, would then speak for the defense of this in a new interpretation of the rulings that forbid this kind of use of the hallways. (Weber, 1968, p. 18).

The usual preparation period arrangement, whereby teachers were relieved by another teacher--a prep teacher--for forty-five minutes to allow each teacher time for the preparation of classwork, was another concern. The prep teachers, being unfamiliar with the program, found it difficult to relate to the new organization. Professor Weber states:

A suggestion was made that there be a common person for all the prep periods (on the corridor), who, therefore, would be able to be a full part of the program and would meet with us and maintain a common approach to the children and to their learning at the time of takeover for the prep

period. (Weber, 1968, p. 13).

This suggestion was considered although not acted upon until the following school year.

By the end of the 1968 school year, the hypothesis that reorganization was possible within the existing school organization was confirmed. The first test had been passed. It was possible to set up an intimate learning environment which had the potential to support continuity with the prior-to-school learning pattern of the child. The presence of the first two corridor communities in two schools was the visible confirmation that change was possible in the New York City public school system. The word, open, implies a visible reality. The young program was indeed open to those who would soon be speaking of accountability. Parents, teachers, and district personnel were welcome to visit and observe the beginning efforts of teachers who dared to change so that children's active, individual, and uneven styles could be continuously supported in the grade-to-grade progression now made possible for them.

The necessary procedures and conditions for initiation of new projects were defined through these early experiences. Crucial to those changes was the on-site assistance of Professor Weber in helping teachers to understand the newly introduced approach to children's learning and to help them to adjust to the new demands

of individualized teaching. Respect for the teacher's own developmental pace was as much an actualization of the program's philosophy as was respect for the child's uniqueness. To support that development, teachers were encouraged to exchange ideas, to share materials and teaching techniques, and to assist one another in evaluating their new understanding of how children learn. It seems likely that this growing enthusiasm for dialogue and change was responsible, in part, for the spread of the program to other teachers and schools. By September 1969, just two years after the creation of the first corridor, there were twenty-seven classrooms in five schools.

Before the introduction of Open Corridor into a school, certain conditions had to be met. These included: (1) the grouping of classrooms around a common space, (the corridor), (2) the consent of the principal, usually elicited by interested parents and teachers, (3) voluntary participation of parents and teachers, (4) balanced and heterogeneous groupings of children, and (5) acceptance of the assistance of the advisor. During the period 1969-1970, as a result of the applications for the program by administrators, parents, and teachers, it spread to P. S. 144, P. S. 75, and P. S. 87. By the end of 1971, fifteen corridor communities in nine schools--eight schools in District 3 and one

school in District 5--were part of the program.

Spread of Open Corridor depended on the training of additional advisors who, while deepening their own understanding of the connection between children's development and the learning environment, could offer the necessary in-service training and support for teachers. Funding for the training of advisors and for their consulting services was solicited from various sources. During the 1968-1969 period, funds came from District 3's Title I allocation as part of the funding for Individualized Instruction. Beginning in 1970, major financial support for the continued development of advisors came from the Ford Foundation in conjunction with the City College of the University of New York. Support from City College was motivated largely by the felt need to develop within the School of Education a program commensurate with the theory and philosophy explored in educational courses. Assignment to the open classrooms was considered to be a valuable experience for student teachers in that it stresses community, social interaction, and the individual child's active synthesis of his experiences. In the Open Corridor, students become involved in the change process from the beginning of their teaching experience. Therefore, they are more likely to cope effectively with the flexibility inherent in the educational process and they are better able to understand the changing roles and regulations in schools. Hopefully, they

come to the profession from a position of strength born of conviction and with a sense of confidence in their own development and autonomy. Furthermore, the opportunity to observe children offers to the student that firsthand experience so essential to the understanding of children's learning. The student also experiences the need for recording these observations and reflecting upon them in order to help the child to deepen and extend his understandings. To promote the relationship between the college and the program, the director encouraged the advisors to meet with the supervisors in order to insure their functioning within a common frame of reference.

From 1970 on, the Advisory Service developed parallel supports to the Ford Foundation funding sources.¹ This was necessary in order to meet the requests for new corridor communities, for expansion of the Advisory Service, and for the duplication and distribution of literature pertinent to the program's philosophy and implementation. The latter aspect contributed greatly to the re-education of personnel, so important to the program's continuance. Materials on organization, curriculum, aims, and evaluation were

¹For a list of "Support in Released Time and Funding for Open Corridor Development, Advisor's Development, and Workshop Center," see Appendix 1.

distributed, not only to those engaged in the program, but to thousands of others who sought information about the program. Many articles and memos were written by the director and advisors. Teachers were also encouraged to write their own accounts from an experiential basis. Each year saw an increased number of requests for information as a result of continued publicity about the Open Corridor program.¹

In the period 1970-1971, the District 3 School Board responded to the suggestion that personnel be released from the district to be trained as advisors. Three and a half positions were thus released. All personnel were volunteers and selected by the Advisory Service. The following year, Districts 2, 3, 13, 19, and the Archdiocese of New York released advisor-trainees. The end of the 1972 school year saw the program expanded to include twelve schools -- eleven in District 3 and one in District 5. New advisor-trainees served their apprenticeship in the original sites under the initial core group of advisors.

Training of Open Corridor Advisors

The formidable task of organizing small, interactive

¹A list of articles published about the program is in Appendix 2.

communities within the large public school system through the introduction of Open Corridor required careful direction and consistent guidance. This was so because Open Corridor is not only an organizational unit but a philosophical entity. It includes within its definition the principle of inherent relationship since it is an approach to learning derived from the ever deepening understanding of a child's development and learning. As previously indicated in this dissertation, the dialectic metaphor applies here. The introduction of this program, therefore, was only the beginning of a process--a process of intensification of understanding on the part of teachers through observation of children and a process of constantly renewing relationships. The essence and the very continuance of the program calls for the supportive, enlightened services of those who would accept the responsibility of guiding the implementation of the program. The Open Corridor Advisors, as they have come to be called, continue their own development through a well planned, intensive, and ongoing program, including involvement in the situation and the solving of problems that confront them. The specified requirements for supervisors of the traditional organization were inadequate to this new concept of a classroom embedded in the Open Corridor concept. The old supervisory

structure was constituted to support an entirely different kind of classroom--self-contained, grade oriented, and relying on whole class lessons to fulfill a prescribed syllabus. In this classroom, the central figure is the teacher, whose major responsibility is to focus the child's interest in order to elicit the "correct answer." Learning is dependent on teaching, which is primarily "talking." The Open Corridor classroom, to be described in the next section, being a totally different learning environment, requires a radically different approach to teacher education and a consistently radical approach to supervision. More accurately, the word, supervision, is alien to the nature of Open Corridor.

Among the qualifications for an advisor is a philosophical and practical commitment to the child as central to the school's endeavors. "At the heart of the educational process is the child." (Plowden, 1967, p. 7). Weber explains:

Those selected as advisors were volunteers who were already mature teachers with experiences which, at least to some extent, had allowed and encouraged their focus on the child's development. Most of them had advanced training. . .

All of them had a beginning conception of the climate of informal education as different from their previous way. . . . This new perception developed only because a situation existed challenging previous definitions. Those seeking to be advisors had visited, observed, read of other instances of such organization of a climate of informal

education. The existence of this in a public school fostered in advisor-applicants an expectation of the possibility of additional situations, organized similarly--even within the old public school organization. (Weber, 1971, pp. 18-19).

The existence of these situations made possible the on-site training of advisors, an essential part of the total ongoing development process. The history of the evolving advisor-trainee program is described by Professor Weber in two distinct stages: (1) from 1970-1971, (2) from 1971-1973. During the first stage, the primary responsibility for each corridor community was successfully transferred from the director, Professor Weber, to the first advisors. A major part of the training of these advisors was assumed by her. She continued to make on-site visits to each corridor. During and after such visits, she conferred with the advisor on the progress of her respective corridor. Immersion in and reflection on specific problems were considered essential to the development of the advisors who were called upon to "intelligently support teachers' efforts to make changes in the structure of compulsory education." (Weber, 1973 [a], p. 31).

Other features of this first stage included weekly seminars, weekend study workshops, and intensive all-day study conferences. Essentially, the focus was child development and learning but it was always extended to include teacher development in the context

of the existing school reality.

The first-stage advisors and the corridors in which they were working provided a base for the development of the advisors selected in the second stage. The first sites and the teachers and advisors working there continue to provide, in a longitudinal sense, the source of an ever deepening understanding of change and the concomitant effects on the development of children and teachers. This is so primarily because each corridor joining the program makes it increasingly possible to observe the development of children and to examine questions of curriculum and of language development. They also raise questions relating to the meaning and function of community and to the relationships made possible within the new reorganization.

The training of advisors would henceforth begin in apprenticeship to other advisors and gradually evolve into the assumption of responsibility for another corridor. However, there is no endpoint in the training of advisors, nor can there be, since, as explained previously, there is no closure in the theory governing Open Corridor. This ongoing development of advisors is also determined by the definition of the advisory role to be described in the next section. This role calls for constant reexamination of the "mesh" between the learning environment and the nature of the child

and his learning. To intelligently carry out this evaluative function, the advisors continue to pursue their study of child development and of curriculum areas. Their independent investigations are enhanced by attendance at sessions with consultants and at carefully planned weekend workshops. Following is a listing of some of the sessions conducted in the 1970-1973 period:

Jean Johnson, Froebel Institute (London), two intensive two-week seminars to explore issues in relation to the development of learning communities, August 1970 and Spring 1971;

Dr. Edward Chittenden, Educational Testing Service (ETS), continuing sessions in child development during 1971-72;

Dr. Vera John, Yeshiva University, continuing sessions in language development during 1971-72;

Dr. Courtney Cazden, sessions in language in the open classroom during Spring 1972;

Leonard Seeley, England, intensive day on mathematics, October 29, 1971;

Nora Goddard, Inner London Education Authority, sessions with advisors and principals in language development, January 20-21, 1972;

Patricia Carini, Prospect School, sessions in observation and record keeping, May 5-6, 1972;

Dr. Vito Perrone, North Dakota, sessions in accountability and parent involvement, October 27, 1972 and February 28, 1973;

Dr. Gilbert Voyat, City College, and Betty Taylor, Harlem Art Carnival, an intensive day on interpreting Piaget, November 19, 1972;

Charity James, English educator, seminars on open education and older children, December 15, 1972, February 2, 1973, and June 21, 1973;

Professor Ruth Adams, continuing sessions on reading assessment (given on a volunteer basis);

Eleanor Duckworth, Atlantic Institute of Education, two-day session on "Working with Children to Learn About Children's Thinking," March 28-29, 1973;

Joan Tamburrini, Froebel Institute, two-week intensive seminar on "The Education of the Imagination," April 2-13, 1973;

Lady Plowden, a session on "Adapting to Changing Populations in England," May 15, 1973.

The one-day-a-week session of all advisors with Professor Weber continues to be an important part of the advisor's development.

These sessions serve three major functions:

1. Issues and problems of immediate relevance to the work of the advisor in the school are discussed. Thus, the combined insights of all advisors is brought to bear on these situations. The questions raised in these sessions often direct the selection of topics for study and dialogue.
2. Administrative items affecting the progress of Open Corridor are considered. Professor Weber's overview of the re-organizational process, as the Open Corridor program expands, is shared with advisors.
3. In-depth discussions on topics stemming from immediate,

practical concerns and from those topics begun in the sessions led by outside consultants are held.¹

Thus, built into the training of those who guide the development of the program is a plan for preserving the features essential to dialecticism--openness, dialogue, and confrontation with ambiguity. These elements stem from the philosophical framework of Open Corridor. If they were absent from the training experience of advisors, it would seem less likely that they would pervade the other phases of the program. It is this continuous and consistent effort to relate basic tenets and beliefs with every aspect of the program that will, according to the position taken by the author, determine the degree of its success, as defined in the first chapter. Ultimately, every decision about an educational program must be made in the light of the ultimate aim of the program. In Open Corridor, the child is central to the program. Therefore, the objectives of the program, as they relate directly to the child, set the criteria for all decisions about the program. For example, the objective, "to support the continuity of each child's unique growth patterns," (Weber, 1972, p.10), places stringent responsibility on those involved in decision-making for Open Corridor. To plan the learning environment for a unique human being implies

¹See Appendix 3 for a sample of the "Advisory Service Material Distributed to Advisors for Study and Discussion."

openness to discover his meaning through observation which, at times, will demand of the observer--the teacher or advisor--the ability to cope with ambiguity.

These considerations point to the characteristic of "on-goingness," so essential for the training of advisors and teachers in the program. The traditional notion of "completion," characteristic of traditional supervisor and teacher training, is antithetical to the principles of Open Corridor. When considering stages of advisory training, therefore, it is important to point out that no final stage is envisioned.

By the end of 1973, sixteen advisors were serving in three districts, as illustrated in Figure 2 on the following page. These advisors worked on a regular basis in Open Corridor schools, that is, schools which were officially connected with the Advisory Service and where the Advisory Service has responsibility for establishing and maintaining the corridors. By the end of 1973, the following number of teachers, listed according to the length of their involvement with Open Corridor, have been trained by advisors: (1) 2 teachers who have been with Open Corridor for 6 years, (2) 16 teachers for 4 years, (3) 30 teachers for 3 years, (4) 41 teachers for 2 years, and (5) 48 teachers for 1 year.

The number of paraprofessionals who have received training

1967-68
Lillian Weber
Personal Funding
City College
Support

1968-69
Lillian Weber
State Grant
City College
Support

1970-71
CCNY Advisory
Ford Funding
City College
Support

1970-71
Advisors funded
by Districts 3, 5

1971-72
CCNY Advisory
Ford Funding
City College Support

1971-72
Advisors funded
by Districts 3, 5

1972-73
CCNY Advisory
Ford Funding
City College Support

1972-73
CCNY Advisory
Advisors funded by:
Districts 2, 3, 4,
5, 13K, 19K, 20K;
Archdiocese of N. Y.

1972-73
CCNY Advisory
Learning Cooper-
ative funding
City College Support

1972-73
CCNY Workshop Center
Title III funding
City College Support

Figure 2 Stages of Development in Support for Open Corridor Reorganization

during the same period includes: (1) 11 paraprofessionals who have been with Open Corridor for 4 years, (2) 13 paraprofessionals for 3 years, (3) 21 paraprofessionals for 2 years, and (4) 11 paraprofessionals for 1 year.

By the end of the 1972-1973 school year, the program included 3,584 children, delineated as follows: (1) 43 children who have been with Open Corridor for 6 years, (2) 111 children for 5 years, (3) 557 children for 4 years, (4) 891 children for 3 years, (5) 1,175 children for 2 years, and (6) 97 children for 1 year.

Role of the Advisors

The role of the advisor is one in which role function must be maintained in all relationships with administrators and throughout the period of the advisor's function in the schools. In general, the role of the Open Corridor advisor is to provide a support structure for change within the public school system--a change entailing the reorganization of those schools that choose to join the program into communities or corridors that support the development of each child's individual and active style of learning.

The advisor is a vital support to the teachers who are beginning to change the old classrooms and to create new relationships within the old structures. . . . The advisor being external to the system, can more easily question the validity of obstacles impeding change and so can help teachers and administrators maintain a clear rationale for the changes they seek.

Central to that rationale is the view that learning and school organization have been mismatched, a view based on the advisors' analysis of their own schooling and teaching experience. But the advisor's position is that a better match is possible and that, in fact, no other course is open to educators except to work for this. Teachers and administrators with whom the advisors work and who also are convinced of this position are committed to the use of the advisor to aid them in making the necessary change. (Weber, 1972 [a], p. 1).

The aspect of voluntarism expressed in the above excerpt uniquely affects the functioning of the advisors in the schools. It is perhaps the one single characteristic distinguishing the advisor's role from the traditional supervisory role. Besides giving the advisors a greater latitude for questioning obstacles to change, it is essential if the principle of inherent relationship is to be maintained.

More specifically, the role of the advisor includes the following:

1. To assist those teachers, paraprofessionals, parents, and administrators, who are new to the program, in their first projection for reorganization of their classrooms and literally to help them in setting up a learning environment which is more supportive of children's learning.

2. To help teachers to focus their observations on the

individual child so that they may better plan for his unique needs.

3. To join teachers in the classroom in order to help them by actually working with children and thereby to be able to assist them in the planning for, and assessment of children's learning.

4. To hold conferences and seminars with individual teachers and groups of teachers in order to help them to deepen their understanding of child development and related fields.

5. To help strengthen interpersonal relationships among teachers. Towards this goal, the advisor shares each teacher's efforts and gains with other teachers and acts as a connective link, bridging the beginning weakness of such relationships and fostering the process of their growth. "The role of the advisor in this becoming is very real and is supported by her own clarity of understanding of the rationale underlying our efforts towards community." (Weber, 1971, p. 20).

6. To conduct workshops and discussions for administrators, parents, and teachers.

7. To help stabilize the corridor community by working toward its acceptance by the larger structure.

8. To assist in the evaluation of the program through observations and recordings.

9. To continue to deepen their own understanding of

change, of the development of children, and of the learning process.

10. To help build an institutional frame to support the evolving program.

A document depicting the actual day-to-day activities of an advisor--the author's own log-- is appended to this study.¹

The need to include teachers, paraprofessionals, parents, and administrators in the training program, over and above the on-site training by advisors, was acute. In no way could the principle of inherent relationship be safeguarded if definite plans were not made to provide experience which would involve all Open Corridor personnel in the process of rethinking, redefining, and reexperiencing learning in its essence. The Summer Institute and the Workshop Center were important to this effort.

Summer Institute in Open Education

In the summer of 1971, City College established a Summer Institute in Open Education, featuring three weeks of intensive workshops and seminars in open education theory and curriculum. Participants (50 teachers, 15 paraprofessionals, 15 supervisors, and administrators) were selected on the basis of their participation in Open Corridor or on interest, if the applications were countersigned by principals to indicate support for

¹See Appendix 4.

reorganization in the coming term. At this time, teachers from the bilingual program were requesting to be included in Open Corridor communities. This was a welcome interest, especially since the concept of heterogeneity was so important to the Open Corridor. Special consideration was given, therefore, to these applicants. The staff for this first Institute included two English Heads and three members of the City College faculty. The program was financed from Federal, State, and City funding, which eliminated the need for tuition and other fees.

Attendance at the 1972 Summer Institute jumped to 90 participants, including parents. The principal goal remained to put the participants in touch with their own learning and to provide this experience in an atmosphere of openness similar to that of the open classroom. The tasks were individualized for the most part and the elements of choice and uncertainty enabled the participants to "feel again" the risk involved in learning through exploration and discovery. Without the factor of internalization, the true meaning behind the theory of open education is lost. As testified to at the completion of this Institute, experiential learning was exciting, self-rewarding, and enjoyable. Following is a sample of responses to a question that was asked as part of the evaluation of the Institute:

Question: Did you, at the workshop, learn anything

new about your own learning or the learning of children?

Answers:

Principal: I realized how some children need the satisfaction of working on a project in which they're deeply involved, even if it temporarily interferes with what a teacher may consider well-rounded activities and learning.

I realized (or remembered) that some children will ask another child for assistance if the climate of the class is open to this; if not, he will ask no one, rather than approach the teacher.

Teacher: Surprisingly enough, I found that learning can be exciting, worthwhile, stimulating, and enjoyable. I actually found myself question things I had previously taken for granted. This constant questioning opened many new areas of study. I found myself constantly thinking about the possibilities of all the materials I used. This experience can be applied directly to children for they too have these feelings about learning.

Parent: Through self-exploration I learned that the self-pressures are tremendous and that what is learned cannot always be measured immediately or even applied. I think kids too feel these initial pressures and perhaps need our guidance and help in pursuing a definite path of discovery. The idea of individuality really came across to me. How each child must be brought along a very definite and well planned route.¹ (Notes from Workshop Center for Open Education, October, 1972, p. 9).

In 1973, the Summer Institute was offered as a regular

¹A more complete account of the 1972 Summer Institute is reported in Notes from Workshop Center for Open Education, October, 1972.

City College program in which participants paid for course credit. This was part of the slow process toward institutionalization of the program, a direction clearly perceived by Professor Weber as leading toward the gradual assumption of responsibility by existing institutions but not before these institutions had evidenced the effects of the change process at work as Open Corridor expanded into the system. A brief account of the gradual involvement of City College with the Open Corridor program will serve to demonstrate this point.

City College developed a fairly extensive supportive frame for the work of the Advisory Service. Almost all students in the undergraduate elementary education program and all in Early Childhood have one year of practice teaching in open classrooms and some of them have now successfully completed this year and are teaching in the New York City schools. More and more, City College supervision of student teachers placed in Open Corridor classrooms is being redefined to include support of the whole teaching situation in which the student is placed. Supervisors of student teachers begin to function at least in part as advisors and certainly begin to support the work of the advisors. It becomes important for the advisor to meet with such supervisors in order that they both function within a common frame of definition. Two advisors from the Advisory

Service and from the City College TTT Program now function as supervisors of student teachers directly responsible to City College.

The commitment of the Elementary Education Department of City College to the Open Corridor program is exhibited in support not only of the student teachers, but of the whole classroom team. At least seven faculty members are involved in such work through supervision of student teachers and it can be said that a minimum of five per cent of their time is contributed to support of the Open Corridor projects. This can be figured in financial terms as \$11,500 for 1971-72 and \$12,500 for 1973. Actually, the contribution is more likely to be twenty-five per cent of their time involved in support of Open Corridor projects. For some, the time involvement is greater.

The Masters Concentration in Individualized Curriculum which focuses on open education is now offered to any teacher working informally, even if without advisory support or official grouping. Almost all advisors, as well as a great many of the teachers in the Open Corridor program, are or have been enrolled in this program. Two advisors now teach in the program.

Workshop Center for Open Education

The process toward assumption of responsibility by the

regular public school system was facilitated by the opening of the Workshop Center in October, 1972. The need for such a facility was spelled out by Professor Weber in her proposal to the New York State Education Department:

Up to now, these teachers in Open Corridor communities have been supported in the developments they have been making by advisors, but they are now becoming ready to continue their development autonomously. They need a workshop center where they can make their own selections for what they need. The Open Corridor sites which have been supported by advisors for several years will continue their development within the regular public school framework. The external advisors are to be reabsorbed by the public school system in a redefined supervisor's role. The workshop center will continue to be needed by the established sites for consultation and advice on new developments and as a center for advisors' necessary interchange. (Weber, 1972, p. 5).

The Workshop Center is staffed by advisors and directed by Professor Weber. Its main function is to provide essential services for those who solicit support in their efforts to create learning situations for children, based on their natural curiosity and their desire to construct their world through interaction with their environment. In a sense, the Center stands as a visible sign of the commitment of Open Corridor to the values it espouses and to the principle of inherent relationship. The accent on personal experience, autonomy, and dialogue creates a situation

where theory can be tested and where experience can be reflected upon and articulated. Documentation to substantiate these assertions is presently being processed by Ameral, Chittenden, and Bussis of Educational Testing Service.

The Center primarily serves teachers in the Open Corridor program and other New York City school personnel and parents, who are attracted by the "idea" they see becoming a reality. It does, however, serve a much larger population. People from different parts of the United States and from other countries use the Center to receive information about the growth of Open Corridor, to explore the potential of its many learning materials, to utilize the open education library, to receive consultation, and to attend workshops and seminars. During its first year of operation, 5,797 individuals used the Center.

Dissemination of reading material is another important function of the Workshop Center. The dissemination staff of the Center publishes a periodical entitled, Notes, designed to help teachers who are trying to establish informal classrooms in public schools. It actually serves as a simple information exchange.¹ The dissemination staff also responds to all requests for information

¹For a list of topics published in Notes, see Appendix 5.

about the Open Corridor program.¹ This service is an essential function of the Workshop Center because it thus keeps open the channels through which exchange and further dialogue among theoreticians and practitioners are made possible. It is a service, in other words, which demonstrates the interrelatedness of theory and practice and the fact that the dialectic is in operation.

The value of the Workshop Center and of City College's contribution to it are testified to in the words of Dr. Charles E. Silberman:

I am in fairly close touch with what's going on in public education in a good many parts of the United States, and I don't know of a public school system anywhere where the kind of coordinated, thought-through approach to reforms that is going on here is going on. There are good teacher centers in other cities--in other parts of the country--but with a handful of exceptions they are outside the public school system. All of the cases that I can think of are outside a school of education except for some nominal connection that is required because the foundation or government money is funnelled through the college or university to the teacher center or workshop. I don't know of any that is as closely and deeply woven into the life of the School of Education, as this Center is. It is the most important one of its kind in the United States. If we are to salvage the schools--which means if we are to salvage our children--this Center, and the work of this Center has

¹See Appendix 2 for a list of articles published about the program.

got to continue.¹

In summary, the history of Open Corridor from 1967 to 1973 is punctuated by three major developments: (1) the gradual reorganization within the New York City public school system, (2) the evolution of an external advisory service to Open Corridor classrooms, (3) the creation of the Workshop Center. During this period, the effect of the program on school policy was significant. The parents' contribution to this change was important and was made possible in a new context--a context of acceptance and partnership within the corridor community.

Parents had long assumed that school could be organized no differently from the way they themselves had experienced it. But the emergence of new political opportunities for influencing the school structure and the new programs for school reorganization, such as Open Corridor, encouraged critical examination of this assumption. Parents now asked how schools were supporting their children's learning. For those parents who elected to join in the new reorganizations, their participation in the Open Corridor development spanned a continuum from being initiators to being at least consenting participants.

Parent initiative, persistence, political power, and creativity have been essential elements in easing the school's rigid institutional setting so

¹These were the concluding words in an unpublished speech given by Dr. Charles E. Silberman on April 11, 1973. The speech was delivered to the Workshop Center's Advisory Council at a special meeting.

so as to enable the changed relationships in open corridors to develop. Only with such participation could the basis of class formation be changed to heterogeneous groupings, could there be departures from the prescribed syllabus and changes in school relationships, in the use of the yard, corridor, and lunchroom, and in budget allocations for classroom materials. Indeed the program's existence has depended and still depends in large measure on such involvement, which has set the pattern not only for inclusion of parents but for working in the open, thereby spelling an end to the mystique of closed classrooms. (Weber, 1973 [a], p. 2).

This opening up of the learning environment also permits the observation of children in the active pursuit of learning. This, in turn, makes possible the collection of research data to support the program's questioning of policies pertaining to standardized testing, to promotion and record keeping, and to forced acceptance of educational programs.

Thus far, the historical development of Open Corridor demonstrates its adherence to the philosophy it purposes to implement. Central to the relationship between ideology and practice is the notion of voluntarism to which only a passing reference has been made until now. Before proceeding to the description of Open Corridor, the implications of voluntarism must be spelled out.

Voluntarism is an essential feature of the Open Corridor program. It is implied in the very concept of Open Corridor, for if any one characteristic can be singled out to identify the program,

it is the idea that belief in a child's unique development guides all decisions involving the program's implementation. To value a child for himself, to respect his unique growth patterns, is the sine qua non of Open Corridor. It implies a belief system; therefore, it cannot be imposed. It can, however, in the opinion of the author, be acquired through personal experience of children's natural curiosity and desire to learn. It is suggested in this dissertation that careful observation of children in their spontaneous activity within a normal setting is needed both to confirm this underlying belief inherent in the Open Corridor program and to furnish data essential in planning for the support of children's natural growth. The notion of compulsory education with its attendant overtones of forced learning, the inflexible curriculum, and the passive acceptance of information tended to perpetuate a static situation in the schools rather than a dynamic one. This interfered with the reciprocal relationship which should, in the author's opinion, exist between belief and experience. This reciprocity implies that the quality of experience affects one's belief system. It is further suggested that the traditional school experience tended to produce passive, conforming individuals and thus it became almost impossible to intercept the belief-experience cycle. Furthermore, a school structure which prohibits or curtails active learning makes impossible the observation of children in

spontaneous activity. This, in turn, conceals the phenomenon which needs to be observed in order to be understood. When Professor Weber speaks of open classrooms as places where research is made possible, she points to one of the most significant contributions of Open Corridor. (Weber, 1973, p. 4). Documentation of this point will be found in Chapter IV.

In summary, the historical fact, the presence of Open Corridor in the public school system of New York City, testifies to the possibility of change within a large school system. In order to facilitate understanding of the program, four of its aspects must be kept in mind simultaneously:

1. It is based on belief in the natural development of the child--a development which is unique, active, interactive, and uneven--and on belief in the function of the school to support that development.

2. Voluntarism is inherent in the philosophy. This voluntarism stems from the fact that one's beliefs cannot be imposed.

3. There is a reciprocity existing between observing children in the open learning environment and the understanding of how they learn. Thus, there is the inevitability of the dialectic and the subsequent need for relevant assessment procedures.

4. Open Corridor is a program in process--a process guided by observation of children's active learning but at the same time restricted by unchanging elements in the school organization as a whole and by the teacher's understandably limited grasp of the developmental process.

It is with these basic understandings in mind that the description of Open Corridor classrooms must be considered.

Description of Open Corridor Classrooms

It must be stated categorically that there is no "model" Open Corridor classroom. This fact is embedded in the philosophical considerations previously expressed. Summarily, each learning environment is a unique environment since it is created in response to children's unique needs and interests. There are, nonetheless, some identifiable general elements which may be regarded as directions for those desiring to move toward openness. Since each Open Corridor teacher is at a particular point in his own developing understanding of this complex phenomenon, the quality and degree of the general characteristics will vary from classroom to classroom. These characteristics or features are, in a sense, practical applications of the propositions underlying the Open Corridor approach to learning. The principal objective at this point of the

dissertation is to demonstrate that theory and practice stand in reciprocal relationship to each other in the Open Corridor program. After listing the propositions upon which the program rests, a descriptive account of Open Corridor classrooms will be given, including documentary accounts and sketches of specific classrooms.

Following are some of the premises of Open Corridor:

1. Each child is a unique person, having a unique style and pace of learning.
2. Learning takes place in the total context of feeling, perceiving, and action.
3. Understanding grows out of the interaction between the child and his environment. The child is an active agent in his own learning.
4. Young children, before the onset of formal operations (ages 11-13), require manipulation of concrete materials for growth in understanding.
5. Natural curiosity and the exploratory urge to search for an understanding of his world propels a child forward. In other words, his motivation to learn is within him.
6. A child's learning takes place as a result of his attending to his own purposes and interests.
7. Learning is continuous and knowledge is cumulative.

8. Children learn from interaction with each other and with adults.

9. A feeling of self-worth is essential to learning.

Given belief in these propositions, the following question arises: How would a learning environment look if it were planned with these ideas in mind? It is probably easier to state what it would not look like. After thoughtful consideration of the situations in the schools prior to the introduction of Open Corridor, Professor Weber wrote:

The teacher's whole-class control and the self-contained classroom seemed to us a poor match of school structure and learning. These factors were compounded by the prescribed limitations on the time involvement of teachers, and the delimited planning for delimited periods in which a subject was presented and later tested according to a prescribed standard of achievement to be accomplished within a prescribed time period. Supervisory evaluation of teachers determined tenure; testing and evaluation of children determined placement and selection; and recording was limited to these very circumscribed requirements. These limitations, each one with its own necessary testing, measurement, and evaluation, were handed down as a prescription from level to level in a hierarchical and autocratic scheme. (Weber, 1973 [b], p. 61).

Professor Weber is quick to point out that these practices existed despite American educators' acknowledged beliefs in the ideas previously stated. (Weber, 1972). In criticizing the failure of

schools to provide freedom of choice and their substitution of external standards and rewards for more authentic motivation,

Moustakas registers some salient points:

The self-values are the values and resources which exist within the regions of the self. They are the interests, meanings, and desires that get their initial impetus from the uniqueness of the individual, from the movements of his body, from his growing awareness of life, from his wish to explore life on his own terms, from his knowing of what is personally satisfying and meaningful and what is not. Self-values are in jeopardy in any climate where freedom and choice are denied, in any situation where the individual rejects his own senses and substitutes for his own perceptions the standards and expectations of others. (Moustakas, 1972, pp. 4-5).

Related to these values is the role of the teacher as facilitator of learning and supplier of feedback and support.

David Hawkins considers that the function of the teacher is "to respond diagnostically and helpfully, to make what he considers to be an appropriate response which the child needs to complete the process he's engaged in at a given moment." (Silberman, 1973, p. 366). David Hawkins, Vincent Rogers, Lillian Weber, et al., reiterate time and time again the importance of richness and diversity in the environment and the child's need for active exploration of that environment. Following the philosophy of John Dewey, they stress the idea that a child is an active agent in his own

learning, that he needs freedom to move about, and that he learns best in interaction with people and materials. Patricia Carini, Edward Chittenden, Anne Bussis, and Vito Perrone all have demonstrated through their own experience and research the value of providing experiences which would strengthen a child's grasp of a concept over time. This horizontal learning, as it is called, entails the providing of a great variety of experiences by which a child might test and retest the understandings he has acquired. (Bussis, Chittenden, and Carini, 1973).

In sum, American educators have written prolifically about the uniqueness of learners in their style and pace of learning; about the fact that what is learned results from selection over time from different experiences, depending on interest and purpose; about the detrimental effect on the learner of the pressure to produce; and finally about the interactive and continuous nature of learning. Despite the accumulation of data to support these views (Piaget, Voyat, Carini, Chittenden, et al.), the New York City schools remained largely unchanged prior to 1968. (Silberman, 1973). It was the failure to relate ideas and practice that prompted Professor Weber to begin the reorganization within the City schools.

I stress that our process of change proceeded

from the analysis of poor match and from analysis of the possibilities for organizational change, because this approach both evaluates the past and gives us clues to what is desired in the present. This is fundamental for the choice made by teacher volunteers. What we have presently organized can be analyzed for how far along we are toward better match and for clues to further change. (Weber, 1973 [b], p. 62).

Thus, it is clear from the director's words that the movement toward reorganization within the New York City public schools was conceived of as an actualization of beliefs held. The word, match, is used frequently by Mrs. Weber to indicate the inherent relationship of practice and theory which she considered the essence of Open Corridor. Similarly, in her writings and talks, the word, toward, is used to accentuate the fact that no ideal conception of open education or integrated day is operative for Open Corridor. "We bend our sights toward such changes but we know that our success is partial, that the descriptive word for our efforts is "toward." (Ibid., p. 60). This gradual introduction of the program, which embodies the developmental approach to children's learning, was the only way that change in the public schools could be wrought because the changes were taking place within an unchanged structure and with volunteer teachers who were just beginning to see the possibilities for change and who were themselves at different points of understanding the theory. It is against this

reality that open classrooms must be viewed.

The description of Open Corridor classrooms, therefore, is a description of classrooms in the process of change--classrooms where children's active learning can furnish clues to the further understanding of how they go about making sense of their world. There is no formula, then, which prescribes the "ideal" open classroom. The criteria for decision on the organization of the room are determined by the needs of the children as they are discerned by the teacher.¹

The experiences provided are selected for their appropriateness to the developmental level of the child and for their relevance and appropriateness to the culture the child lives in. They must relate to what the child has already experienced; to his interests and to the questions he is asking.
(Weber, 1973 [b], p. 64).

The organizing principle governing the spatial differentiation in the open classroom does not, therefore, reflect concern for an individual's territorial rights or for restricting a child's mobility. The classrooms, on the contrary, are organized so as to facilitate individual and group learning and to permit considerable physical

¹Obviously, careful observation and recording over time increases the probability of a decision being supportive of children's development. The implications of this are spelled out in Chapters III and IV.

movement on the part of children.¹ The time-space relationship is coordinated in such a way that a variety of experiences is possible, each in appropriate areas of the room and at times most conducive to individual and group needs. Thus, flexibility (of time schedule and curriculum), is the key word descriptive of the learning situation in the Open Corridor classroom. It can be said that these classrooms are organized into areas of experience to which children come to work either individually or in small groups. Figures 3 through 6, on the following pages, offer samples of open classroom arrangements. Several activities, therefore, may be in progress simultaneously and this enables the teacher to work in special needed ways with some children while others are meaningfully engaged. The following recorded observations may help to clarify this point:²

R. T. 's Room, (1-2 grades): Children are engaged

¹This provision for children's independent work and physical movement makes possible the observation of children's spontaneous activity so essential to understanding his feelings, perceptions, and modes of thinking. This, in turn, makes possible the documentation necessary for assessing his progress and the program's support of his development.

²These samples are recordings of observations made by the author in one of New York City 's public schools, in which she served as an advisor to the Open Corridor program.

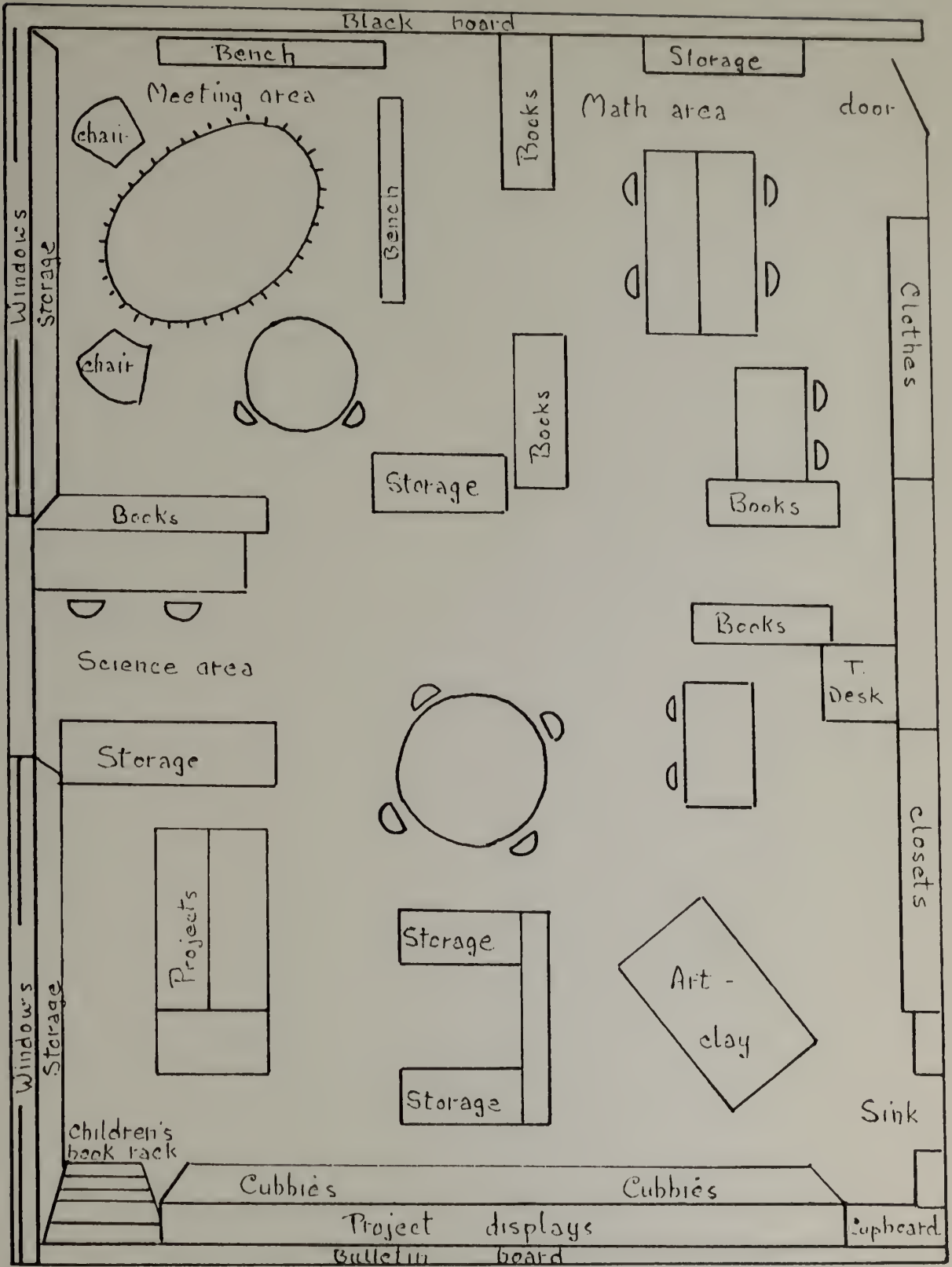


Figure 3 An Open Classroom Arrangement

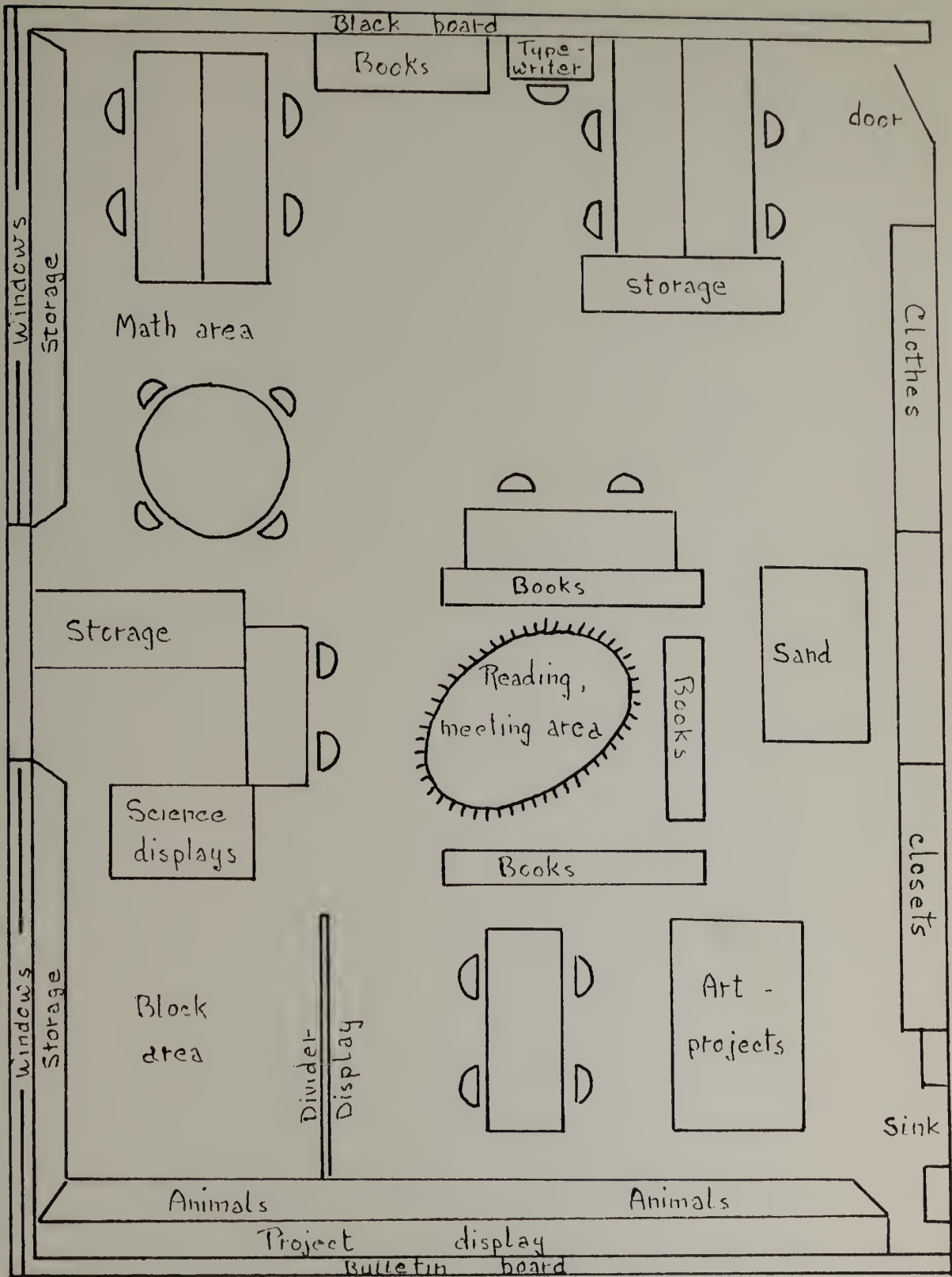


Figure 4 An Open Classroom Arrangement

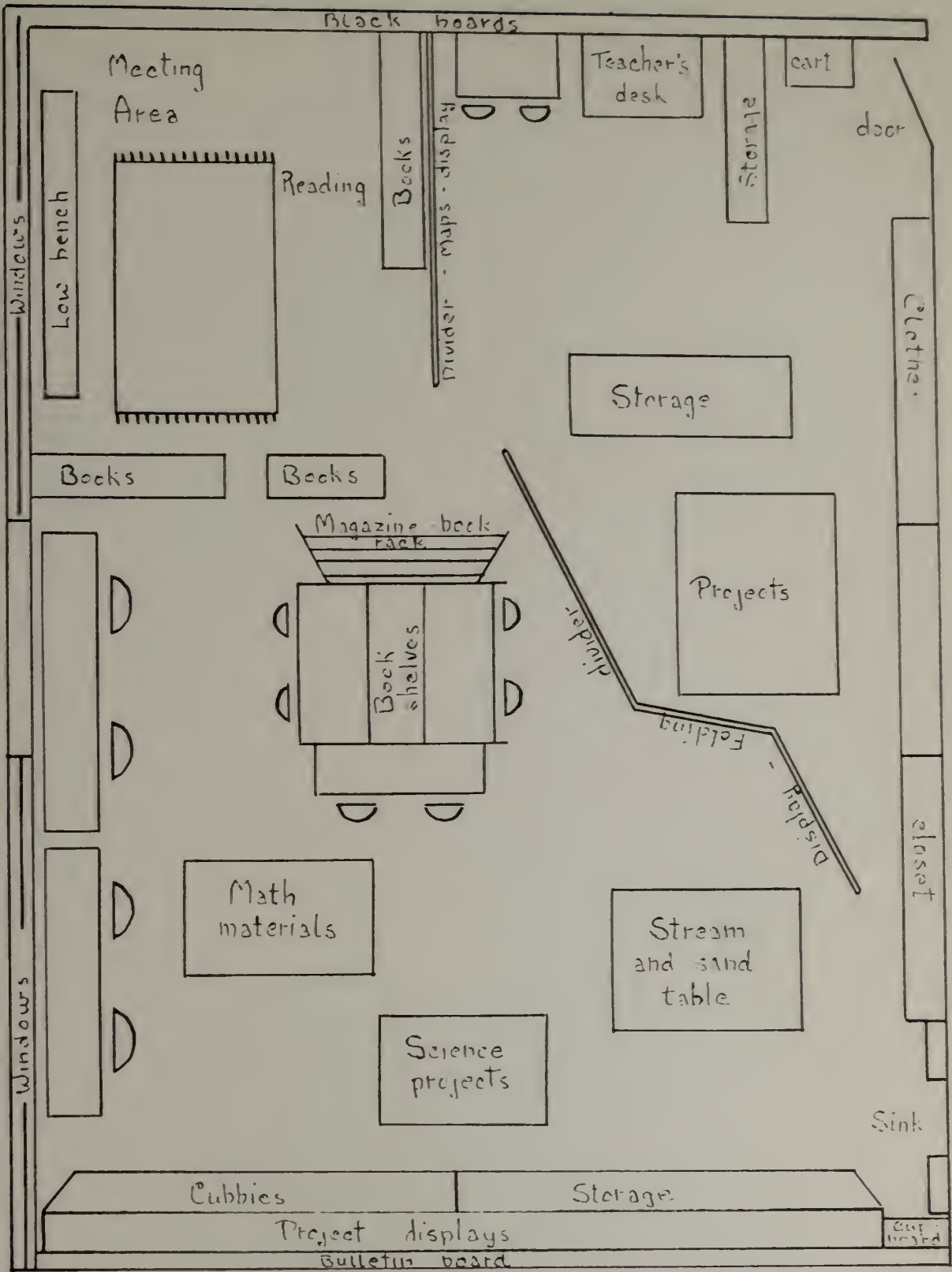


Figure 5 An Open Classroom Arrangement

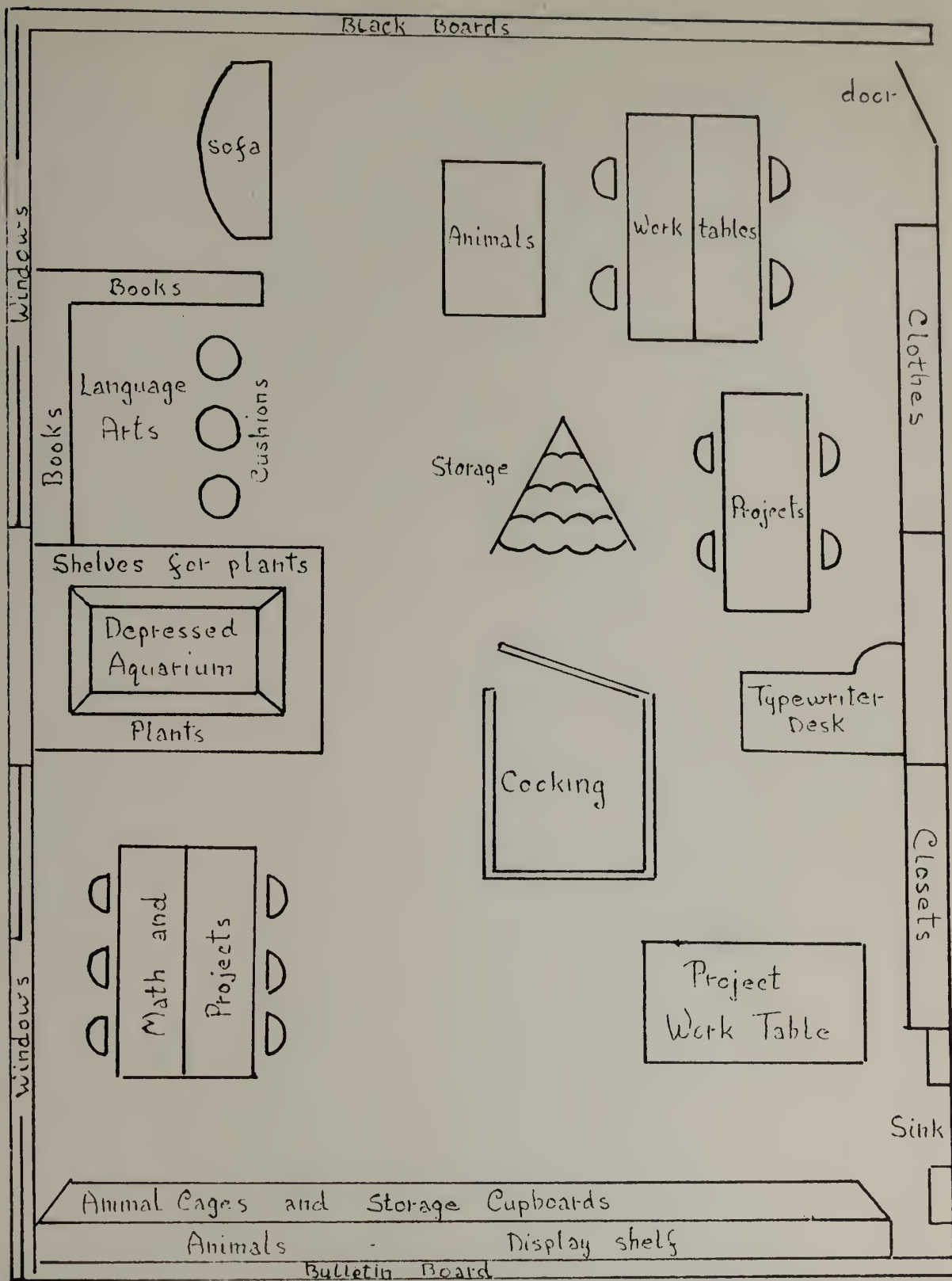


Figure 6

An Open Classroom Arrangement

in several activities. Teacher is showing 5 children a word concentration game. They take a little while to get into it but as the words become more familiar, they become more involved and seem to be enjoying themselves. The paraprofessional is working with another group doing math, using the cuisinaire rods. Several children are in the corridor with the student teacher. They are tracing each other's body outlines and finding areas using colored squares. Two girls are playing with the mice. They talk to each other constantly as they make seesaws for the mice. Four children are in the art area. They are making interesting constructions using "junk" material.

M. S. 's Room, (2-3 grades), 10:15 A. M.: Three children are working with a parent (volunteer) at right table, writing a story entitled, "Food Story." A girl at a desk nearby is writing. Two other children were writing a story entitled, "The Girl That Went Out on Halloween Night." Occasionally, they get up to ask one of the adults or another child how to spell a word. A boy is next to them working independently on a math game. The teacher is helping two other children with reading. Near the window, a boy works alone with a geo-board. He made a very complicated design. The traffic in the room is at a minimum. A student teacher is in the loft reading softly to 3 children. Another boy is rocking on the rocking chair. A girl comes over to him and asks him to place a ring in the proper place on a plastic number board she is holding. A girl is at the easel painting a lovely picture of a girl. Three boys are working at the terrarium. Two girls are on the rug playing with the rabbit and a gerbil. They are soon joined by another girl with the guinea pig. A lively conversation ensues as they begin building a house with blocks.

R. T. 's Room, (3rd grade): Two boys are with Mr. T. on the rug doing a word recognition game. Four boys are working on a time line a short distance away. It goes from the seventeen

hundreds to the present. They are adding events and illustrating them. The teachers' birthdays are included as well as other personal events along with historical events per se. The student teacher is reading with a group of girls. A few children are reading or writing by themselves.

P. S. 's Room: This teacher has made noticeable progress since last year. From a teacher-dominated situation, the experiences in this room have come to reflect the children's interests and initiative. There were so many exciting things going on! One group was studying brime shrimp. There is an abundance of oral and written language. There is a natural integration of science, math, language, and art. It was all there and not forced. One boy was working with fossils which he brought in. Some children were setting up different types of terrariums. The student teacher was working with some children on a mapping project which is getting so involved that they need more room. It will be extended into the corridor tomorrow.

Thus, it can be seen that the arrangement of the enriched and varied environment allows the child, at least part of the time, to participate independently or with other children, thereby releasing the teacher for special support of individual children or small groups. In other words, the teacher's focus is multiple and decentralized on the different learning patterns of the children.

Obviously, the degree of enrichment and variation in a classroom is a function of the teacher's experience and understanding of the Open Corridor theory. A few samples of observations of inexperienced teachers' rooms will show this relationship:

T. M. 's Room, (1st grade): After the class meeting (9:30 A. M.), the children were directed to different activities. However, most were given Xerox papers to complete. A small group worked on math with the paraprofessional; another group did some reading with the teacher. One child, R. , finished his paper work in one minute and proceeded to bother other children. Shortly after that, a few other children did likewise. I joined R. and without much difficulty got him interested in block building. I worked with three other children using the logic blocks. They continued on their own. When I asked G. what he wanted to do, he ran for the puppets and proceeded to carry on a dialogue. When asked if he wanted to write his interesting play, he immediately got paper and pencil and dictated a really nice story to me which I wrote and later filed in his folder.¹

M. C. 's Room: The room is very quiet. All are doing either math, writing, or reading. Children are copying examples from the board and trying to work them. Some did not understand the concepts. I worked with a few children and found them quite confused. The rapport between teacher and children is great. There is a stress on skills in isolation. Will meet with teacher tomorrow at lunch time.

D. S. 's Room, 9:30 A. M.: After class meeting, teacher assigns children to activities--10 children work with him in math; 5 children go to rug area to play math or language games; 10 children read with the paraprofessional. The remaining children go to the corridor. 10:15 A. M.: Children change activity at teacher's direction. Some begin working in art area. Material for collage is set out. These

¹In this recording, made by the author, notice the advisor's role of on-site assistance and support of the teacher. This observation was followed by a conference with the teacher. The entry in the author's log reads: Follow-up Conference--Went over my observations with T. M. Suggested a schedule for more structure. She was pleased and will try it. Will observe in her room next week.

These children work independently.

Not only has individualized instruction become a reality in Open Corridor, but the teaching-learning mode is radically different.

Released from the bonds of complete control and whole class lessons, the teachers assume responsibility for their choices and decisions and display great ingenuity creating an environment full of variety of possibilities for exploration with materials. (Weber, 1970, p. 7).

This exploratory mode of learning is made possible by equipping the environment with a variety of materials. The decision about materials is, of course, determined by the needs and interests of children. There are some more or less standard materials found in most Open Corridor classrooms.¹ Many of the materials found in open classrooms are brought in by the children. An excerpt from the author's log reads:

Yesterday, R. (boy in grade 5) brought part of a deer's skeleton to school. His father found it in the Catskill region. Most of the bones seemed to be there. The children (4 boys, 2 girls) handled the bones and tried to put some of them together. J. said: "It's like a jigsaw puzzle," as he snapped the vertebrae one into the other. The question, "What kind of deer was he?" sent two of the boys scurrying off to the library. We were surprised to find out how many different types of deer there were. In order to identify their deer, they had to measure the leg bones. After much discussion

¹See Appendix 6 for a list of suggested materials.

and reading, they planned a trip to the museum to find out how to assemble the bones.

Several Weeks Later: A Skeleton Book records the math, physiology, and geography which flowed from a few bare bones.

Other materials are made by teachers, paraprofessionals, and parents. Frequently, "Make and Take" workshops are held at the school by advisors. In this way, immediate needs for specific learning materials can be met. At the same time, teachers can share their ideas and sometimes their materials with each other and with parents.

An open classroom might include some of the following areas: (1) a cooking area, (2) a large crafts area for clay work, ceramics, sewing, and weaving, (3) a quiet place for reading and writing, (4) a painting area, (5) a math and science area, and (6) a rugged meeting area where groups can comfortably sit for discussions and story-time. These areas are not rigidly separated nor are they necessarily restricted to only one type of activity. There is a natural overflow from one area to the other depending on the nature of the activity and the need at the moment. Language and number, for example, are used in all areas. Some classes, where the curriculum is highly integrated (a goal toward which Open Corridor is moving), have areas called project or interest

areas which are set aside for a more total learning experience.¹

Care is given, also, to making the setting aesthetically pleasing and comfortable. Plants, colors, displays of children's work, and other decorative materials add to the room's atmosphere. When possible, rugs, comfortable chairs, maybe an old couch, and other accessories replace the rigid barrenness of the formal classroom. Animals are usually welcomed residents of the open setting. Their cages, often built by the children, are carefully placed about the room.

Animals in a classroom can become a major focus of children's interest and inquiry. They provoke and support children's natural curiosity about living things and help develop in children an attitude of respect and caring. The presence of animals not only offers beginning points for inquiries about their habits and habitats but also has implications that may be integrated with learning in other curriculum areas. Animals are especially valuable in helping to develop the beginnings of a² qualitative and quantitative appreciation of science.² (Brownstein, 1973, p. 35).

The Schedule

There is no best way of scheduling children's time. Like

¹See Figure 6.

²Further discussion of the place of science in Open Corridor can be found in Science in the Open Classroom, Workshop Center for Open Education, City College, New York City, November, 1973.

all other decisions about the open classroom, the time arrangement is a function of the child's needs and the teacher's perception of these needs and his ability to provide for them. Actually, the possibilities may be considered along a continuum from a fixed schedule, predetermined by the teacher to the free use of time as determined by the child. Rarely is either extreme found in the open classroom. There may be times when a teacher might set up a predetermined schedule for some or all of the children and there may be instances when a child (usually in the upper grades) is capable of arranging his time to his advantage. However, most teachers use some combination of both. Below is a sample of a schedule which might be used in Open Corridor classrooms:

- 8:45 A. M. Class Meeting: Go over assignments, expectations, etc.
- 9:15 Independent Work Period: (If 2 adults, 1 "free" and 1 "engaged"). Individual and group projects and other activities, such as games.
- 10:00 Clean up time.
- 10:15 Directed Work Period--4 Groups. (These groups are not permanently formed).
 - A. Oral Language and Movement: Story telling, oral language games, dramatics, discussion, tape, etc.
 - B. Art and Construction: Exploration of specific materials or specific project or theme.

- C. Math: Instruction on use of specific apparatus or new games; oral group math games to extend or reinforce skills.
 - D. Written Language: Instruction in use of specific language games, phonics materials, assistance in assigned creative writing tasks, reading instruction, etc.; also help with handwriting, punctuation, etc.
- 11:30 Meeting: Reporting back, sharing of A. M. activities, focusing on connections, evaluation.
- 1:00 P. M. Individual Quiet Period: Whispers and sitting alone. Workbooks for reinforcement, readers, etc.
- 1:30 Skill-orientation activities: Spelling, handwriting, computation.
- 2:00 Diary writing and homework.
- 2:30 Meeting: Story-time and "what's for tomorrow" reminders.

The above schedule can be used with many variations.

Teachers who are more experienced in open education usually have an extended Independent Work Period. Others may permit the children to arrange their own schedule for part of the day. In the opinion of many open classroom teachers, however, the afternoon is a good time for formal, quiet, and routine work while the morning is best used for chatting, sharing, and hard thinking, as well as taking initiative and maximizing responsibility.

As stated previously, the way in which a teacher organizes

his room is a reflection on the judgment he has made on the child's interests and needs and on how he plans to support them. It is in itself a decision on curriculum.

Curriculum

Rather than planning for a presentation of scheduled segments of subject matter, planning for curriculum is long range. The developing possibilities of children are the basis of planning the variety of experiences that serve and foster these possibilities. The multiple possibilities of the materials in the environment and the varied and multiple responses to them by individual children are a further basis. In order to arrange the environment-curriculum intelligently, therefore, the teacher must observe the interaction between the child and his setting (the environment). "Thus, the planning and adaptation of this environment-curriculum tries to maintain continuity with the child's earlier active drives for learning, to re-stimulate or extend them if necessary." (Weber, 1970, p. 11).

When a teacher feels that children need a certain experience in order to deepen or extend their understanding, he supplies those experiences by providing the necessary time, materials, and guidance. This does not mean that the teacher need not have a curriculum in mind. On the contrary, there must be some well thought-

through ideas about subject matter. The genius of the teacher lies in his connecting this with the child's existing interests. Figures 7 through 9, on the following pages, show how three teachers in the Open Corridor have made this connection.

Language and number are sometimes incidental to the major focus; at other times, they are the major focus. For working purposes, specific areas unite and concentrate aspects of each curriculum focus. In the language area, for example, there may be provision for listening activities, pleasure reading, typing, writing, language games, and reading with the teacher. The math and science area will usually provide experiences for measuring, mapping, counting, matching, one-to-one correspondence, and weighing. Number skills are developed concomitantly. From all of these experiences grow understandings of mathematical relationships. Many materials for experiences in science and mathematics are available. These may be provided by the teacher or children. The focus in all areas, when not student initiated, is directed either by the teacher or through task cards. Following are some examples of task cards:

The following cards were placed near a home-made pendulum in the science area of a fifth grade class:

1. Take a few bobs of different weight. Compare their swinging time. Record your results.
2. Allow the sand pendulum to swing freely. Copy

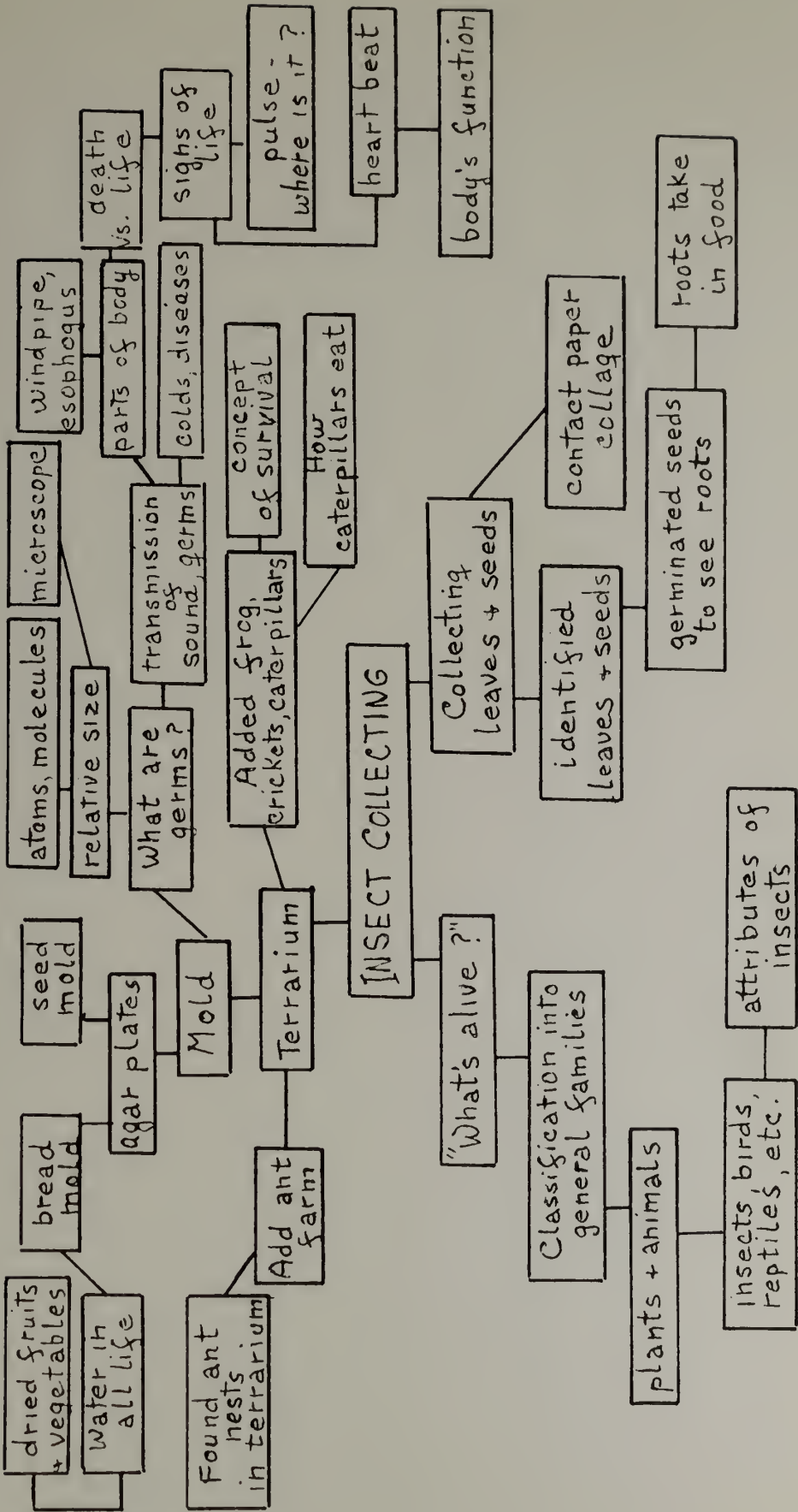


Figure 7 Curriculum Through Field Trips - Grades 1-2

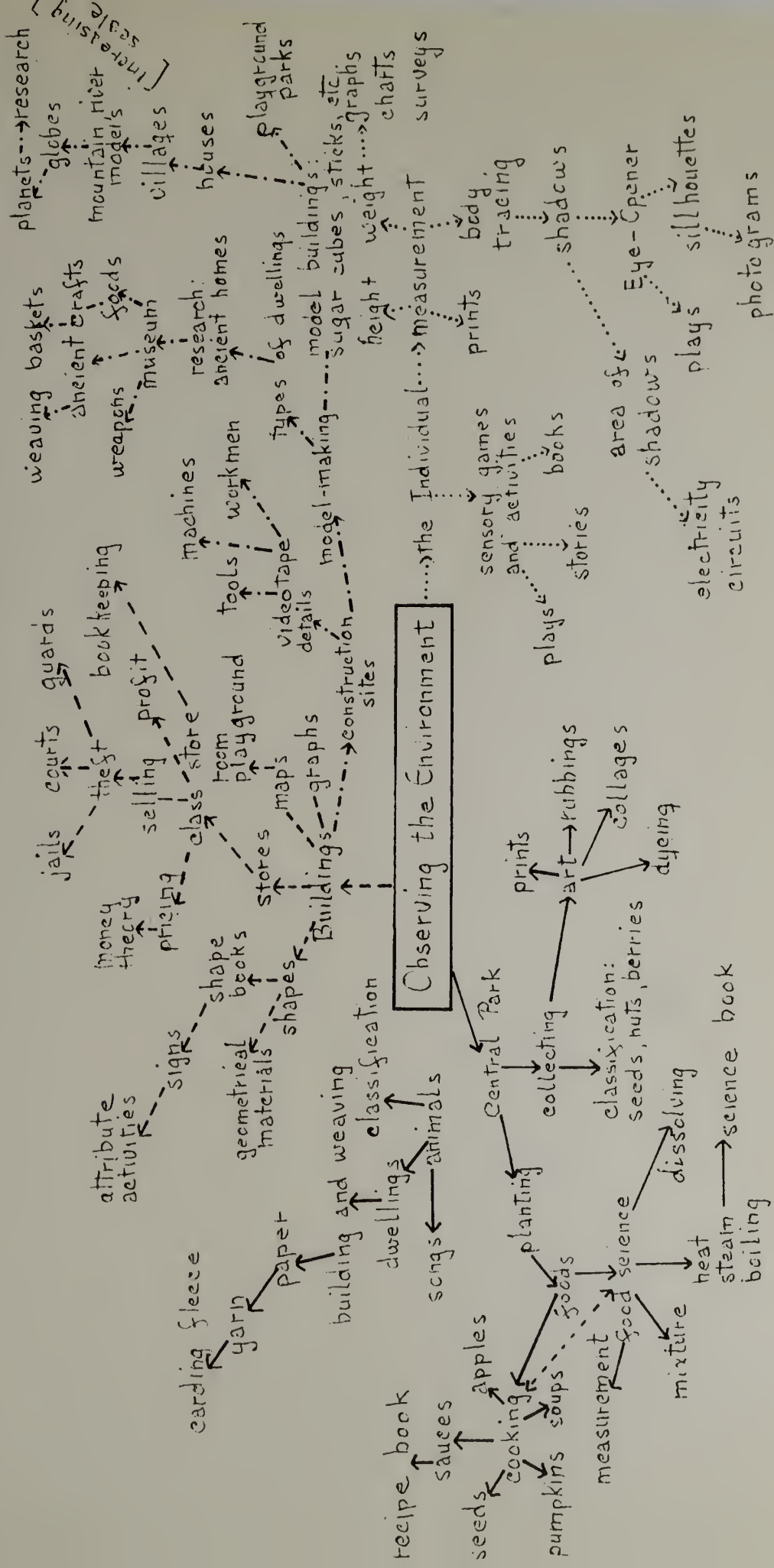


Figure 8 Curriculum - Investigating the Environment - Grades 1-2

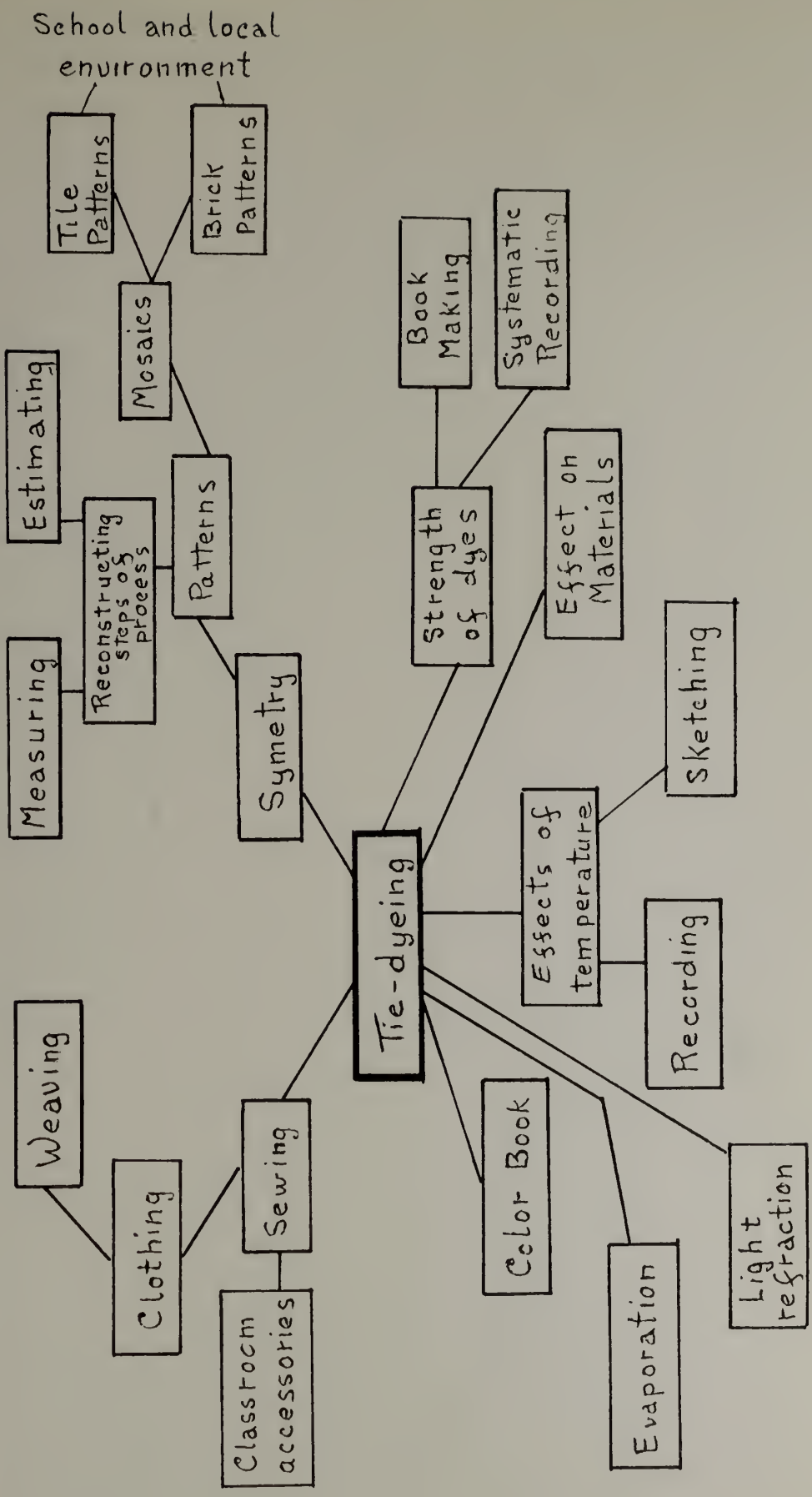


Figure 9 Curriculum - Interrelated Experience - Grades 1-2

the pattern. How can you change the pattern?
Try predicting the pattern.

3. Pull the bob back and let it go but before you do, predict how far it will swing to the other side. Record your results in different ways.
4. Can you get two pendulums to swing together for 10 swings? for 20 swings?
5. Can you get two bobs of the same weight to swing the same distance in the same time? Write what you did in your notebook.
6. Pendulum Game: Arrange 10 golf tees like this:



Using a small ball as bob, can you knock all the tees down in three swings? Play with a partner. Keep score.

The following cards were placed near the geo-blocks of a third grade class:¹

1. Choose a block. How many small cubes fit on each face? If you call the small cube 1, what should you call the other faces of the block?
2. Select some blocks that have no faces the same; that have 2 faces the same; that have 3 faces the same.
3. Select any three blocks. How are they the same? How are they different? Find other blocks that will fit into this group.

¹For a wide variety of math task cards, the reader is referred to, Freedom to Learn, An Active Learning Approach to Mathematics, Biggs and Mac Lean (Canada: Addison-Wesley, 1969).

Many math materials can be purchased which have a large assortment of task cards accompanying them. However, as with all materials in the Open Corridor, these cards are used with discretion by the teacher. The teacher-made cards are more likely to be an extension of the child's specific experience as determined through his use of the existing environment and through his questioning of it. Thus, as with all other materials, schedules, and content, the aim is always to provide an integrated and continuous learning experience.

From the foregoing description of the classroom in the Open Corridor program, it can be seen that the Open Corridor classroom is conceived of as a sub-environment serving the needs of a particular group of children (approximately 30) who are officially assigned to it. However, as mentioned previously, each classroom is an organic part of a community of classrooms which function as a unit within the large public schools.

The Open Classroom Corridor Area

The corridor, an environmental unit, encompasses an area of open classrooms united by a corridor. The number of Open Corridors in any New York City public school where the program has been introduced varies, depending on the many factors mentioned

previously. Figures 10 through 12, on the following pages, show the location of five Open Corridors within one public school. The individual classrooms on the corridor may or may not group more than one grade level. However, the corridor, as a whole, does have multi-age-grade groups. It provides the common space for the mingling of children from the different classrooms, access to a wider variety of materials and experiences, and the visible means of identifying the community as a distinct organizational unit. It is assumed that a child will remain in a particular corridor community for approximately three years, depending on the range of classes. A decision may be made to retain a child a year longer in a community. In other words, a child is given a three-year span before the decision to retain him is rendered. This is considered essential because of the unevenness and continuous nature of his growth. The learning experiences provided for the child are perceived as a totality within the corridor. In other words, the child within the corridor is related to not as a second grader or third grader but as an individual. The prolonged experience in the community enables teachers on the corridor team to know the child's individual pattern of learning. From the point of view of the child, the extended experience with the same group of adults and teachers eliminates his having to adjust to an entirely new situation every

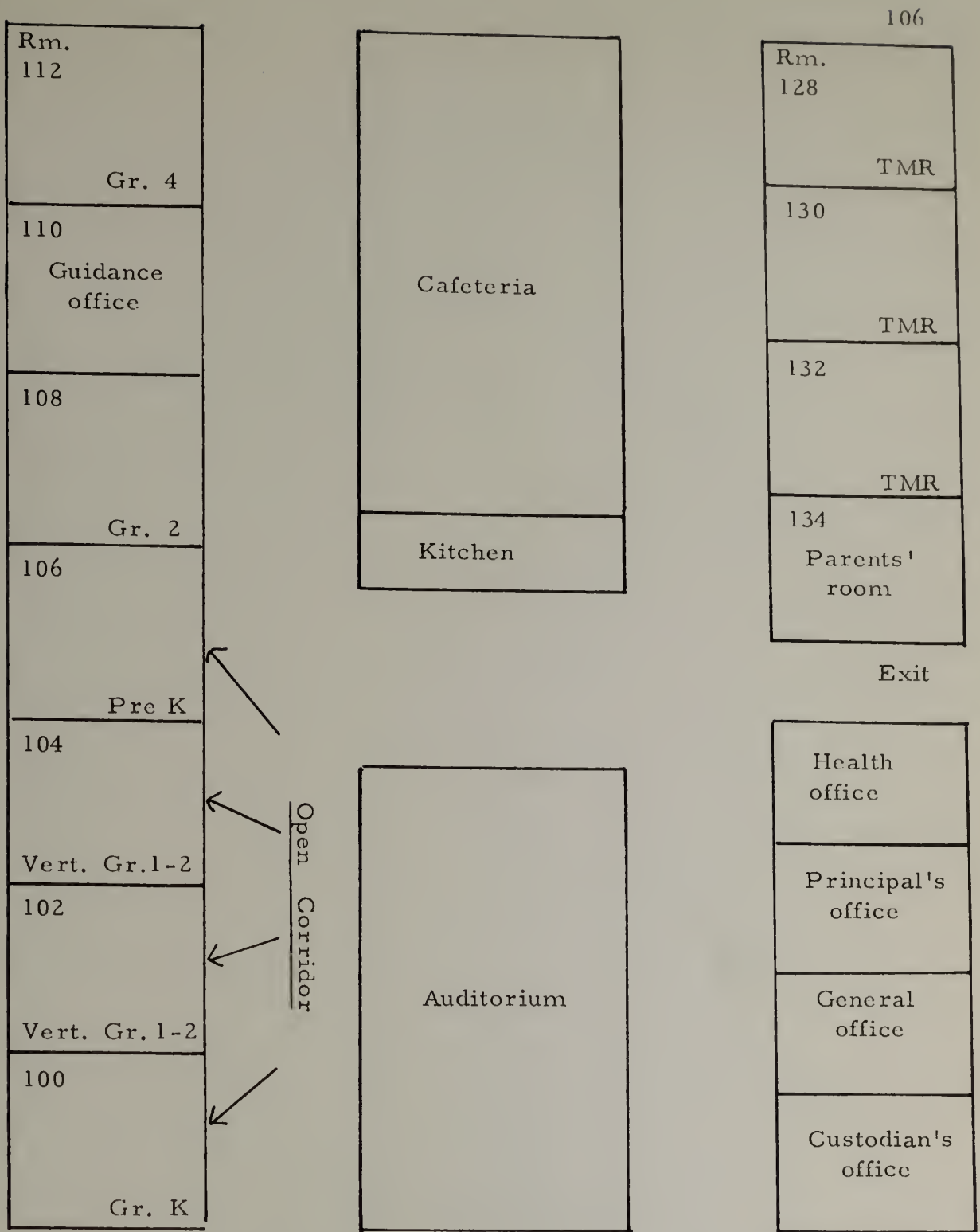


Figure 10

Location of Open Corridor Classrooms on First Floor of New York City Public School A

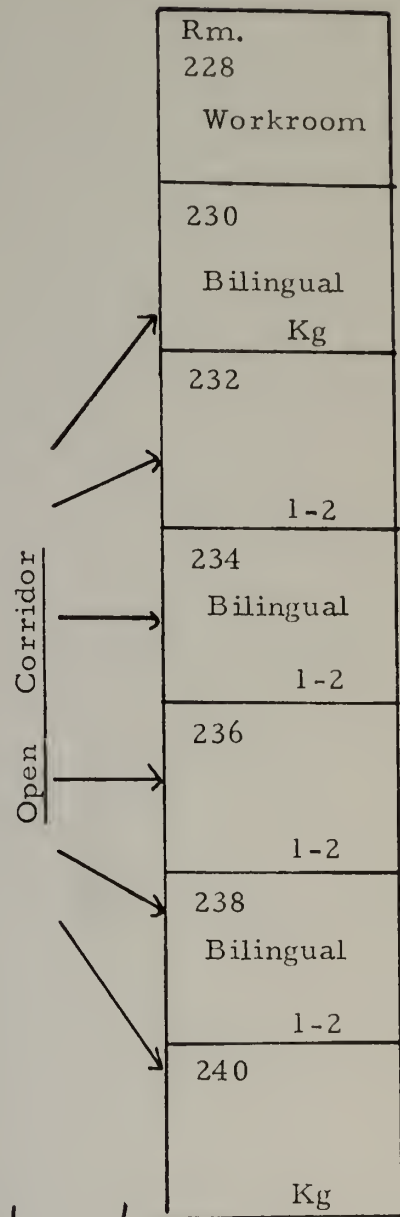
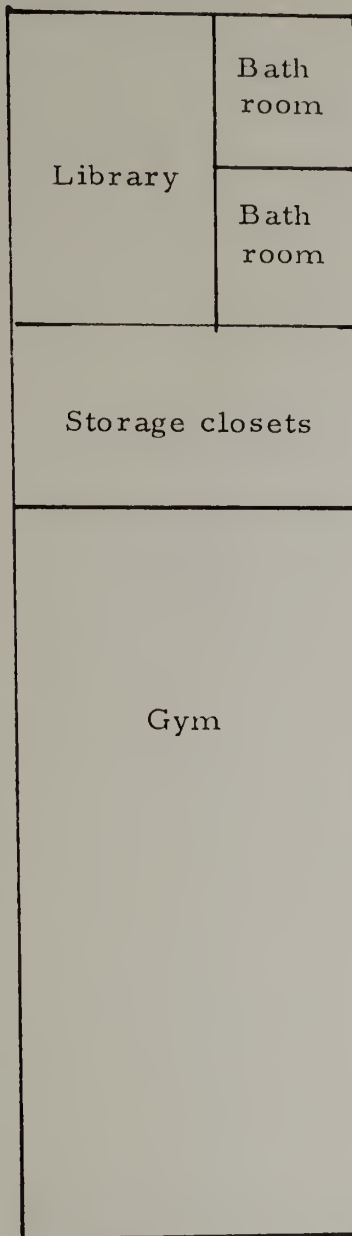
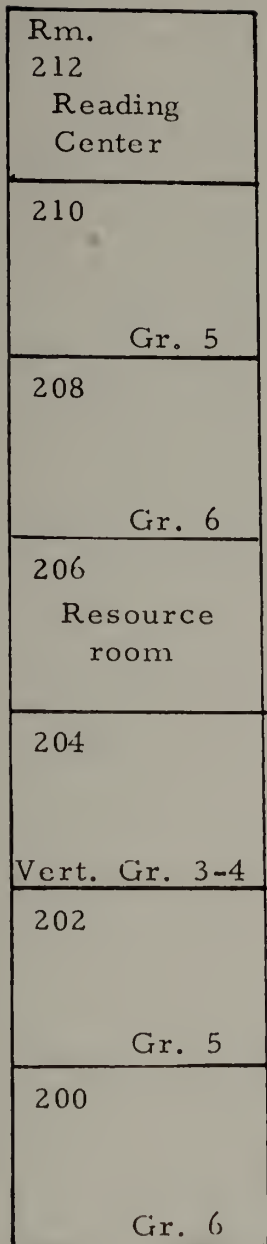
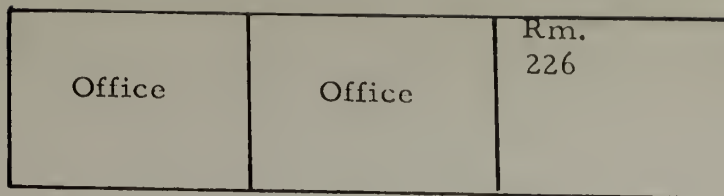


Figure 11

Location of Open Corridor Classrooms on Second Floor of New York City Public School A

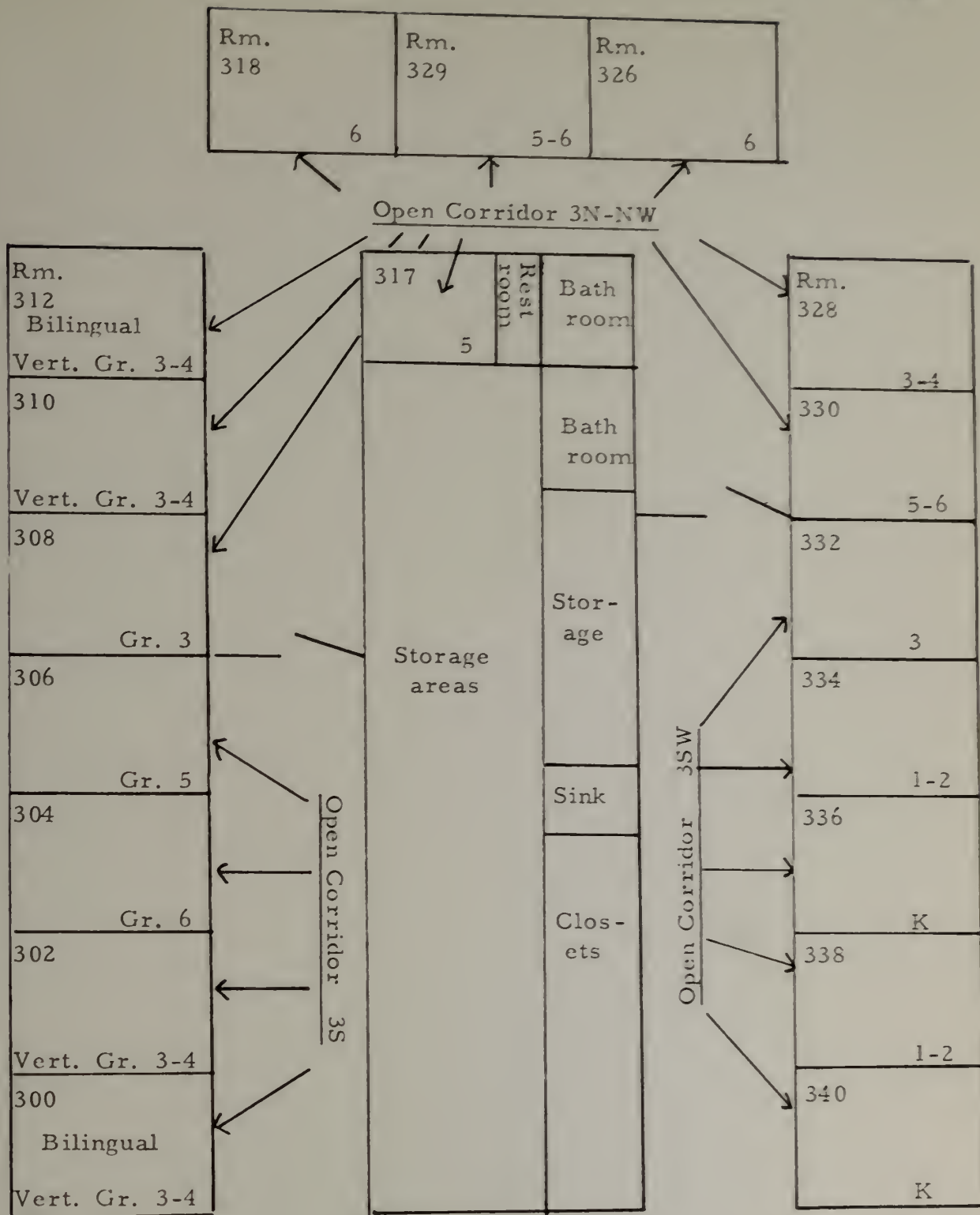


Figure 12

Location of Open Corridor Classrooms on Third Floor of New York City Public School A

year.

The corridor is used as overflow space for the extension of classroom activities. An entry from the author's log makes reference to this function of the corridor:

9:45 A. M.: Five children from M. R. 's room are sprawled on the floor outside their classroom. They are constructing a large model of an airport. M. is really engaged in this activity. (He is new to the school and has been quite withdrawn.) Two other boys are explaining how to show airplanes landing. They are pasting cardboard models on strips of string suspended between the hangar and a high support several feet in front. The conversation is animated as they argue about measurements, etc.

Three older children are down the hall a bit working on a huge mural map of the United States. This project has been going on for a couple of weeks.

Children from T. C. 's room are building a rabbit hutch. They are building it to scale.

Frequently, the corridor teacher¹ plans extra activities for the entire corridor. The following entries verify this:²

Nov. 12: The 3N-NW Corridor was alive with

¹The term, corridor teacher, is often used to refer to the "cluster teacher" or "prep teacher." Her formal assignment is to relieve each of four teachers for a forty-five minute preparation period. However, if this person is part of a corridor community, a more flexible arrangement, allowing for greater use of the corridor, is usually made.

²These were excerpted from the author's log.

activity. I could hardly believe that so much was going on. Only last week, we planned to use this space and I thought it would take the corridor teacher a few weeks to get started. The weaving was moved out into the corridor; some children were doing bread sculpture; others were painting and there were a few games (math and language) going on. Directions were posted on the wall and the children were making good use of them. There was a lovely spirit of sharing among the children; the older children were working with the younger ones.

Nov. 19: At times, there are as many as 20 children working in the corridor. They have done some beautiful murals. A., a child in grade 5 who gave so much trouble last year, seems to be settling down. He worked on the mural very carefully and precisely. More importantly, he seemed proud of his work, which the adults made sure to admire. He gets along well with P. (one of the teachers on the corridor). M., (a girl in grade 6), also seems much happier and less disturbing this year. She is a big help to P. The corridor walls are well decorated with the children's work. There are all sorts of things: drawings, murals, clay models, bread sculptures, wood carvings, weavings, children-made games, recycled paper, etc.

10:25 A. M., Corridor Observation: One student teacher at the end of the corridor is working with a girl. She is using the number balance. Two boys were constructing a few yards away. Two large, heavy cardboard cylinders, about 3 feet high, were used for the four corners of the structure. The rest was made of blocks. One boy was at the workbench making a machine gun. He talks to the "block boys" from time to time. There is a rather complicated drawing of a maze made by one of the children. A few children were trying their skill at making it from start to finish. Teachers join individual children or groups and help them, then move on.

Essential to the success of the corridor is a willingness on the part of all teachers, paraprofessionals, and student teachers to participate as a community in planning for its smooth operation. Besides providing children with a greater variety of learning possibilities, the corridor team tries to create a family spirit of cooperation. Field trips are planned together and parents are kept informed of the planning. The following letter explains to parents the purpose of one such trip:¹

Dear Parents,

Weather permitting, on Thursday, October 11, 1973, our corridor, 3 South, is going to walk across the Brooklyn Bridge and picnic in Cadman Plaza. We will return from Brooklyn by subway.

We have two major reasons for scheduling this trip. The first is that although we talk about Manhattan being an island, and Puerto Rico being an island, we want the children to experience and integrate the fact that an island is a body of land surrounded by water and to leave an island, water must be crossed.

The second reason for this outing is that we want to expand on our most successful corridor picnic and cake sale and foster the feeling of community on our corridor by sharing an enjoyable learning experience.

We know that you will be delighted to hear that we have a corridor teacher, who will be going on this trip with us.

¹All letters and other communications are written in both English and Spanish.

Please remember to send lunch with your child on Thursday, October 11. Please do not send soda or juice bottles; send cans.

Corridor 3 South

The planning, so essential to the corridor's success, is done during the many meetings held on the corridor, usually during the lunch hour. These meetings, attended by the entire team, including the paraprofessionals, student teachers, and the advisor when possible, provide the forum for discussion of pertinent topics, for planning for individual children, and for specific formulation of the corridor schedule. Following are two samples of a corridor schedule:

Week of January 27th: I've been busy trying to parallel the theme we are working on at the workshop with the main theme we've been discussing on the corridor--construction.

The theme at Game will be plants--making the pots, painting designs, making macrame hangings, and then the actual planting. We hope to follow this up with a book of floral prints.

Out in the corridor, we will work on clay techniques--drawing shapes and studying designs that will be glazed onto the pots. Work with the pinch method and the coil method.

At the same time, cuttings will be started by the garden club that will be rooted (hopefully) by the time the pots are completed.

At the woodwork area, we will build lattices as a framework for those cuttings that need the support

for vines.

The clubhouse gang can take a mini trip to the lumber yard Tuesday (weather permitting). We have \$20.00 from the sale of the animal food.

Week of October 29, 1973: This past week has seen the beginning of a gardening club with M. in R.'s room and N. in H.'s class at the helm. The newspaper is blooming also, with science articles and a story by J. in H.'s class.

The Little Library has suffered because of its location and I will have to relocate some of the activities. Checkers and cards will also be moved closer to the main stream, due to traffic and changing patterns; too many of the materials seem to wander.

The Little Library	Range: k - 2 Emphasis: To make reading material available everywhere in the school; to provide experiences for the development of hand-eye coordination and small motor development; to permit an area for quiet exchange with other students and a place to plan projects.
--------------------	--

Bean Bag	Range: 1 - 2 Emphasis: Development of skills using small motor muscles, coordination, use of small materials, and estimating.
----------	--

Crafts	Range: k - 2 Emphasis: To extend still further through collage from, the study of feelings and senses in H.'s room, exploring sensations provoked during the holiday (eery, scary, frightening, silly, etc.).
--------	--

Puzzleboard	Range: 1 - 2 Emphasis: To further develop abstract patterns, eliciting perceptual development and generalizations as to shapes, sizes, forms, and placement.
-------------	---

Monopoly - Bingo

Range: 1 - 2

Emphasis: Using familiar games, to develop counting skills, number recognition, and conservation.

Wood Table

Range: k - 2

Emphasis: To develop both large muscle dexterity and familiarity with working tools; to construct both imaginary and purposeful objects, and by degrees, to develop planning, concentration, and limitations of one's own abilities.

Although the extra corridor space is an asset in so many ways, it is not absolutely essential. In fact, on newly created corridors, the more or less sophisticated use of the hall usually comes long after the individual classrooms are reorganized. In some instances, the location of the corridor greatly curtails its use. Actually, the development of a mutual sharing and supporting among all adults and children in the group is more important than the physical space. Even without the shared activity in the corridor, it is assumed that children will be given the opportunity to visit other classes and to relate to other adults in the corridor community. Professor Weber writes:

The child can repeat his experiences as he needs and chooses, or find new experiences when he visits other rooms. Besides his own teacher, he meets other teachers and adults and, as in a family, children older and younger. . . . The teacher, too, is no longer glued to the front, or isolated from other teachers. (Weber, 1970, p. 7).

While it is true that each corridor develops in its own inimitable way, there are certain characteristics which are usually identifiable. The use of the corridor provides large areas for the display of children's work; it provides a common area for children of different ages and grades to meet and work together; it allows for common activities, such as corridor meetings and "sings." Visitors to schools where the Open Corridor program is in process usually remark that they know when they are in Open Corridor because of the "busyness" clearly evident in the open area. The open classroom doors, the mobility of children, and the profusion of products of children's work create an open, active, and purposeful atmosphere.

CHAPTER III

THE PROCESS OF DOCUMENTATION

This chapter has two major objectives: (1) to demonstrate the need for an evaluation procedure commensurate with the values, ideology, and practices of the Open Corridor program, as set forth in the previous chapters, (2) to describe a documentary procedure, the phenomenological descriptive inquiry, which meets this criterion.

In order to accomplish the first of these objectives, former evaluative methods will be critiqued in order to show their inappropriateness for the Open Corridor program. Specifically stated, the prevailing "treatment-outcome" evaluation paradigm, which derives from the experimental and psychometric tradition within psychology, is antithetical to the philosophy and beliefs underlying Open Corridor. Treatment or curriculum¹ is determined by the educational goals or objectives and both, in turn, determine the evaluation procedure. It is essential, therefore, to focus first on the conflict surrounding the statement of educational objectives for there seems to be no doubt

¹The term, curriculum, as used in this study is defined as the educational program.

in the minds of educators that curriculum planning and evaluation proceed in the light of the specifications which objectives provide. Educational objectives, consequently, occupy a central position in educational literature. Bloom, Gagne, Krathwohl, Mager, Tyler, and others have set for themselves the exhausting task of clarifying, classifying, and specifying the manner in which objectives should be stated and they offer criteria for judging the validity of the objectives. (Eisner, 1969, p. 1). Intensive search into the literature reveals the fact that there are serious disagreements regarding the nature of objectives, the priorities that exist among them, and the manner of stating them. Just a few examples are given to substantiate this conclusion. Mager (1962) insists that behavioral objectives for programmed instruction must be observable and terminal. Ammons (1967) argues against these criteria, claiming that objectives can be inferred according to the definition agreed upon by those involved in the program. She sees objectives as descriptive of direction. Krathwohl (1965) identifies four levels of specificity of goals. Stake (1969) considers the absence of priorities in represented specific goals a serious weakness. He writes:

A major responsibility of curriculum developers is to assign priorities that indicate how much should be invested in the pursuit of each goal and a major

responsibility of curriculum evaluators is to point out less successful pursuits as a basis for reallocation of effort. (Stake, 1969, p. 36).

In a discussion of the Individually Prescribed Instruction, Lindvall and Cox, who also insist on specificity, point out that another criterion (referred to as criterion 2 in the following excerpt) for stating objectives is that they be developed in terms of detailed sequences:

The goals of any educational program, according to criterion 2, should be examined and judged in terms of the question, "Do these goals represent statements of exactly what this program was designed to achieve and therefore reflect the reasons for developing this program?" If the answer to this question is "Yes", then this criterion is satisfied. (Lindvall and Cox, 1970, p. 36).

The popular taxonomies developed by Bloom (1956) and Krathwohl et al. (1964) represent a hierarchy of objectives in which the attainment of each successive objective purportedly represents a more complex process than the attainment of the preceding one. Despite this ordering, Sullivan complains about the lack of precision which they represent. "Any attempt to use the Taxonomy in the formulation of objectives must take into account its lack of precision in indicating either specifically overt behavior to be performed by the learner or the conditions under which they will be performed." (Sullivan, 1969, p. 71). Tyler seems to take the same position in

describing the importance of educational objectives in his rationale for curriculum development. He writes:

By defining these desired educational results (educational objectives) as clearly as possible, the curriculum-maker has the most useful set of criteria for selecting content, for suggesting learning activities, for deciding on the kind of teaching procedures to follow, in fact to carry on all the further steps in curriculum planning. We are devoting much time to the setting up and formulation of objectives because they are the most critical criteria for guiding all the other activities of the curriculum-maker. (Tyler, 1950, p. 40).

Gagné offers even more stringent requirements for stating objectives and in so doing seems to reduce content to objectives:

Possibly the most fundamental reason of all for the central importance of defining educational objectives is that such definition makes possible the basic distinction between content and method. It is the defining of objectives that brings an essential clarity into the area of curriculum design and enables both educational planners and researchers to bring their practical knowledge to bear on the matter. As an example of the kind of clarification which results by defining content as "descriptions of the expected capabilities of students," the following may be noted. Once objectives have been defined, there is no step in curriculum design that can legitimately be entitled "selecting content." (Gagné, 1967, pp. 21-22).

The most common element represented by the foregoing opinions is the concern for specificity of objectives which, in turn, makes possible the utilization of scientific measurements in the

evaluation¹ of outcomes. It is this demand for measurable data which seems to dictate the criteria for stating objectives. "Evaluation efforts have typically concentrated on measurement of outcome variables, especially those that are specifically stated in the objectives of the program." (Sjogren, 1970, p. 307). Frequently, the specification and quantification are defended on the grounds that they guarantee the necessary objectivity and purity of the evaluation design. However, the limitations of such efforts are often overlooked:

The stated objectives of educational programs are generally concerned with a change of behavior such as a changed attitude, perception, or skill level, or an increase of knowledge. The measurement of change is usually obtained by observing the difference between scores in a pretest and a post-test. It is well known that such scores have serious limitations for analysis purposes. The most serious limitation is the unreliability of scores. (Sjogren, 1970, pp. 307-08).

Regardless of these limitations, the evaluation of a program is frequently based on how well pupils perform on the apparently verifiable objectives. "At present, standardized test scores are taken by the legislature to indicate how well pupils read, and a school-by-

¹The current meaning of the term "evaluation" in several recent writings and in federal legislation is that it is the gathering of empirical evidence for decision-making and the justification of decision-making policies and the values upon which they are based. (Glass, 1968, pp. 4-5).

school listing of reading scores implies that one school is better than another." (Dart, 1971, p. 728). Dart continues:

What is wrong with this? Well, it assumes that some scores, some observations, some tests really indicate a desirable state of a pupil's interior, his status as a human being . . .

It is ironic to think that we can reduce the description of a human being's achievements to any list or judgment based on those lists. (Ibid., p. 729).

This obsession with precise measurements is understandable, though regrettable, in light of the aura surrounding statistical information. However, it reduces the person to something less than human. "As long as goals are prescribed and the student has no self-selection of purposes, there is an invasion of the person." (Macdonald, 1966, p. 50). The interrelationship of prescribed objectives, the fixed and sequenced curriculum, and the scientifically measured outcome is often overlooked. The consequences of any one of these on the person of the child, therefore, is blurred.

The "break-up" of the curriculum into smaller, more isolated units is due in large measure to a growing dependence on behavioral objectives and systems analysis. It has been argued that to be accountable, goals and objectives must be translated into specific behavior that can be observed and measured. But in doing this, an essential quality of human action, as distinguishable from behavior, is lost. It is the intentional or purposeful nature of human action that

distinguishes it and makes it intelligible. All normal people, including children, act primarily out of a sense of purpose. Recognition of this fact, we believe, rules out a strictly behavioral account of human action. Our sense of purpose gives learning whatever interpretive quality it has. Achievement lists typically used to measure accountability simply are not sensitive to the intellectual quality of human action. They are not able to capture the intentional aspect of learning. (Perrone, 1972, p. 351).

Of course, this concern for the person in the process of evaluation is not new. In 1930, Gail Jensen writes: "Since they are fluid and likely to change from person to person, ideals and, therefore, educational aims cannot be scientifically determined." (G. Jensen, 1950, p. 15). Whitehead denounces uniform external testing and does so precisely because "we are dealing with human minds, and not with dead matter." (Whitehead, 1929, p. 5). Piaget is equally critical of testing as a method of evaluation and his writings and observations of children testify to the glaring discrepancy between what is known of children's learning and the narrow methods used to judge their growth. (Piaget, 1971).

Some contemporary educational writers report a shift in emphasis in evaluative procedures. Sjogren (1970) notes that while evaluation for many years has been equated with a process of determining whether specific objectives are attained, current evaluation models are focusing on a larger number of phenomena. This

refocusing is a result of viewing learning as a process unique to the learner. This principle rules out objectives that are not expressed from the individual's point of view. (Burns, 1967).

Kaye (1973) reports that the 1960's saw a more optimistic belief in the efficacy of schools which threatened to bring about a shift in the area of accountability:

Thus what Herrnstein calls "psychology's most telling accomplishment to date,"¹ the whole ability-testing movement, the livelihood of thousands of psychologists, the annual sale of two hundred million standardized tests,² and the prestige of psychology as a measurement science were all threatened in the 1960's by a growing faith in the efficacy of education. (Kaye, 1973, p. 20).

There is indeed some evidence to support Kaye's assertion that change is evident in the area of accountability. However, the struggle to break through such a long and entrenched tradition is not easy. There is a strongly held opinion among many in education that the demand on the part of parents and others for accountability is a demand for scientific testing. Perrone points out that parents have not had the opportunity to consider other possibilities. He and his colleagues have documented a broadening of education horizons on

¹Richard Herrnstein, "I. Q.," The Atlantic Monthly, 228 (September, 1971), 43-64.

²S. Francis Overlan, "An Equal Chance to Learn," New Republic, 166 (May 13, 1972), 19-21.

the part of parents to whom the schools have become more accessible. Participation in the informal classrooms has increased parents' understanding of the complexity of the classroom and their perspective on what schools should be accountable for has changed in the process. (Perrone, 1972, p. 350). Professor Weber reports the same experience in New York:

Parents have been led to believe that reporting (via monthly cards), conferences (twice a year), and finally sharing the annual results of reading tests such as the Metropolitan Achievement Test (MAT) made up the sum and substance of the school's educational accountability. Parents, in effect, have been sold on the symbols and formalities that pass for accountability. Content, meaning, or significance, as these affect their children's learning--of these, parents have been given little or no inkling at all. Small wonder then, that their own assessment of their children's school progress is limited to marks. Rarely, if ever, are parents invited to examine, nor are they adequately oriented to awareness and analysis of, the learning process within the traditional classroom framework. (Weber, 1973, p. 2).

Built into the program from the very beginning was a parent participation component which included their involvement in evaluation and the ongoing developmental process which supports teachers, advisors, and administrators. They have, therefore, begun to view accountability from a different viewpoint.

In a recent evaluation of the Follow Through Program, Chittenden and Bussis confronted the ambiguity between the

non-model approach to education which they were evaluating and the scientific evaluation generally encouraged by the psychometric profession. They refused to pressure teachers into accepting an evaluation method which was considered by both the evaluators and the teachers as non-satisfactory for their purposes.¹ Their analysis of the learning environment in terms of the teacher's and child's contribution to decision-making is a pioneer attempt to use evaluation in the service of practice. It offers an alternative to that evaluation methodology which deals with narrowly conceived aspects of classroom and child life.

Zimiles reports a similar experience during the Bank Street evaluation of a Head Start program which had been previously evaluated by psychometricians whose main concern was the experimental design of the study. As the irrelevance of quantitative evaluation became more evident, a significant change occurred.

Accordingly, evaluators were admonished to revise their assessment procedures still further and focus on measures of cognitive process rather than cognitive achievement.

¹The report of this study conducted by Educational Testing Service in cooperation with the participants of the Follow Through Program of the Educational Development Center can be obtained from ETS, Princeton, New Jersey. It is entitled, Analysis of an Approach to Open Education--Interim Report, by Anne Bussis and Edward Chittenden.

Each adjustment which defined criteria in greater breadth seemed to represent important progress; it meant that evaluators were beginning to see the fallibility of their simplistic criteria and that educators of young children were coming to grips with the fact that they were not simply concerned with training children to learn specific tasks. Such program innovations as the introduction of a "Piagetian curriculum" virtually dictated that evaluation criteria be defined in terms of cognitive process variables. (Zimiles, 1973, pp. 2-3).

It is important to note that the reference to a "Piagetian curriculum" in no way means the substitution of conservation and other Piagetian cognitive attributes for traditional content. Piaget himself warns against this. (Piaget, 1973).

Zimiles makes a strong plea for what he calls "systematic and comprehensive evaluation of the child's school environment." This, he suggests, should be followed by a "theoretical analysis of the impact of his school experience." (Zimiles, 1973, p. 7). In so doing, he is asking for a shift from the assessment of the impact on children to the assessment of the classroom environment.

Professor Weber encompasses the complex issue of accountability, showing its relatedness to every other facet of the Open Corridor program. She emphasizes the major focus of her work in the New York City public schools when she writes:

Our basic commitment has been, and continues to be.

in improving the school's function, ending its emphasis on selection and placement, and sharpening its accountability to the growth of all children. As part and parcel of its commitment, we are convinced that the ways children grow must be re-examined, the school's organization needs to be changed, and teachers' voluntary efforts and active intelligence must be engaged to implement school changes.

But accountability is not a passive "marking" process, nor is it related only to the teacher. For us, accountability presumes an objective and an active involvement in that objective. It means sharing experiences and judgments for the purpose of supporting children's growth. It needs, moreover, to encompass every kind of active, intelligent, and autonomous decision made in regard to that objective. (Weber, 1972, p. 1).

Miller makes a similar point in her statement on evaluation prepared several years ago to support the New School¹ Follow Through program. She writes:

Thus a major part of our evaluation effort has been directed toward increasing the ability of teachers to observe what children do and what happens to them, and in the process reflect upon the learning that takes place. In this way, teachers can become intensively involved in the process of continuous evaluation.

Evaluation, growing out of a process of observation and reflection, has been particularly useful to the individual teacher in improving the classroom learning environment . . . (Miller, 1973, pp. 2-4).

¹New School is located on the campus of the University of North Dakota.

Carini also reports that there is a considerable and growing resistance to evaluation which emphasizes end products rather than processes in making program assessments. (Carini, 1973, p. 15). The survey of the literature related to Open Corridor philosophy reveals that Carini's work is the most intense and long-term effort to relate evaluation to the support of children's learning. Her work is further elaborated upon in the last section of this chapter.

The study of conflicting opinions regarding educational evaluation reveals unmistakably the confusion which results when the second assumption upon which this dissertation rests is either ignored or concealed. When that assumption, viz that every educational decision implies a value judgment, is addressed, the opposing opinions stand in a different relationship to each other. The question then becomes not what evaluation methodology is better in the abstract but, given certain values, what assessment procedure will preserve the integrity of the process--in other words, what assessment procedure will maintain the integral relationship among theory, practice, and values. Since objectives indicate a direction for planning and assessing the learning situation, they too must be considered in relationship to the values that prompt them because "objectives can take on different meanings depending on the values behind them." (G. Jensen, 1950, p. 183). Eisner is strongly critical of the

emphasis on educational objectives without an explanation of the values lying behind the method of selecting them and the criteria for deciding their adequacy.

The formulation of educational means is never a neutral act. The tools employed and the metaphors used to describe education lead to actions which are not without consequences with respect to value. Many of the metaphors used to describe the importance and function of educational objectives have been associated with conceptions of education which I believe are alien to the educational values held by many of those who teach. (Eisner, 1969, p. 3).

The consideration of values is crucial especially in the area of evaluation. "In curriculum, as in most human endeavors, the place where values show are the critical points where judgments and evaluations are made." (Macdonald, 1966, p. 49). In any discussion of evaluation and its antecedent or counterpart--educational goals--a clear understanding of the values prompting the implementation of the program should be articulated. "Since goals stem from values, it is important to state one's philosophy before the study because all positions are based on philosophical postulates." (Withall, 1960, p. 348). Huebner has shown that even the meaning of the words, learning and objectives, restrict the kind of questions curriculum people ask. (Huebner, 1966). "Furthermore, they carry value connotations which often remain unexamined." (Mills

1971, p. 733). Patterson makes a similar point when she writes: "Value questions must be dealt with in deciding program objectives and procedures." (Patterson, 1971, p. 809).

Despite the repeated reminders on the part of some educators to view educational objectives and evaluation in the light of values espoused, it remains largely a theoretical concern. The literature reports few practical instances where evaluation is closely and explicitly linked to values. There has been some attempt at value analysis.¹ One basis of value analysis is a logical basis which relates the reasonableness of objectives to a given value position. (G. Jensen, 1970, p. 183). Stake (1970) suggests that stating value positions may be a shortcut to understanding educational objectives. In line with this position, Mann suggests that curriculum should be conceived of as serving an education which has intrinsic value in and of itself. He drew up a prescription for curriculum criticism which rests on the assumption that "the world we create for children through curriculum is a real present world, a lived-in world, and a meaning

¹ Various schemas for categorizing values can be found in the following references: Alfred Whitehead, The Aims of Education (New York: Macmillan, 1929); Philip Vernon and Gordon Allport, "A Test for Personal Values," Journal of Abnormal and Social Psychology, 26 (1931), 231-48; Michael Scriven, "Student Values as Educational Objectives," Publication No. 124 (Boulder: Social Sciences Education Consortium, University of Colorado, 1966).

world." (Mann, 1969, p. 41). He argues that any evaluation of curriculum presupposes an ethical and aesthetic judgment about the meaningfulness of the world created for children in the here and now.

The critical need to relate program evaluation to philosophical beliefs is brought out very clearly by Westbury (1970) in his comparison of two programs, the Bereiter and Engelmann program (1966) and the New York First Street School program (Dennison, 1968). He asserts that although both programs were evaluated a success, they are radically different because of different philosophical starting points.

Bereiter and Engelmann presumed that human behavior is lawful, predictable, and ordered and that this order makes it possible to search for rules to control instructional interventions. For Dennison, such search is, in principle, inconceivable; he does not believe that the social world can be made to yield before any model governed by rules. Bereiter and Engelmann assumed a clear distinction between the knower and the known and gave no place to feeling and emotion in science or logic. Dennison made no such distinction. He believes that intellect, will, tastes, and passions must all enter the learner's reception of anything he might come to know. (Westbury, 1970, p. 247).

Obviously, these different philosophical positions result in very different views on curriculum. For Bereiter and Engelmann, curriculum is prescribed according to the standard of the American

public school. It is interesting to note, however, that they, in a sense, state their value position:

In order to use the term cultural deprivation, it is necessary to assume some point of reference. . . . The standards of the American public schools represent one such point of reference. . . . There are standards of knowledge and ability which are consistently held to be valuable in the schools, and any child in the schools who falls short of these standards by reason of his particular background may be said to be culturally deprived. (Bereiter and Engelmann, 1966, p. 24).

Dennison's philosophical position, on the other hand, being diametrically opposite to that of Bereiter and Engelmann, leads to a curriculum prescription which is flexible and determined more by individual needs than by a decision-making mechanism remote from the phenomenon evolving in the individual classrooms. The comparison of these programs serves to focus attention on the irrelevancy of comparative evaluation per se. If programs have the same value base and the same theoretical base, it may make sense to compare them. But when programs are derived from contradictory philosophical beliefs about children's learning, they defy comparative evaluation. A study of these programs also serves to accentuate the absolute necessity of relating evaluation methodology to program intent. Explicitly, Dennison's philosophical position favors process and formative evaluation over product and summative evaluation.

Programs like Dennison's which reject the standardization of human accomplishment must rely on constant feedback rather than standardized evaluation of end products.

In order to force the issue of relating values to program evaluation, Anderson (1968) uses what she calls "internal consistency" as a criterion for assessing programs. In so doing, she is able to show the contrasts among programs relative to the principles upon which they rested. She thus succeeds in bringing into sharp relief higher-order principles which the programmers fail to articulate. In evaluating the Bereiter and Engelmann program, Crittenden (1970) also draws attention to the consequences of failing to relate program to theoretical and philosophical concerns.

In his reference to the three metaphors (industrial, behavioristic, and biological) used to characterize the dominant views about the nature of education in American schools, Eisner (1969) clearly draws out the values they represent. In so doing, he states his belief that the concept of education which the industrial metaphor implies is alien to the values of some of the practitioners who implement its prescriptions. To substantiate this assertion, he elaborates on the metaphor showing the consequences to children who are enrolled in a program derived from this metaphor. (Eisner, 1969, p. 3). The consequences of adopting the industrial metaphor

are also identified by Callahan:

The tragedy itself was fourfold: that educational questions were subordinated to business considerations; that administrators were produced who were not, in any true sense, educators; that a scientific label was put on some very unscientific and dubious methods and practices; and that an anti-intellectual climate, already prevalent, was strengthened. As the business-industrial values and procedures spread into the thinking and acting of educators, countless educational decisions were made on economic or non-educational grounds. (Callahan, 1962, pp. 246-47).

In sum, if education is viewed as a process to shape children's behavior according to predetermined norms, then behavioral objectives become important and the teacher's task is to engineer the process so that children will indeed acquire these behaviors. From this position follows the need for scientifically developed materials and a need for establishing the reinforcement which will insure the desired product. The process of learning is thereby minimized. Accordingly, it is not necessary to enable individuals to use their intelligence in selecting tasks and in testing hypotheses through a process of exploration in the pursuit of answers to questions which arise from within.

It has already been pointed out that proponents of open education have begun to depart from evaluation methods which are product oriented. This is not surprising since the philosophical

beliefs of open educators are at variance with the evaluation theory which has been traditionally viewed as appropriate for education.

Writing in general about innovative programs, Stufflebeam asserts that "many of the new programs in education are dramatically different from those of the past, and our evaluation should be geared to answer questions which are much different from those questions they have answered in the past." (Stufflebeam, 1969, p. 46). Eisner is also clear on this point:

As long as individuals in the educational field aspire toward different educational goals, there can be no set of research findings that will satisfy an educator who holds educational values different from those toward which the research was directed. (Eisner, 1969, p. 10).

An understanding of the essentiality of the network of relationships alluded to above is crucial to the major objective of this dissertation. No alternative to prevailing evaluative methods is necessary if they fulfill the requirements of the program to be assessed. The author states categorically that evaluation based on specific objectives or other specified predetermined criteria, which fail to take into consideration the unpredictable phenomenon of human development, is antithetical to the Open Corridor approach to education.

Before proceeding with a description of the documentation

proposed in this study as an evaluation alternative, a few points relative to the goals of Open Corridor are in order. The general goal of the program is to create learning environments which will be in the continuous process of better supporting children's growth or development. The author is keenly aware of the criticism that such a statement invites when it is considered in relationship to evaluation. Such an "open" view of education places a very difficult burden on evaluators who seek to get a clear conception of objectives and who have no measuring devices appropriate to this phenomenological view of learning. It is alleged that this need to measure arises from the fact that public education must be held accountable to parents and the state; therefore, evaluation must be objective.¹ This means "true" to some standard. The simple fact is that proponents of Open Corridor are committed to accountability but not to the notion that a precise standard has been, or could be, identified by which to measure this accountability. Their commitment to accountability is part and parcel of their commitment to children's growth. If they had to

¹Objective is defined as follows: (1) being, or regarded as being independent of the mind; real, actual; (2) determined by and emphasizing the features of the object, rather than the thoughts, feelings, etc. of the writer, artist, or speaker; (3) impersonal, detached; (4) designating a kind of test, as a multiple-choice that minimizes subjective factors in answering and grading. (Webster's New World Dictionary of the American Language, 1970, p. 980).

choose, they would choose the latter. They do not, of course, have to make that choice. Their task is to refine their methodology of assessing the program while at the same time maintaining congruency between the evaluation process and the philosophical beliefs inherent in the program. In the author's opinion, maintaining this congruency is the great contribution to be made to the field of education and it is the major focus of this study. In her efforts to improve education in the New York City public schools, Professor Weber consistently and overtly works to insure this integrity.

We maintain . . . that the assessment that is a necessary and welcome part of our endless search for better and better practice cannot be made from an evaluative stance that is so completely external to and unconscious of the mesh between what we do and our rationale for doing it. (Weber, 1973, p. 5).

Many current open educators are in agreement that accountability must be in terms of values and insights into children's learning--insights which grow in depth and clarity through actual involvement in the learning process. Carini, Chittenden, Perrone, Hull, and others are presently engaged in the process of evaluation from this perspective. The search for better ways of evaluating their efforts is a continuous one. Actually, open educators are literally searching for new ways of evaluating their educational efforts.

Our belief that we need to expand our idea of what

are acceptable and significant areas of involvement for children suggests not only a desire to be accountable for the outcome but a direction for accountability that is not part of the current literature. (Perrone, 1972, p. 353).

Zimiles expresses the same concern for new and relevant methods of evaluation: "We do not know how to assess the impact of a complex set of experiences on the psychological functioning of a developing child." (Zimiles, 1973, pp. 8-9). The goal is constant improvement and constant refinement as understandings of the learning process unfold. Open educators are always on the frontier of new developments. This is a difficult responsibility calling for humility--"an enormous humility must pervade all our evaluations"--and a tolerance for ambiguity--"the search should be for additional knowledge." (Weber, 1973, p. 5).

For Open Corridor, this is a particularly difficult task. It must be remembered that the program exists within a school system which it is attempting to change. This creates a conflict situation because Open Corridor's philosophy includes the principle of inherent relationship between theory and practice. It also allows for gradual and partial change¹--a natural phenomenon in most

¹Professor Weber describes the usual and characteristic development of change in institutional frame and in teachers' classroom organization, planning, and recording. See Appendix 7.

change processes. Thus the conflict arises from the commitment to bring about change within a school system, while accepting the partial and gradual nature of that change, and the commitment to maintain the integrity of the process. Professor Weber and the advisors responsible for implementing Open Corridor accept the challenge of working within this ambiguity. It is imperative for those external to the program to understand this unavoidable conflict before critiquing the program. Patricia Mills warns against the destructiveness of insisting upon certainty:

To remain emergent, humans must escape from their . . . need for resolution of questions and strengthen instead their openness to search. They must value ambiguity as the stimulus by which they are forced onward and thus escape obsolescence and extinction.

Curriculum workers . . . must be prepared to accept the challenge of struggling with the unknown and unresolved as contrasted with the known and resolved. . . . Those who would generate, translate, and evaluate curricular events must not be assessed by their ability to resolve the ambiguities they identify. Their greatest accomplishment must instead lie in the pursuit of uncertainty. (Mills, 1971, p. 735).

To summarize, it has been shown that Open Corridor's first commitment is to support the individual, natural growth patterns of children. Weber states:

Our settings must be evaluated, studied, and assessed for how well they allow explorations

that will expand our view of the child's growth, how well they support this growth, and how much further they can go to support our expanding view of this growth. (Weber, 1973, p. 4).

If this primary commitment to children's development and the concomitant commitment to teachers' development is to be pursued, then the nature of that development must be investigated. According to the philosophy of Open Corridor, this expanding view of the child requires careful observation of the child interacting with his environment. The views held in this regard are contingent on a value judgment, which must be articulated, and all educational decisions must be referred to it. This includes educational goals, program, and evaluation. Open Corridor proponents believe in the particularity of each child's growth and in the unevenness and continuous nature of that development. This rules out predictability and standardization--a radical departure from the approaches to educational reform in the past two decades and consequently from research which relies on normative statistical treatment and on replication. Open Corridor, therefore, needs a methodology for evaluation which is commensurate with its beliefs and philosophical postulates. The phenomenological descriptive inquiry, in the author's opinion, meets this demand.

Phenomenological Descriptive Inquiry

The major purpose of this section of the thesis is to describe

a method of inquiry which is compatible with Open Corridor philosophy and which provides greater insight into the educational process while, at the same time, it addresses the issue of evaluation. The phenomenological descriptive inquiry, here proposed as an alternative to the traditional logical-technological approach to evaluation, requires a reorientation in thought. To facilitate this process, comparison of the two methods is given when this seems appropriate.

Philosophical Considerations. The phenomenological descriptive inquiry, hereafter referred to as simply descriptive inquiry, rests on a phenomenological position which has a long tradition in western thought. Among those who hold this position are Heidegger, Merleau-Ponty, Barfield, Lorenz, Jung, Werner, and Froebel. Central to the phenomenological attitude is the belief in the inexhaustible meaning of phenomenon¹ and the reciprocal relationship between the person and the phenomenon he is observing. Werner speaks of a "unity of solidarity" between the person and the phenomenon he perceives. (Werner, 1948, p. 113).

This stance is radically different from the logical approach to inquiry used in the educational models which proliferated during

¹Phenomenon is defined as any person or event being investigated. In this study, it will allude most frequently to the child, the classroom, a learning activity, a process such as social interaction, and the development of community.

the past two decades. These prescribed programs or models, such as the Bereiter-Engelmann learning model and the SRA curriculum model, are derived from the scientific model. "Historically, models were derivative of a scientific system and provide within the stated frame of reference of the particular scientific theory, an abstracted schematization of a set of events." (Carini, 1974, p. 1). The educational models, however, differ drastically from the scientific model in that they do not have a frame of reference. Obviously, a frame of reference is essential to any model; otherwise, axioms, definitions, and, therefore, conclusions are misinterpreted and are meaningless. Without a frame of reference, educational models become a series of abstractions. The danger of these unlimited abstractions and unexpressed presumptions is that they are unguarded by scientific theory with the result that current conventional thought becomes the referent. (Whitehead, 1938). This would not be so dangerous if it were acknowledged and some check or "guard" were provided in the absence of a frame of reference. But this is not demanded of educational models, probably because they carry an aura of the scientific. As previously stated, however, the educational model is only pseudo-scientific. The series of logical deductions to which it gives rise has some serious consequences for the education of children. The educational process, as a whole, is fragmented.

From this follows the breaking up of curriculum into separate and sometimes distinct subjects. Taxonomies of cognitive and affective objectives can be set up whereby children's growth can be determined. The use of models also implies that schools, children, and teachers are interchangeable. Standards can be established by which to measure final outcomes. By so doing, the process of evaluation is simplified but the phenomenon that is to be studied is, in the author's opinion, concealed. In other words, it is not the child who is being studied but something else through the child.

The use of models often results in the removal of research from the hands of the practitioner. The resultant danger is brought out as different facets of this investigation are pursued. Experts, external to the program, monitor and interpret the effects of the "treatment" because objectivity is equated to the impersonal. In fact, one observer can replace another for they, too, are interchangeable parts of a system.

It must be pointed out that it is not the author's intention to propose a scientific theory of education. The development of the dissertation thus far demonstrates that another alternative is being offered. It is this--in the absence of a science of education, the principle of inherent relationships and the articulation of the beliefs upon which an educational approach rests protect the integrity of the

program and prevent the unguardedness spoken of by Whitehead (1938). Since both the principle just referred to and the beliefs fundamental to the Open Corridor program were expounded in the previous chapters, further explication would be redundant. However, a referral to the beliefs which are specific to descriptive inquiry is in order.

The phenomenological descriptive inquiry is a process of investigating phenomena through immersion of the observer in the phenomenon itself. In logical inquiry, the observer is depicted as over and against the phenomenon. His role is to remain aloof from it--not to become involved but to describe it in terms of its attributes. The so-called purity of the experiment is assumed to be in proportion to the degree of separation between observer and the observed. Thus the observer, according to logical inquiry, is an "observing mind" which is depersonalized and isolated as is the phenomenon. (Barfield, 1966). Parenthetically, it is interesting to note that the selection of instruments and the method of handling data and reporting results makes the sought-after objectivity impossible.

In descriptive inquiry, the point of view of the observer "is central to the datum and it is in the articulation--in the revelation of his point of view--that the datum of inquiry is assumed to emerge." (Carini, 1974, p. 13). This idea of the observer having a point of view, a meaning which shapes reality, brings into focus the need

to constantly refer theory and beliefs to practice--in this case, the practice of evaluation. If one's belief about the nature of person does not affect his understanding of educational practice, then obviously the conception of observer can change depending on expediency. For example, if the observer's view gets in the way of a logically devised system or approach to learning, it can be disregarded as having no significance. This can only be done when the observer is viewed as impersonal and isolated. On the other hand, in descriptive inquiry, the observer is considered in his totality--a person who both shapes and is shaped by the phenomenon world--and the meaning of each, the observer and the phenomenon, is revealed through the other. The degree to which the observer can articulate the phenomenon is proportionate to his degree of immersion in it and "when more than one person observes a phenomenon, a community of collectively sharable meanings is constituted." (Carini, 1974, p. 15).

In logical inquiry, the phenomenon is considered to be objectifiable and knowable. It is, therefore, subject to predication, analysis, and control. According to descriptive inquiry, the phenomenon, while thinkable, is inexhaustible and consequently ambiguous. (Schachtel, 1959). Where logic circumscribes phenomenon, be it child or setting, such as the classroom, descriptive inquiry

acknowledges that there is available only partial truth which expands through dialogue with self and the phenomenon world. (Merleau-Ponty, 1962). This expanding view takes place through a series of transformations concomitant with the changing point of view of the observer.

For all true thought remains open to more than one interpretation--and this by reason of its nature. Nor is this multiplicity of possible interpretations merely the residue of a still unachieved formal-logical universality which we properly ought to strive for but did not attain. Rather, multiplicity of meaning is the element in which all thought must move in order to be true thought. (Heidegger, 1968, p. 71).

From these opposing views on person and phenomenon, or in research terms, on observer and observed, an equally disparate view of observation (relationship of observer to phenomenon) itself results. The logical inquiry point of view is described by Barfield when he writes:

. . . it (Natural Science) assumed a world consisting of "Nature" as a process going on by itself, a kind of machine, strictly governed by the laws of mechanical causality, and set over against this, the observing mind of man. . . . On the one side you had nature and on the other side--man. (Barfield, 1966, p. 185).

The descriptive inquiry considers the phenomenon in a reciprocal relationship to the observer--a relationship where one informs the other. As Merleau-Ponty states:

The thing is correlative to my body and, in more general terms, to my existence, of which my body is merely the stabilized structure. It is constituted in the hold my body takes upon it; it is not first of all a meaning for the understanding, but a structure accessible to inspection by the body. . . . However, we have not exhausted the meaning of the "thing" by defining it as the correlative of our body and our life. After all, we grasp the unity of our body only in that of the thing, and it is by taking things as our starting point that our hand, eyes, and all our sense organs appear to us as so many interchangeable instruments. The body by itself, the body at rest, is merely an obscure mass, and we perceive it as a precise and identifiable being when it moves towards a thing, and insofar as it is intentionally projected outwards . . . (Merleau-Ponty, 1962, pp. 320-22).

Such diverse positions on observation necessarily lead to equally diverse functions of the inquiry in question. Clearly, the function of logic is to define and clarify, to establish causal relationships, and to quantify the knowledge attained. As indicated previously, this means that prediction and control become possible. Descriptive inquiry leads to an ever deeper understanding of the phenomenon which can be expressed according to the following dimensions:

1. The coherence of the phenomenon--that is, the polar reciprocities that together constitute the unities from which their own interpenetratedness derives. Birth and death are not opposites but reciprocal moments in life--the span, the process that states

and restates both in ultimate unity and elaboration. Or, dependence and independence are not opposites but reciprocal moments of relatedness.

2. The durability of the phenomenon--that is, the persistence and transformation of its coherent expression (its polar reciprocities) through time and settings.

3. The integrity of the phenomenon--that is, the recurrent patterns of polar reciprocities that taken together over time reveal the unity of the phenomenon. (Carini, 1974, p. 18).

In summary, the phenomenological descriptive inquiry is an approach to evaluation which derives from the attitude that phenomenon is inexhaustible but nonetheless can be described with ever deeper understanding of its meaning. This is possible if the observer, recognizing the reciprocity existing between himself and what he is observing, becomes immersed in that phenomenon. The resulting knowledge does not permit prediction or classification but simply articulation of the different facets of the phenomenon as its meaning emerges from the unity and multiplicity which characterize it.

The Phenomenological Descriptive Inquiry Method. In practice, the method consists of the following: (1) observing the particular phenomenon always within a particular setting and over

some period of time, (2) recording the observations, and (3) organizing the recordings and records pertinent to the phenomenon.

Observing. --The first task of the observer, then, is to become immersed in the setting in order to grasp as much as possible of its multiple meanings and to grasp the meanings that the particular setting (the classroom) has for the child. The initial focus is to observe the classroom or corridor, as the case may be, in order to become familiar with the following: its physical dimensions and content (Level 1); its functional organization (Level 2); its coherence that is expressed through the rhythm of its reciprocities, such as activity-inactivity, isolation-relatedness, etc. (Level 3); and its durability that is expressed through the changes and continuance of its reciprocities (Level 4). Examples of these levels of observation are presented in Charts 1-4¹ on pages 150-53. Only after the observer has incorporated the particular setting in all its dimensions, can he begin to observe the children in the setting. What he observes is the interaction of the child or group of children with the environment, for it is only through this engagement that the meaning of the setting for the child emerges.

The child's meaning, like the observer's own, is

¹The author is indebted to Patricia Carini and the Prospect School, Vermont for Charts 1-15.

Level 1: Physical Dimensions and Content of the Classroom as Setting

BLOCK ROOM

- Big Blocks
- Table Blocks
- Pattern Blocks, etc.

FRONT AREA

- Collage Materials
- Paints
- Cooking
- Wax
- Clay

CORRIDOR

- Aquarium
- Bulbs, Batteries, etc.
- Crayons, Scissors
- Glue
- Scrap wood
- Fabric

RUG ROOM

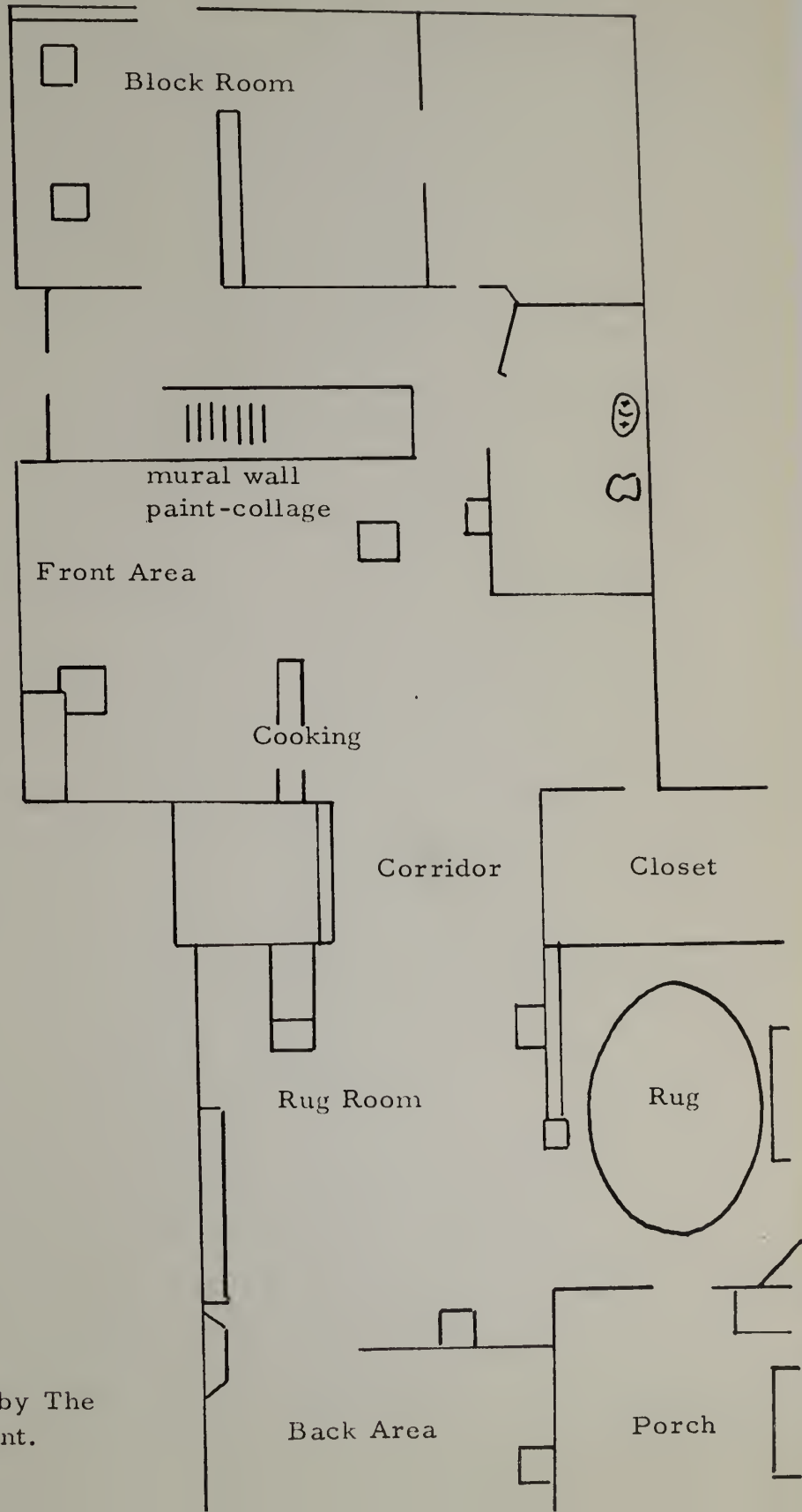
- Sewing
- Games
- Math Equipment
- Books
- Guinea Pig

PORCH

- Planting Materials
- Greenhouse
- Wood

BACK AREA

- Books
- Blocks



¹Chart prepared by The Prospect School, Vermont.

Chart 2¹

Level 2: Time Schedule as an Example of the Functional Organization of the Classroom

8:30	Group Meeting
	Attendance
	Choice of activities
10-10:30	Snack and Recess
10:30	Group Meeting
11:15	Clean-up
11:30-12:30	Lunch and Recess
12:30	Discussion
1:45	Clean-up
2:00	Story Time

¹Chart prepared by The Prospect School, Vermont.

Chart 3¹

Level 3: Coherence within the Setting--Partially
 Illustrated through Activities Children Have
 Chosen from Options Offered in AM Meeting

September 10, 1973

Meeting: Things to Do

Collage	Clay
Walk	Wax
Planting	And usual blocks
Painting Mural	paper
	reading

Deborah — Reading alone - table by the fireplace

Luke
 Orland } Drawing - back area

Loretta
 Amity } Wax - table by hot plate
 Phoebe }

Arthur
 Adam } Blocks - block room

Bess
 Rosaline } Collage - table by wax

Garth — Looking at books on rug

Eliot
 Zeke } Out for walk
 Winslow }

Claire
 Carly } Mural - mural wall

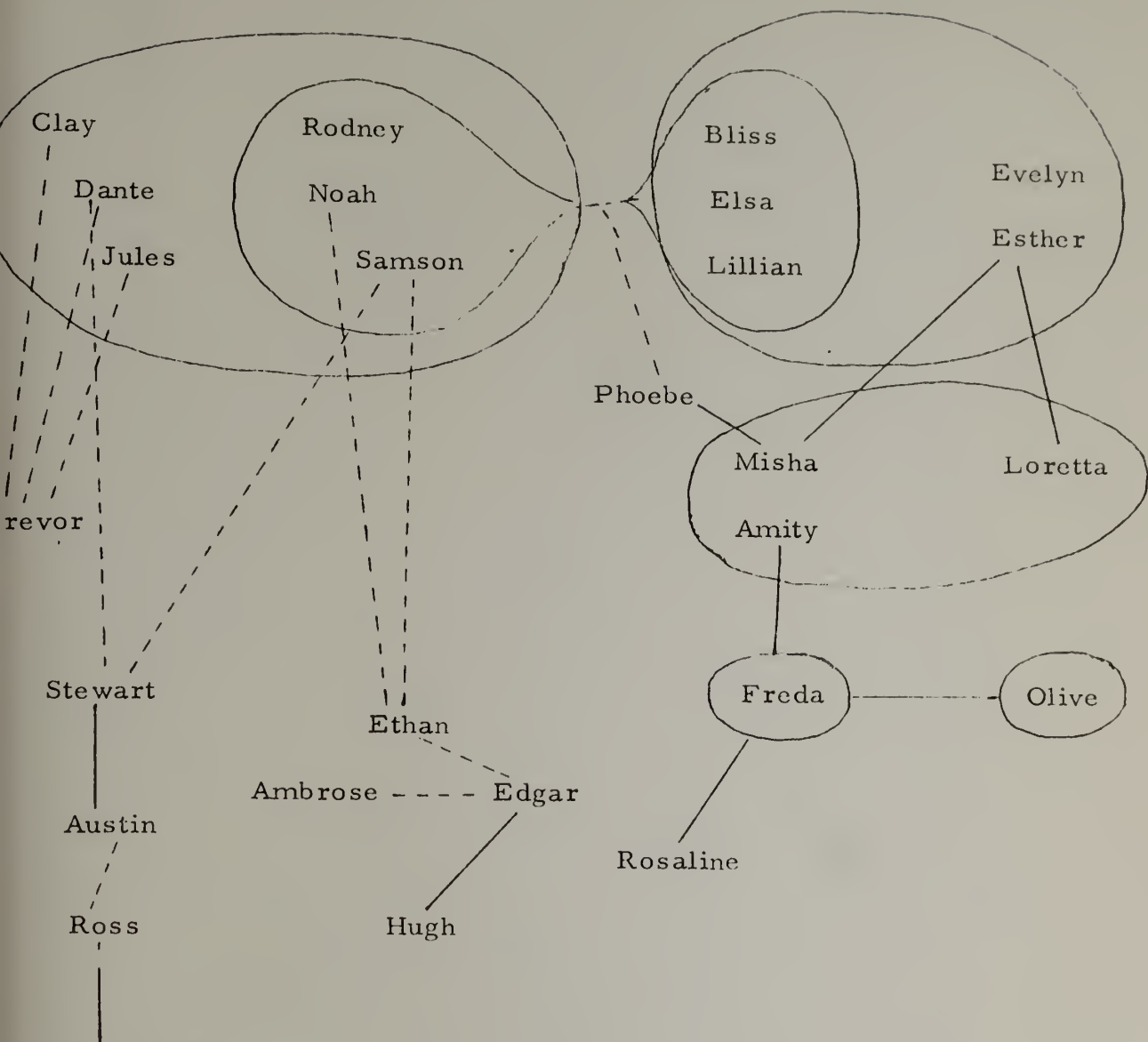
Daphne
 Charlotte } Finger weaving - rug

Thad
 Ash } Tuf (a game) - rug

¹Chart prepared by The Prospect School, Vermont.

Chart 4¹

Level 4: Friendship Pattern



Kids in Group II especially Roger

KEY

- Strong bond
- - - - - Weaker bond
- (Around more than one child) - group
- (Around one child) - not often included in group

¹Chart prepared by The Prospect School, Vermont.

expressed through the general gestural character of his body as those gestures reciprocate each other, stating the unity of his being as they are enhanced or modified through task variations of the settings, as they endure and are transformed through time. (Carini, 1974, p. 23).

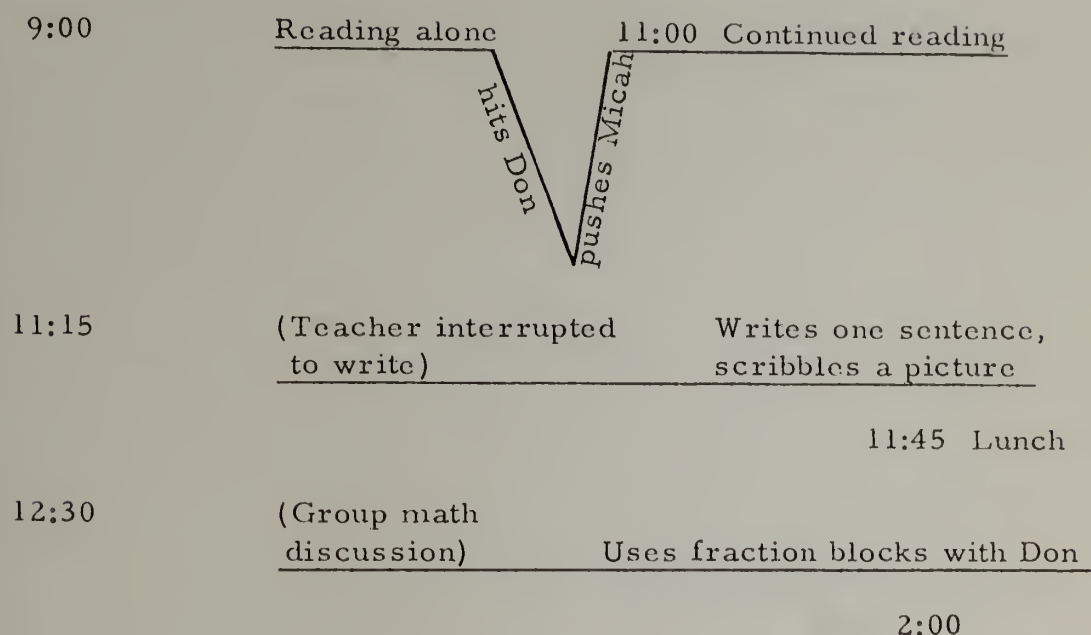
Here again, four levels of observation can be identified: (1) observation of the expression of a child's energy as movement through space and the intensity and pace of his activity (Level 1), (2) observation of the direction and quality of his energy through his selection of various aspects of the phenomenon (Level 2), (3) observation of the coherence of his body (Level 3), and (4) observation of the durability of his gestural reciprocities over time (Level 4). Charts 5-8 on pages 155-61 represent these descriptions. These charts are offered only as examples. Each observer, responding through his own meaning, selects those facets of the phenomenon that the particularity of the moment suggests to him. His schematization of recording will likewise be determined.

Recording. --The recording aspect of the inquiry may accompany the actual observation or it may be delayed. For example, if the child being observed would be aware of the observer recording, as is the case with older children, then the recording must be delayed until after the observer leaves the classroom. However, in any event, as little time as possible should elapse between the

Chart 5

Level 1: An Example of the Description
of a Child's Movement in SpaceA Morning

Fall 1965

Jacob - 5:7-6:6

Today, Jacob was absorbed from 8:45 until just before recess in reading a pre-primer. He sat at the far corner of the make-it table and only looked up a few times to shout, "Hey, Mrs. Stroud, what's this." On finding that the teacher was not in the room, as he did twice, he picked up the book, holding his finger to mark the word and walked over to Vanessa at the sewing table and asked, "what's this?" He would repeat the word to himself as he returned to his chair. Except for these brief interruptions, his absorption was total. About 9:40, his friend

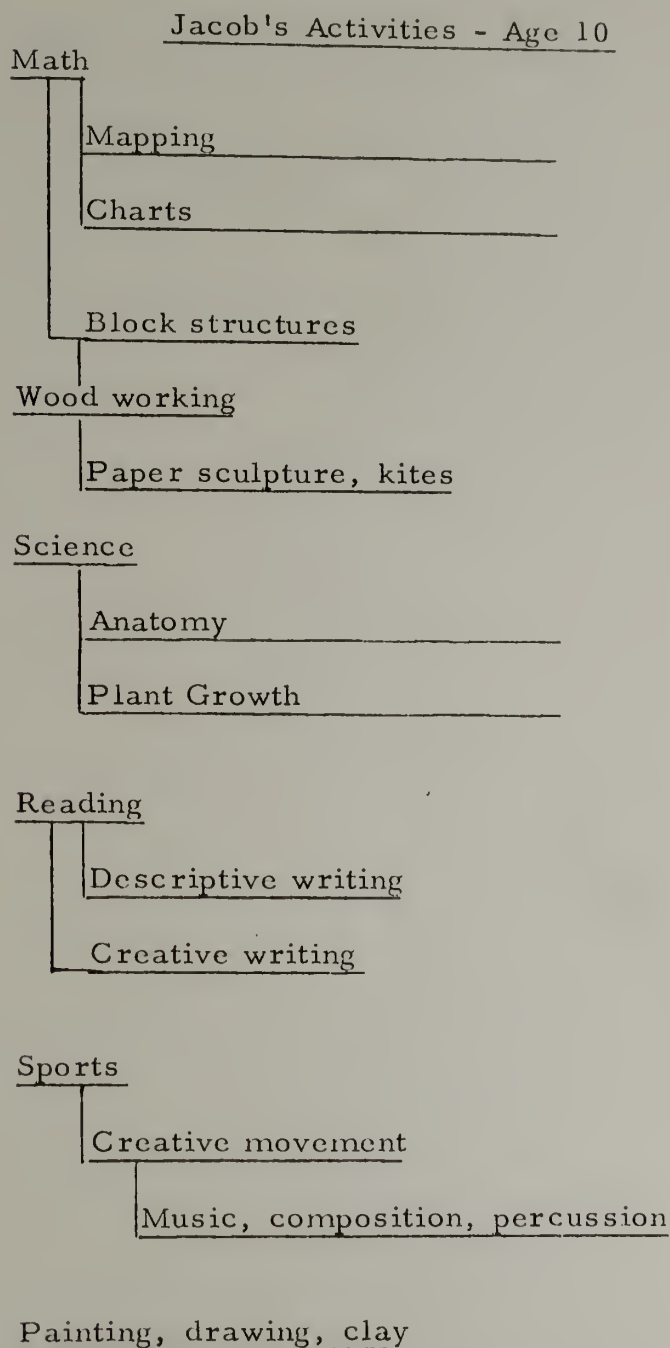
Chart 5 (Continued)

Don approached the make-it table and called to Jacob, "Hey, Jacob, wanna make something?" When Jacob did not answer, Don set to work on a cardboard boat, whistling softly. About ten minutes later, Jacob suddenly hit Don over the head with the book, shouting, "G'wan ya're bothering me." Don, obviously taken by surprise, began to answer, but Jacob hit him hard on the shoulder. As the teacher intervened, Jacob was shouting furiously, "I don't care, he's botherin' me. Tell him not to bother me. Get him away."

Today, Mrs. Stroud tried to get Jacob to stop reading and join the group for discussion. Jacob ignored the first request made by the teacher as the others were clearing away. When she put her hand on his shoulder and urged that he "finish up because it's clean-up," he shrugged irritably and muttered "not finished yet." As the group assembled, the teacher said, "You must put up the book now, Jacob. We've finished clean-up and we are ready for recess." Jacob without looking up answered, "In a minute. Can't ya see I'm not finished?" The teacher waited a moment and again said, "Jacob"; he reluctantly joined the group.

Chart 6¹

Level 2: An Example of the Description of the Direction and Quality of a Child's Energy as Expressed Selectively Toward Available Phenomena--that is, the Activities He Pursued within the School Setting



¹Chart prepared by The Prospect School, Vermont.

Chart 6 (Continued)

At age ten, more energy is being realized in the world than at age five, and more of the energy is constructive and free flowing. However, the dominant and most difficult relationships remaining are in the realm of things and physical forces. As this is a boy of high intelligence, the outward manifestation of this expenditure of energy was in exceptional mathematical skills, physical prowess, and coordination and grasp of physical relationships among objects such as gravity, causation, time, etc., and of physical space. Very recently, the physical coordination and intimate knowledge of object characteristics has been given new expressive release in ways indicative of the development of the inner self, such as imaginative paintings and sculpture, and musical composition. All of these compositions are notable for their rhythm, balance, indeed, their natural geometry, and symmetry.

The intellectual quality of this child is stripped down and bare. He treats all things factually, concretely, and correctly. In his forceful way, he demands to know if he is right. Even in play, it is the rules of the game, the score, and the physical prowess that attract. The increased expressiveness demonstrated in the paintings has not been accompanied by fanciful or imaginative play. For a boy of such great intelligence, his voice is uninflected and "young" sounding and his vocabulary is limited. There has been a noticeable softening of the face and manner in the ten months or so since he began to create paintings and compositions.

Chart 7¹Level 3: An Example of the Child's Bodily Expression
of Energy: Gestural ReciprocitiesObserver's Notes

Jacob, Age 5:7 - 6:6

Concentrated	Jacob is exceptionally intent and concentrated for such a young child. He also has a very hard body that makes him seem older than he is, although he is not particularly large for his age.
Hard body	
Little speech	Jacob speaks little and sounds young when he does because of the lack of inflection.
Lack of inflection in his voice	

Age 6:7 - 7:4

Physical tension	Jacob seems to be enclosed in a thicker and thicker shell. His physical tension is so great that his arm is stiff to the touch. His face is curiously old appearing -- possibly because of his clenched jaw. He is always fully concentrated and only occasionally explodes into speech, "Didja see that? Betcha don't know how I did that, do ya."
Stiff arm	
Clenched jaw	
Explosive speech	

Teacher's Notes

Jacob, Age 7:7 - 8:4

Moves body away	. . . unless forced to answer a question, it is avoided both by not looking at me and by moving away.
Averts eyes	
Concentration on physical skill	Jacob is mostly alone on the playground. He shoots baskets well.
Limp body	A really disturbing playground occurrence. Jacob walked up to Chris and using a judo

¹Chart prepared by The Prospect School, Vermont.

Chart 1 (Continued)

Expressionless:

bold "flipped" him so that he landed hard on his back. I was furious. I grabbed Jacob's hand and began really yelling at him as to why he had done such a thing. "To see if I could do it." His hand as I held it was limp and there was no expression of emotion.

Lack of expressive-
ness

Not a very happy year for Jacob. I don't know if we are doing much for him. It's a little incredible to realize that for three years he has done nothing much but academics in an environment that allows every possibility for expressive activity.

Summary

Jacob is described as a child with a super abundance of energy which is both concentrated and explosive. Bodily coherence is expressed through gestural reciprocities noted:

Spatiality of Body

Hard-muscled
Tense
Articulate
An aura of size

(Facial)

Clenched jaw
Closed face

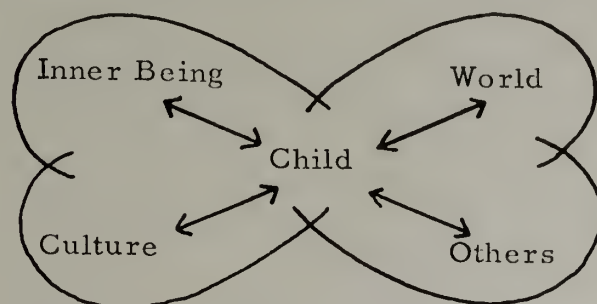
Spatiality of Speech

Single words
Demanding
Uninflected

Chart 8¹

Level 4: An Aspect of the Durability of Gestural Reciprocities Over Time

At one level of refinement, the observer considers the person's energy as it is expressed through the settings of inner being, the world, the culture, and others. These settings are schematized and described below.



The World:² The inexhaustible bedrock of experience--the forces, vectors, and dynamics from which is constituted the world of objects. The mode of constitution originating in the body and its rhythmic relatedness to the rhythms of nature.

Inner Being: The numinous realm of imagic relationship and the realms of "as if"--the seat of man's symbolizing power, the person as shaper and mover. Its mode of constitution originates in bodily activity but depends upon language for its growth.

The Culture: The institutional world; the realm of formalized relationships and of derived authority and morality--the self-evident world of accoutrements. The mode of constitution originating in language and in the relatedness of the parental figures.

The Others: The basic experiences of humanness and self. The fundamental interdependence of human beings--the mutual dynamics and identities from which is constituted the experience of others and self. The mode of constitution originating in the body and its dynamic relatedness to other persons through gesture.

¹Chart prepared by The Prospect School, Vermont.

²Explanations of "The World," "The Culture," "Inner Being," and "The Others" are taken from the unpublished papers of Patricia Carini, 1971.

observation and the recording of it, and between the original jottings and the transcribing of these notes. This recording and transcribing has a very important function. It is the reflective aspect of the inquiry. The meaning of the phenomenon and of the setting as these are constituted within the thought of the observer are stated with ever greater complexity and elaboration during this process. "The heart of the phenomenological inquiry is thought, and the interplay of reflected thought through projected memory carries the observer ever further into the phenomenon." (Carini, 1974, pp. 24-25).

Over time, the observer builds up a repertoire of ways to record. However, only if he sees a reason for a typical type of recording is there value in it. Otherwise, it becomes an exercise apart from the process, with no capacity to constitute the meaning of the event. On the other hand, it blurs it since the meaning of the phenomenon and the observer reciprocate each other. (Carini, 1974). The ability to record through words, graphics, and other forms of representation is enhanced with practice. The important function of recording is to try to articulate meaning. Generalizations offer little by way of revealing. For example, to write that a child "shows his feelings readily" tells very little without a record of the dimensions outlined previously. The form of recording and the selectivity involved as records are collated are functions of the observer's ability

to grasp the phenomenon. In practice, the observer's recording informs his future observations for he returns to the phenomenon with intensified meaning having contemplated the phenomenon in its many and complex nuances. Records of a child's academic progress are always viewed in relationship to all other records. While there may not be a set form for these recordings, some schematization drawn up prior to the observation helps to focus attention on certain aspects of the learning experience. Appendix 8 shows a form which can be used in recording a child's progress in reading. The guide which introduces this form is particularly pertinent to the phenomenological attitude referred to throughout this chapter. Charts 9 and 10, on pages 164-65, are samples of other record forms.

Organization of Records. --Further intensification of the observer's participation in the inquiry takes place during the organization of records of observations and other records, such as a child's writings, drawings, etc. The preservation and juxtaposition of records is essential to documentation for without this, the patterns and rhythms of a child's behavior are lost. It is these which give some understanding of a child's meaning and, therefore, of his learning.

This process depends upon placing component observations and records in multiple relationship to each other and allowing the multiple patterns

Chart 9¹Daily Record-Keeping Format*
(through Grade 3)

Name _____

Week of _____

*There is no expectation that a child will do each of these activities.

	READING		WRITING	DRAWING	NUMBERS	ACTIVITIES
	Book	Op.				
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

¹Chart prepared by The Prospect School, Vermont.

Chart 10¹Daily Record-Keeping Format
(Grades 4-6)

Week of _____

(A check [✓] is made each time the child engages in a particular activity. There is no expectation of daily participation in each area.)

READING									
STORY WRITING									
STUDY - INDIVIDUAL									
DESCRIPTIVE WRITING									
HAND WRITING									
PRACTICAL MATH									
MECHAN. MATH PRACTICE									
GROUP MATH									
CLASS STUDY									
SCIENCE NATURE STUDY									
PAINTING DRAWING									
	Sammy	Rudy	Valerie	Sheila	Frank	Martin	Simon	Wanda	Kathy

¹Chart prepared by The Prospect School, Vermont.

of relationship to coalesce. . . . In method, it is . . . akin to historical analysis or to biography; and as in those enterprises, it deepens and broadens as a function of the documentor's immersion in the observations and records of the events. (Carini, 1974, pp. 27-28).

As the records of children and classroom settings accumulate, they begin to reveal relationships to one another. Thus Carini (1974) reports that observations and records which were originally made to study the relationship of thought and language of a young child showed another facet of meaning when placed with similar types of observations on older children. They, in turn, shed light on the reading process when viewed in relationship to other reading records. The author found that documenting a corridor setting over an extended period of time described the spontaneous interest of older children and the social interaction of children between the ages of 8 and 12 years. Documenting the activity of some children in a particular class during a school year can help in understanding the thought process of these children; at the same time, it can describe an evolving curriculum. This is particularly important in documenting the Open Corridor program. Parents and the Board of Education are asking for an accounting of the curriculum development because of the absence of a prescribed course of study.

The potential of documentation for understanding the

learning process and for supporting individual children's learning processes can be seen most clearly over time as more and more patterns emerge from the juxtapositions of records. Thus the documenting of given children, of the problem-solving process, and of the reading process at the Prospect School yielded the matrices shown in Charts 11-15 on pages 168-74. In explaining the process from which these matrices emerged, Patricia Carini writes:

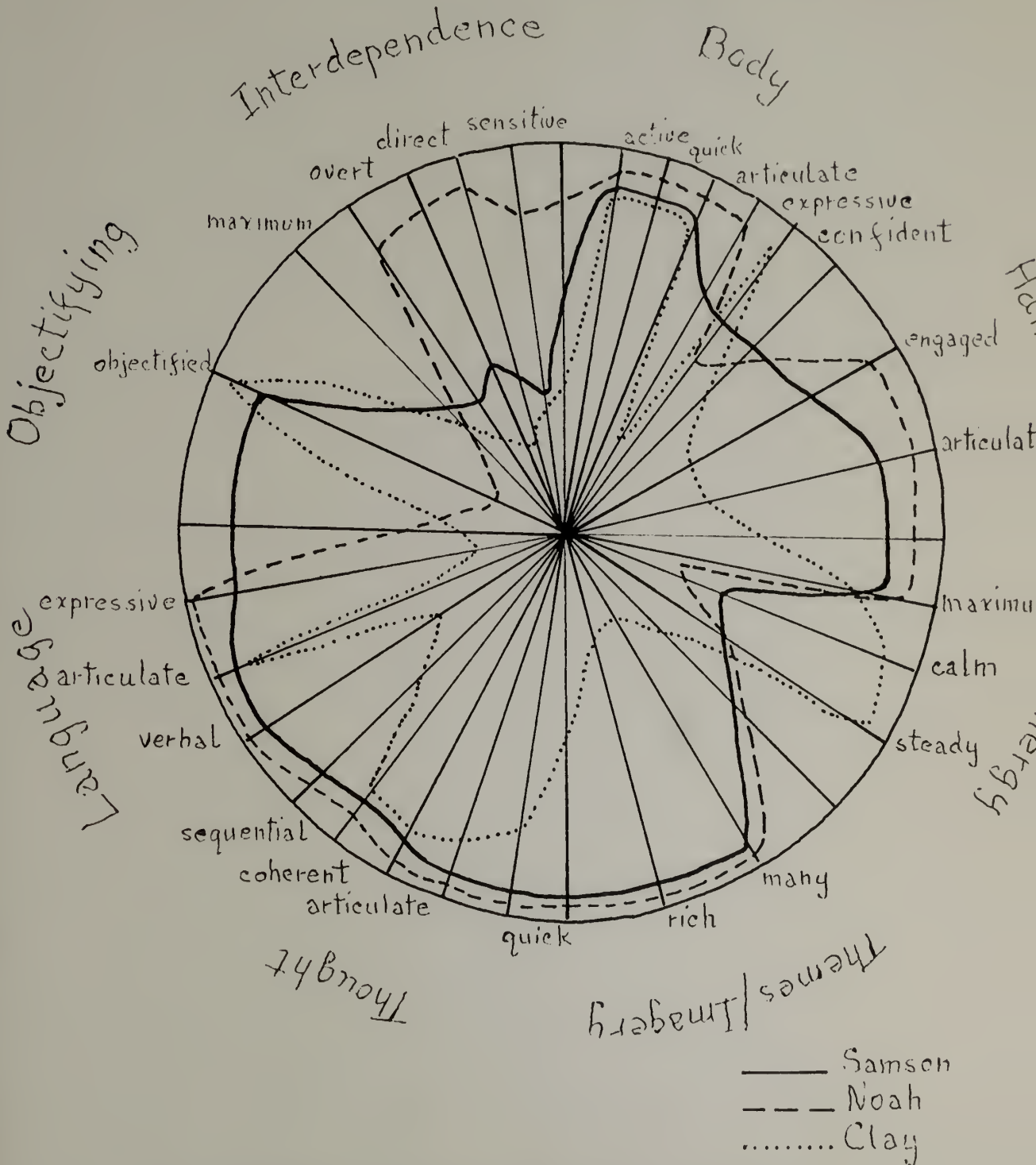
In practice, the process through which the matrices emerged is . . . through the body and the hand. For example, using the materials above, given the totality of documentation on eight to twenty children over an extended period of time, the documentor returned to those records and observations; in a process of juxtaposition of that data, quite literally through the hand--i. e. , in re-copying them to form patterns--the commonalities, differences, nuances, and shadings of process as they were expressed through this data were articulated. Through this articulation, apparent reciprocal relationships among the data were formulated and in turn, the data was recopied until in graphic representation the form of the reciprocal relationships appeared. (Carini, 1974, p. 30).

The process described thus far leads inevitably to the possibility of descriptive research. This will be taken up in the final chapter of the dissertation where it will be proposed for future research.

In summary, the process of phenomenological descriptive inquiry includes the following: (1) observation, (2) recording, (3)

Chart 11¹

Initial Organization of Observation Toward a Description of Individual Children in order to Clarify the Patterns of Relationships Among Those Children



¹Chart prepared by The Prospect School, Vermont.

Chart 12¹

Matrix for Classification of Animals

An example taken from the provisional scale of problem-solving tasks presents the reciprocities of task, task demand, and level of resolution.

Level of Task

Multiple defining perceptual attributes.

Description of Task

Many pictured animals, including insects, cats, deer, elephants, gorilla, rhino, and blue whale.

Instruction 1: Group the animals that are alike.

Function: To determine the basis for forming a class.

Mode of Analysis

1. Global, ground characteristics.
Example: tracing a space outlined by the animal's legs.
2. Global, figure characteristics.
Example: Outlining the back of the elephant and the back of the whale.
3. Discrete, figure characteristics.
 - a. temporary attributes; Example: orientation.
 - b. integral attributes; Example: a head, color, legs, etc.
 - c. defining attributes; Example: wings.
4. Discrete, defining figure attributes, additive.
Example: size and a water animal.
5. Integrated.
 - a. Inclusive (proto-concept); insects and other non-defining attributes.
 - b. Inclusive and exclusive; insects and no other animals; defining attributes.

¹Chart prepared by The Prospect School, Vermont.

Chart 13

Initial Matrix to Describe the Reading Process

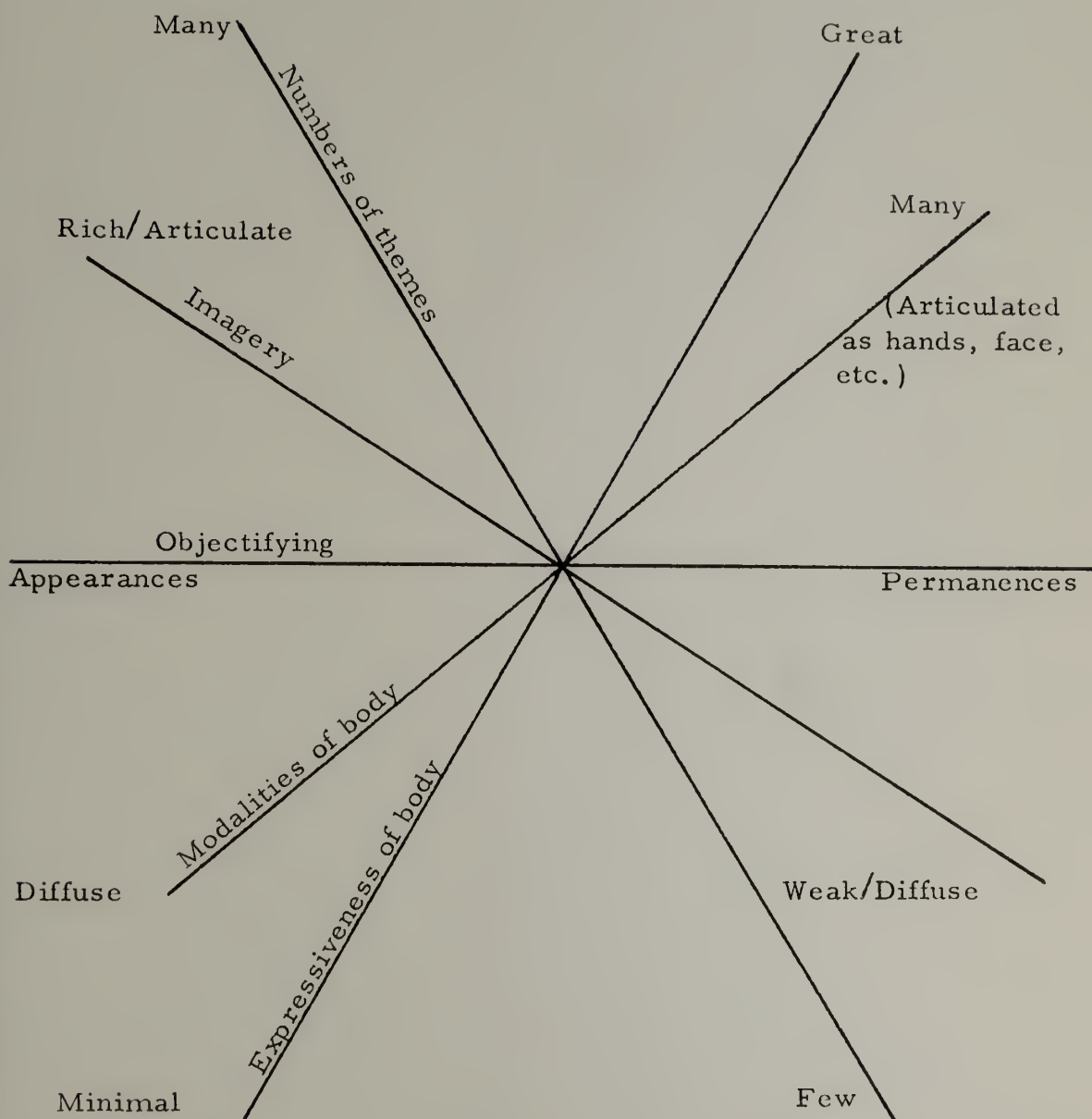


Chart 14

Provisional Matrix for Describing the Reading Process

Objectifying

appearances _____ permanence

Imagery

weak/diffuse _____ rich/articulate

Body

minimal expressiveness _____ maximal expressiveness

Modalities of Expression

diffuse _____ articulate

Spatiality

diffuse/weak _____ articulate/coherent

Spoken Language

minimal expressiveness _____ maximal expressiveness

Modalities of Expression

diffuse _____ articulate

Coherence

minimal _____ maximal/strongly sequenced

Visual Organization

weak _____ strong

Chart 14 (Continued)

Analytic Visual Correspondence

weak _____ strong

Auditory Organization

weak _____ strong

Analytic Sound Correspondence

weak _____ strong

Inner Outer Expression

minimal _____ maximal

Energy

minimal _____ maximal

Release of Energy

explosive _____ .even

(Trust) Interdependence/Peers

minimal _____ maximal

(Trust) Interdependence/Adults

minimal _____ maximal

Chart 15¹

Revised Matrix for Describing the Reading Process

Reciprocities Related to the Decoding Process

Note: E and J represent two children.

Objectifying

Appearances _____ / _____ / Permanences
E J

Body

Coherence/Spatial _____ / _____ / Coherence/Spatial
 diffuse E J articulate

Spoken Language

Minimal coherence/ _____ / _____ / Maximal coherence/
 sequence J E sequence

Visual Organization

Weak _____ / _____ / Strong
E
J

Analytic Visual Organization

Weak _____ / _____ / Strong
E
J

Auditory Organization

Weak _____ / _____ / Strong
J E

Analytic Sound Correspondence

Weak _____ / _____ / Strong
E J

¹Chart prepared by The Prospect School, Vermont.

Chart 15 (Continued)

Reciprocities Related to Fluency and Responsiveness in Reading

Imagery

Weak/Diffuse $\frac{\quad}{J}$ $\frac{\quad}{E}$ Rich/Articulate

Few Themes $\frac{\quad}{J}$ $\frac{\quad}{E}$ Many Themes

Body

Minimal Expressiveness $\frac{\quad}{J}$ $\frac{\quad}{E}$ Maximal Expressiveness

Modalities of Expression $\frac{\quad}{J}$ $\frac{\quad}{E}$ Modalities of Expression
Diffuse Articulate

Spoken Language

Minimal Expressiveness $\frac{\quad}{J}$ $\frac{\quad}{E}$ Maximal Expressiveness

Diffuse Expressiveness $\frac{\quad}{J}$ $\frac{\quad}{E}$ Articulate Expressiveness

Inner Outer Expressiveness

Minimal $\frac{\quad}{J}$ $\frac{\quad}{E}$ Maximal

Reciprocities to be Examined for Their
Relationship to the Reading Process

Energy

Minimal $\frac{\quad}{J}$ $\frac{\quad}{E}$ Maximal

Release of Energy

Explosive $\frac{\quad}{J}$ $\frac{\quad}{E}$ Even

organization of records, and (4) descriptive research. The inclusion of a description of the complete process is considered essential to the purpose of this dissertation because each aspect of the process can be understood best in its relation to the whole and it furnishes a perspective which can help those implementing the documentation to guide the process. In actuality, the present moment in the history of Open Corridor permits only partial implementation of the documentation process. As stated throughout this dissertation, Open Corridor is a program in process. This implies the gradual and usually partial nature of its implementation in all of the program's aspects, a fact which is consistent with its underlying philosophy. Therefore, the degree of implementation of the documentation is contingent on the rate of evolution of the entire program and on the need for adaptation. The growth of the program, in the author's opinion, ultimately depends on the ability of teachers to observe children in the classroom setting and to reflect on their recordings of these observations.

Preparation of Teachers as Observers of Children

The one single requisite for those using phenomenological descriptive inquiry is that they believe in it as a way of arriving at an understanding of phenomenon, albeit a partial grasp of its multiple meanings. While no specific set of experiences can be pointed

to as essential for all who wish to become versed in this method, some suggestions can be made. These include a theoretical and practical component. The author suggests that student teachers and graduate teachers be given courses, or their equivalent, in which the nature of the person, perception, and setting be explored in depth. These courses are viewed as reflective experiences when the participants reflect on their own personal memories of their childhood and on their observations of children in the concrete situation of the open classroom.

The value to the teacher of gaining a deeper understanding of the nature of the person has been implied in the philosophical considerations discussed previously. However, it seems appropriate to briefly expound on the meaning of setting and the nature of perception as these relate to descriptive inquiry. The notion of setting, as a perceptual universe reflective of the point of view of the participant (Carini, 1974 (b), p. 11), designates it as different from the geographic space which the term, setting, usually connotes. Accordingly, a particular place is not identical for all. In tracing the transformation of the perception of settings from an ontological and phylogenetical position, Werner (1948) demonstrates this point. It is particularly important to understand that changes in perceiving the setting are a function of age. For the young child, the world is predominantly

a world of action. He is interested not in things themselves but in how he can use them. As he develops, he gradually changes his posture in relation to objects. This changing perception of setting, according to Werner, is actually a change in the basic attitude toward the world.

The Scupin boy at the age of eight no longer recognizes the sea which he knew at the age of four. At that time, the sea was determined by different things-of-action. Such small objects as mussels and little stones, butterflies, and the wet sand ready to be molded into simple forms, --these made up the world of the seashore for the four-year-old, whereas the eight-year-old conceives this same region as an arena for sports and swimming, and no doubt thinks of the tremendous flat space of the water as an invitation to adventure. (Werner, 1948, p. 383).

What an adult sees as external to the child is often a vivid part of the child's inner world or setting. The child's inner world is also projected outward. In other words, his two spheres of reality, the fantasy and objectified, are so interchangeable that his images and dreams partake of the "stuff" of the real while the real often become his images. "Events are not seen from the standpoint of things or from that of the other person but are interchangeable according to the meaning for the child's own life." (Werner, 1948, p. 384). Consequently, the meaning of the setting for the child can be grasped by the adult only by observing how the child engages in it. The obvious implication of this for the teacher in relation to the

classroom organization is the basis for proposing that a study of setting be included in the preparation for an open classroom teacher. Furthermore, if the setting is the locus of a person's meaning, then the classroom arrangement reflects the teacher's meaning. If he is to use that setting profitably for himself and the children, he must ultimately be the one to decide its physical organization. His understanding of the setting from his own and the children's perception grows through reflection and through observing the children acting within it. This is the cue for all decisions to change it.

From the foregoing consideration, it can be deduced that an understanding of setting is crucial to the teacher-observer who seeks to understand the child. The interaction of the child with his environment is essential for the child's learning (Dewey, 1938; Whitehead, 1967; Froebel, 1895; Piaget, 1971; et al.), for the teacher's understanding of his learning, and for the teacher's understanding of the classroom setting.

The concept of perception is, in a sense, the correlative of setting. What is perceived is the setting. Therefore, the exploration of both seems essential in the education of open classroom teachers. In tracing the development of perception, Schachtel (1959) distinguishes two primary modes, autocentric and allocentric perception. A child sees everything primarily from his own point of view, which

is autocentric perception. As he develops and in proportion to his ability to relate to another's point of view, the child moves toward allocentricity. Both terms are relative. A person is more or less autocentric or allocentric. This development, while a function of age, can be arrested or diverted toward what Schachtel (1959) calls secondary autocentricity. He identifies several characteristics of this type of perception. Among them are: fear of the unknown and the unwillingness to change which results from this, a habit of labeling and categorizing people and things in a way that conceals the phenomena, and relating to others according to their roles or usefulness rather than as individual persons with unique meaning and value.

Allocentric perception, on the other hand, always transcends, in some respects at least, that part of the labeled tradition or cultural world with which the perceiver is familiar. In so doing, he approaches the phenomenon, be it person or thing or event, with respect and reverence, knowing that it partakes of the transcendent and the ineffable.

It is important for the teacher to understand the perceptual mode of the child in order to come closer to his meaning and, thereby, to provide better for his growth. As his understanding of the complexity of perception increases, the teacher can more fully comprehend his own development in perception. He is helped, thereby, to reserve judgment and to withdraw from interpretation according to

norms, objectives, and labels.

Concomitant with a study of setting and perception, the open classroom teacher needs practice in observing and recording. As mentioned before, unless the teacher sees a meaning in the process, he can derive little of significance from it. From the accounts of those who use descriptive inquiry and from the author's own experience, it can be stated that the value of observing and recording becomes evident to the degree that they are practiced. Ultimately, the primary purpose of observation is to better support the child's development. The fact that over a given period of time only a few children can be observed intensely should not deter the teacher from observing those few. If "careful observation of one child makes possible a better understanding of all children," (Carini, 1973)¹ then even the observation of a single child has a multiple effect benefiting the entire class. It must be mentioned here that the prepared open classroom teacher is observing children all the time. Observation is interwoven with his daily work. It is part and parcel of his role as facilitator of learning, resource person, and co-learner. His periods of intense, sustained observation, however, sharpens his perception, making possible a

¹Patricia Carini shared this idea with the author during an informal conversation with her during the summer of 1973.

greater intake with greater facility.

The function of observation and recording becomes very evident in a particular type of conference, known as the Staff Review. This conference is a formal convening of those in the school setting who know the child and who have had the opportunity to observe him. The form of the conference is quite structured.¹ In presenting a child, a teacher gives the general background of the child and the reasons for his concern. In so doing, he shares his observations of the child with the group. They, in turn, contribute any insight they may have through their own observations.² This intense focusing on a particular child and the resultant recommendations for action from the participants in the Staff Review are intended to assist the teacher in his support of the child. The need to review past records and the need to observe the child carefully in order to be a contributing participant reinforces the significance of observing and recording.

In summary, the observation of children and the learning environment and the recording of these observations focuses the teachers' attention on the child so that he can be aware of his progress

¹See Appendix 9 for this form entitled, "Format for Staff Review."

²See Appendix 17, p. 391, for an example of this.

and plan accordingly. Whether the teacher uses descriptive notation or a check list, the principal objective is to record how the child interacts with his setting and how he is progressing. This information enables the teacher to plan for the support and extension of the child's learning.

The preparation of teachers for the task of observing and recording is necessary for the documentation of the Open Corridor program. This is so because the documentation depends primarily on the ability of those involved in the program--teachers and advisors in particular--to grasp the complex phenomenon of a child's learning. The evaluation of Open Corridor ultimately depends on a process of accountability congruent with the goals of the program. These goals, as specified previously in this chapter, cannot be satisfactorily evaluated in terms of the "treatment-outcome" evaluation paradigm which is based on a philosophy antithetical to that espoused by the proponents of the Open Corridor program. The phenomenological descriptive inquiry, in the author's opinion, is consistent with these goals.

This method of evaluation, however, cannot be adopted in its totality because Open Corridor is a program gradually evolving within a large public school system which it is attempting to reorganize. As with every other aspect of the program, this evaluative method must be adapted to fit the existential situation. As the

process of change continues, the gradual adaptation of the phenomenological descriptive inquiry also advances. Its applicability to the Open Corridor program up to the present time is demonstrated in the next chapter.

CHAPTER IV

DOCUMENTATION OF OPEN CORRIDOR

Open Corridor, based as it is on the premise that learning takes place through the interaction between the child and his environment, needs a method of documentation which is congruent with this belief. If children's learning is individual, uneven, and continuous, then the provisioning for that learning needs to be evaluated on those terms. As a school changes in the direction of a more supportive role in this learning process, the documentation of that change must also be consistent with the gradual and partial nature of change. Open Corridor, in its method of documentation, exemplifies how a program can evaluate its evolutionary process and assess its progress while maintaining consistency between the evaluation methodology and its underlying philosophy.

The purpose of this chapter is to concretize, through Open Corridor's documentation, a program's adherence to the principle of the inherent relationship between theory and practice.

As described in Chapter II, the change from a structured classroom organization to a more open setting is accompanied by many obstacles, not the least of which is the ever recurring demand

for an evaluation of the program in terms of behavioral objectives and children's performance on standardized tests. The incongruency between this type of evaluation and the goals of Open Corridor left no option to the director, Mrs. Weber, but to insist on a new type of documentation. Stated succinctly, either a documentation commensurate with the beliefs of Open Corridor was accepted or the program could not be introduced. The rationale for such a position was presented in the previous chapters. This stance placed an unusual responsibility on the director because the evaluation methodology underwent an evolution which paralleled the program's evolution. The fact is that the evaluation is so inherently a part of the program that it is virtually impossible to separate them.

This chapter is divided into five parts: (1) the documentation of a particular school, referred to as P.S. D, in the beginning of its implementation of Open Corridor; (2) the documentation of a corridor in another public school, P.S. A; (3) the documentation of change within a particular classroom in P.S. A; (4) the documentation of curriculum development in Grades 3-4 in P.S. A; (5) the documentation of individual children.

Obviously, the documentation of the total program is a monumental task which hopefully will be undertaken by other researchers. Likewise, the documentation of any school in the program

or any one aspect of the program is a complete research project in and of itself. Therefore, in reporting the documentation for the purposes of this dissertation, the author had to be selective. The determining factor in each selection is its relevance to the primary focus of the thesis.

Documentation of P.S. D - 1969-1970

The documentation of P.S. D records the beginning of the change process in a large New York City public school. The particular samples from the documentation of P.S. D are selected with three purposes in mind: (1) to give some idea of the intricacies of the change process while at the same time showing its feasibility, (2) to show the ongoing nature of the observations and recordings while at the same time documenting support to teachers, (3) to demonstrate the beginning steps in the preparation of personnel for the tasks involved in descriptive inquiry.

After six months of program implementation, the director, Mrs. Weber, called on the teachers to reflect upon their experiences in the Open Corridor program in order to reassess their efforts up to that point and to plan for adjustments where necessary. The record of the evaluation conference during which the teachers' and student teachers' perceptions were elicited is found in Appendix 10.

The record begins with a recapitulation of the thinking-through process prior to opening the first corridor. This document,¹ referred to as Record 1, is presented almost in its entirety because it includes the following elements worthy of note:

1. The manner of dealing with obstacles to the program's implementation without compromising essential features of the program;

2. The director's efforts to maintain adherence to the principle of inherent relationships; and, therefore,

3. The simultaneous attention to all aspects of the educational process such as teacher education, student teaching, evolving curriculum, learning materials, documentation, and interpersonal relationships.

This document demonstrates the director's commitment to ongoing evaluation of the program. Teachers and student teachers are asked significant questions in order to focus attention on the main issues pertaining to the scheduling of corridor activities, materials, children's mobility, and inter-class visitations. Worthy of

¹Every document or excerpt referred to in this chapter is designated as Record 1 or Record 2, etc. This notation does not appear in the original document. It is employed by the author simply to differentiate one document from the other and to permit easy identification when referring to these entries. All the records are included in Appendices 10 through 18.

special note is the director's awareness of difficulties and her calling on the teachers to assess them realistically while contributing to their resolution.

The question of parent involvement is considered in this early document.

Another deficiency was the lack of real inclusion of the parents in meetings and workshops which would help them to gain a better understanding of the project. This delayed the building of parents' relationship to the project. Parent support was obtained but at the last minute. Next year, workshops with parent and teacher participation are planned. (Appendix 10, p. 293).

The concern for the enrichment of student teachers' experience is obvious. The director's interest in their perceptions comes through clearly in this record as does her involvement and the teachers' involvement in the students' practice teaching experience. The responses of the students indicate the beginning of a change in student teaching in the New York City public schools. As one student reports: "I found that the thing that enriched my student teaching experience most was the opportunity to work with individual children on the corridor . . ." (Ibid., p. 291). Another student states:

We found that in the corridor, behavior was not a problem. I think the key to this is that we were flexible. A child was not forced into something he

did not want to do. Whatever he went to, he went to because he was interested in it. The motivation came from within and needed little external control. (Ibid., p. 292).

Record 1 also documents the immediate effect of this informal evaluation on the school environment. For example, when the teacher became aware, through observation, of the conflict between the child's concentration and the schedule, the schedule was changed to "fit the child."

The documentation of the teacher's new role as decision-maker begins in Record 1 and continues throughout most of the other records. The teacher's contribution to the planning of the learning environment is encouraged and accepted.

Teachers, although often dissatisfied with prevailing conditions in the school, find change difficult. It is not made less so by administrator's fiat. The characteristic of voluntarism, so essential to Open Corridor, includes the gradual acceptance of the program. The delicate balance between respect for the individual teacher's viewpoint and the aims of the program is documented in Records 2 and 3, included in Appendix 11.

In Mrs. Weber's memorandum, the reluctance of teachers on one of the corridors is noted: "It was clear . . . that the teachers on the upstairs corridor were negative about overtures of help for

change in their classrooms." (Appendix 11, p. 294). The director's observations are specific. She notes the "whole-class teaching," "the closed door to the corridor activities," and "the limited and restrained nature of the corridor activities." In sharing her perceptions with the teachers, however, Mrs. Weber, after clarifying the aims of Open Corridor and pointing out the need for greater flexibility, trusts that the teachers will open their classrooms when they perceive the value to children of this openness. (Ibid., pp. 294-95).

In Chapters I through III, Open Corridor is presented as an approach to changing the institutional framework of a large public school in the direction of humanization and personalization. Unlike programmed learning or a "model" approach to learning, Open Corridor, in its essence, is a radical departure from the institutionalized setting, which is responsible for the type of relationships that exist within the schools. This slow transition is partly documented in Records 1 through 14 (Appendices 10-12). Teachers' and children's freedom of choice is respected. Record 6 reads: "Voluntarism is strongly emphasized in corridor relationships and the point was stressed from the very beginning . . . that teachers could move . . . according to their own understanding, interest, and commitment." (Appendix 11, pp. 300-01). The director, herself, worked side by side with teachers. She was also involved directly with children and

gave immediate feedback to teachers. Records 1 through 13, in Appendices 10-11, testify to this.

Although evaluation was continuous through constant observations, reflections, and refocusing when necessary, more formal evaluations were undertaken by Mrs. Weber through the distribution of questionnaires to teachers, paraprofessionals, and parents. The questionnaires and the summarized findings are presented on pages 302-07.

Toward the end of the first year of the program's implementation, observations and judgments by evaluators external to the program were elicited. However, the responsibility to protect the program from an evaluation that would jeopardize its major objectives was assumed by the director. Mrs. Weber reminds the evaluators of the features which an evaluation of Open Corridor must include:

Evaluation was to include: (1) the children's life-- alertness, curiosity, social interaction, . . . (2) the teacher's growth in ability to function in flexible programs; . . . (3) the relationship between the new organization and the evolving pattern of social interaction. . . . (Appendix 11, p. 317).

The Program Reference Service of the Center for Urban Education in New York City undertook the evaluation of the program. The problem of trying to preserve the program's integrity was faced directly. The evaluators recognized that a tightly structured statistical

approach would be inappropriate.

The research team engaged the services of several prominent educators, persons cognizant of the intricacies of the New York City public school system and persons with extensive knowledge of the educational methodology of open education. These people were asked to observe and record their observations of the actual learning experience as they perceived it. Engaged in the study were: Dr. Sol Gordon, a member of the Center's Board of Trustees and past director of Project Beacon, Yeshiva University's urban teaching program; Dr. Millie Almy, an associate of the Lincoln-Mann Institute, Teachers College, and one of the nation's foremost authorities on early childhood education; Dr. George Blair, Director of the Urban Education Programs, New York State Department of Education; and Dr. Alice Padawer-Singer, research scientist in education and the social sciences.

Worthy of note is the fact that Program Reference Service asked each evaluator to present his perceptions "in his own voice"¹-- an excellent example of belief in the descriptive inquiry approach to

¹These words and the account of the evaluation are taken from The Integral Segments of an Evaluation of the Open Corridor Project at P.S. ___, an unpublished report prepared by the Program Reference Service, Human Affairs Research Center (New York: Center for Urban Education, June, 1969).

evaluation, described previously.

Dr. Gordon addressed himself primarily to the meaning of Open Corridor and the potential it has for adaptation by other school systems. Dr. Almy's account includes the question of Open Corridor's validity as a viable learning experience for inner-city children. Dr. Blair and Dr. Padawer-Singer surveyed and analyzed the reactions of parents and staff to the Open Corridor program. Record 14 in Appendix 12 is a presentation of excerpts from this evaluation. The overall conclusion was consistent with the evaluation conducted by the program personnel referred to previously.

Review and analysis of the tabulated and anecdotal responses on the staff questionnaires indicated that there was general consensus among professional and paraprofessional staff members that the Open Door¹ project: (1) was unique in its approach to teacher-pupil relationships, instructional methods, school environment, and pupil activities; (2) was beneficial to both pupils and staff members in terms of improved attitudes toward school and work; and (3) should be continued as an ongoing part of the school's program next year. (Appendix 12, pp. 329-30).

Observations and recordings by the teachers, however, remain the essential part of the program's documentation. Record 4 in Appendix 13 presents a complete report by one teacher (Miss E.),

¹The terms, "Open Door" and "Open Corridor," are used synonymously during the first year of the program.

the corridor teacher referred to earlier. This record documents her perceptions of change, her observations of the use of materials, her method of recording, and the gradual change in the quality of relationships. The shift from the hierarchical ordering of persons to the more personal relationship among adults and between adults and children is demonstrated not only in this document but throughout the documentation. The sharing of the role of decision-maker by the teacher seems to have occurred naturally. Throughout Record 4, the teachers make the decisions and set their own pace of change. The selection of materials, the schedule of activities, the degree of openness--all are determined by the teacher. While Mrs. Weber, and later Miss M. N., the advisor, continue the in-service education of the teachers, the teachers themselves ultimately make the decisions.

The slow pace of change is noted in this record.

It [the second corridor in P.S. D] also was off to a slow start. Most of the first two or three months was spent introducing the many children to the corridor. It was very strange to most of them. . . . I have noticed that now all the children know what corridor is all about and, therefore, they are more lively and active and involved in the activities. (Appendix 13, p. 336).

The teachers also assess the learning situation and take responsibility for planning the next step, with the assistance of the

advisor.¹ The following excerpt substantiates this:

But lately . . . I have felt bogged down and at a standstill. Although the children thoroughly enjoy the corridor, I feel that I am not giving them every possible benefit from the experience. One possible reason among many is a lack of understanding of the goals and direction on the part of the aides and student teachers. I am aware of what is to be accomplished. . . . In comparison to last year, at this point in the year, I don't feel that we are making the same progress. Experiences are tended to be isolated and not correlated. They are enjoyable but not adding up to a cumulative experience. Now that the problem has been recognized, I think and feel that a solution is coming on. (Appendix 13, pp. 337-38).

The reader is referred to the entire record in Appendix 13. Note particularly the teacher's willingness to expose her perception of weaknesses; note her acuity in identifying problems; and note the autonomy she exercises in solving them.

Documentation of Corridor N - P.S. A

The extension of the Open Corridor program in a school proceeds with the formation of new corridors within its organizational structure. Usually, when a school enters the program, only one corridor consisting of from four to six classrooms is involved initially.

¹Mrs. Weber often refers to herself as the first advisor. At this point in the history of Open Corridor, Miss M. N., an assistant to Mrs. Weber, was being trained as an advisor. Subsequent references to advisory help will use the term, advisor, unless specific reference to Mrs. Weber or Miss M. N. seems necessary.

Other corridors may or may not be added depending upon the readiness and willingness of teachers to join the program. Whenever possible, a teacher selects the group with which he wishes to be associated. However, this is not always possible.

Corridor N was the seventh corridor to be established in P.S. A. It consisted of seven teachers, only two of whom worked together before. Of the five remaining teachers, one was teaching for the first time; two were new to the school but experienced in open education; one taught in Open Corridor for six months; one was an experienced junior high school teacher. The corridor included grades three through six. Of the seven teachers, one was a cluster or corridor teacher.¹ The documentation of Corridor N, presented in Record 15, (Appendix 14), was done by the author during the school year 1973-1974. It includes recordings of meetings, conferences, and observations. Only those excerpts which are considered significant for the purposes of this dissertation are included.

Open Corridor's commitment to the building of good relationships among school personnel is demonstrated in this document. This

¹The terms, cluster, corridor, or prep teacher, are used interchangeably in the school. Theoretically, this teacher's function is to relieve four teachers a day for a period of approximately forty-five minutes, which time is to be used for preparation of classwork.

includes child-child relationships, as demonstrated, for example, by the advisor's following entry in Record 15: "Children are getting to know each other and sharing among them is improving." (Appendix 14, p. 347); adult-child relationships, as demonstrated by the entry: "Rapport between Miss C and children [is] good." (Appendix 14, p. 343); adult-adult relationships, the documentation of which is woven throughout this record.

The documentation of the gradual and uneven evolution of a corridor is also woven throughout this and the other records of the author. However, for the purpose of focusing on this characteristic of change, the following entries have been selected for inclusion here:

September 25, 1973. Spent a lot time helping Miss C prepare the resource [corridor] room. She would not follow the teachers' suggestion to begin in the corridor. . . .

October 15, 1973. Miss C is not using the corridor yet. However, there are some interesting activities in the resource room--sewing, woodworking, painting. Children love to come here. . . . Teachers are using the corridor as extensions of their classrooms. . . .

October 29, 1973. Despite the complaints, the corridor has progressed a long way since September. . . . The children are also visiting classrooms other than their own. . . .

November 12, 1973. Corridor is alive with activity. . . . Only last week we planned to use this space. . . .

The weaving was moved out to the corridor; some children are doing bread sculpture; others are painting. . . . There is a lovely spirit of sharing. . . .

November 19, 1973. Rooms on corridor functioning quite well. . . .

November 26, 1973. The progress on this corridor is evident. Teachers worked through their disagreement about scheduling the children for the corridor. It is more flexible now, yet each teacher is taking responsibility for preventing an overflow of children in the corridor. . . .

December 10, 1973. Most of the activity is moving back to the resource room. Fewer children now involved. . . . Teachers asked Miss C to come into their rooms to observe what is going on and then perhaps to connect the classroom experience with the corridor experience. . . . There is dissatisfaction and complaining. . . .

January 3, 1974. Teachers shared with each other the curriculum evolving in their rooms. . . . Discussed goals for the corridor for next term. Will try for more interaction between teachers and children in different classes. Rooms will be more available to all children. Teachers will share experiences in each other's rooms and on the corridor. (Appendix 14, pp. 343-53).

Documentation of Classroom B - P.S. A

The teacher of this class is inexperienced in open education. In selecting the documentation of his classroom for inclusion in this dissertation, the author, who is the observer and recorder, has several points in mind: (1) these recordings demonstrate the closeness of the observer to the phenomenon, (2) they exemplify the sharing

of meaning between observer and teacher in contrast to the supervisor or evaluator-teacher relationship, (3) they show the possibility and advantage of immediate feedback, and (4) they accent the assessment of the learning environment in terms of its potential for supporting children's learning.

Of particular interest is the continual feedback given by the advisor to the teacher. In fact, in almost every instance, the advisor shared her perceptions with the teacher after the observations were made. An entry illustrating this point reads:

Conference with teacher: Shared my observations of children's reaction to [the] test. Suggested an alternative to this kind of assessment. . . . Talked about an informal approach to reading. (Appendix 15, p. 356).

Other such conferences are recorded throughout Appendix 15. Interspersed with these records are entries documenting the advisor's respect for the teacher's point of view and point of development.

Documentation of Curriculum Development - Grades 3-4 - P.S. A

The relationship between philosophy and curriculum was discussed in Chapter II. According to the beliefs of Open Corridor, a child learns through interaction with his environment. Obviously, the nature of this interaction cannot be the same for all children nor

for all groups of children for it is determined by the point of view or inner meaning which the child brings to this encounter--the phenomenological position expounded in Chapter III. Even those who hold these beliefs find their translation into actual classroom practice a very difficult task. At this point in the history of Open Corridor, some teachers are quite successful in guiding an evolving curriculum with children; few are at the point of documenting this process. It must be reiterated that the Open Corridor teacher is working toward these possibilities. The curriculum flow chart on the following page was developed by the author to graphically represent how one Open Corridor teacher developed a curriculum with a group of third and fourth grade children.

The development of this curriculum chart demonstrates the possibility of actualizing Open Corridor's position on learning and the practicality of documenting a flexible curriculum. The descriptive account of this process highlights several significant features of curriculum as envisioned by open educators. Three are singled out for inclusion in this dissertation: (1) integration of subjects, (2) interaction between children's experience and interests and the curriculum, (3) social development through curriculum.

To exemplify each feature, reference is made to various sections of the flow chart. The intention here is not to give an

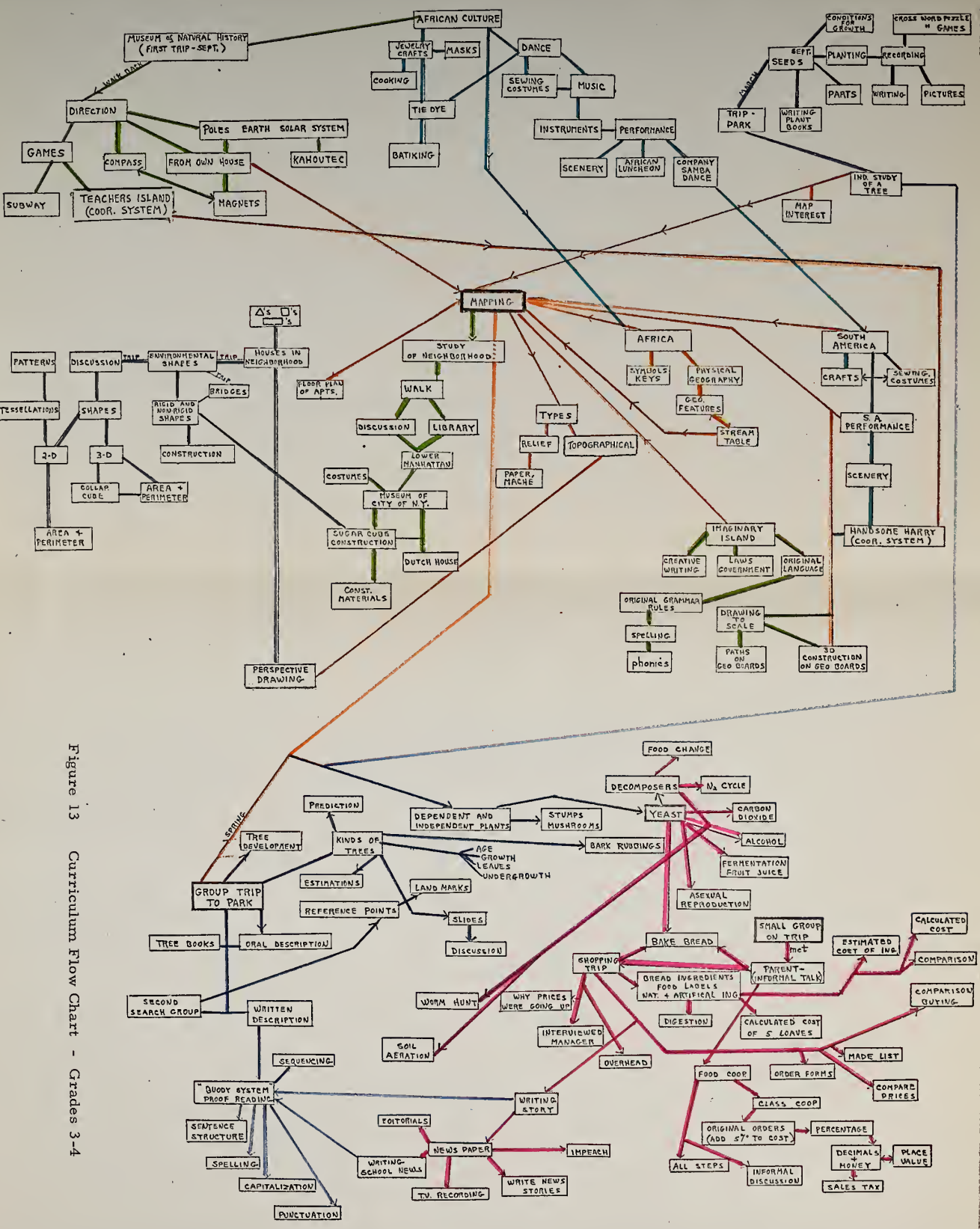


Figure 13 Curriculum Flow Chart - Grades 3-4

exhaustive description of how these features are incorporated in this curriculum but rather to show, by explicit reference, how the recording of curriculum can document the relationship between theory and practice.

Integration of Subjects. The chart itself clearly shows that all subjects--language development, math, social studies, and so forth--are brought together in an integrated way. There is no section, for example, labelled "Social Studies" or "Language Arts." However, these disciplines, as most others, are woven through the child's experience of curriculum in this class. The study of African culture derived from a class trip to the Museum of Natural History. Their interest led them from a discussion on Africa to a desire to prepare an entertainment for the school. The corridor teacher assumed the role of director and taught African dances. Many questions were raised both in class discussion and when preparing for the performance which required research. Books were procured from the library on jewelry and mask making. As shown on the chart, African art, cooking, and music were experienced by the children, not as isolated subjects, but as knowledge of a people whom they were just beginning to understand. Another outcome of the trip to the museum led to an investigation of the meaning of directional signs. The meaning of "North," "South," and so forth is not derived by memorizing

definitions but through exploring and using instruments. This developed into mapping with its extended ramifications, as shown on the chart. Working with a compass quite naturally led to magnetism. In general, the following of any line on the flow chart almost inevitably leads to experiences in many areas, traditionally designated as specific subject matter.

Interaction Between Children's Experience and Interests and the Curriculum. Educationists, philosophers, and theorists are quoted throughout this dissertation. The importance of experience and interest in a child's learning is one strand that is emphasized. The phenomenologists further remind us that one's perception of phenomena is determined by his inner meaning. The actualization of these beliefs in the classroom necessitates a curriculum which is geared to the children's interests and which is experienced, not merely "taught." In order to focus on this connection, a description of a small section of the curriculum chart seems appropriate.

After many different experiences with mapping, some children wanted to make an imaginary island. Several groups of children formed naturally. Some made two dimensional maps; others three dimensional ones, using papier mache, sand, and so forth. With the skillful guidance of their teacher, they developed this point of interest into the formation of original language, government, and stories. As

indicated on the chart, the language development through writing, discussing, and consolidation of skills progressed through the child's own desire to create his island according to his conception of what an island might be. Their only restriction was a geographic one which, in a sense, was self-imposed after their walk across the Brooklyn Bridge. Freedom to express their own fantasies brought real enjoyment and learning. Math was experienced through scale drawing and constructing, while experience with plants yielded a great deal of scientific investigation.

Social Development Through Curriculum. Reference to the "whole person" has been made throughout the dissertation. A child's social development is supported in a classroom when opportunities for adult and peer interaction are provided through the total curriculum. A child, isolated from others during the school day, is deprived of the experiences he needs to grow toward allocentric perception.¹ The Open Corridor, in moving toward a more flexible curriculum, is attempting to create a socially interactive environment for children. The curriculum chart is one way of documenting this. A brief description is given in order to focus the reader's attention on this particular feature. Actually, almost every section of the chart indicates

¹The reader is referred to Chapter III for a description of this perceptual mode.

social interaction. Just a few instances are developed descriptively.

The year's curriculum was initiated by a walk through the neighborhood. Thus, the opportunity was afforded for natural grouping of children; for informal chats with the teacher, paraprofessional, and student teacher; and for common points of entry into class discussions. As indicated on the chart, small group projects resulted from this trip. These group formations were not permanent but kept shifting according to individual interests. This provisioning for a variety of interests contributes greatly to growth in interpersonal relationships. Children often join a group because of their interest in the particular activity pursued. This diversity of activity also permits each child to succeed, thereby building mutual respect. Specifically, the class performance, involving the sewing of costumes, the making of scenery, the music, and the dancing united several groups in a common goal. These young children experienced the interdependence among people.

An unanticipated meeting of a parent while on a class trip led to two major strands in this curriculum: (1) bread baking in this parent's home, and (2) a study of Food Cooperatives. Related to the latter, the children interviewed store managers, wrote stories, and printed a class newspaper, all of which involved constant interaction with adults and peers.

Helping one another is essential to this kind of curriculum. The "buddy system" is one way to provide for this. Before submitting his written work for the class newspaper or class book, each child has his work "proofread" by his buddy. Following is an excerpt from the recording of one such exchange:

Child A (to buddy): "Hey, this doesn't make any sense."

Child B: "What do you mean?"

Child A: "Look, you said there was an explosion on your island and everybody in the world was killed off and in the next sentence, you talked about the Sheriff. If everyone was killed off, how did the Sheriff get there?"

Child B: "Everybody but the Sheriff."

Child A: "Well, say it."

This small part of a dialogue alone documents not only the possibility of social interaction in the classroom but peer learning, practice in sequencing events, and language development. The graphic representation as a whole is in itself the documentation of a teacher's implementation of Open Corridor's beliefs about curriculum. More importantly, the chart is reduced in size and mimeographed so that a copy can be filed with the children's individual records. In either form, it provides a record of accountability to be shared with administrators and parents. Its potential for use in teacher education

is fairly evident.

Documentation of Individual Children

The purpose of this section is to provide samples of recordings on individual children in the Open Corridor program. Once again, it must be remembered that a selection process is necessary, given the scope of this dissertation, for the research in this area alone is a mammoth task.

The three types of recording to be exemplified are: (1) recording of a child's progress in reading, (2) recording of several observations on an individual child, and (3) recording of individual children's general progress during a two month period.

Reading Record on a Child in Open Corridor. Record 17 in Appendix 16 provides a sample of the type of documentation which takes into account Open Corridor's belief that reading is not synonymous with decoding and that skills can be learned within the total context of the reading-learning situation. In fact, the entire process is integrated with a child's total experience. The author worked with Child A, a third grader in P.S. A, and recorded the process. Record 17 is a section of that documentation.

Another facet of the advisor's role emerges here, particularly her role in teacher education. It is important to note the on-

site education involved. This record of a child's reading is shared not only with the child's teacher but with other teachers as well. In fact, the collation of such records by many advisors and teachers will hopefully contribute to unlocking the many unknowns within the complex process we call reading.

Recording of Observations on an Individual Child. It has been stated previously that one of the primary functions of Open Corridor teachers is to observe children. It was further stated that observing is not necessarily a function separate from the totality of the teaching task. The recording of the latter type of observation is included in the next section. Such recording encompasses very brief notations recorded intermittently throughout the year, depending on various priorities. However, intense, minute observations, like those that are presented on a child referred to as "D" in Record 18 in Appendix 17, help to sharpen a teacher's powers of observation and make possible a keener perception of phenomena. "Careful observation of one child makes possible a better understanding of all children." (Carini, 1973).¹ Therefore, it is recommended that advisors share their intense observations with teachers during conferences and Staff Reviews, and that teachers be encouraged to do

¹ A quote from an informal conversation which the author had with Patricia Carini, July 26, 1973.

this kind of observation at least occasionally. It is the author's opinion, as a result of personal experience, that practice in observation and recording increases one's facility and leads to a deeper understanding of their value.

As pointed out in the Staffing (Appendix 17, p. 391), Child D could not speak nor understand English in the beginning of the school year. Assessment of his cognitive development depended more than usual on observations of his interaction with his environment. In the observations recorded in Record 18, D comes through as a child with strong intelligence. His ability to select appropriate means to solve his problems is observed often. Record 18 reads: "D cuts his fish out very carefully, using the scissors correctly. First, he cuts away the outside excess [paper]. This he does quickly. Then, he slowly cuts near the outline of the fish." (Ibid., p. 375). When a nail that he is hammering bends, "he straightens it by hammering it back in place." (Ibid., p. 379). His progress is clearly demonstrated in block building. In the beginning of the year, he uses blocks indiscriminately. By May, his building is quite sophisticated. (Ibid., p. 393). His interest in books is well documented. Several entries allude to his voluntary selection of books; his quiet and sometimes prolonged perusal of them; his many efforts to communicate verbally. The recording of his spoken language is particularly

helpful to the teacher. His interest in airplanes, recorded on several occasions, enabled the teacher to provide relevant experiences which absorbed his attention and proved helpful in his efforts to relate to the other boys in the group. (Ibid., pp. 378-85).

This documentation of an individual child, brief as it is, serves to point out the potential of observation and recording for assisting a teacher to plan better for children's cognitive and social growth.

Recording of Individual Children's Progress During a Two Month Period. The intent here is to demonstrate that records on individual children can be brief yet clearly consonant with Open Corridor's position on recording as a means of supporting children's progress. The examples presented in Record 19 in Appendix 18 are taken from a teacher's records of his class of first and second grade children. His file consists of index cards on which the entries are recorded. The number of recordings on an individual child varies, depending on such factors as the needs of the child, the opportunity to observe and work with individual children, the time available to the teacher, and the teacher's keenness of perception. This type of recording of a child's progress takes into account the complexity of the child, the need to integrate all areas of learning, and the child as a total person.

The observations and recordings given in this chapter represent the initial efforts of Open Corridor to bring its evaluation in line with its philosophical beliefs. It is shown in Chapters II and III that the "treatment-outcome" evaluation is antithetical to these beliefs, primarily because this methodology is based on an objective view of man or on what Marcus (1964) calls a technological rationality. Macdonald refers to this when he writes:

I am much less concerned about the potential use of technological hardware . . . in the schools than I am about the use of technological rationality . . . in the development and evaluation of programs. When we use this approach, we are talking technologically about man, not about man's use of technology. (Macdonald, 1974, p. 3).

The basic beliefs of Open Corridor call for an evaluation which respects the totality of the human person and, therefore, allows for the totality of human response to be noted. This total response includes not only the outcome of an act but a whole nexus of complex components.

Only careful observation and recording of a particular phenomenon can cope, albeit imperfectly, with this complexity. Thus, the adoption by Open Corridor of descriptive inquiry as an alternative to technological evaluation.

In summary, the documentation of the transition from the formal school organization to Open Corridor organization demonstrates

an effort to relate the phenomenological approach to the documentation of change within a school system. The documentation of classroom settings and individual children show the first stages of Open Corridor's effort to "focus on the activity of the student in the learning process, not the restricted and objectified outcomes of this process." (Macdonald, 1974, p. 12).

The documentation of children learning, according to this approach, was not possible in the former setting. Consequently, the first objective of Open Corridor was directed toward the "setting up of the institutional framework in order to get a closer look at children." (Weber, 1974).¹ In no way, therefore, does the documentation of Open Corridor reported in this chapter represent a fully developed methodology. The records already accumulated include the following: teachers' logs, children's diaries, teachers' weekly records, records of classroom observations, teacher' reports to parents, curriculum flow charts, and childrens' works. The total process of documentation, however, depends on extensive and intensive sampling of all records collected over an extended period of time. It is hoped that Open Corridor is moving into this second phase

¹Expressed by Lillian Weber during an informal discussion with advisors at the Workshop Center for Open Education, City College, New York City, May 24, 1974.

which includes the collation and analysis of data for which extra support personnel is required. In the meantime, teachers are encouraged to observe and record and to use these data in making educational decisions for children.

CHAPTER V

IMPLICATIONS FOR FURTHER INVESTIGATIONS

The purpose of this dissertation could not have been achieved unless the scope of the investigation was broad enough to include the major elements in the educative process. The consideration of each element, whether it was Open Corridor's philosophy, practice, or evaluation, opened up vistas for further study. Every area identified here points toward other possibilities for evaluation and research.

Regardless of the area to be evaluated, the primary purpose of any assessment is to guide the teacher in his decisions regarding the learning situation so that it can better support children's growth. An ancillary purpose, the accountability aspect, must be subsumed under this. Failure in the past to view evaluation as an integral part of the educative process is considered to be one reason why the judgment of irrelevancy is passed on traditional evaluation procedures. The avoidance of the repetition of this error is a primary concern of the author.

Throughout the dissertation, many areas for future investigation are indicated. Many questions come to mind, the answers to which could prove profitable to those engaged in open education

according to the philosophy herein described. Before proceeding with them, it might prove clarifying to raise and answer a possible objection, namely that since the phenomenological descriptive inquiry approach to evaluation is not perfected,¹ would it not be advisable to continue the experimental method until such time that it is. Actually, this objection is answered in the total context of this study. Suffice it to point out that the traditional evaluation methods violate the integrity of the Open Corridor program in that they stem from a different philosophy and, therefore, cannot yield information valuable to Open Corridor. Bussis and Chittenden point this out when they write:

Adequate evaluation of educational environments, and of the young people living in these environments, simply cannot be accomplished by existing standardized tests--and it cannot wait indefinitely until all the decisive research evidence on new procedures has been accumulated. (Bussis and Chittenden, 1970, p. 80).

All suggestions for further research and evaluation must be seen in relationship to this position and to a correlative viewpoint expressed by Carini when she writes: "The tendency is also present for the current movement toward informalized [open] education to

¹The word, "perfected," is used only in an effort to predict even the verbalization of the objection. It actually has no meaning in the total context of the phenomenological viewpoint.

rigidify programmatically around 'activity, ' or 'learning centers, ' 'learning conferences, ' the 'integrated day, ' 'open space'. " (Carini, 1974, p. 1). Evaluators and researchers in the planning and execution of their investigation must keep these ideas in mind, as well as Hawkins' reminder that "the best practice excels the best theory in quite essential ways; this fact defines a strategy we ought to follow." (Hawkins, 1966

The director of Open Corridor clarifies the perspective which must guide future evaluation when she writes:

We maintain that the assessment which is a necessary and welcome part of our endless search for better and better practice cannot be made from an evaluation stance that is so completely external to and unconscious of the mesh between what we do and the rationale for doing it. In other words, questions that fail to assess either the process or the institutional framework of a program cannot contribute anything new to its implementation. (Weber, 1973, p. 7).

The greatest need for the future of Open Corridor and similar programs is the development of techniques and procedures to assist teachers in assessing children's progress, as well as procedures for long-range systematic documentation of the different facets of the program. This type of documentation requires of the researcher an intensive preparation including both philosophical and experiential orientations. The latter calls for the placing of the evaluator in the context of relationships from which his and the child's or teacher's

meaning evolve as well as his own. Practice in observing, recording, and reflecting, which is at the heart of this preparation, is summed up by Carini.

The observer in phenomenological inquiry is assumed to be participant . . . in and constituent of the meanings of the datum, while the phenomenon under observation is assumed to be inexhaustible in its meanings. Therefore, in practice, the observer is seeking the multiple meanings of the phenomenon as these are constituted . . . through his own point of view and that of the other. (Carini, 1974, p. 21).

From the foregoing, it can be deduced how future research efforts can contribute to the implementation of Open Corridor and other informal approaches to learning. As Weber states:

What we in Open Corridor look for in the evaluation process is . . . help for better implementation of our chosen direction. It is in this context that we judge external assessment and find the present situation wanting. (Weber, 1973, p. 3).

Research is needed, therefore, to formulate an assessment procedure which is commensurate with the phenomenological position. The documentation described in this dissertation and used successfully in the Prospect School is in need of further articulation to bring it into accord with the complexity of a large public school system. To meet the demands for accountability and the need to furnish teachers with more specific evidence of children's progress, more precise methods of recording are indispensable. Mrs. Weber inserts a word

of caution when she writes:

No scheme of recording should result in the teacher's being preoccupied with recording nor should it remove the teacher from the necessary interaction and discussion with a child on what he is doing and his thinking on this. (Weber, 1971, p. 29).

Certain questions pertaining to the institutional frame suggest possibilities for evaluating the impact of Open Corridor on the New York City public schools. Has the program produced relevant changes in structure and in the climate of the schools? If so, in what ways? What aspects of the program contribute significantly to these changes? Has the institution itself changed in its relationships? Other questions asked by the director include:

Is the Open Corridor a successful way of contending with old relationships and old structures of control, of supervision, of decision-making, of supply, of finances? Are there other ways? Is advisory help important? Necessary? For how long? . . . What structures are needed for the continuance of the advisory? What structures can be developed from within the present context of supervision to take over from the external advisory. . . . Can the change process become autonomous and stabilized as self-perpetuating? (Weber, 1973, p. 7).

Parents feature predominantly in the Open Corridor program. Their role, as perceived by them and the school personnel, has not been ascertained. This is, therefore, an important area which awaits further study. As indicated in the above quotation, the changed rela-

relationship of Open Corridor teachers to supervisors and administrators also needs clarification. The old supervisory structure in the public schools was established to support an entirely different kind of classroom from the Open Corridor classroom in which teachers assume the major responsibility for educational decisions. How has this change affected supervisor-teacher relationships?

Improvement in school practice without simultaneous improvement in teacher education cannot endure. Stratemeyer and Lindsey (1958) call attention to the fact that the same conditions which will improve the schools will also improve teacher education programs.

The conception of school as support structure for children's growth requires teachers who can assess that growth through knowledge of the developmental process and through skillful observation. "Only informed intelligence and observation of a child's growth can guide the choice of content and interactions appropriate to that child." (Weber, 1973, p. 6). The continued development of the Open Corridor communities, therefore, is contingent on teacher development. From its inception, teacher education has been an important aspect of the project. In fact, one of its original objectives was to establish a site to provide the experiential component in the education of prospective teachers. Open Corridor enables these trainees to observe

children and to engage in the art of setting up supportive environments for them. Their understanding of child development and educational philosophy could be extended through this intersection of theory and practice. Most importantly, this experience provides them with the opportunity to test their own beliefs about children's learning. The relationship of this type of experience to the development of both experienced and inexperienced teachers remains to be studied. Both short and long-term evaluation is needed to ascertain the potential for teacher development of involvement in Open Corridor. A further question is asked: If the teacher is helped to develop a comprehensive understanding of how children learn, will the children's learning and social development be enhanced?

Each student teacher has a baseline starting point of understanding and performance. What he selects from his student teaching experience is contingent on these factors. It is important to assess the student teacher's experience in terms of change in these factors. The extensive evaluation which is called for must include the student teachers' reaction to their experience in Open Corridor. The identification of their perception of the value of their practice teaching would be a significant contribution to teacher education.

A major contribution with respect to teachers' perception is being made by Educational Testing Service. The study, being conducted

by Ameral, Bussis, and Chittenden, (1973), is considering the teachers' perception on change to an open approach to education. Several Open Corridor teachers and others in informal programs are included in the study which used the method of an in-depth interview.¹ Although the study is not complete, the authors report indications "that the study of belief systems of teachers will lead to better understanding of the meaning, purpose, and efficacy of the teachers' actual classroom behavior." (Ameral, Bussis, and Chittenden, 1973, p. 10). Hopefully, this study will give the impetus for further investigation of the role of the teacher relative to all aspects of open education programs.

Research is also needed to ascertain the effect of experience in open education on future teaching. Does this experience have a continuous and significant effect on teaching? What factors contribute to this effect?

Open Corridor is concerned with the deepening of understanding about children's development and learning. The open setting contributes to this by providing an environment where children can be observed as they spontaneously interact with their setting. The

¹The interview format, Teacher Interview for a Study of Teachers in the Open Education Settings, 1972, can be procured from Educational Testing Service, Early Education Group, Princeton, New Jersey.

direction is clear--it leads towards a closer observation of children by the teacher-observer, toward the recording of the observations, reflection upon them, and consequently toward the deepening of understanding of the complex phenomena--classroom interactions.

Future evaluation is needed to determine the extent to which teachers have utilized the open setting for the purposes of observing children and of recording their progress. Has this experience deepened teacher understanding of children's development? Is the organization of the physical setting an indicator of this deepened understanding? What growth is needed in the teacher to support a child's growth or achievement? Has a teacher grown in seeing how he can adjust the setting in order to further support a child's growth? What are the indicators of a supportive climate? Has a teacher grown in seeing the significance of a child's actions as related to cognitive development?

Documentation of Open Corridor up to the present indicates a change in the patterns of relationships within schools. This effect, however, needs further documentation. Specifically stated, what is the relationship between certain materials (sand, blocks, etc.) in the environment and a child's interests and cognitive growth? What is the relationship between the open setting and a child's learning to trust his own ideas and his learning to do things for himself? How does this affect later learning habits and achievement?

While evaluation of children's cognitive development in terms of the Piagetian stages and substages has received a great deal of attention, the assessment of the horizontal component¹ of cognition is often neglected. Carini (1973) and Bussis and Chittenden (1973) have done some interesting work in this area. The results of their investigations indicate that children in informal settings perform better in tasks involving this dimension.

Instead of concept "formulation" and abstraction, our findings would indicate that children in the schools [informal] are absorbed in the object and the object properties. They are in Schachtel's sense of the term, objectifying experience, rather than conceptualizing it. (Bussis and Chittenden, 1973, p. 8).

It is hoped that the research will be extended to test the significance of the Open Corridor setting and other informal settings on children's cognitive development along this horizontal dimension.

It is hypothesized that children in Open Corridor perceive their school experience as related to their out-of-school experience and continuous with it. Further evaluation is needed to test this hypothesis.

¹The horizontal component refers to the dimension of breadth. "It is the image of a child as constructor of reality--as one who puts together all sorts of things in a variety of ways." (Bussis and Chittenden, 1973, p. 8). Carini (1973) describes it as a network of associative meanings.

An important objective of open education is to enable children to pose questions to their own problems and to use their own resources and the resources in the environment in seeking answers. The question for evaluation is: Does experience in an open setting make a difference in these respects?

In contrast to the "right or wrong" answer attitude, with its attendant potential for frustration and rigidification, Open Corridor seeks to enable children to see the information-giving character of "wrong" answers. Are children in Open Corridor more inclined to view "wrong" answers positively than children in more formal settings? Do they use this type of information to redefine the problem? In exploring all of these areas, the problem for the evaluator is "to try to differentiate those aspects that may reflect the general characteristic of the stage of development from aspects which reflect schooling." (Bussis and Chittenden, 1973, p. 9).

The reading achievement of children in the New York City public schools has been the subject of constant criticism. Assessment of children's competence in this area has inevitably been concerned with their performance on standardized tests. The failure to view reading in the context of the overall learning environment and within the total language development of the child is difficult to understand, given the wealth of research which relates reading achievement

to this broader dimension. Documentation is needed to demonstrate what Dr. Vera John considers the "amazingly fertile opportunity for language research in Open Corridor."¹ Descriptive research is needed to determine the long range effects of experience in the open setting on reading fluency. The thesis that the testing of reading before consolidation inhibits the process also needs further confirmation.

Hans Furth (1972) calls attention to the importance of providing concrete challenging situations which stimulate thinking before concentrating on artificial language study.² In the words of Frank Smith, "a child coming to reading instruction [needs] considerable experience with all the cognitive skills involved in learning to read." (Smith, 1971, p. 224). This connection between general cognitive development and reading and the subsuming of reading under the more general linguistic development is attested to by many. (Cazden, John, Carini, Mattingly, Kavanaugh, Voyat, et al.). Despite this

¹Dr. Vera John made this statement to the Open Corridor advisors after observing in the Open Corridor classrooms, January, 1972. She reiterated at that time that the rigid test situation was no test of a child's language development--"to take time to teach to the test is to upset the natural flow of language."

²Hans Furth expressed this opinion during an informal discussion with Open Corridor advisors, City College, New York City,

overwhelming convergence of opinion and the research which tends to confirm it, children in the New York City public schools are evaluated by pen and pencil standardized tests. In 1972, Scribner, Chancellor of the schools, noted that the reading problem persists because the efforts to solve it are largely of a traditional nature. He asked then for the "hard-nosed" reform of conventional school practices. The Open Corridor program attacked the reading problem in a radical sense.

Language development . . . could not be fostered in an atmosphere that discouraged spontaneity in language use, discouraged social interchange, discouraged social communication and discouraged experience that called forth expanded language to express its quality. . . . We had to help teachers understand the relationship of aspects of the program that were not specifically reading but which related to its development. (Weber, March, 1973, p. 1).

Have teachers in Open Corridor grown in the understanding of the relationship between reading and the open atmosphere?

Documentation of children's reading in the Open Corridor according to the descriptive inquiry method could prove invaluable to the understanding of the reading process. This kind of documentation over several years will yield matrices of reciprocities similar to those shown in Charts 13 through 15 on pages 176-74. The accrual of this kind of data from many informal schools may lessen the time

needed to solve the reading problem. This same type of documentation can also contribute to a deepening of understanding of children's thinking in general.

All of the areas previously mentioned for future evaluation are related to the building of self-concept. Therefore, research in any area contributes to the ultimate test: Is the child's self image affected positively? Research efforts are needed to answer such questions as: Does experience in the open setting contribute to a child's ability to sense his own capacity and to size up the requirements of a situation in relation to this? Does it contribute to a child's feeling good about himself?

Conclusion

In drawing this dissertation to a close, the author returns to the principle of inherent relationship. The simultaneous focusing on theory, practice, and evaluation, and on their relationship to philosophical beliefs is essential to the educative process and to the goals set forth in the beginning of this study.

The description and history of the Open Corridor program serves to demonstrate a program's adherence to these relationships. Two important conclusions can be drawn from this fact. First, Open Corridor is not the final word on educational programs. Secondly,

it is not suggested that Open Corridor should be adopted indiscriminately without reference to its underlying philosophy and values.

As set forth in this dissertation, Open Corridor is founded on certain beliefs about the nature of the person and the learning process. The view held is a phenomenological one. It postulates the particularity of each person's meaning and, therefore, of his interaction with his environment.

Each encounter reveals a meaning, a facet of life, a facet that is originally a part of the person and the world. . . . There is properly no distinction of inner and outer--and certainly no experience of subject and object. Rather each completes the other. And that completion establishes an affective encompassing whole; an affective setting in which all things are joined. (Carini, 1972, p. 2).¹

Such a view of the person and his relationship to his setting not only rules out standardization of environment and method but it radically affects the evaluation methodology. Failure to make these connections is seen by the author to be the underlying cause of the failure to change the schools so that they can be more responsive to children's needs and interests.

In retrospect, attention is drawn to what might be termed the "convergent evolution" which emerges when an investigation

¹This quote is taken from the unpublished papers of Patricia Carini which she shared with the author.

delves into the many sources of knowledge pertaining to human learning. Indeed, were this not so, one could rightly suspect any study which calls into question a system of evaluation which is so accepted that the basic assumptions upon which it rests remain untested.

The "convergent evolution" can be understood as the emergence of a belief or opinion from divergent reflective and investigative efforts in the absence of any predetermined plan to search out this common insight. In fact, it is this very unplanned outcome that gives weight to the resultant lines of thought that converge on this new meaning. The beliefs about the person and human learning which lie embedded in this meaning have been explicated by scholars in many fields. Throughout the dissertation, but more particularly in Chapters I and II, reference is made to Dewey, Whitehead, Schachtel, Heidegger, Merleau-Ponty and others. The phenomenological tradition emerges from a study of their works. When Whitehead (1938), for example, warns against the danger of holding science as dogma; when Jung (1963) rejected the labelling and "rubber-stamped" diagnosis of patients; and when Heidegger writes, "multiplicity of meaning is the element in which all thought must move in order to be true thought," (Heidegger, 1968, p. 71), they are asserting a common belief about the person. It is a belief which rejects the predictability of human behavior and, therefore, any program which standardizes that behavior and the

evaluation of it.

Despite this evolution of the phenomenological point of view, descriptive inquiry has been unavailable to those seeking educational reform. This is understandable in the light of the overwhelming acceptance and use of the experimental method. The research literature is replete with examples of this method, whereas the phenomenological descriptive method is "virtually without concrete representation of its implementation in the literature." (Carini, 1974, p. 20). Another factor contributing to its unavailability is that the method has been articulated in highly philosophical terms. Chapter III covers the exposition of the method and the concretization of its philosophy by describing its implementation, using excerpts from the documentation of the Prospect School.

Those interested in reform within large urban public schools need some assurance that descriptive inquiry can be used effectively in these settings. Chapter IV demonstrates by concrete examples how Open Corridor is attempting to adapt this approach. In so doing, it points the way to a new development in school reform in general.

Carini writes:

A descriptive method can provide a vehicle for school reform and evolution that is truer to the internal, organic process of that school and, therefore, is more flexible and comprehensive in practice than the utilization of abstracted

models. (Carini, 1974, p. 10).

Hopefully, this study opens up the possibility of generalizing this method of documentation. The process itself is generalizable and the data accrued in any study using that process is sharable in that every insight into the phenomenon of human development can lead to a deeper penetration into the learning process.

The process of observing and recording yields provisional matrices that can be used by other documentators to plot the same data. They, in turn, through their own observations and recordings, can refine the original matrix and help determine its range and limits.

The potential of this sharing of data is almost inexhaustible. It can be used to illuminate problems formerly circumscribed by the limitations imposed by summative and psychometric evaluation. Thus, the documentary process can yield invaluable insight into the reading process, children's thinking in general and their social development.

Finally, as each inquiry is carried forward through revisions of the settings and application through time and to different ages, the child in our schools is valued as a person.

[The child] is pre-eminently an enduring perspective, a unique perspective, albeit a transforming perspective through which, as Merleau-Ponty stated it,

"the world gains a fresh layer of meaning." The threat to the person [is always present]. . . . it is the threat of loss of meaning; the loss of the phenomenal world to an abstraction of it, and the loss of his own perspective to a collective categorization of it. (Carini, 1974, p. 43).

Open Corridor believes that each child is truly a special person worthy of this enduring and complex search defined by phenomenological descriptive inquiry. The program's success, therefore, depends upon the constant effort to maintain its integrity through the conscious interrelationship of all of its aspects.

APPENDICES

	Page
1. Support in Released Time and Funding for Open Corridor Development, Advisor's Development and Workshop Center	235
2. A Selection of Articles Published on the Open Corridor Classrooms in the New York City schools .	237
3. A Sample of Advisory Service Material Distributed to Advisors for Study and Discussion	238
4. Author's Log	239
5. List of Selected Topics Published in <u>Notes</u>	256
6. Suggested Materials for Use in Open Classrooms . . .	257
7. Indices of Change	258
8. Reading Assessment: Grades 1 and 2	272
9. Format for Staff Review	278
10. Record 1: Evaluation Conference With Teachers . . .	284
11. Records 2, 3, 5-13: Recordings of Meetings, Memoranda, and Conferences	294
12. Record 14: Integral Segments of an Evaluation of the Open Corridor Project at P.S. D	319
13. Record 4: End-of-Year Report by Teacher	331
14. Record 15: Advisor's Report - Corridor N	341

	Page
15. Record 16: Documentation of Classroom B - P.S. A	354
16. Record 17: Reading Record of Child A	364
17. Record 18: Recording of Observations of Child D . .	375
18. Record 19: Recording of Individual Children's Progress During a Two Month Period	395

APPENDIX 1

SUPPORT IN RELEASED TIME AND FUNDING FOR
OPEN CORRIDOR DEVELOPMENT, ADVISOR'S
DEVELOPMENT, AND WORKSHOP CENTER

1967-73	City College 2-hour released time to L. Weber to work toward Open Corridor reorganization for the improvement of student teaching practice. Half-time released on Ford Budget, 1970-73.	
1968-69	State Urban Education funds for the Open Corridor Program in P. S. 123M	(\$ 17,528)
1969-70	State Urban Education funds for P. S. 123M	(\$ 35,000)
1970-71	Ford Foundation funding for Advisor Development	(\$ 56,900)
1971-72	Ford Foundation funding for Advisor Development	(\$173,135)
1972-73	Ford Foundation funding for Advisor Development	(\$ 76,852)
<u>Summer Institutes</u>		
1971	State Education Department, Bureau of Inservice Education	(\$ 23,870)
1972	Noyes, Whitney, and Norman Foundation grants	(\$ 23,700)
1973	Teacher participation - City College tuition for credit Paraprofessionals - City College tuition grant Paraprofessionals - Noyes Foundation subsidy	(\$ 2,135)
1972-73	ESEA Title III funding for Workshop Center for Open Education - City College	(\$288,672)
1973-74	ESEA Title III funding for Workshop Center for Open Education - City College	(\$205,412)
1973-74	Rockefeller Foundation - for Workshop Center and for development of documentation	(\$ 30,000)

- 1973-74 Board of Education Chancellor's Fund to support continuation of the work in the schools and in the Workshop Center (\$ 80,000)
- 1973-74 City College - 2-2/3 faculty positions allocated to the Workshop Center and advisory-supervisory support of teacher-student-teacher situations

- 1 secretarial position

APPENDIX 2

A SELECTION OF ARTICLES PUBLISHED ON THE OPEN
CORRIDOR CLASSROOMS IN THE NEW YORK CITY SCHOOLS

- Bard, Bernard. "The City's New School of Thought," New York Post, January 9, 1971.
- Gross, Beatrice and Ronald. "A Little Bit of Chaos," Saturday Review, May 16, 1970.
- Hawes, Gene, and Nyquist, Ewald (eds.). Open Education Sourcebook. Bantam Press, 1973.
- Maeroff, Gene L. "Teachers Play Pupils to Learn Open-Classroom Theory," New York Times, July 23, 1971.
- Meier, Deborah W. "Initiating Change: P.S. 144's 'Infant School'," New York City Education, Spring 1970, Board of Education.
- Newsweek. "Learning Can Be Fun," May 3, 1971.
- Rodriguez, M. "Open Corridor: Taking Kids Out of the Blackboard Jungle," Sunday News, January 3, 1971.
- Silberman, Charles E. Crisis in the Classroom. Random House, 1970.
- Silberman, Charles E. (ed.). The Open Classroom Reader. Vintage Press, 1973.
- The Center Forum. Vol. 3, No. 7, July, 1969. Center for Urban Education. Contains a good bibliography.
- Weber, Lillian. The English Infant School and Informal Education. Published November, 1971 by Prentice-Hall for the Center for Urban Education.
- Weber, Lillian. "Development in Open Corridor Organization," National Elementary Principal, November, 1972.
- Time Magazine. "Lillian Weber and the Open Corridor," January 3, 1972.

APPENDIX 3

A SAMPLE OF ADVISORY SERVICE MATERIAL DISTRIBUTED
TO ADVISORS FOR STUDY AND DISCUSSION

Memo on Clarification of Open Corridor Issues
 Memo on Costs in the Open Corridor
 Memo on the Five-year-old in the Open Corridor
 Memo on Media
 Memo on Bilingual Program
 Memo on observation, reports, and reading
 Memo on consent and volunteerism
 Excerpts from Ford proposal:
 Open Corridor Reorganization
 Intensified Advisor Training
 Parallel Supports
 Role of the Advisor
 Kinds of Advisor Training
 Memo on Title I evaluation to Almeida
 Notes on visit to Prospect School
 Things learned from the Summer Institute

Other General Material Distributed to Advisors for Study and
Distribution:

IRCD Bulletin - Jensenism
 Victor D. Sanua, A Critique of Jensen's Article: How Much Can We
 Boost I.Q. and Scholastic Achievement?
 Performance Contracting
 Dorothy Gardner, "Educational Needs of Young Children"
 London Times Ed. Supplement, "Piaget and his Critics"
 S. Rosenthal, "Educational Counseling"
 Michael Cole and Jerome Bruner, "Cultural Differences and Inferences
 about Psychological Processes"
 Dr. Vera John, "Cognitive Development in the Bilingual Child"
 Gilbert Voyat, "Minimizing the Problems of Functional Illiteracy"
 Biber, Shapiro, and Wickens: Outline of "Analysis of the Learning
 Environment: Cognitive Categories"
 Barry Hill, London Times Ed. Supplement, "Piaget Interview"
 George Harris, "B. F. Skinner Manifesto: All the World's a Box"

Curricular Material Samples:

The Body
 Acorn Possibilities

APPENDIX 4

AUTHOR'S LOG

Catherine Molony, Advisor - P. S. E

September 12, 1973

- 8:45 Brief conference with Miss A. (Assistant Principal). Decided that she and the other A. P. should meet with Miss J. (Advisor) and me tomorrow.
Stopped by each room; greeted teacher.
- 9:00 Miss B's room.
Read with D. and N. who knew me from last year.
Took notes which I will share with teacher.
- 10:00 Talked with Miss K. (2nd floor corridor teacher). Discussed her schedule and the ways in which she will be working with 2nd and 3rd floor corridors.

Mrs. C. D.'s room. Made sketch of the room. General observation.
- 10:30 Meeting 3rd Floor Corridor.
Mrs. E (Assistant Principal) has arranged for these teachers to have a common prep.
Mrs. F. G. and Mrs. H. I. need materials badly. Other teachers on corridor have been very helpful. Mrs. F. G. expressed her concern about her inexperience on the corridor. She wants help in organizing her room and in planning for many areas so that she can begin a variety of activities. Everyone was encouraging. I offered to spend some time in her room each week. Cautioned her to go slowly at first and not to feel pressured.
- 11:20 Lunch meeting - 2nd floor.
Mostly casual conversation. Teachers wanted to talk socially. It always takes these teachers a while to get started.
- 12:00 Mrs. F. G.'s room.
Many activities going on: math, art construction, games,

projects, science. Academics are scheduled in the morning.

- Brought in geo-blocks.
- Worked on maps with girls.
- Joined some children in library with student teacher.

Tone in classroom good. Teacher composed and talks very slow. Controls by looking.

- 1:30 Conference with Mrs. C. D. (2nd floor).
Discussed observation and recording.
Asked help in reading. She took a good course in the summer.
Interested in language development approach.
- 2:15 Resource room (2nd floor).
Worked on materials.

September 13, 1973

Proposed Plan

Arrange to meet with Mrs. E. and Miss A. (A. P. 's).

- (1) Materials
- (2) Supplies
- (3) Parents
- (4) Teachers' meetings

Get Multi-Base materials from first floor for upper grades.

Arrange to meet with Miss B. to share yesterday's observations.

Possible Time Schedule

- 9:00 Mrs. F. G. 's room (4th).
10:00 Mrs. H. I. 's room.
11:00 Lunch meeting (1st floor).
12:00 " " (3rd ").
1:00 Miss L. N. 's room.
2:00 Meet with Miss B.
2:30 " " Mrs. F. G.
3:00 Second floor corridor.

8:50 Completed arrangements to meet with A. P. 's (10:30).

9:00 Met with Miss J. Went over topics to discuss with A. P. 's.

9:10 - 10:10 Fourth grade (Mrs. F. G. 's room).

Teacher working in a rather traditional way. Children seated at desks. Teacher explaining math. Many children restless but trying to listen. Some asked to begin reading on their own; others to continue on math. I joined K. who wanted to read with me. He selected, Ships and Seaports. Used parts of words and context cues after a while. Became very interested in the different types of ships. Was joined by F. and G. Discussed freighters and tankers and followed up on my suggestion to begin a project. Assigned tasks, looked over the material I brought in and selected some; wrote out a list of what they needed. At this point, they seemed anxious about not having done their math yet and decided to postpone further work on project.

Teacher was at the board explaining some computation which she wanted everyone to listen to. Since she is not comfortable with simultaneous activities, I thought it best to have the boys merge in with the class. The non-verbal communication coming from the teacher was obvious to me.

Boys went to other table; began math; caused some little annoyance. They were not interested.

Read with D. who had finished her math. Selected Deep Water Man which proved to be too difficult. Got, Adventures With Plastic Bags. Good reader; had trouble with a few words; good audio and visual memory. This led into some math (measuring).

Chat with teacher about M. (a child) who was held over. Thought she should be in fifth. I stayed with the class while teacher spoke with A.P. and fifth grade teacher. Arrangements made for M. to go on to fifth grade since there will be a sharing among the grades anyway.

10:30 - 11:00 Met with A. P. 's and Miss J.

Mrs. E seemed very interested in what we were doing and she was quite supportive. It became clear that she has a very confused idea about Open Corridor but I think we can work together constructively. Discussed shortage of materials. Both A.P. 's claim that nothing can be done about it because of budget cuts. Miss A. remembered that some money (\$140) was left over from last year's sale on the corridor (a children's project). This is available immediately. It will be distributed equitably, not necessarily equally.

Discussed parent involvement. Miss A. made a broad

statement that parents don't want Open Corridor. I asked how many parents? She said about 7. Planned meetings with the parents. First meeting October 2, at 7:00 P.M. Agenda to be planned with teachers.

Cake and coffee sale agreed to. One week each month for each corridor for the next three months (pending teachers' decision).

11:00 - 12:00 Lunch Meeting - First Floor Corridor.

Reminded teachers of meeting of all corridor teachers next Wednesday at 3:00. Begin with social, followed by business. Mrs. F. G. made some generalizations when talking about children that reminded me of the myths about Open Corridor that Miss P. R. speaks about:

"Something is wrong with him."

"I can't teach him with 33 others in the class."

"He shouldn't be in Open Corridor."

I told Mrs. F. G. that we would do some observations on the children in question beginning next week. She liked that. Teachers agreed to the sales project and to meeting with parents. They were disturbed about Miss A.'s remark regarding the parents' attitude toward Open Corridor. They realize, however, that there has to be more communication with the parents and intend to plan carefully for the first meeting.

12:00 - 1:00 Lunch Meeting - Third Floor Corridor

Agenda similar to above. All agreed on sales project and parents meeting.

Miss J. and I will get maps from City Planning, 2 Lafayette St.

1:00 Tracked down Dienes Blocks. Gave balance to Mrs. F. G.

2:00 Conference with Miss B.

Gave feedback on yesterday's observation. Very receptive and sensitive. Wants me to do observations on some children, classroom, and her relations with her children. Will do some of this each week.

2:30 Conference with Mrs. F. G. Gave feedback on this morning's observation; discussed possible reorganization and scheduling.

September 18, 1973

Miss S. U. 's Room - A. M. Room well organized; children engaged in various activities. The cake and coffee sale was both a financial and learning success. The children in this fifth grade class organized it; they were proving to be very successful business managers. The proceeds will be used for buying materials for the corridor.

Miss B. T. 's Room. Spent a few minutes sketching the room. It is well organized. Many activities are going on simultaneously. Teacher is aware of the total experience. I worked with some children who were doing an exercise on attributes using a workbook. I abandoned the book and engaged the children in some attribute games. Actually the book was very confusing. Helped W. with cuisinaire work sheet. Observed the general pattern for awhile.

Conference with teacher. She felt she needed more structure. We discussed this and planned together a possible alternative to the present procedure. She will work with small groups in math and language; the paraprofessional and student teacher do likewise. The block and art areas are well equipped and there is some genuine learning going on there.

Lunch meeting - 2nd floor. Mrs. C. D. and Miss V. Y. feel isolated and want to join the first floor corridor at least for meetings. We had a good discussion about the attitude of parents toward the Open Corridor and realize that we must have more communication with them. They feel that the organization of the school was poorly planned for this year.

12:00 - 1:00 in Mrs. C. D. 's Room. Cluster teacher was in the room working with one child and unaware of the total situation. Several children were working with play dough; others were reading quietly; some were doing math with para; three children were in the block area. After about 15 minutes, children began moving about--potential disorder was evident--unnoticed by prep teacher. I helped each child to become reengaged, then worked with the children at the playdough. After, I pointed out to prep teacher the need to project moments ahead and to avert difficulties. We discussed ways of doing this.

Miss V. Y. 's Room. Took some slides to be used with parents. Joined children at block area.

Met with student teachers from Fordham. They have little understanding of Open Corridor. Talked about child development approach; applied this to questions they proposed relative to their experience. Planned to meet with them each week at this time. (2:10 P. M. - Wednesday).

3:00 meeting with all Open Corridor teachers. All were present. Discussed ways of involving parents; planned October meeting at which slides would be shown followed by discussion. They will be asked to volunteer some time and materials will be available for them to explore. There was a tone of enthusiasm and willingness.

September 26, 1973

A. M. - Observed in Mrs. H. I. 's Room (4th grade). Sketched room. Observed for movement of children within room. This teacher is just beginning to move from the traditional approach. Children were listening to her as she explained the plan for the morning. She asked how many wanted to work on math first. The other children volunteered for either reading or writing. They moved to different parts of the room; there seemed to be no designated place for either activity. There was a great deal of apparently unnecessary moving about. Teacher then proceeded to explain the math from the front of the room in the traditional fashion. Few children were paying attention. There was general confusion and a great deal of movement. I then decided to observe this phenomenon. The recording will be shared with the teacher. This, hopefully will speak to her. The conference will have to wait until next week because of previously scheduled meetings and the holidays.

Met with third floor corridor during their common prep period. Discussed Tuesday's meeting with parents. Saw the need for sharing with them our understanding of the program; the need to have more meetings, conferences, and workshops.

Lunch meeting - 1st and 2nd floor corridors. Same agenda as above. The letter to parents was not written. Had a good discussion on why parents suspected programs in general. We cannot

blame them but must take the responsibility to inform them and break the barrier which school people in the past have erected. It was a good meeting and a breakthrough, I think, in teachers' understanding of parents' anxiety.

I wrote the announcement to parents. Mrs. H. I. (3rd cluster) typed it. It was distributed to all Open Corridor children before dismissal.

Miss V. Y.'s Room. Since Mrs. H. I. was not free to relieve the teacher, I took the class. Read a story to them. They were interested for the most part. We had a good discussion going. The teacher did not leave the room but observed the activity.

3:00 meeting. All teachers except Mrs. F. G. were present and enthusiastic. We continued the discussion regarding the parents' meeting. The teachers will meet the parents of her own children in the classroom at 7:00 P. M. This will be followed by a meeting of all on the corridors at 7:30 P. M. I will talk to them about the program; its rationale and practice. During refreshments, we will talk to the parents informally, answer any questions which they may have and pick up their concerns and recommendations.

Week of October 3, 1973

Miss B. T.'s Room. Teacher is quite relaxed and well organized. Rapport with children good. Room well arranged and functioning smoothly and happily. The morning class meeting is a very important part of the day. Children were talking about news items that they had brought in--most were about the Mets. Even W., who in past years was hard to engage, is able to take part and apparently enjoy these discussions. After the meeting, the children are permitted to join an activity either by choice or, in some cases, by direction. There are at least five activities going on simultaneously. The para and the student teacher are well integrated into the program. This is a really nice setting.

Miss V. Y.'s Room. Spent just a little time in this room. The block area is meaningfully used. The constructions are advanced; there is a great deal of language talking place. Teacher still shouts but she is trying to do something about this. I helped G.F. with his writing. He could not read back his story but he is

getting to know the letters.

Miss S. U. 's Room. This teacher is still very traditional in her teaching. For instance, this morning, I observed her giving a social studies lesson to the entire class. Maybe five or six children were with her. She read to them a very complicated passage from the newspaper and then asked questions which began with who, what, how, and when. She was trying to get across sentence structure at the same time. I will have to go easy here. This teacher, while new to our program, has been trying to run an open classroom for three years. In fact, the administration considers it an open room. Yet, it is quite teacher dominated, subject centered, and in some instances, restrictive. However, the room is nicely arranged and well provided for. This teacher spends a lot of extra time preparing work, marking papers, and arranging her room. There is a lot of workbook and textbook work going on. In fact, I think the reason she has not wanted to be part of the program is because she believes in the "academic" as separated from other activities, and she is very conscious of test scores and tests. She is popular with the parents. She seems to get tense whenever the subject of subject integration and the lessening of test emphasis is brought up. It will be necessary to go very gently and carefully. She is a victim of the pressure placed on her from above.

Mrs. F. G. 's Room. All the children were doing math at the same time from their textbooks. Again, they were, for the most part, disinterested and restless, though trying to please. Teacher has a very quiet and kind manner. There is a nice tone to the room. D, who finished his work, was allowed to work on whatever he wanted. He brought some pennies that he had collected over to me and was very excited telling me their dates and how he wanted to arrange them. I helped him for awhile. We were joined by F., who said he wanted to begin his own collection. We got into a lot of things which involved writing, math, and art. The teacher looked from time to time. We talked about it after. I tried to point out indirectly how coin collecting was a "natural" for the development of curriculum for these boys. She was interested. She suggested their going to the library to get more information. When I returned later, books, coins, and other materials were spread out on the floor and the boys were deep in their work. However, the teacher was anxious to show a finished product. She had them mount some of the coins for a display. I don't think the children were into that at the moment. In all,

it was a good thing. I promised to bring some pennies in next week. This might be a way to provide continuity if necessary.

Meeting - 3rd Floor Corridor - Prep Period. Teachers had an opportunity to air some gripes. We were able to give support to them. Informally evaluated last night's parents' meeting. The supervisor from City joined us so we discontinued the discussion. We did agree that the parents seemed most friendly and cooperative. There were over one hundred present. Their main concern was reading.

Meeting - 1st and 2nd Floor Corridors. Miss V. Y. brought up the question of controlling the noise level in the room. It was pointed out that the teachers' quiet manner and tone had a quieting effect on the children. An intelligent and humorous discussion followed. Another good suggestion offered was for one of the adults in the room, upon detecting the source of the rising tones, to join the specific group momentarily and remind the children to lower their voices. I pointed out the need for balance--the need for the adults to check out their own tolerance for sound. The adults in Miss V. Y.'s room are going to concentrate on this for a week and report back.

The teachers were happy about the parents' meeting. However, they were disturbed about the lack of support from the administration. They made it so difficult for these teachers to carry out their plans for the meeting. It was decided to have a monthly meeting with all the corridor teachers and to invite the administrators. This should help to avoid misunderstanding in the future. The teachers were also concerned about the lack of supplies. It seems that almost all of the money allotted to the school is used to buy text books. Very little is left for supplies and learning materials. In fact, at the general meeting last night, the principal told the parents that he ordered many different textbook series for the school. He considers this one way to raise the reading scores.

Met briefly with Principal and A. P. They accepted October 10th as the date for meeting with them.

Week of October 8, 1973

Mrs. H. I.'s Room. Children seated at their own desks; teacher at her desk calling children to her individually as she went over some written assignment which she was returning to them.

Most of the children were doing math from a textbook; some were reading. The student teacher was working with individual children. When the noise level gets too high, the teacher rings a series of bells which are conveniently placed near her desk. The morning is "academic" time in this room. Many of the children seem to be wasting their time either because they are confused about what they are doing or they are bored. There is, however, a good rapport between teacher and children. This teacher says she wants help but she is hard to pin down.

Meeting - 3rd Floor Corridor Teachers - 10:30 A. M.
Since the A. P. 's were going to join us at the 3:00 P. M. meeting, I suggested reviewing the points we were going to discuss. Mrs. H. I. was not happy about either meeting. I notice a slight change in her attitude which I can't account for. I'll keep an eye on this. We did very little on the agenda. They seemed to want to talk about their corridor. This we did. Mrs. H. I. brought up the question of the children visiting other classrooms. This was discussed for awhile. The few times this was tried, the children were not interested. I asked why they thought this was so. This focused the problem and the discussion became more constructive. They decided to meet as a group every Thursday at lunch.

Meeting - 1st and 2nd Floor Corridors. Had a good discussion about the meeting with administrators this afternoon. It was decided not to put them on the defensive but to simply raise the problems that they had and to indirectly ask for cooperation. All agreed to begin with a little social. These teachers would like to meet with all Open Corridor teachers once a week after school. They will suggest this this afternoon.

Meeting - 3:00 P. M. Miss Z. L. was the only administrator who attended. I chaired the meeting. I introduced the concern we had about parent attitude and involvement. It was brought out that parents want homework; they pressure for high reading scores; they are opposed to "play"; they feel that Open Corridor is all right for first and second grade but that the children have to "get down to work" in the upper grades. It was all so familiar. The thing that bothered me most was what I perceived to be a real lack of understanding on the part of the teachers, even those who were in our program for four years. Of course, it could be more outside pressure than inner conviction. These teachers have often expressed

to me their anxiety about lack of support from administration. I tried during the discussion to bring out the importance of our being very clear on how children learn and on the whole question of reading so that we can be more articulate when talking to parents. I also recommended workshops for parents and teachers as well as discussions on reading, etc. Miss Z. L. suggested a walking tour of the Open Corridor rooms for all parents on October 24th. The teachers supported this. At the end, there will be a question session. In all, I think this meeting was a step in the right direction. The administration is involved at least partially; Miss Q. is going to act as coordinator for the teachers in planning meetings etc.; there is a beginning of unity among the teachers.

Mrs. F. G.'s Room. Since Mrs. F. G. has complained a great deal about the children's reading level, I thought I would observe the reading time in this room. Mrs. F. G.'s complaints include: "Most of the children are below reading level." Her reasoning on this point is quite confused. She says she knows that the tests are not valid and that formal methods are not good. But because of the pressure, she can't change. Her anxiety is so great, it is impossible for her to hear anything else. Another complaint: "How can you teach individually when there are so many children?" Well, I watched.

The reading period went something like this. All the children take whatever book they want and sit down and read silently. Some got into their book immediately and seemed to be enjoying it. Others obviously were not reading. I asked if she minded if I read with some of the children. (I knew all of them from last year, having read with them on several occasions.) I read with four children individually recording my findings. I shared these with the teacher. Through working in the room and sharing, I hope I can help this teacher to look at other possibilities. Perhaps I will take one child from this room and work with him consistently and keep a reading log on him.

Week of October 15, 1973

Gave some suggestions to Mrs. H. I. about the use of the resource room. She has good intentions but does little to vary the room in accordance with children's changing needs. Actually, the room is the same as it was last year. Major recommendation--

integrate the classroom activities with this room; better availability of materials; language development through wookworking; sand, etc. Mrs. H.I. always offers the same objections; there are not enough materials; children never want to write about what they have done; children always want to take their products with them. (This later was her answer to my query about the absence of the children's work in the room and corridor.) We had a good talk and I think she will follow through to some degree.

Mrs. C. D. 's Room. After the class meeting, the children were directed to different activities. However, most were given xerox papers to complete. (A letter matching exercise.) A small group worked on math with the para, another group did some reading with the teacher. One child, R., finished his paper work in one minute and proceeded to bother other children. Shortly after that, a few other children did likewise. Some went out in the corridor and fooled around. I joined R. and without too much difficulty got him interested in block work. I worked with three other children using the logic blocks. This went on for about 40 minutes. When I asked G. what he wanted to do, he ran for the puppets and proceeded to carry on a dialogue. When asked if he wanted to write his interesting play, he immediately got paper and pencil and dictated a really nice story to me which I wrote and later filed in his folder.

Follow-Up Conference: Went over my observations with teacher. Suggested a schedule with more structure. She was pleased and will try it. Will observe in her room next week.

Miss B. T. 's Room. (Spent about 45 minuetes in Miss B. T. 's room. Did observation of Child D.) D. and L. go to round table with drawing paper and a box of crayons. D. making many crazy sounds. Laughs. Tries to get paper from L.; goes back to coloring. L. asks if I know her name. I asked her to give me a hint. "It begins with L." I try in vain to guess her name. After a while, she gave me the second letter and was about to give the the third when D. said, "Jesus, that would blow it." He pretends to push L. and then falls on the floor. L. promptly follows. A tussel ensues. Back to the table. D.: "Meow." Then: "Should I blow the ice?" I finally guess L. 's name. D. brings his forearm up to mouth and blows out with mouth pressed against his arm. Teacher calls for clean up. D. puts crayons away, runs back to sign his drawing, runs over to get a drink of water and then over to the

reading area. L. sits next to him; they talk for a while. Begins reading his article silently and very attentively. Kicks W., who has first kicked him. There is a good natured tussel and the meeting begins.

Conference with teacher. Miss B. T. speaks of D. as an incredulous child. She is aware of his past behavior. Last year, he was very popular with many of the boys, two of whom were very fond of him and constantly sought him out. They both left the school. M., his one time friend, now favors P. Since the beginning of school, D. and L. have been inseparable. Teacher thinks that this is not a satisfying relationship for D. Two days ago, D. was yelled at by another teacher in the school because he intercepted a fight on the side of M. Teacher thinks this was an attempt to win back his old friend. The next day, he refused to come to school.

Meeting - 3:00 P. M. - All Corridors. All teachers except Mrs. F. G. and Mrs. H. I. (4th grade) were present. Miss Z. L. (Asst. Prin.) was also there. The meeting--especially the presence of the A. P.--may be a turning point for this school. The administration has not been actively involved nor has it been supportive of Open Corridor. Miss Z. L. directed the meeting, taking my plan from last week, yet accepting it as her own. Good! The entire meeting was devoted to the planning of the parents' meeting next week. Letter announcing the meeting will be sent home today. Each teacher will take a particular area in her room and demonstrate to the parents how language development takes place around a specific activity. There will be time for questions and further planning with the parents. I will bring in reading material for the teachers tomorrow in preparation for the meeting. Hopefully, this will have the effect of opening the teachers to the need for deeper understanding of our theoretical basis.

October 18, 1973

Another specially significant day! Met with 3rd floor corridor. This group is pulling together. The tension between two of the teachers has lessened considerably. I started the meeting telling about an especially interesting experience I had in Mrs. H. I.'s room. She was so pleased (She needs this.) The experience was this. Yesterday, I worked with a few boys, one of whom brought a deer's skeleton to school. His father found it in the

Catskill region. Most of the bones seemed to be there. We handled the bones and then tried to put some of them together. A visit to the library brought a few books on animals into the classroom. There was much discussion on different kinds of deers. This came out of the readings. I suggested trying to put the whole thing together. A boy from another calss joined us. I was glad to see this intervisitation. A visit to the museum was discussed. I could see so much happening from this find that I decided to bring it up to the teachers. They latched on with enthusiasm. It may well become the hub of a portion of the curriculum for not only one class but for the entire corridor. Several ideas were forthcoming: a flow chart, or curriculum tree; a deer skeleton corridor book; charts in the corridor to indicate progress; documentation by me; committees. There will be no coercion of the children but rather a free flow of children in and out of the project according to interest. All the adults on the corridor will try to be involved according to their particular interests. A trip to the museum is a must for those who seem particularly interested. We see coming from this: geography, math, zoology, physiology, social science, and whatever. I hope the teachers follow through on this. The social interaction involved is an essential ingredient in the whole process. This latter element has already been well demonstrated.

Conference with Miss B. T. Went over my observation on D. Teacher added some very pertinent information. We had a good talk on further extension of these data.

Week of October 23, 1973

Miss V. Y. 's Room. Children were engaged in several activities. Teacher was showing some children a word concentration game. They took a little while to get into it but as the words became more familiar, they became more involved and seemed to be enjoying themselves. The paraprofessional was working with another group doing math, using cuisinaire rods. This seems to be an over used material. Teacher is not satisfied with her math program. I will take this up with her tomorrow. Several children were in the corridor with the student teacher. They were tracing each others outline and coloring in their figures. I observed two girls playing with the mice. They talked to each other constantly as they made see-saws for the mice. I read with M. She seems to have lost ground since last year. Another point for the conference with

the teacher. I am glad the teacher doesn't push the children into reading but I have doubts about the children's progress.

Mrs. F. G.'s Room. Teacher just finished talking to the children. They then divided into groups for a social studies project involving the five boroughs. Each group talked about the qualifications for the chairman and then elected one. They experienced the democratic process. In one group, each child received one vote. They asked me what they should do. I told them to try to come to a decision. After discussion, they decided to draw for the winner. They were satisfied. Each group plans to take a trip to their respective boroughs. There was a great deal of learning, involvement, and enthusiasm.

Parents' Meeting. Very few parents attended but it proved to be a valuable experience for those who did. After a brief talk by the principal and assistant principal, we all took a tour of all the Open Corridor classrooms. Each teacher, as planned, explained a different activity and related it to language development. A question period followed the tour. The questions, all of which were relevant, were answered for the most part by the teachers. The administrators came through beautifully. We have them involved and concerned about parents' attitude. A major goal was accomplished. Now we must guide, though surreptitiously, this continued interest.

Miss B. T.'s Room. Most of the children were in before 9:00. Every area is set up so that the children begin work immediately with little direction from the teacher. Nine children worked in the math area with the teacher. They were doing place values working with paper strips. Four children were doing math independently. I helped them from time to time. Two were playing games. A few were working in the area set aside for art. Two children were reading silently. I did an observation on K.

Observation of Child K. K. came in about 9:00. He put his things away and immediately went over to the table where three boys were playing, Trouble. He just watched as the play went from one boy to the other. Laughed. Stooped down: up again, hand to mouth, other hand on back of chair where one of the boys was sitting. Eyes moving from left to right. Leans on table, arm between the two boys who were sitting. They didn't mind. Right arm still on back of other chair. Jumps, smiles, rubs his nose. V. calls him away.

He goes somewhat reluctantly, looking back as if he were about to change his mind. Evidently at the suggestion of V., they both leave the room after putting their tags on the appropriate hooks. Comes back after a few minutes. Teacher: "V. is punished. What kept you so long?" K.: "In the bathroom." Stands looking at the papers on the bulletin board. Right hand in pocket. Swings around; hops up and down a few times; then goes back and looks at the papers. They seem to interest him. V. whistles to K., who is opening and closing the closet doors. They communicate to each other by lip reading. K. gets paper towels and a crayon and writes a message to V. Rolls it in a ball and throws it to V., watches him read it, smiling and gesticulating. Goes over to get a drink of water. Writes another note, gives it to a third boy to deliver. V. answers it and sends a note back via the same boy. K. writes another note. (Found out later that the notes were about L.) Teacher comes over, takes paper away from him, leads him by the hand to desk near window, and sits him down. He just sits, looking quite glum, rubbing his nose.

Mrs. C. D.'s Room. The room was buzzing with activity. The block area is well utilized. Four boys built two very large ships of which they were quite proud. A great deal of language development is going on. The children work well together for the most part. Even R. is learning to give and take without crying. Before I left, they were making flags for the ships--an outgrowth of my question as to who owned the ships. Read with M.; recorded my observations and conferred with the teacher at lunch time.

Lunch meeting - Third floor corridor. These teachers have come a long way in working with each other. The meetings are really enjoyable. We discussed some of the questions raised by the parents at yesterday's meeting. Tried to show the validity of these questions and the necessity of not being defensive. We took up the place of skills in reading. This brought up the question of goals. Every one contributed to the discussion and after listing the goals as they saw them, we turned our attention to priorities. We are anxious to continue this probing next week. I hope to move the discussion into decoding and reading for literacy.

Had a brief talk with Miss Z. L., the Assistant Principal. She apologized for not introducing Miss J. and me to the parents yesterday. It really didn't matter for the parents do know us. I

told her not to worry because we were interested simply in the success of the meeting. Some of the parents asked if we would give more workshops and seminars. This certainly will be arranged.

APPENDIX 5

LIST OF SELECTED TOPICS PUBLISHED IN NOTESACCOUNTABILITY

- Weber, Lillian. Letter from the director. December, 1972.
Weber, Lillian; Houghton, Celia. On accountability. December, 1972.

BILINGUAL CLASSROOMS

- John, Vera. Aspects of a bilingual classroom. March, 1973.
Schaffer, Nancy. An advisor's notes. June, 1973.

CURRICULUM

- Violenus, Agnes A. Games is a verb. March, 1973.
Brooks, Marian. Movement as language. December, 1973.

EVALUATION

- Barker, Kenneth. An English view of evaluation. March, 1972.
Weber, Lillian. Letter from the director. March, 1972.

LANGUAGE DEVELOPMENT

- Ohringer, Elli. The game of language. March, 1972.
Pasamanick, Judith. Language happenings. June, 1972.
Weber, Lillian. Letter from the director. March, 1973.

PARENT PARTICIPATION

- Lurie, Elsa. Listening to parents. December, 1972.
Morrison, Sid. A principal's view. December, 1973.
Nilson, Nancy. Parents in the corridor. December, 1973.

READING

- Adams, Ruth. When do children begin reading? June, 1972.
Meier, Deborah. What's wrong with reading tests? March, 1972.

RECORDKEEPING

- Arndorfer, Janet. A teacher's log. December, 1972.
Brownstein, Bonnie. Recordkeeping. December, 1972.

TEACHER CENTERS

- Bortner, Doyle M. A new commitment. June, 1973.
Silberman, Charles E. Change and teacher centers. June, 1973.

APPENDIX 6

SUGGESTED MATERIALS FOR USE IN OPEN CLASSROOMS

Suggested materials in areas--aside from books, magazines, pictures, task cards, worksheets, reference material relevant to each area.

- ART:** Paints, craypas, crayons, charcoal, pencils--clay, plasticine, plaster of paris, play dough--paste, glue, staplers, string, tacks, nails, tape, wire--paper of various colors, textures, and sizes, incl. cardboard--decorating materials--buttons, glitter, etc. and construction materials--boxes, tubes, wood scraps, straws, etc. and scissors.
- MATH:** 1 inch cubes, ships, pegs-pegboard, number boards, assorted blocks, shapes, tangrams, pattern blocks, Dienes blocks, Rods, abacus, dice, math games, logic games, and Construction kits--Lego, Geo-D-Stix, Tinkertoy, et al.
- MATH-SCIENCE MATERIAL:** Measuring equipment: rulers, sticks, string, scales and weights, graph paper, timers, various sized containers, thermometers, etc.
- SCIENCE:** Magnifiers of various types, containers, water, sand and other natural materials. Mirrors, magnets, springs, pulleys, funnels. Electrical gadgets--wires, batteries, bulbs, etc. Gardening equipment for planting. Animals, cages, animal food. If possible, cooking and chemistry.
- LANGUAGE:** Board games, dice games, word cards, alphabet cards, phonics games, story-starters. **WRITING:** magic markers, colored pencils, blank booklets, printing sets, stamp pads, chalk boards, typewriter and listening center equipment (tape recorder, record player).
- LIBRARY AREA:** Large variety of readers and reading series (2-3 of each), picture books, story books, dictionaries, encyclopedias, atlas, reference books of many sorts, many, many magazines (current).

APPENDIX 7
INDICES OF CHANGE

by

Lillian Weber

Indices of typical gradual change in classroom organization, not necessarily observed in every teacher, can be graded from whole class organization with the teacher as central prescriber and controller to decentralized organization in which the teacher facilitates, responds to, and extends individual and small group experiences and individual and small group use of materials.

1. The organization of the classroom by the teacher is for whole class teaching of a prescribed curriculum.
2. The teacher, recognizing differentials in children's pace, provides one area which can be used by a small number of children finished with whole class work. The materials in this area can be used by the children under their own direction, though the options may be extremely limited.
3. The teacher begins to organize small groups around subject areas and continues to prescribe use and the schedule for use. Though prescribed, and adult controlled, options and materials within the prescribed activity are available from a limited selection and the children may use these some of the time under their own

direction. Usually the teacher directly controls and prescribes work in reading and computation though the groups related to are small and different work is prescribed for each group. Additional options in reading, writing, and math begin to be available.

4. The teacher permits a choice of subject areas at least part of the time. Options are very limited and adult controlled use continues part of the time.

5. For an increasing amount of time, the teacher allows the children a free choice from the available options and materials and free movement from area to area. The blocks of time remain limited. Variety of options in reading, language use and math increases and different work is presented for individuals. Some prescribed "recording" is evident and oral communication of experiences increases.

Thus far, the organization of the material continues around broad subject areas and the presentation of options tends to be repetitive with the expectations of single period experiences. Materials in the subject areas tend to be "exhibited." Space is insufficiently provided for a specific focus on a single material or for continuous work in a specific area of that subject. No provision is made for the extension of experiences, nor is space provided so that projects once initiated can be sustained.

6. In time, the teacher begins to solve the questions of individual and group workspace in the material areas and of space for focus on a specific material or area of work. Interaction between children is fostered as space questions are solved.

7. The organization of areas and materials in the various areas begins to show change resulting from the observations of children's use.

8. The arrangement of the classroom begins to reflect the teacher's response to children's use and is no longer confined to subject matter areas but begins to cluster around interest themes. Language use (oral, written, reading) in all areas increases as the children grow in their need to communicate about different experiences. Some controlled and prescribed reading, however, continues and some experiences are specially planned for the varied needs of specific children. This continues throughout.

9. With greater sophistication, the teacher begins to arrange for areas that reflect the interests of a child or group of children rather than generalized subject areas.

10. The teacher organizes the materials with the children in such a way that they can participate in this extension and the children can find the necessary additional materials that they or their friends need for their next step. The children begin to be

responsible participants in the extension of their learning experiences.

11. The organization of the classroom begins to reflect the teacher's regard for the worth of each child's work and allows space for display and sharing with others. Respect for an individual's or group's work is fostered.

12. The organization fosters in the children acceptance and respect for each other's work, interest in each other's comments on work, and care and respect for material which must be returned to the conditions needed for others' use.

13. In time, the teacher recognizes the need of the child to work privately and separately as well as in the usual small groups and provides for this.

14. The teacher begins to make efforts to solve the problem of space so that work already begun can be sustained.

Indices of typical gradual change in planning for curriculum development, not necessarily observed in every teacher, can be graded from planning for specific time blocks for subject areas that attempt to cover a prescribed syllabus to planning for flexible use of time periods adjusted to an individual child's need. Planning, in response to observation of children's use and interest, moves towards extension and adaptation of the possibilities offered for the purpose of implementing more sustained and deeper experiencing.

Planning moves along a continuum from the use of an external source with no teacher selection or decision (prescribed syllabus), to very little planning other than for reading, to the teacher as a source, to the teacher's inclusion of the child's focus and interest and the teacher's responses to her observations of children's use.

1. The teacher uses a plan book with specific blocks of time for subject areas and plans sequences through which, relating to the whole class, she will cover the prescribed syllabus.

2. The teacher plans for reading (basal reader still the core) and computation with small groups and plans use and scheduling of materials in subject areas available simultaneous with reading or computation groups. Sources for planning remain the prescribed syllabus.

3. The teacher (still uses basal reader but not as sole source) plans for reading in response to individual need and groups become smaller, moving toward individualized reading. Free exploration, with limited options of materials, is offered in other subject areas. Selection of the materials offered vary from teacher to teacher and resources have begun to be drawn from sources other than the prescribed syllabus.

4. The teacher uses basal reader but not as core of the

program and plans for language use (especially recording) as a result of experiences in other areas than reading. The teacher is now the source for ideas instead of the prescribed syllabus.

5. The teacher's plans reflect growing understanding of possible relationships across subject areas.

6. The teacher begins to observe the child's individual use of the possibilities offered and the child's focus and interest. In planning for extensions and adaptations of offerings in response to these observations, the teacher and child are now the source for extension.

7. The teacher is able to observe in children's use how one thing leads to another and begins to plan for extensions that begin to sustain and deepen the child's interest and involvement.

8. The teacher's plans reflect greater understanding of the possibilities inherent in the materials that can assist the individual child's attempt to understand as observed in children's use (Numbers 4, 5, and 6 together).

9. The teacher uses her observations of children's use, interest and involvement to plan for extensions that succeed in sustaining and deepening the child's attempts to understand his world.

10. The teacher's plan reflect more understanding of the connection between the child's use of materials and the broad areas

of understanding called curriculum.

Indices of typical gradual change in recording, not necessarily observed in every teacher, can be graded from recording for purposes of comparison and assessment of children's performance on tests with predetermined responses to the prescribed subject to recording that assists the teacher in remembering, reflecting upon, and becoming conscious of the meaning of the child's actions. Such recording assists the informal planning and reporting process, and, therefore, further implements in the classroom the teacher's understanding of children's learning:

1. Recording is used for administrative records on attendance, behavior and administrative decisions on placement and progress, comparison and measurement. It is largely a recording of placement on tests with predetermined response to prescribed subject. Recording for administrative records on attendance continues throughout.

2. Work is displayed to indicate success with assignments and class ranking.

3. Recording of progression through prescribed reading plan (basal reader) and workbooks, computation and language experiences.

4. Recording of individual response to reading sessions with

teacher. Teacher begins to reflect on these records and uses them in planning.

5. Recording of reading habits of children--what, how, how often.

6. Teacher requires a checklist by the child (many devices used) of his participation in different areas.

7. Teacher introduces "recording" to the children and often requires from the child a daily notation of his use of an area.

8. Teacher keeps log of curriculum possibilities she has projected.

9. Children's logs and diaries are less teacher-prescribed though they are still repetitious and minimal as recording of the child's actual experience.

10. Teacher collects the child's work (often largely ditto or workbook sheets) in dated file folder.

11. Children's work and diaries begin to be more varied and personal.

12. Teacher begins to comment on the child's diary and his work in file folder, and to use these in conferences with children for planning purposes.

13. Teacher keeps a record of possible starting points from her observed use of materials by the individual children and reflects

on these from time to time.

14. Teacher keeps log of curricular possibilities, including her observations of children's use and interest, and of actual developments. These are reflected on in planning for further extension.

15. Teacher accepts many different ways and forms of recording experience--through oral or written communication, through dramatic or plastic expression and representation.

16. Sharing of the various kinds of work encourages careful recording and conscious reconstruction and comment on process.

17. Teacher notes instances--for use as starting points--of a child's increasing concentration, unusual use of resources, special interests, bridging explanations.

18. Teacher shares her recording with other teachers and with parents through bulletins inviting comment. Plans may be modified as a result of such sharing and discussion.

Indices of typical gradual change in institutional support, not necessarily observed in every institution, can be graded from the teacher working without support to teacher efforts for change increasingly facilitated and institutional participation in this change.

Changes in the educational system would be a result of the gradual changes in institutional support and institutional acceptance of changes that have already been happening in classrooms. Change

occurs in institutional supports for the limited developments in classrooms or Open Corridor communities and then results in changes in school conditions.

1. The teacher might be working in an informal way behind a closed door and in opposition to the basic institutional setting.

2. The teacher might be working in an informal way, but with the knowledge and permission of the principal. The principal recognizes that change in furniture, the addition of new things to the classroom (i. e. , sofas, animals), or even the discarding of furniture may be necessary for implementation in classroom organization of what the teacher understands about children's learning.

3. The teacher might be working in a school that has a couple of teachers working in this way and where both parents and other teachers are beginning to be interested. A sequence of meetings is planned to confirm, to extend, and to institutionalize the direction of growth. After such meetings, all parents who have children in Open Corridor classrooms will be either volunteer or consenting parents and in addition are considered to be possible contributing participants.

4. The teachers working in similar ways are placed near each other and they become part of the Open Corridor Program with advisory support. The teacher's need for new kinds of storage for

children's possessions and for materials begins to be discussed, and parents' help and ingenuity begin to contribute to solution of the problems of storage.

5. Teachers who are near each other are assisted in functioning as a community and in growing together as a community.

6. Open Corridor communities plan so that all adults working in this program--including custodians--will be part of a team. The school begins to see that it is desirable that all these adults, the cluster teacher and special teachers, work in the program because this is their choice. This is seen to be desirable, though difficult to arrange, for the substitute. It is seen to be desirable that all these adults, including parents, are included in the development of programs and in the general discussions of implementation and of changed relationships and environments.

7. The previous planning suitable for whole-class teaching with its subject-by-subject, hour-by-hour divisions is seen to be inappropriate, and permission is given for the development of more appropriate planning. The teacher questions the adequacy of old ways of recording of the new program and of new possibilities available to the children. The teachers and parents together begin to develop new ways of reporting adequate for the changed situation. The previous supervision, evaluating teacher performance in whole-

class teaching of a prescribed syllabus, is at least partially replaced with advisement and with support of the teacher's development in this changed situation.

8. It is seen to be desirable that the teacher be allowed to contribute to the selection and determination of supplies appropriate for her changed program.

9. The teacher is included as an equal participant in the development of changed relationships and routines in the school as a whole.

10. The teacher begins to question the appropriateness of old tests and evaluation methods to the changed situations.

11. The school as a whole begins to question the appropriateness of old tests and evaluation methods to the changed situations.

Changes in school conditions:

1. Decreasing use of prescribed syllabus with fixed objectives at standardized levels of achievement. Projected curriculum possibilities reflecting response to children's interests are accepted. The teacher's view of broad kinds of curricular focus, the teacher's understanding of developmental level and children's focus and interests are all acceptable sources for curricular development.

2. Encouragement is given to develop materials in support of such curricular possibilities, used in open ended, rather than

prescribed fashion in response to children's focus and interests.

3. Encouragement is given to develop materials on varied levels.

4. School funds are used for materials in support of open-ended curricular use.

5. Individual and small group use of centers becomes usual and accepted and it is accepted that some materials are used autonomously by children and some materials are used according to teacher prescription and under teacher direction.

6. Planning and recording practices change as already described and the changes are accepted by the system.

7. Supervision practices change from evaluation ratings to advisement--support of the teacher's implementations in support of the child's growth. Support begins to be given for the continuity of teacher development and teacher development begins to be recognized as different for each teacher, uneven, and dependent on interest, focus, pace, and pattern of learning and developmental baseline of understanding and competences.

8. The school or system arranges time for teacher development sessions and a professional library of books and resource materials.

9. Evaluation practices reflect and accept the changes in the classroom and are no longer confined to tests of achievement of the fixed objectives of the prescribed syllabus at standardized levels. Evaluation now is of implementation--how far along it is--and of the child's growth in terms of where he was, his use of the resources, and the possibilities available to him in the classroom.

APPENDIX 8

READING ASSESSMENT: GRADES 1 AND 2¹

CHILD'S NAME: _____ GRADE: _____
 TEACHER: _____
 ACADEMIC YEAR: _____
 TYPE OF READING PROGRAM (IF ANY) USED WITH THIS CHILD:
 (e. g., Merrill Linguistic, Bank Street)

A Guide For Using This Assessment:

The whole repertoire of reading skills must be understood by, and available to, the teacher for her use as needed. Listing these in a diagnostic instrument should not imply that every skill is needed before the child reads. The diagnosis is used to find out how the child is trying to learn, the strengths he has, and what he is good at. There are many different ways to learn to read. Oral language, fostered by a context of meaning and interest, is primary. All test words should be offered in a context of meaning. The diagnosis will not tell you grade level, but give information of how the child is trying to read so that continuity in growth of reading can be fostered. This is also related to the experience skills the child is developing through his personal writing and spelling experience.

The teacher is reminded that while this list is helpful, no checklist is adequate to the teacher's understanding of where the child is--what his unique learning process is. In order to find out the child's individual process, it is important to engage the child in conversations and experiences that will elicit this information. (E. G. What made you think that? How do you know it?)

It is recommended that the teacher use the Kindergarten list for a child who has difficulty mastering the simpler items on the list, and in the teacher's view needs a great deal more pre-reading experience.

¹
 Prepared by author and other advisors.

This form is to be used as a guide for understanding how the child is trying to learn, the strengths he has, and what he does well in order to plan an effective reading program for him.

The items are not necessarily in a sequential order, nor are all items relevant to all children. For those children (fluent readers) who have already mastered most or all of the unstarred items, particular attention should be placed on the starred items.

The headings are not necessarily discrete and many of the items overlap.

KEY: If you have not observed an item, leave it blank.

1. Not yet in evidence.
2. Is making progress or sometimes in evidence.
3. Has mastered or frequently in evidence.

Notations should be made in column headed COMMENTS, especially when rating 2 is used.

	#	DATE	COMMENTS
<u>SYMBOLIZATION</u>			
1. Can categorize a variety of materials (objects, pictures).			
2. Uses blocks or other materials to replicate real life situations or fantasy (puppets, clay).			
3. Does representational paintings or drawings.			
4. Uses organized patterns in paintings or drawings.			
5. Knows that written words stand for spoken words: names, signs.			
6. Differentiates between letters and words.			
7. Knows that letters or groups of letters stand for sounds.			

	#	DATE	COMMENTS
<u>VISUAL</u>			
1. Matches:			
a. letters			
words			
b. Visual Memory (i.e. remembers right after stimulus is removed). objects, pictures			
letters			
words			
2. Identifies:			
a. letters when named by teacher.			
b. letters by name.			
c. same process with upper and lower case letters (Aa).			
3. Uses L-R progression on printed page.			
4. Sight vocabulary:			
a. Personal words			
b. Minimal sight vocabulary of 50-100 most common words (e.g. Dolch list)			
*c. Knows almost all common sight words (e.g. Dolch list)			
5. Reads with minimal assistance (give example).			
6. Makes connections between words within existing sight vocabulary (initial letters, configurations, roots, patterns).			

	#	DATE	COMMENTS
<u>AUDITORY</u>			
1. Matches sounds (clapping, tapping, nonsense songs, sound cylinders).			
2. Recognizes rhyming sounds.			
3. Hears similarities in beginning sounds.			
4. Identifies beginning sounds.			
5. Identifies final sounds and rhyming patterns.			
6. Uses other auditory clues to read words (root words, medial sounds, etc.).			
<u>LANGUAGE COMPREHENSION</u> (Oral and Written)			
1. Can respond relevantly in informal conversation.			
2. Demonstrates ability to handle a short sequence of directions.			
3. Storytelling:			
a. Can retell, or act out simple stories.			
b. Can recall significant details of story (descriptions of characters, names, events).			
c. Makes connections between the story and other stories, characters, real life events or situations.			
4. Shows ability to tackle new words. Uses contextual, phonetic, or structural clues.			
5. Can answer questions pertaining to: Literal facts sequence inference			

	#	DATE	COMMENTS
<u>ATTITUDES TOWARD READING</u>			
1. Spontaneously seeks opportunities to use books.			
2. Asks to be read to.			
3. Shows interest in:			
printed words in class environment.			
dictating stories			
making books			
labeling paintings, constructions			
message or note writing			
4. Responds affectively to stories (laughs, shows surprise, fright, anger).			
5. Is aware of a variety of reading materials (books, magazines, comics, newspapers, baseball cards).			
6. Uses books as a source of information.			
7. Reads books for pleasure.			
How frequently?			
Which ones?			

APPENDIX 9

FORMAT FOR STAFF REVIEW¹

The basic format outlined below is subject to modification depending on the focus of the particular review session. For example, exploring a generalized issue such as discipline or the dynamics of the playground would not necessarily result in specific recommendations. For this reason, as noted below, it is one of the functions of the chairman to establish at the outset of each review the nature of the issue under discussion.

THE ROLE OF THE CHAIRMAN

1. To open the meeting.

Identify issue: specific child, general issue, etc.

Invite the presentation by a) the referring teacher, or b) by identifying a staff member to begin discussion of a general issue.

In the instance of review of a child, direct the referring teacher to begin the presentation with the following statistical data:

- name of child
- age
- length of time in school
- identification of reason for referral

2. At the close of the presentation to summarize briefly the major aspects of the presentation. In the instance of the individual child, these would include the following:

- Physical development and coordination
- Social development and relationships

¹Prepared by The Prospect School, Vermont.

- Emotional development and specifically ways of expressing anger
- Academic performance
- Interests and capacity for involvement

3. To have reviewed in advance for presentation as pertinent the past history of an issue or of a particular child.

In the instance of an issue, such as the bus, to have on hand a summary of previous problems and past recommendations and courses of action.

In the instance of a child to have available the following:

- Medical history
- Family information
- Test results (if any)
- School records
- Previous referrals and recommendations (if any)

4. To invite and focus the observations of other persons on a) the general issue, or b) the individual child.

5. To summarize as needed throughout the staffing and to present a concluding summary of all the material presented. Where a recommendation for future action is desired, the concluding summary will be the basis for that discussion and decision.

6. When appropriate, to invite discussion of possible actions to be taken and to formulate the action agreed upon as a recommendation.

7. To establish the need for future review of the issue or of the child. To identify the date on which that review will take place.

8. To identify the topic for the coming week's Staff Review.

9. To review the notes of the staffing and to pass on to the school Administrator copies of the notes and the schedule for future review.

NOTE:

The transcript of each Staff Review should be filed in a confidential notebook. Staff should be informed on the day transcripts are filed.

THE ROLE OF THE REFERRING TEACHER

1. To review prior to the meeting all pertinent data such as:
 - age
 - length of time in school
 - medical history
 - school records
 - test results (if any)
 - previous referrals (if any) and recommendations

NOTE:

Prior to the meeting, a clear statement of the presenting problem should be formulated.

2. On the invitation of the chairman, to present the child.

PRESENTATION FORMAT:

- a. Statistical data: name and age, length of time in school
- b. Presenting problem
- c. Child profile (not necessarily in this order):
 - Physical development and coordination
 - Social development and relationships

- Emotional development, and specifically, ways of expressing anger
 - Academic performance
 - Interests and capacity for involvement
3. To implement the recommendations (if any) of the Staff Review.
 4. To present changes, outcomes, etc. at follow-up review (if any).

FORMAT FOR STAFF REVIEW NOTES

Staff Review _____ Issue: _____
 _____ Child: _____
 (date)

FOR ISSUE:

1. Chairman's identification of issue
2. Presentation of issue by staff member
3. Contributions of other participants
4. Chairman's summary and conclusions (if any)
5. Recommendations (if any)
6. Date for review of issue (if any)
7. Summary of critique
8. Topic for coming week's Staff Review

FOR CHILD:

1. Chairman's identification of issue
2. Presentation by referring teacher

- a. Statistical data:
 - name
 - age
 - time in school
 - b. Presenting problem
 - c. Profile:
 - Physical development and coordination
 - Social development and relationships
 - Emotional development, and specifically ways of expressing anger
 - Academic performance
 - Interests and capacity for involvement
 - d. Additional commentary
3. Contribution of other participants (identify by name of contributor)
 4. Chairman's summary and conclusion
 5. Recommendations (if any)
 6. Date for review of child (if any)
 7. Summary of critique
 8. Topic for coming week's Staff Review

Notes should be transcribed prior to the next staff meeting and submitted to the chairman and the school Administrator.

CRITIQUE OF THE STAFF REVIEW

1. Two staff members will be identified for each Staff Review to offer a critique of the Review at the close of the meeting. The critique should not exceed thirty minutes.
2. The critique should address itself to the following aspects of the review:

The Chairman

- Clarity and succinctness of presenting remarks, presentation of historical data, summaries and conclusions, recommendation
- Effectiveness in focusing referring teacher's commentary and that of other participants

The Referring Teacher

- Pertinent statistical data included
- Clarity of formulation of presenting problem
- Cohesiveness of presentation in terms of the total child-- physical, social, and emotional development, academic performance, and interests and level of involvement

The Participants

- Pertinence of additional material

The Recommendations

- Clarity
- Potential for implementation

The critique for a Staff Review of a general issue will be modified to stress the pertinence of participants' contribution and the effectiveness of the chairman in maintaining the focus of discussion.

APPENDIX 10

RECORD 1

Evaluation Conference With TeachersL. Weber

There were many things that delayed us in starting--the teacher's strike, a new principal having to get used to the school, and none of us knew any of the details pertaining to the school system's organization that had to be attended to even before the program started.

In preparation for the project, the teachers were asked these questions: What sort of materials did they want? What rearrangement of their schedule did they want? . . . What free time could be made available to explore materials?

The question of children's mobility came up. Teachers were asked: How many children do you think can be in the corridor at any one time? Finally, we agreed on five children from each class and a varying number visiting the corridor classrooms, dependent upon the teacher's decision. There were many things that had to be adjusted relative to this last point. There was a new second grade teacher who could not receive children from other classes because she had the task of adjusting to her own children before she could take in other children. Teachers were sometimes absent. When the substitute was in the room, children were not sent to that room from other classes, although those children were accepted on the corridor. How long should the children remain in the corridor and

how was choice of activity to be made? Children would be allowed to choose an activity; stay with it for a certain period of time and then change to another activity on a rotating basis. These and many other small decisions were made prior to starting . . .

Mrs. _____: (teacher) The emphasis in my room was animals-- a turtle, two guinea pigs, a rabbit hopping around the room, and gerbils.

Mrs. Weber: I noticed that the visiting children would come in and play with the animals. In addition to the animals, what would you say was another thing that the children wanted in your room?

Mrs. _____: Woodwork. A tape recorder was also popular, as was painting. The house appealed to the girls. The use of sand and the blocks was minimal.

Mrs. Weber: There were additional difficulties about whether children could come into the room . . .

Mrs. _____: There was a lot of wandering in and out of the rooms.

Mrs. Weber: I think we held on a little too long to the first pattern of having children stay at an assigned place. Perhaps we should have simply specified numbers.

Mrs. _____: Yes, then the children could finish what they began.

Mrs. Weber: I get what you're saying but it does raise certain questions. But the question I'm raising is that perhaps the children

needed time to explore without quite such a full experience--in the nature of sampling, for instance. In doing this next year, I would think that one would build toward steadiness and a full experience rather than insisting on it from the beginning. We limited this year to a very small number of children in the corridor at one time. In order to accommodate many children, we allowed only small periods of time; thus, a thinning of experience resulted. Of course, the real solution to this is to have every class work back and forth with the corridor material. This is the solution we finally hit on for the second grade this year.

Mrs. _____: I hope the program will not be limited to three times a week as it was this year. Throughout the day, even when the corridor is not open, there certainly should be open doors.

Mrs. Weber: I am interested in some of the other difficulties which you brought up about the corridor. For instance, teachers' going on trips and, therefore, not being part of the corridor that day--all sorts of things like this. I think it should be emphasized that the only way the program survived, is that within a general policy, one is determined that all small matters can be adjusted. It is important to go over all these small things, not only for our own sake in the continuation of the corridor, but because many others have come to observe and are about to attempt a program like this. They think in

terms of the big principle. But the big principle is only a guide. Without thinking through all the small things, you just can't function at all . . .

Let's go back a bit. During the functioning of the corridor program, some of the teachers kept their doors open, some did not. Now, part of the aim of this program is to demonstrate the different uses of materials and to try to build some interest within those teachers who are not in the corridor. What about this? Would you say that having the doors open is important?

Mrs. _____: Not only during the corridor period but also at other portions of the day. Teachers should make an effort to invite children from other classes into their rooms.

Mrs. Weber: A schedule put up in the corridor would facilitate just what you have said. In this way, everyone would know what is going on in other classrooms.

Mrs. _____: In the beginning, the visits to other classes were not prolonged but there was an extension, a broadening of knowledge about something that the child did not have in his own class.

Mrs. Weber: Well, I have been admiring the fact that your room in particular attracts groups of twos and threes from even the older grades not in the program. This is good because we are trying to show how to function within the school as presently constituted--

grade oriented with fixed curriculum.

Mrs. _____: I have noticed that the relationship developed with the older children is different from the relationship that they have with their own teachers. You are another person whom they encounter, who can expose them to something they have never seen. . . .

Mrs. Weber: We have gradually grown toward the concept of multiple activities going on at the same time in the classroom. This is an enrichment, provided the corridor is also available as an extension of the classroom. . . . Next year, teachers and student teachers should rotate, spending time in the classroom and in the corridor. In this way, all can get the experience of using new materials. Materials should be left out for children to explore when they have finished other work. The teacher can guide them sometimes by putting out task cards. . . .

Regarding some of the small difficulties in the use of the corridor, the school personnel had to get used to it. The custodian, for instance, found such use extremely hard to accept. . . . He had to be constantly reassured that we would clean up afterwards. . . .

That greater cooperation could have been given on the question of rerouting the traffic, so as to lessen passage through the corridor, cannot be denied. But we did adjust as was necessary. . . .

Mrs. _____: I think that more accurate records of who has been in

the corridor and what they have done should be kept. We can then see that everyone gets a turn.

Mrs. Weber: I think this is a good point but we should explore on what level we want to use the corridor next year. If the children use it more informally and if materials are brought into the classrooms, then the question of turns won't be so pressing. . . .

The question of record keeping is very important. The teachers did keep a "Special Times Notebook" in which children recorded what they had done in the corridor. There is a difficulty here if the adult has not seen what has happened. . . . One idea might be to set up a table in the corridor for the last fifteen minutes, the table to be staffed by an assistant or a student teacher. Whenever he is finished, a child could come over and be helped to record his work. . . .

Let's not forget about recording with the camera. The children were tremendously pleased that pictures of their work could be taken and that they could do the "taking." . . .

In the absence of prescribed lessons or expectations, what are our prescriptions for the children in the use of the corridor? Certainly, we assume some communication. I think we also expect them to be involved in something. If a child, after a few minutes of wandering around, which I think is quite all right because he sees what is going on, isn't interested in anything, it would seem to me that he should go back

to his classroom.

Mrs. _____: Well, I agree, but in my experience in the corridor, there has never been a time when a child hasn't found something that interests him. There is always something there that's different.

Mrs. Weber: Here at the end of the corridor, I have seen some wandering but it was easy to involve the child once we saw it. I think this is a very nice way to end this part of the dialogue--on the fact that the children have been involved.

Evaluation Conference with Student Teachers. The previous discussion was on small adjustments. This discussion is with student teachers and is on the question of how the corridor experience enriched their student teaching. The problem, as it presented itself at City College, was the lack of relevance of college courses to actual classroom teaching. The major influence was considered to be the cooperating teacher in the schools. A college that trains teachers has to try to supply experiences that will prepare students for the future as well as the present. The cooperating teachers, trained in both the present and a past kind of teaching, relate to the children in a whole-class kind of fashion. But things are happening in the early childhood sector which call for a new focus in teacher training. Small group and individual teaching are necessary especially in the ghetto schools if children are to succeed--not merely conform. The teacher of the

future must know how to relate to a team and to the way in which a particular child learns. The student teacher, therefore, has to try out and feel how it is to teach in this different way. Now, certain questions come up as to difficulties in doing this . . .

Miss B: I found that the thing that enriched my student teaching experience most was the opportunity to work with individual children on the corridor. . . .

Mrs. Weber: Did you feel that having learned to see a child in a different way affected what you did?

Miss B: Well, as far as the use of materials goes, I was able to bring them into the classroom and use them there. I had difficulty in controlling a group of children in the classroom in the beginning.

When I got to know each child individually by working with him in the corridor, the difficulty in the classroom diminished.

Miss C: I greatly benefited from working with children individually in the corridor. In the classroom, this is practically impossible.

Miss D: I felt much freer and more at ease working in the corridor. The children, too, were freer to express themselves.

Mrs. Weber: . . . it seems to me that one of the things that you gained was some insight into how children's minds actually work. Can you see how this kind of understanding could help you when dealing with larger groups?

Miss A: Working in the corridor enabled me to see what children were really doing and to suggest possible next steps. This helped me when working with larger groups.

Miss E: Many of the materials used in the corridor could be used in front of a large group of children.

Mrs. Weber: Would you comment on how the corridor experience has helped you to adapt to changing situations and how it has helped you to be flexible in relating to individual children's needs.

Miss D: There is a lot of talk about control or the lack of it in the schools. We found that in the corridor, behavior was not a problem. I think the key to this is that we were flexible. A child was not forced into something he did not want to do. Whatever he went to, he went to because he was interested in it. The motivation came from within and needed little external control. The control came from within each child because he was interested and excited about what he was doing. This interest was enough to keep him quiet--he was not really quiet but active and creative. . . .

Mrs. Weber: Of course, in this first trial of possibility, we were working out problems connected with physical arrangement, materials, and timing. At the end of this first term, we saw areas not connected directly with the children that need our attention next year. . . .

The necessary involvement of the teachers in the further development of the project did not happen. Our meeting time was too short. Another deficiency was the lack of real inclusion of the parents in meetings and workshops which would help them to gain a better understanding of the project. This delayed the building of parents' relationship to the project. Parent support was obtained but at the last minute. Next year, workshops with parent and teacher participation are planned.

However, I think the parents' and the schools' identification with the project grew as the parents saw the total commitment of project personnel to small adjustments. . . . Certainly, during the last packing-away week, it was clear that the parents had warm feelings toward us. As they came to say good-bye, we spoke together as part of a common enterprise that would start again next year-- with or without funding.

APPENDIX 11

RECORDS 2, 3, 5 - 13

Recordings of Meetings, Memoranda, and ConferencesRecord 2L. WeberMemo - October 22-23, 1969. P.S. D.

It was clear on Wednesday that the teachers on the upstairs corridor were negative about overtures of help for change in their classrooms. Observations of three classrooms indicated whole-class teaching in all of them. The general atmosphere was of a closed door to the corridor activities. These activities are still limited and restrained. There is a bare toleration of any movement back and forth. The limited character of the corridor activities was observed as insufficiently stimulating to the child. A reestimation of exactly where we stood seemed to be necessary. The assumption of any kind of understanding on the part of these teachers of what the goals of the program were had been unwarranted. It was decided to try to clarify the issues and redefine our position. The initial corridor downstairs defined very openly our stand for greater individualization in the learning process and the importance of supporting and extending children's learning through the use of concrete materials. However, in our initial

approach, there had been no attempt to change the classroom. The initial effort was directed at the solution of common organizational problems. If the teachers perceived the corridor experience as good for the children, it was assumed that they would gradually open their classrooms.

At this point, the initial corridor is engaged in change in the classrooms as well as further openness of classrooms to each other. On October 23rd, the second group of participants was asked to redefine their position. How did they see their relationship to the corridor? Did they want the corridor teacher to bring in materials to the classroom from time to time? Do they consider the relationship among the classes as contributing to the stretching of children's communications? Could they be open to and encourage messages and announcements? Were they interested in openness to each other in a further way through sharing special projects? Could they implement in the classroom what was done in the corridor?

The special goals of the corridor and its way of extending learning through furthering the child's own approach to the materials were discussed. One of the teachers was interested in the exchange of readers of one level for readers of another level. It was explained

that reading and math were going on all the time in the corridor but in a different way. It was clear from observations that for some of the classrooms, a multiple activities work-play approach was seldom in practice.

The discussion which ensued seemed to be a useful one and seemed to close with a greater awareness of the goal of the corridor.

Thus we start with a second group at the beginning point of implementation. The goal for this group will be to create a sense of awareness of the way in which the corridor works and to encourage the extension of some of the corridor activities into the classroom. These teachers were invited to join the City College workshop in a visit to P.S. A. We have to recruit Mr. H to work with Miss D because the number of children participating in the project will be increased and the number of sessions in the corridor will also be increased to three a week for the second group and four for the initial group.

Record 3

Advisor M. N.

Meeting of Teachers on First Floor - January 8, 1970.

P.S. D - 9:00 A.M. The major problem--a teacher replacement for a vacancy in the first grade--was discussed. Mrs. Weber and the teachers are interested in having a person who can work closely and cooperatively with other teachers on the corridor.

Mrs. Weber stated that student teachers who are nearing the end of their placements should take the class from time to time. These students will be apprentice teachers next term.

The following topics were discussed:

Why an additional morning for the upstairs?

The upstairs corridor is external to the classrooms with very little working with teachers. It must be remembered that both teachers and children are new to the program. If Miss E could spend an additional morning up there, the interrelationship on the corridor might improve. The intensification of the corridor activities may increase contact among the classes.

New students - New year.

Have children help the new student teachers by sharing their corridor experiences with them. In the new year, teachers can have a new deepening of program. Rooms should have an obvious new look and there should be a focus on relationships. First-grade teachers can discuss a new year--a new decade. They can teach 10's with this. The kindergarten can remember a previous holiday or what they did before or after. The questions of the passage of time can be taken up.

An advantage of visitors to the corridor is that children

have to communicate. They tell what they are doing or trying to do.

Meeting of Teachers on Second Floor - 9:45 A. M.

The second floor has a need for increased exposure to the corridor activities. Miss E needs more feedback of children's interests. It was suggested that the teachers make up a form to be used by the children in recording their corridor experience. They can take this and what they had worked on back to the classroom. The teacher can ask the children to show others what they had done in the corridor. It was suggested that while the corridor was in session, the classrooms operate more freely. This will enable teachers to come out and see the possibilities of the learning situation in the corridor. Evidence of teacher interest will help to bring the life of the corridor and classroom together. At this time, teachers can leave their doors open. Experience reveals that children can continue to work well when surrounded by activity. . . .

Use of materials will be demonstrated in the workshop meeting. Teachers will share ideas about language-extension games. Teachers were asked to visit downstairs. . . .

Teachers in both meetings displayed a more positive

attitude and an upsurge of interest.

Record 5

L. Weber

Memo - February 4, 1970.

A new schedule has been worked out for corridor use.

Each corridor will be opened four times a week. It was suggested that Thursday afternoons be used for bringing corridor things into the classrooms in order to focus on increased use of the corridor. This will be done in different ways, depending on the ages of the children. The question of the paraprofessionals and parents joining the corridor meetings was raised. A workshop for parents is to be planned. Miss E will work out details for these.

Record 6

L. Weber

Memo - February 20, 1970.

A word on the actual progress in the classrooms and on teacher relationships to the project. All of this has been shared with the administration. The downstairs project has made progress in development of classrooms that have at least some relation to the corridor. This progress is a very noticeable and distinct one. But even with this progress, the initial character of the corridor as external to the classrooms remains. There is no real development of planning or of recording in the ways which would be meaningful to the ideas of the corridor. . . .

The training provisions in the proposal for this year were not funded. Nevertheless, training has gone on.

On-the-job demonstrations with my direct participation on the corridor with the children continues. Additional training and the demonstration of materials take place at lunch workshops. The Thursday meetings have usually been discussions of problems and the demonstration of techniques or materials. . . .

I think it is important in deciding on the continuation of the program to be clear about its aims. The aim of this program is to support the continuation of the child's pattern of direct learning from the environment.

The teacher will help, whenever necessary, to get the child restarted on learning in this discovery way. Decisions on the educational worth of different activities must be made within these aims and no other.¹

Voluntarism is strongly emphasized in corridor relationships and the point was stressed from the very beginning of the proposal that teachers could move toward this methodology according to

¹This strong reminder of aims came in response to a criticism about children's "playing," (engaging with manipulative materials).

their own understanding, interest, and commitment.

My observations of Mrs. H and Mrs. G (two new teachers) indicate that they now seem to be getting on top of their initial difficulties and they are able to introduce some flexibility. . . . Of course, our slow placement of orders due to the budget approval delay has also slowed progress.

Record 7

Advisor M. N.

First Floor Corridor Meeting - February 23, 1970.

8:50 A. M. - Miss E will attend the Science Workshop conducted by the Educational Development Center. The corridor program will be suspended for the week.

To get feedback from teachers and parents involved in the program, questionnaires have been devised. Teachers were asked to complete their questionnaires by the next meeting. This kind of evaluation will be repeated in June. [Copies of the questionnaires which were given to the teachers and the parents and the summarized findings of these questionnaires are presented on pages 302-07.]

Mrs. Weber mentioned the success of the "sentence making activity" on the upstairs corridor yesterday. The children were enthusiastically receptive to this experience. She suggested that a supply of words be kept on the corridor as well as in the individual classrooms. Oaktag and paper clips should be obtained by all teachers.

CORRIDOR PROJECT - TEACHER'S EVALUATION
April 1970

Dear Teacher:

We are summing up what we think about this year and planning next year. You can help us by filling out this questionnaire. You do not have to sign your name.

Thank you,
LILLIAN WEBER

Please underline the word or words that describe your feelings.

1. My children (enjoy) (do not enjoy) going to corridor.
2. I (do) (do not) find them more difficult when they return.
3. They (do) (do not) try to tell me about their experiences.
4. I (see) (do not see) evidence of increased interest in math.
5. I (see) (do not see) evidence of increased use of language.
6. I (would) (would not) like to plan for a sharing of materials and experiences between classrooms.
7. I (would) (would not) like a closer contact between the corridor and my classroom.
8. I (would) (would not) like experiences from the corridor with corridor personnel to come into my classroom.
9. I (see) (do not see) other evidences of learnings from the corridor.
 - 1.
 - 2.
 - 3.
10. I (see) (do not see) evidences of changed relationships.
 - 1.
 - 2.
 - 3.

11. I (feel) (do not feel) that my relationship with other teachers has improved through the corridor experience.
12. I (would) (would not) like to be a part of the continuation of the corridor next year.
Why?
Why not?
13. I would suggest that the corridor project, if it continues next year, try to do the following things:
 - 1.
 - 2.
 - 3.
14. Any other comments:
 - 1.
 - 2.
 - 3.

RETURNS FROM QUESTIONNAIRES GIVEN TO
OPEN CORRIDOR TEACHERS - April 1970

Of the 11 teachers who responded, all but 1 signed the form.

1. 11 teachers replied that their children enjoy going to the corridor.
2. 11 teaches replied that they do not find the children more difficult when they return.
3. 9 teachers replied that the children do try to tell them about their corridor experiences; 2 teachers responded in the negative.
4. 6 teachers replied that they did see evidence of increased interest in math; 5 responded negatively.
5. 8 teachers replied that they did see evidence of increased use of language; 3 did not.
6. 10 teachers replied that they would like to plan for a sharing of materials and experiences between classrooms; 1 replied negatively.
7. 9 teachers replied that they would like a closer contact between the corridor and the classroom; 2 would not like a closer contact.

8. 8 teachers replied that they would like experiences from the corridor with corridor personnel to come into their classrooms; 3 teachers replied negatively.
9. 10 teachers replied that they see other evidences of learning from the corridor; 1 teacher did not see this evidence.
10. 8 teachers replied that they see evidences of changed relationships; 3 did not.
11. 7 teachers feel that relationships with other teachers have improved through the corridor experience; 4 did not feel this way.
12. 10 teachers replied that they would like to be part of the corridor next year; 1 teacher replied that he was not sure.

The following reasons were given for the teachers' wanting to continue in Open Corridor:

I enjoy it, learn from it, and so do my children.

I like working with children of different ages.

Best way for children to learn.

Would like to attempt more departmentalized teaching.

I like the freedom of movement and the new experiences it provides.

I feel the program is beautiful for children.

The program is natural for children's ways of learning.

It was an enriching experience for the children.

13-14. Suggestions for the future:

More scheduling of activities.

More language arts materials.

Substitute teachers who are familiar with the program.

Corridor type classrooms.

Increased planning and cooperation among teachers.

Extend the program to upper grades --at least begin one third grade.

Assemble information on learning games.

PARENTS' EVALUATION

April 13, 1970

Dear Parent:

We are summing up what we think about this year and planning next year. You can help us by filling out this questionnaire and sending it back to your child's teacher. You do not have to sign your name.

Thank you,

LILLIAN WEBER
Open Corridor Project

Please underline the word or words that describe your feelings.

1. My child (seems to like) (does not like) going to school.
2. My child (talks) (does not talk) about activities at school.
 - (a) I (have heard) (have not heard) about the animals.
 - (b) I (have heard) (have not heard) about the pattern blocks.
 - (c) I (have heard) (have not heard) about writing stories about what they've done.
 - (d) I (have heard) (have not heard) about measuring lots of things.
3. I (have) (have not) found a friendly atmosphere in the corridors when I have taken my child to school.
4. My child (seems to be) (does not seem to be) more curious.
5. My child (asks) (does not ask) more questions.
6. I (feel) (do not feel) my child is learning.
7. I (think) (do not think) the corridor has been a good program.
8. I have these suggestions for the corridor:
 - (a)
 - (b)
 - (c)

RETURNS FROM QUESTIONNAIRES SENT TO
OPEN CORRIDOR PARENTS - April 13, 1970

These returns were tallied on April 20, 1970. Of the 68 parents in the Kindergarten, First, and Second grades, replies were received from 43 of them. As of this date, 8 parents or guardians did not receive questionnaires due to absence or other emergencies. A total of 17 others have not as yet replied.

Although considerable attention was given to making it possible for parents to respond anonymously, only 2 parents made any such attempt. The rest all sent in their signed replies with their child to the teacher, even in those cases where the replies included some critical or sensitive remark.

1. 41 parents replied that their child seems to like going to school;
1 parent said his child does not like going to school;
1 parent gave no answer to this or any other question.
2. 41 parents replied that their child talks about activities;
2 parents gave no answer.
 - (a) 39 had heard about the animals in school.
 - (b) 27 had heard about the pattern blocks or Cuisinaire rods.
 - (c) 36 had heard about writing stories about what they've done.
 - (d) 29 had heard about measuring many things.
 - (e) 37 had heard about the workbench.
3. 42 said that they have found a friendly atmosphere in the corridor and classroom when they have visited there;
1 parent gave no answer.
4. 39 replied that their child seems to be more curious;
2 replied that their child seemed the same;
1 replied that their child does not seem to be more curious;
1 gave no answer.
5. 40 replied that their child asks more questions;
2 replied that their child does not ask more questions;
1 gave no answer.

6. 41 said they feel my child is learning (one had a qualifier, "slowly");
2 gave no answer to this question.
7. 40 parents said they think the program this year has been a good one;
1 parent replied, "?";
2 parents did not answer this question.
8. Suggestions for the program for next year:
- 7 parents raised questions about homework; several Kindergarten parents wanted to know if it would be given in first grade; 1 parent suggested that it would be a good way of keeping parents up-to-date. No second grade parent raised this question.
- 2 parents of first graders felt that their children were not learning to read sufficiently well.
- 3 parents of second graders wanted to know or wanted to be sure that the program would be expanded. One parent mentioned that it helped children "rely on themselves."
- 2 parents raised concern about too much "play." One Kindergarten parent hoped for a stern teacher in first grade who would not permit playing, and a first grade parent felt that first grade "should exclude play."

Pre-K results:

For various reasons having to do with the Pre-K schedule, these results have not yet come in except in a small trickle. The first 5 replies are all positive, except that fewer have heard about the various materials mentioned--measuring, Cuisinaire rods, etc. One Pre-K parent urged "more classwork, letter learning, and homework."

Second Floor Corridor Meeting.

10:00 A. M. - Miss M talked about her children's interests in the MacKay Thompson activity. One child who has had a problem all morning was totally engrossed in sentence making all afternoon. Mrs. Weber commented on S's conceptual ability. (He is in Mrs. T's room.)

Mrs. Weber redefined some of the aims of the corridor program and explained her commitment to reaching teachers and children where they are. She confirmed an expression of interest in continuation of the program by Mrs. L (Administrator) and the parent committee.

Record 8

L. Weber

Memo - March 2, 1970.

There were strict limitations of functions even on the downstairs corridor because: (a) the new principal, Mrs. L, quite naturally had to know about the new things in the school; (b) questions were raised by parents in the school as a whole about extension of the corridor; there were two meetings discussing these questions before there was a commitment to go ahead; and (c) there is a need for reintroduction, a need for a period when teachers can step back and assess progress and reorganize.

The closets had to be reorganized and materials had to be fed out to the teachers again. The corridor, therefore, started with no visitors and a very gradual and controlled introduction. . . .

The discussion with the principal and the parents on how the corridor was to function led to a more frequent newsletter to parents giving reports of activities. . . .

The downstairs corridor room arrangements began with the second grade successfully rearranging its room. . . .

Questions were raised as to why we felt it so necessary to use the large tables. We felt that a large table unified a work area in a way that separate small tables and small desks did not. The possibilities of this unified area and its use for centering a work area can be developed further. . . .

The first floor teachers began to use the corridor in an informal way. . . . It is used for small groups and for reading at different times of the day. The second grade children helped all the classes on the first floor corridor with little projects, such as planting of the locust pods. They spread news and know-how about the animals; they helped with demonstrations of knitting. They helped in showing the variety and use of all the materials and the development of this variety.

All of this supported language development in the children.

There was a new focus on language development. A tremendous motivation to communicate had been developed in the second grade children. However, they showed weaknesses in their ability to analyze words, to attack words, and in their linguistic skill ability.

From this, a discussion developed on the necessity of reading to children to keep up their informational knowledge and to stimulate the development of additional discussion activities, such as reenactment or dramatization, etc. It was suggested that chants, rhymes, jump-rope songs, and Christmas carols be used for sight reading. It was suggested that the whole sense of community on the downstairs corridor would be helped by the use of these songs for sight reading in a community "sing" at least a few times a week. The importance to language development in using these familiar songs, in going on trips, and in using things in the child's own background was stressed.

All of this brought up discussions of the importance of the children's own understanding of their progress and, therefore, the importance to them of keeping dated recording of their own work. Teachers on the downstairs corridor were helped with file folders for their own recordings of children's progress. Schedule of conferences with the children were arranged, five in any one day, that would go over the work in the child's folder and suggestions for new work would be offered. . . .

Questions of planning, recording, and the use of areas by children were brought up and discussed. The use of task cards as a substitute for teacher structure was also explained. Some children could then use one area without the teacher's assistance, allowing the teacher to concentrate on one small group of children in another area.

But the actual development of any of these things went slowly as the teachers continued to follow the older way of planning. However, recording in file folders and the development of task cards are proceeding. . . .

Teachers brought up the difficulties in doing any of this program because of the presence of problem children. They were helped to think through how such children could be restricted and yet given things to do. One of the children, for instance, was given a box with a number of activities very carefully planned and scheduled. These were successful for that child.

It was worked out that the paraprofessionals would join the lunch meetings in order to take part in the discussions and to be part of the demonstration of materials.

Problems that had existed last year continued. There was difficulty in the budgeting. Teachers were not reimbursed for the small items they purchased, so they were reimbursed in a personal way through me. Items from last year's requisition arrived in October

and even later. The budget itself did not provide for training in any way. Therefore, it had to come from voluntary donation by the teachers of their lunch hour on Wednesday and their voluntary taking of the course at City College. . . .

The second floor schedule was intensified and there was a rediscussion of their attitude toward the project. The teachers were asked if they were ready to have contact in a broader way internally in their classrooms. There was a much more affirmative response to this in January than there was in October.

A pattern was developed for visitors. Visitors were to be limited to three only on Wednesday mornings. They were to join the children at their work. . . .

One new material was to be introduced at a time in the corridor. In this way, the science materials would begin to be used. About five children have a chance to read with me on Wednesday when I am there. I read with them individually. Word games involving sentence reconstruction have begun. There is a focus on children's telling, dictating, or writing about what they have done in the corridor. The specific kind of reading or word games that I do with the children is purely a demonstration for the teacher's use. . . . Thursday afternoon has been designated as the afternoon for the introduction of new materials into the classrooms. . . .

We discussed the kind of focus any evaluation would have to have. An evaluation would have to be in keeping with the aims of the project; it would have to be in terms of what was attempted. The questions to raise are: Was there a change of the environment of learning? Was there a change in the child's approach to possibility? . . .

There will be the distribution of materials suggesting talking activities and written word games to assist the teachers.

Record 9

Advisor M. N.

First Floor Corridor Meeting - March 12, 1970. A. M. -

Mrs. M (Kg.) reported her plans to do beginning reading with her children. She and Mrs. Weber discussed her philosophy in the classroom as well as the underlying philosophy of the Open Corridor program.

Mrs. M values formal instruction, whole group teaching, and she intends to proceed with readers (books) in teaching reading. She stated that test scores revealed that the children "lack lots of skills" such as following directions and listening. They have problems taking the readiness test.

Mrs. Weber stated that she questions any approach that limits children. Children can use language and do math and reading activities during the activity period. The block corner or doll corner could be made into a word game. Either or both could be turned into

a store to sell things. Word games, experience stories, and sight words are all part of a rich program. Sitting and "taking in" is dulling. This does not result in any significant differences in test scores. A child does not learn solely from listening. . . .

Mrs. Weber introduced the idea of pasting words related to an activity beside the activity so that children can have easy access to them for writing. They can also learn to sight read then.

There will be a workshop for parents on March 19th at 9:00 A. M. . . .

There was no formal meeting on the second floor corridor because teachers were not available. The time was spent by Mrs. Weber, Mr. H, and M N (advisor) in making word games, charts, and word cards for teachers. - Advisor M. N.

Record 10

Workshop for Parents. A workshop was conducted for parents from 9:00 A. M. - 10:30 A. M. Math and science materials were displayed and refreshments were served. Mrs. Weber, M N, and individual teachers explained ways in which these materials were used by the children. Many of the parents present enjoyed investigating the potential of these materials and engaged in problem solving activities. Mrs. L (Principal) attended as did several ladies who are involved in community organization work. A highlight of the meeting

was a showing of slides of the program in P.S. D and in other schools. The children were invited to view the slides with us. After viewing the slides, each group sang a favorite song and departed in quiet dignity. - Advisor M. N.

Record 11

Advisor M. N.

Meeting - May 21, 1970. Mrs. M (teacher) has certainly supported the program externally, even though she does not feel that the individual approach is as effective as the other. Mrs. M has engaged in a straightforward discussion of her perception of the program.

Miss D (teacher) wondered if the upstairs people had understood the whole process. Mrs. Weber has given these teachers the option of continuing or discontinuing in February. The process has been discussed with them continuously. . . .

The question of discipline was discussed. Mrs. Weber reiterated that children in the project should not be undisciplined. Groups should be pulled together in a variety of ways--discussion, planning, etc. . . .

The teachers were cautioned not to be disillusioned by test results. An example was given of a child in Mrs. R's group who is very careful and who would not dare to guess answers. The difference was minimal between her test scores and those of a child whose

performance is far below hers. Scores do not reveal the real difference in achievement.

Record 12

L. Weber

Report to Mrs. L (Principal) - May 29, 1970.

These recommendations are a result of the teachers' consideration with one of the issues involved in continuing the program. . . . Discussion was initiated directly following the Parents' Committee memo recommending continuation of the program.

The recommendations of the parents and my comments on these were shared with the teachers and discussed quite fully. This discussion was important in extending the teachers' comprehension of the educational aims of the program. . . .

Continuation had to be based on a clear commitment from each teacher to begin to reorganize the classroom in ways that supported the child's direct learning from a rich environment. The corridor activities were take-off points and the teachers who wanted to continue indicated on the questionnaire a desire for a closer back and forth relationship of corridor and classroom. Thus, the aim of environmental continuity for the child in relationships and in instructional modes would be furthered. . . .

Primary in any proposal for continuity would be help to the teacher in the development of the reorganized pattern. The proposal

for continuation would very seriously try to eliminate any administrative aspects that diverted from this primary aim.

Record 13

L. Weber

Memo on Evaluation - April 2, 1969.

The original proposal had suggested evaluation by the Center for Urban Education. Evaluation was to include: (1) the children's life--alertness, curiosity, social interaction, receptivity, and willingness to approach and try out new things; (2) the teacher's growth in ability to function in flexible programs; "a process account is needed to relate the step by step development of teachers' familiarity with the new organization;"¹ and (3) the relationship between the new organization and the evolving pattern of social interaction. . . .

Any evaluation must be based on the original rationale. More than ever, evaluation has to concentrate on evaluation of the possibilities of this kind of reorganization. . . . Does this kind of structure create a possibility for teacher training, retraining, and change with a minimum of threat to the teachers? . . . The aim was to create an area within the present structure of the school where children could have experiences of their own choosing without

¹It is important to note that the "process account" was already undertaken by Mrs. Weber, as the previous records indicate.

inhibition of preconceived standards of use. This area was to be placed so close to the classroom that teachers could see a new kind of interaction and, perhaps, begin to be part of this and begin to bring part of these ways and these materials to the classroom.

Would the student teachers be influenced by this approach? Would the teachers? Would the children's lives be influenced even though it was not the totality of their school experience? Would the area, uniting five classrooms, begin to have a "life coherence" that would tend to subschool the school?

APPENDIX 12

RECORD 14

Integral Segments of an Evaluation of the Open Corridor Project
at P. S. D

The Program Reference Service
Human Affairs Research Center
Center for Urban Education
New York City

We know from experience that about the most fashionable thing to do in ghetto schools these days is to innovate with enthusiasm only to abandon with regret a year or two later. The dismal record of non-achievement of these schools continues almost without exception throughout the country. Thus it is a relief for me to review what I consider one of the most promising experiences (not experiments) in public school education today. . . .

What I observed each day was 20 children working or playing in the corridor. . . . The doors of the classrooms were open and the teachers were conducting small group lessons amidst some apparent confusion and a relatively high noise level. I visited P. S. D five times for eighteen hours of observation and P. S. A twice for three hours. In addition, I spent several hours talking with Mrs. Weber. . . .

A particularly problematic or restless youngster seemed

to be able to spend a lot of his time on the corridor. The corridor teacher, two assistants, and often the student teachers were present, one at each station,¹ with a commitment to encourage the children to handle and manipulate concrete materials and to stimulate counting activities and comparisons. Children were often asked to count, to estimate weight of objects, to measure, to consider similarities and differences. They were asked to talk and write about their activities. The learning process was casual, random, and spontaneous. . . . There were very little of what might be called aimless, restless, or disruptive behavior. Children of varying ages were enjoying the corridor together. Children seemed happy to be at school--a phenomenon not often observed in a ghetto school. . . .

Perhaps four or five teachers were originally unimpressed with the program, but a year later all acknowledged favoring it, learning from it. . . .

I spoke to the six students who were all enthusiastic about the program and Mrs. Weber, their supervisor. Having

¹A station is a space in the corridor or an arrangement of tables where educational games and other materials are set out.

observed many teacher training programs, I can vouch that students are very seldom satisfied with their training. . . .

The Open Corridor program . . . is for me one of the most impressive educational experiences that I have had the opportunity to evaluate. . . .

An analysis of staff and parent reactions to the Open Door project follows:

A. Staff Reactions to the Open Door Project. The basic staff for the Open Door project consisted of: (1) five classroom teachers; (2) one corridor teacher; and (3) eight teacher aides. Regular school personnel and services such as guidance services performed by guidance counselors were available and utilized by this project.

As part of the evaluation of the Open Door project, reactions were elicited from professional and paraprofessional staff members involved in the instructional aspects of the project. A questionnaire was prepared for each of the three types of staff members (teachers, student teachers, and teacher aides).

Staff reactions to the Open Door project were secured by means of structured personal interviews conducted at P.S. D based

on the questionnaires. Content analysis was applied to data derived from completed staff questionnaires.

Results of the tabulated questionnaires are discussed below by type of staff. While the number of cases on which the discussion is based is small (three teachers, three student teachers, and three teacher aides), the nine respondents did constitute a substantial majority of the total number of staff members in the project.

1. Teachers

The three responding teachers all taught in the early elementary grades, had teaching experience ranging from one to six years, and had been at P.S. D for three years or less. Two of the three expressed the goal of the Open Door project in terms of improvement of instructional methods and learning; the same two individuals perceived their role in the project as facilitators of learning. The third individual did not respond to the questions on project goal and teacher role.

Two questions were directed at ascertaining the teachers' opinions of the project when the project began and at a subsequent time. Two of the three reported that their opinion of the project improved in the intervening time ("Fair" to "Excellent"; "Good" to "Excellent"); one teacher reported no change in opinion ("Good").

The questionnaire asked teachers to respond to various

aspects of the Open Door project in terms of approval or disapproval. All three approved completely the teaching method, mixing of classes and grades, environment and materials used in the project. Two of the three approved completely the mechanics and disciplinary aspects of the project, while one disapproved somewhat of the mechanics and gave less positive approval to disciplinary aspects. Various other features of the project including size of groups, unorthodox approach, time out of classrooms and overall atmosphere were, in general, rated positively by the teachers.

The teachers did not report any significant problems in operating the project, although two indicated that extra work required by the project constituted a minor problem and one reported a minor problem in relationships with student teachers and aides.

Two of the three teachers felt that the project benefited them as a teacher by allowing them to work with better equipment and exposing them to new curriculum materials; one did not respond to this question. All felt that, as a result of the project, the pupils became more imaginative, confident and at ease with the new people; two felt that the pupils became more involved in their school work, while one reported no change in this aspect of pupil behavior. All three agreed that there was no change in the cooperativeness of pupils. None of the three teachers reported any negative changes in pupil behavior.

The teachers perceived that the aspects of the project which were particularly enjoyed by pupils were animals, trips, blocks, meeting children from other grades and classes, variety of teachers, and counting.

In responding to a question relative to the role played by teacher aides, one teacher felt that the aides would have been more effective if they had received a clearer initial orientation, and another felt that the aides should have been used more in corridor activities and less in the classrooms. No specific comments were made by the teachers with regard to the role of student teachers.

All three teachers indicated that they felt the Open Door project should be continued next year and that more experimental programs should be tried at the school.

General comments made by the teachers on the questionnaire forms included expression of desires for a more effective procedure for moving children from classroom to corridor and back again, more and better planned field trips, more equipment and greater involvement of parents.

2. Student Teachers

The three student teachers who responded to the questionnaire were all college seniors, education majors, and in their early twenties.

Two questions on the student teacher questionnaire were also directed at determining overall opinions of the project when it began and at a subsequent time. One individual reported that his opinion of the project improved in the intervening period ("Good" to "Excellent") while two reported no change in opinion (one "Excellent," one "Good"). None of the three indicated a belief that they were not used as effectively as they could have been in the project.

The student teacher questionnaire also asked respondents to rate various aspects of the project in terms of approval or disapproval. All approved completely the mixing of grades and classes, perceived teacher-pupil relationship, environment and materials used in the project. Two of the three approved completely the mechanics of the project (moving children in and out of classrooms, etc.), while one gave less positive approval to this aspect.

Student teachers were asked to rate certain attitude and behavior characteristics manifested by teachers as a result of participation in the Open Door project. Two of the three felt that the teachers were more enthusiastic and tolerant and less harried than other teachers, while one felt that teachers in the project were about the same as other teachers in these aspects. All three agreed that teachers in the project were no more or less cooperative than other teachers.

The student teachers generally agreed with the teachers

relative to the effect of the project on pupils. The three student teachers felt that pupils were more involved in their school work and less agitated as a result of the project, and two of the three believed that the students became more receptive, imaginative, cooperative, confident and at ease with new people. None of the three reported that they perceived any negative changes in student behavior. The student teachers generally agreed with the teachers relative to those aspects of the project which were particularly enjoyed by pupils.

The student teachers all indicated that they felt the personnel in the project worked well together, and that the project should be continued next year.

3. Teacher Aides

The three teacher aides who responded to the questionnaire were all residents of the P.S. D neighborhood. Two of the three had been employed for two years as teacher aides at P.S. D; one was in his first year of employment as a teacher aide. One of the individuals was the parent of two children who were attending P. S. D.

The teacher aide questionnaire also sought to elicit an overall opinion of the project when it began and at a subsequent time. One individual reported having "no opinion" when the project was initiated and a "good" opinion after the intervening period. Two of the teacher aides indicated no change in opinion (both "excellent").

In response to a question on student behavior, the three teacher aides agreed that pupils were "easier to handle" when in the Open Door project than when in regular classrooms. One aide felt his job was made easier by the project, but two did not report any change in the relative difficulty of their jobs as a result of the project. Two of the three indicated that they felt the teachers and aides worked well together in the project, while one reported the teachers' role as "minimal".

The three aides agreed that the Open Door project should be continued next year, but only two of the three indicated that they would like to see the school try other experimental projects. General comments made by the teacher aides included expression of desires for additional supplies, expansion of the project within the school, more structure in the project and establishment of a less permissive atmosphere.

B. Parent Reactions to the Open Door Project. Four major factors limited the gathering of parent responses. These were: (1) incorrect addresses; (2) incorrect telephone numbers; (3) lack of telephone in some homes; and (4) irregular work hours of parents. Due to the relatively short period of time available for this analysis, interviews were conducted with 21 parents (13 per cent) of children involved in this project. The interviews included both open-ended

and structured questions in eliciting parent reactions about the project.

The twenty-one parents were interviewed in two ways: personal interviews were conducted with 11 parents, and telephone interviews were conducted with 10 parents. Six out of 21 parents indicated that they had attended the workshop for parents conducted by the Open Door project.

In connection with the workshop for parents, it is interesting to note that there seemed to be greater interest in the project manifested by parents of kindergarten children than by parents of children in other grades. Three out of four parents of kindergarten children attended the workshop for parents, while only about one out of four parents of children in other grades attended.

The majority of parents interviewed indicated that the behavior of their children at home indicated that they enjoyed the Open Door project. In addition, more than half of the parents of older children reported that their children seemed, in general, to enjoy the school year more than previous years.

Reactions of the parents generally supported those of staff members with respect to particular aspects of the project which were most enjoyed by the participants. Activities reported by parents to be popular were: trips, cooking, animals, corridor activities, and

interacting with children from other classes and grades.

Twenty of the 21 parents interviewed indicated a belief that the project helped the children to learn. All 21 expressed a hope that the Open Door project would be continued next year. Twenty indicated that they would approve of the school implementing other similar programs, but only 11 said that they would like to see the school try other types of experimental projects.

C. Reactions of Other Staff at P. S. D. Some indications of the effects of the project were provided by the Guidance Department of P. S. D. A representative of the Guidance Department reported that children in the Open Door project particularly excelled in mathematics concepts, although no test data was supplied in support of this contention. Additional related factors reported by the Guidance Department were: (1) none of the project participants had excessive absences from school; (2) all participants were promoted at the end of the school year; (3) the incidence of discipline problems was lower in participating classes than in nonparticipating classes; and (4) there were fewer referrals for counseling from Open Door classes than from other classes.

D. Summary. Review and analysis of the tabulatable and anecdotal responses on the staff questionnaires indicated that there was general consensus among professional and paraprofessional staff

members that the Open Door project: (1) was unique in its approach to teacher-pupil relationships, instructional methods, school environment, and pupil activities; (2) was beneficial to both pupils and staff members in terms of improved attitudes toward school and work; and (3) should be continued as an ongoing part of the school's program next year.

It can also be observed that the Open Door project may have increased enthusiasm for experimental projects at P. S. D, since five of six staff individuals whose questionnaires contained the item indicated an interest in seeing the school try other experimental projects.

Reactions of parents generally supported those of P. S. D guidance staff and project staff relative to the positive effect of the project on school attitudes and achievement among participating pupils. Parents also agreed with project staff members with respect to the desirability of continuing the Open Door project next year.

APPENDIX 13

RECORD 4

End-of-Year ReportTeacher - Miss E

Diary of Change. Since the Corridor is the closest thing that I can identify as a classroom, the progress of changes that I have been involved with necessarily involve the operations of the Open Corridor. Most definitely, this year, I can see a change within myself within the outward appearance and underlying currents of the Corridor. Of course, the progression has been the greatest in the downstairs Corridor and slow but not lacking upstairs.

To begin with, the start of the year was marked with uncertainty. One aspect that had to be dealt with was the budget and the uncertainty of my slot in it as the Corridor teacher. This was undefined as of the first days which immediately led the administration of the school to attempt to use me for tasks other than or remotely related to the Corridor. To cluster in the Corridor was the administration's idea of being involved with the O. C. classrooms. This practice as soon as the funding was approved was set straight as being opposed to the duties which I was to undertake. This idea of preping a teacher would have me exposed to the class but not to the teachers. The beginning weeks were taken up with rearrangement and setting up of the Corridor rooms and therefore working directly with the

teachers in designing and planning the layouts of the rooms. Also affecting the happenings of the beginning days was the new principal's "I'll have to see" attitude toward the program. Naturally, since she had never witnessed or experienced the O. C. , it was negative in effect. So, therefore, activities were dampened and on low-key operations.

September was a housekeeping month. Partly out of necessity and partly from administration disdain it was this way. Closets were in shambles and new ones had to be cleaned. In between housekeeping chores were visits to classrooms on both floors but it tended to be time on the second floor working in the rooms and introducing the materials to small groups of children at a time. The majority of the children were unfamiliar with the materials but those who were acquainted with them were quick to make it known to the others that the materials were fun. Unknowingly, I was conditioning the children to relate me to Corridor activities and enjoyable experiences. Downstairs, in addition to occasional special activities I bring to the classrooms (once, to urge our first grade teacher to a little more zest, I did an animated playacting activity with the children to deal with their family unit), there is the daily, "good morning," to the children. It is a brief visit, a little discussion, a short greeting and occasionally accompanied by an illustration of a new material or activity. In

October this was taken up with plannings. It was discovered that the falling locust pods had seeds that would germinate and grow to be small trees. Also in these activities in the K's, there were sessions of setting up counting containers for the mathematics area, handling of new pets in all the classrooms, discovering cattails and how the wishes (as the second-graders called them) or seeds break apart and fly all about. Stories were written about everything.

Housekeeping, rearranging, spot visits and plannings were all on the agenda of the first weeks. There also was the distribution of materials which, although still plentiful, was to be spread over 10 classrooms instead of being concentrated on 5. Pre-K, by far, fared the best since there was no equivalent upstairs and only one pre-K downstairs. The distribution of materials was, to put it mildly, on the upstairs level accepted with open arms but closed minds. Very little involvement was illustrated in dealing with new materials and not an abundance of inquiry was found either. But slowly, all materials were illustrated though they were not necessarily to be used in that manner. Pattern blocks bogged down in the one or two suggestions and there it stopped.

Eventually, after many things were taken care of, the Corridor itself began. At first, downstairs had limited tables so the most tempting and newest materials were displayed. The key word

at first was "quiet" for the time being but that couldn't and didn't last for long. The beginning days were used to introduce the new pre-K and K children to Corridor and give them many opportunities to experience. The selection of children from these rooms was at first very organized so that everyone would have the experience. This was true especially in the pre-K. The first and second grades were old pros at O. C. and unlike the pre-K's and K's, they did not have to be taught the rule. Although a whole summer had passed, the firsts and seconds remembered with clarity the behavior rules, and the others were fast to learn. It is interesting to note that when there is an infraction of the rules, be it running or shouting, when the word is given to return to their rooms, it is accepted without hassle as the penalty that has to be paid for messing around in the C. There is also a feeling of fair play, i. e., if a child doesn't get a chance one day, it will eventually be his turn and there is no need to carry on; even the littlest ones have this understanding.

At this time, when the C. was just starting for the year, there were no aides and as of yet no student teachers so I had the whole thing with Mrs. S. occasionally and most willingly coming to C. with her class.

As I've said, Corridor started slowly with 7 or fewer tables but it is very difficult to contain; there have to be enough activities

to provide a wide array of options, and in order to have a big assortment and to allow for enough manipulative materials, there have to be sufficient tables. So we expanded around to the other side with more tables and therefore more room and this, therefore, lifted the limit on the number of children. The invitation is now three from each room, that is, 15 at a time but constantly changing. K's have schedules for yard play and snacks, so their flow is constantly in and out. This was particularly true in the Fall when the weather was good for outdoor activities. The number of children varied from day to day, changing from moment to moment depending on classroom activities. If pre-K was going on a trip, this allowed more children to visit; until the second-graders are ready to come out, the lower grades can have more turns. As the year moved on, I have seen a pattern developing in relation to flow into the Corridor. Pre-K and K and first grade are usually always immediately receptive to invitations. The second grade's response depends upon their schedule for reading groups and the response from K is low. Although the children are eager to come, it is often necessary to give 2 or more invitations to the teachers. The usual response is "in five minutes," but 5 minutes often runs into 30.

The apparatus in the Corridor also has become more varied. As mentioned, we started with limited furniture but there are now

additions. The pre-K gave the water table which is now accessible to other classes on the Corridor. Water play is now a daily part of Corridor. A repainted sandbox has also begun to be used. It is used as a cart for materials and also for a vessel for the 10's and 100's boards and also for animals.

Also affecting the operations was the acquisition of two aides and a student teacher from the HIT program. This allowed me to be freed from supervising the whole of the Corridor and to work on special projects and activities. After all these additions, tables, apparatus, assistance, and supplementary materials, the Corridor has moved from low gear into a higher gear but with much room for advancement and more progress.

Likewise, the progress on the upstairs Corridor is also visible. Slowly, a Corridor is being formed. Although it is not the same tight group as does exist downstairs, the work going on in the Corridor is going well. It also was off to a slow start. Most of the first two or three months was spent introducing the many children to the Corridor. It was very strange to most of them and was very quiet and uneventful but as time and exposure goes on, I have noticed that now all the children know what Corridor is all about and therefore they are more lively and active and involved in the activities. Many times the children tell me without any suggestion from me that they

are returning to their rooms to show their teacher their work.

One step that has to be developed in the downstairs Corridor is the morning meeting. On the days before Christmas when I distributed the Corridor presents to all the children, we all met in the Corridor to sing Christmas songs. It went very well and the children behaved very well and enjoyed it very much and were also a little surprised and flabbergasted to see so many children all at one time. Each class was given their section to sit in and there they all stayed until they were dismissed class by class.




But in regard to activities and their relation to my creativity, it is not always in a state of progression. Standstill is a word that I feel is also applicable to some aspects of the Corridor. Usually in the past, I have felt that the Corridor functions with high activity and with many extra added attractions and moves toward a goal with direction. But lately, while the topic of discussion is progress in change-over, I have felt bogged down and at a standstill. Although the children thoroughly enjoy the Corridor, I feel that I am not giving them every possible benefit from the experience. One possible reason among many is a lack of understanding of the goals and direction on the part of the aides and student teachers. I am aware of what is to be accomplished but I cannot have my finger in every pot at the same time and therefore cannot be responsible for all the

activity that is occurring without slighting the children with whom I am working. In comparison to last year, at this point in the year, I don't feel that we are making the same progress. Experiences are tending to be isolated and not correlated. They are enjoyable but are not adding up to a cumulative experience. Now that the problem has been recognized as existent, I think and feel that a solution is coming on. Recognition of a problem is the first step toward its solution. The solution lies in more planning and in identifying aims and in revealing these to the people who are involved with the solution.

A Description of an Activity to Support a Material. In the operation of the Corridor, where the children have learned to work quite independently, it has been necessary to develop activities to complement the materials. A new activity to be used with an old game, toy, or equipment helps to prevent that toy from becoming stale and outmoded in the world of the Corridor. I have seen materials abandoned and unused because the children have used them to the fullest capacity without any additional activity to spark a new interest.

The supplementary material that I think developed the most is the Pattern Blocks. On large oaktag (approx. 10" x 15") cards, I worked out a pattern in a geometric shape. Then the shape was traced on to the card. The shapes that I made, and not without great

concentration and difficulty, were trapezoid, square, rectangle, various parallelograms, triangles and a hexagon. The shapes were made large on the cards so that they would not be too difficult to manipulate.

On top of each card was written, "Can you make this?" To the side of the shape was a guide of what pieces to use: Use 6 , 4 , 2 . Under the shape was written the name of the shape: This is a trapezoid. The cards were large so all this writing did not tend to make it cluttered. The children loved the cards and after having successfully solved the puzzle, they would very carefully show me what they had done. It was then the time to show them, if they had not already discovered it, that the same shape could be made with equivalent shapes. For example, the red could be replaced by 6 green, 3 blue, or 2 red. The puzzle was done over and over on top of the original in many different ways and they were usually done with much precision.

Then the cards or the idea of the pattern cards are expanded by the children. They would make a shape or design and would want it copied on a card. This we would do and it would be accompanied by a note such as: "R. made this. Can you?"

It was also discovered that you could make letter shapes from the pattern blocks. These were put onto cards and added to the

growing collection of activities to accompany the Pattern Blocks.

Methods of Recording. Since the Open Corridor deals with so many children over the school year and because the frequency of a child's Corridor experience is variable, recording of Corridor work has taken two forms. One form is closely affiliated with the classroom teacher. This year, many of the teachers have files for each child in their rooms. In dealing with the pre-K's and K's, the teachers have asked for any work that the children have done to be returned to them so that they can be saved. They also come to me and ask what the children have done so that they can make a note of it. But if I send all the written work back to the rooms, it interferes with the second form of recording. But it has been solved. The second form is the immediate stapling of the work onto the bulletin board. As soon as a child has completed some work and written a story or dictated a story about it, he will go and show it all around to the teachers and other children; then it is hung up. Now, with the help of our paraprofessionals and student teachers, a quick copy is made to be sent back into the rooms, or a second-grader writes the story of a younger child who then rewrites it. Many of the second-graders write their own stories and the stories for the walls; in the process of doing this, I will ask them to make themselves a copy for their room. This is usually done very willingly.

APPENDIX 14

RECORD 15

Advisor's Report - Corridor NC. Molony

September 10, 1973. Meeting: We talked about the necessity of establishing the corridor's identity as a community. Community cannot be mandated. It is something that forms organically over time. In order to foster the spirit of community, a good deal of planning was essential. The three ingredients--time together, planning, and sharing--were discussed as important elements contributing to the building up of community. This building of relationships among teachers is a model for the children. The following points were brought up:

1. Need for a common solution of problems.
2. Teachers should try to know all children on the corridor.
3. Aim this year--to strengthen relationships so that the community can continue next year, thereby giving the children the continuity of experience which is one of our goals.

Teachers discussed the prep periods. All, except Mrs. J, who is teaching for the first time, decided to relinquish their prep period so that Miss C (corridor teacher) can use the time in the corridor conducting activities, thereby extending the learning opportunities for the children.

The use of the resource room was discussed. I urged that

the resource room not be used to replace the corridor but simply be an additional space, an addendum to the corridor, to be used for some specific activity, maybe woodworking.

September 17, 1973. Miss C. in resource room. Said she would not be able to open the corridor for a couple of weeks because there was so much preparation to be done. Brought in a great deal of junk material for arts and crafts kind of activity. Room in disarray. Spoke with her about possible arrangements. She is very friendly and seems receptive to suggestions. Moves slowly.

Meeting: All teachers were present. Discussed agenda for parents' meeting on Thursday evening. Each teacher will meet with his own parents first. There will be a coming together of all parents on the corridor toward the end of the evening. Spent a little time on record keeping.

September 24, 1973. Spoke with Miss C. She was annoyed because the teachers did not follow through on the common meeting for parents. Finds it hard to relate to Mrs. J.

Resource room not ready yet. This is disturbing some of the teachers who spoke to me about it. Miss C is very disorganized.

Meeting: Evaluated parents' meeting. Each teacher shared his perception of his own class meeting with the group. Mr. A was concerned because parents were still asking questions and making

demands of teachers that showed a misconception of our theoretical framework. I pointed out that educators in the past were responsible for many of the notions that parents have about learning and testing and that it was our responsibility to continue our efforts to inform and involve them. We tentatively agreed to meet on a more regular basis with parents. Also agreed to schedule study groups for teachers. A schedule for the corridor activities was agreed upon. Mr. A asked that the corridor be opened even if the resource room is not ready. Other teachers agreed.

September 25, 1973. Spent a lot of time helping Miss C prepare the resource room. She would not follow the teachers' suggestion to begin in the corridor. Discussed a plan for corridor activities--three to begin with: (1) an area for construction, (2) math games etc., (3) some language arts. Other developments will come as children begin to use the corridor.

October 15, 1973. Miss C is not using the corridor yet. However, there are some interesting activities in the resource room--sewing, woodworking, painting. Children love to come here. Rapport between Miss C and children good.

Meeting: Aim - to get teacher input in planning schedule of seminars for teachers after school.

Teachers' suggestions:

1. Goals.
2. Language development.
3. How children learn.
4. Rationale for Open Corridor.
5. Teacher-child relationship.
6. How to learn along with children.

Asked teachers how I could help them specifically, given the time restriction:

1. Miss M and Mr. A - help by observing in their classes and giving them feedback.

2. Mr. P and Ms. R - conferences on their prep time to get help for immediate problems.

3. Mr. G - help in organizing his day.

Conference with Ms. R and her student teacher: Went over organization of her day which is very structured and skill-oriented. Teacher wants more individualized work but is afraid to let go of the subject orientation of her class. Suggestions have to be given gently. She is extremely tense. I told her to move slowly and only when she felt comfortable with the change.

Notes: Teachers are using the corridor as extensions of their classrooms. Children from Mr. P's room working on large map. Five children from sixth grade building rabbit hutch. Careful

measurements are involved. Some sixth graders helping the younger children. Miss C still confined to resource room.

Meeting: Another great meeting! The teachers, all of whom were there, had a discussion on curriculum. It began by my remarking how interested the children were in the various activities in the different rooms. I commended the extension of these activities into the various subjects. Asked for a discussion of other possibilities. This led to: What is curriculum? How to deal with parents' insistence on traditional subjects? Mr. A believes that, given the pressures of the public school system, there is no way to deal with this. Other teachers disagree. Parents are satisfied provided they see that their children are learning. Mr. A is very impatient with others who disagree with him. He comes through as very competent but not tolerant of teachers who are not as experienced and knowledgeable about open education as he. He expressed definite annoyance at Miss C for her lack of preparedness for the corridor activities. Other teachers are upset about this. There is a strain in the interpersonal relationships.

October 29, 1973. The rapport between children and teacher in Miss M's room is excellent. Children do not use the resource room. Miss M and Miss C discussed this. There was some friction. Miss M claims that the children are not that interested in what is going on there. Suggested that Miss C spend a little time in this room,

get to know the children, introduce them to what is available in the resource room. Mentioned that if the corridor was used, the children would be able to see what is going on. Miss C insists that the children don't want to come out into the corridor but prefer working in the resource room. Tried to encourage her to at least try it. Actually, these children are used to working in the corridor.

Meeting: Principal attended. Discussed the lack of sharing on the corridor. Ms. R, who is new to the school and to open education, complained that she doesn't feel included. Some know what is going on in the other rooms but some do not. Mr. A pointed out that this is each teacher's responsibility. If they don't visit other classrooms, how can they know what is going on. It was claimed that Mr. A and Mr. G, who are close friends, tend to keep somewhat together and not to include others. Miss M also felt apart from the group to some degree. As a result of this exposure of feelings and needs, teachers will be given time to visit the other rooms in an effort to get a feeling for the corridor as a whole.

Despite the complaints, the corridor has progressed a long way since September. The corridor room (resource room) is used by many more children and the possibilities for weaving, woodworking, painting, arts and crafts of various kinds are well utilized. The children are also visiting classrooms other than their own. Two

children in particular, who were very upset and upsetting last year, are functioning beautifully. Children are getting to know each other on the corridor and the sharing among them is improving. Sometimes, children from the fourth, fifth, and sixth grades are working together. However, because the corridor itself is not used, the number of children that can be accommodated is limited. Teachers are pressing for the use of the corridor. Mr. N (Assistant Principal) is beginning to insist (incorrectly, I think) that Miss C extend activities from the resource room into the corridor. I met with both and we carefully planned possibilities for the corridor after having received suggestions from the teachers.

November 12, 1973. Corridor is alive with activity. I can hardly believe that so much is going on. Only last week we planned to use this space and I thought it would take Miss C a few weeks to get started. She is so timid about moving beyond the resource room, which is so evidently inadequate for all the children and the things they want to do. The weaving was moved out to the corridor; some children are doing bread sculpture; others are painting, and there are a few games going on. Directions are posted on the wall and the children are making good use of them. There is a lovely spirit of sharing. Mr. N had a lot to do with this transformation. He attends our meetings and implements suggestions. It is important to the

process of change. If Open Corridor is to continue, the administration must assume the supportive role.

Meeting: Everyone contributed to the evaluation of the corridor activities and schedule. Some changes were deemed necessary. It seems that Mr. N is insisting on too rigid a schedule. Children sign up if they want to come to the corridor at a particular time. However, the teachers are flexible about this. But when Mr. N sees a child in the corridor who is not on the list, he scolds and sends them back.

Notes: Teachers complained about Mr. N's inflexibility regarding the corridor schedule. . . . Met with Mr. N. Explained the need for some flexibility. Discussed leaving these decisions to the discretion of the teachers. I will observe results. He agreed.

November 19, 1973. Rooms on corridor functioning quite well. Ms. R's room getting more structured. She appears very nervous. Complains about children's achievement. Blames Open Corridor. Mrs. J's room--improving weekly--social interaction much better. Children in Miss M's room now using corridor. Just about every child on the corridor has a good relationship with Miss C.

Meeting: Ms. R very disturbed about children's destroying things and not returning things. I talked about children's moral development as a function of their developmental level in general. It

was pointed out by Mr. A that children were exposed to dishonesty in adults and that this had to be considered when handling this problem, particularly with older children.

It is obvious that this group represents very diverse opinions and beliefs. Mr. A and Ms. R seem to have opposing educational philosophies; both tenaciously hold to their positions. . . .

November 26, 1973. The progress on this corridor is evident. Teachers worked through their disagreement about scheduling the children for the corridor. It is more flexible now, yet each teacher is taking responsibility for preventing an overflow of children in the corridor. At times, there are as many as twenty children working either in the resource room or in the corridor. There are at least six different activities going on simultaneously. Children from different classes are working together; sometimes the older helping the younger. They have done some beautiful murals. A, a sixth grader who gave so much trouble last year, seems to be settling down. He worked on the mural very carefully and precisely. More importantly, he was proud to explain what he was doing. He gets along well with Miss C. M, another sixth grader who had difficulty relating to other children last year, seems much happier. I haven't seen her in one fight this year. She works well now with others. She is a great help to Miss C, who gives her responsibility

on the corridor.

Notes: Concerned about Ms. R. She was very distressed. She complained about lack of help; has problems at home. . . . I spoke to the principal about getting another prep teacher for her. She is not one of the four teachers whom Miss C relieves.

Conference with Miss C: Miss C has a few misgivings about the way the corridor is operating. We discussed many things that would extend the children's work into other areas. There are so many opportunities for language development that she misses. I pointed out my observations of children's reading directions about how to make something. I gave her specific examples of children who ask for help in reading signs and other announcements when these are provided. Suggested having materials for writing and reading available so that children would be encouraged to look up information and write about what they had done. . . . She mentioned that one child consistently reads "back saw" as "black saw." She liked the suggestion that perhaps a chart might be placed nearby, captioned: "If you can think of a 'bl' word, write it here."

December 10, 1973. Most of the activity is moving back to the resource room. Fewer children now involved. . . . Teachers asked Miss C to come into their rooms to observe what is going on and then perhaps to connect the classroom experience with the

corridor experience. . . . There is dissatisfaction and complaining. Some teachers feel Miss C does not use the time allotted for corridor activities to full advantage. I suggested that we talk it out at a meeting. . . .

January 3, 1974. Just a few children in resource room with Miss C helping to arrange room after the holiday cleaning. Mr. A and Mr. G were on a trip; Ms. R was absent.

Meeting: This meeting turned out to be an airing of feelings. Mr. P wants at least a fifteen minute prep period now. Miss C then asked for some prep time. There was resentment. The focus is off the children now. The honesty was good but something has to be done to revive the spirit of community. . . .

Notes: Spent most of the day in the classrooms on this corridor.¹

Mr. A's Room: Joined two girls at math. They said they were bored because it was too easy. They grumbled about the teacher. Actually, they did not understand what they were doing. It seems that

¹The recordings of the observations on this day are the only individual classroom recordings given in this section of the dissertation. To give all observations would detract from the purpose specific to this section, namely, to demonstrate the documentation of the corridor as a whole. These are given in order to indicate the total experience involved in observing a corridor's functioning.

they had turned off because they had worked with cuisinaire rods "since the first grade." After a couple of questions, they began to realize that they did not find it easy. We talked about how the rods are used even on the high school level. We worked through the concept of fractions. They grasped the concept quite quickly. More importantly, they seemed to have a change in attitude toward the material.

Spoke to teacher after. He said these girls and many others want workbooks and drill in computational skills. Their parents pressure for skills, homework, workbooks, etc. Mr. A gets very upset about this.

Mr. G's Room: Worked with P, a sixth grader who asked me to help him with his research report on horses. I never saw P so absorbed. He has improved so much since last year. Still finds it hard to concentrate but he has come a long way. M was busy at his project. This room is a beehive of activity. Teacher has a good understanding of where children are. He is able to anticipate their needs and functions as a real facilitator. The resources available in the room reflect this. Children in this room use the corridor space extensively.

Ms. R's Room: Asked me to help E with math. She wanted him to do fractions in a certain mechanical way. . . . I worked with

him. He was very confused. (He speaks very little English.) . . . I suggested use of concrete materials to the teacher. She was upset and defended the "telling" approach. She is a long way from understanding open education.

Meeting: Began on a positive note. Pointed out the many fine things going on in each classroom. For example, in Mr. A's room--scale drawings of children's own apartments, three dimensional map of Central Park lake; in Mr. G's room--construction of a city block; in Mr. P's room--group or individual projects on mapping, fossils. . . .

Teachers shared with each other the curriculum evolving in their room. . . . Discussed goals for the corridor for next term. Will try for more interaction between teachers and children in different classes. Rooms will be more available to all children. Teachers will share experiences in each other's rooms and on the corridor.

APPENDIX 15

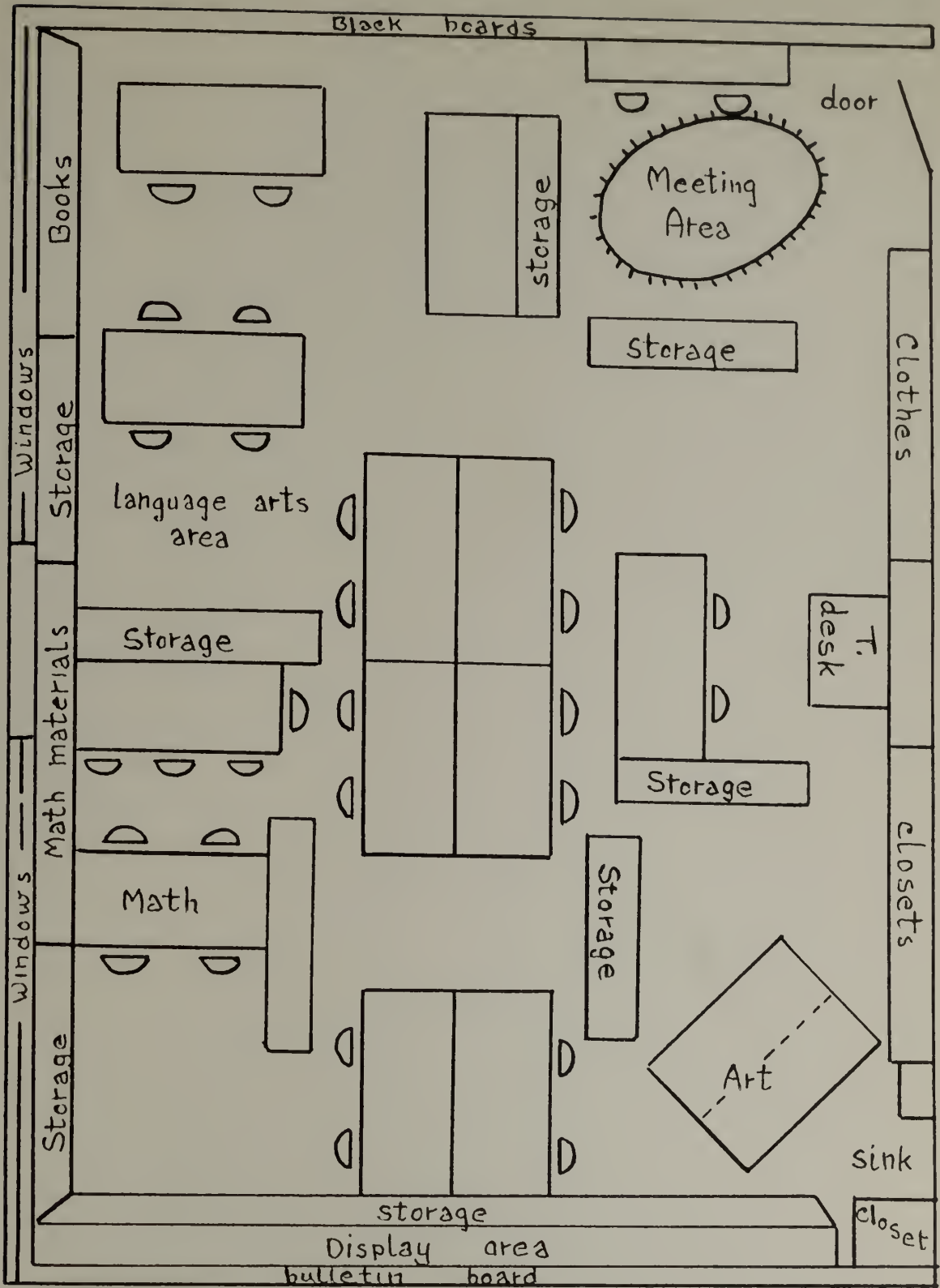
RECORD 16

Documentation of Classroom B - P.S. AC. Molony

September 16, 1973. Sketched the room. [A copy of the sketch of Classroom B is presented on the following page.] Teacher talked to me as soon as I came in the room. He explained how he was involved in a special math project last year. He showed me the math materials which he had available for the children. Said he was nervous about starting in an open classroom. I told him to go at his own pace and I would help him if that was what he wanted. The noise level in the room was too high. Children were moving about a great deal. There was too much furniture--a desk and chair were available for every child.

September 25, 1973. The room is quieter. Teacher has a good rapport with the children. There is a great emphasis on math. Children are having trouble reading task cards. Several children in corridor. Not enough books in class. F is annoying other children and fighting with M.

October 23, 1973. Teacher is giving reading lesson to the entire class. He interrupted continually with commands and corrections:



Classroom B - September 16, 1973

"Your're not paying attention;" "Take your hand off your head, maybe you'll hear better;" "You're not listening. You have too many things on your mind;" etc. Gave test to class which divided into smaller groups. Test beyond the grasp of most children. I helped one boy who was very confused and upset. He began to talk to me. The flow of language and the rich words showed where the child was at. The test he was doing would never pick this up.

Some more interesting math materials brought in by teacher. This is his strong point. It must be my point of entry into the reading problem if possible.

When some children complained about the test, teacher remarked: "I don't care how hard the test is; you'll have to do a lot of things you don't like to do in life."

Conference with teacher: Shared my observations of children's reaction to test. Suggested an alternative to this kind of assessment. Listened but seemed tense. Talked about informal approach to reading. Actually, I see very little reading in this room. I will begin working with one child (A) in reading and share my recordings with teacher. He seemed open to the idea.

November 13, 1973. Room very noisy. Four boys running up and down the corridor, yelling; sometimes fighting. Called them over and they told me they were practicing for a play. Helped them

get organized. . . . Math materials down to a minimum. Little else in the room. Paraprofessional shouts a lot. No schedule. Children fooling around a lot.

Conference with teacher: Says he has misgivings about open classroom. Explained the need to coordinate classroom organization, time schedule, learning materials, personnel assignment. . . . Gave many suggestions.

December 10, 1973. P. M. - Class meeting in progress.

Teacher asked children how they liked the day. The morning was freer than usual. There were fewer "academics" planned. Some responses were:

"It was a fun day."

"I didn't get my work done."

"Fun --was more things to do. I did only a little bit of work.

I liked it."

"I enjoyed it."

"No, I didn't. There was lots of noise."

"Not so nice a day."

"I did some extra things."

"Sort of. I did some woodworking. It was hard to get the play done."

Most of the children indicated that they liked it.

Conference with teacher: Went over my recordings from the past two days of observation. He seemed less defensive and more relaxed. Told me he takes ten "troublesome" boys to the gym every morning from 9 to 10:00 A. M. When they come back to the group, trouble begins almost immediately. I suggested another way. This entailed a restructuring of the schedule and more defined work periods for these boys in particular. Also suggested a "tag board" which would facilitate the moving of children and the use of the different areas in the room. He generally rejects suggestions out of hand but often implements them nonetheless. Said he wanted to give freedom to the children since that's what Open Corridor is about. Admitted that he observes other classes which seem to be free and he thought he should imitate. We had a long talk about this. Went over with him my work with F and S in reading. He bristled at this. I tried to show him, that through proper scheduling, he would have time to read with individual children who are having trouble with reading. He said he would work on a schedule and go over it with me on Thursday.

December 17, 1973. No schedule. Said the student teacher would be responsible for the class until the holidays. . . . Class meeting went quite well. She called on F to say how he felt about the snow. Children very attentive. F obviously very happy. Disorder after meeting. Some children began to paint. Teacher joined this

group. There was unnecessary traffic. Materials not available. Paraprofessional sat on desk and watched. She had no apparent plan. Student teacher writing with a few children. Five were making posters for a play. J and R took books into the corridor to read. . . . No math materials were evident. Teacher came over and talked to me once in a while. . . . Student teacher and paraprofessional corrected a child in very loud tones. All children at the art table looked over. The room was tense just for a moment. Children resumed work. A went into corridor. (He had just tussled with J.) Corridor teacher announced that batiking was about to begin in the corridor. R and A clapped their hands and ran out of the room. J read with teacher. A asked me to read with him. I did read with F and S.

December 18, 1973. Worked with some children individually. Room noisy. Many children walking about. Did not know what was expected of them.

Conference with teacher: Went over some of my observations but first explained the reason for observation, pointing out particularly its value to focus us on specifics of the class so that we may plan more realistically. I tried to help him to look at the dynamics of the room-- the traffic patterns, the mobility, the groupings, etc. He said he needed more structure. This he would work on during the holidays.

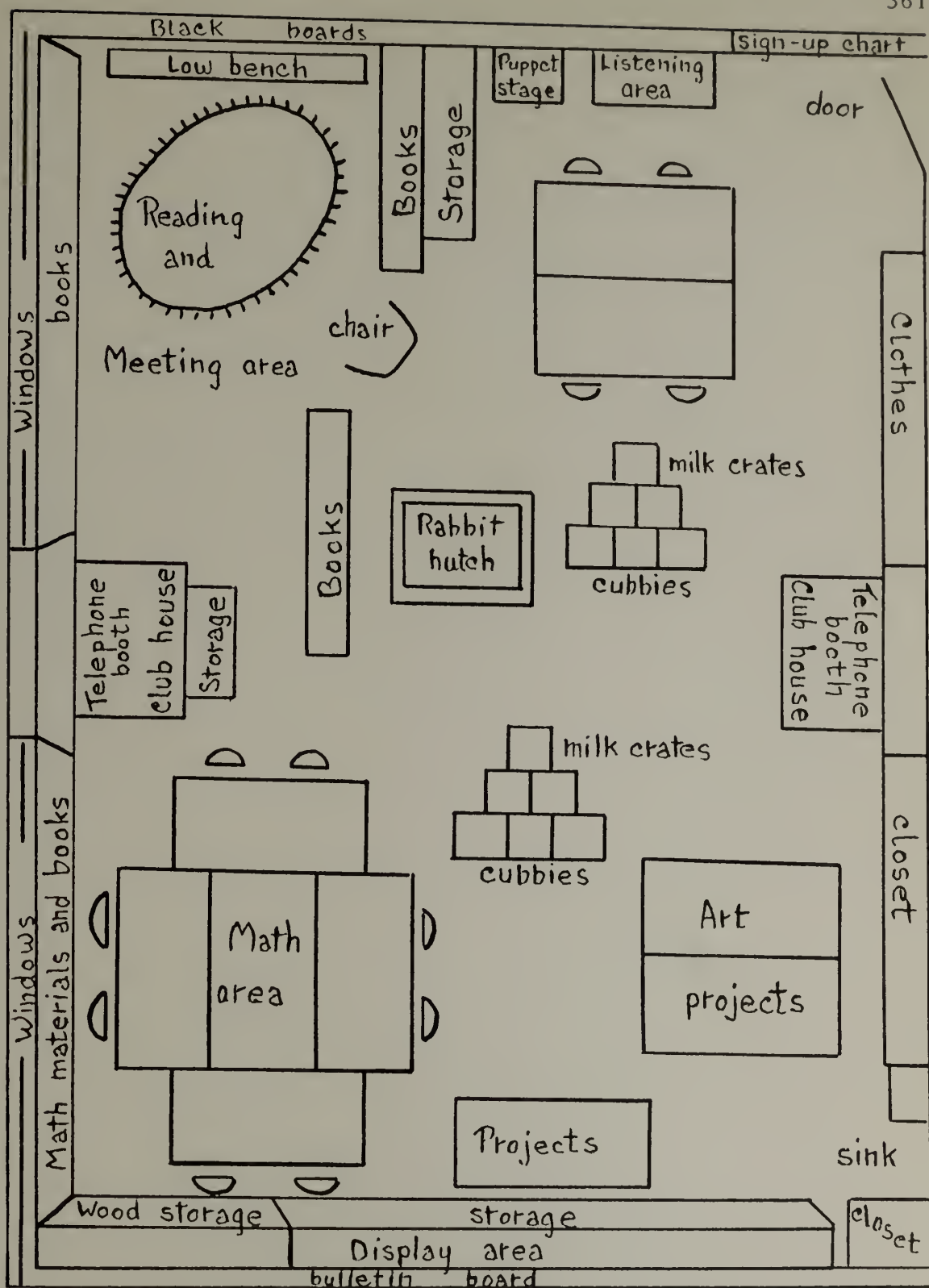
January 3, 1974. Talked with teacher. Gave some possible

ways to schedule the morning. Suggested that he set out more materials. No sand yet. Said he wanted clay which I was able to get him.

January 17, 1974. Room much better organized. [The physical reorganization of Classroom B is presented on the following page.] Children are using the tag board. Less mobility. More quiet. Read with A, who told me he hasn't read in several days. Yet, he wants to read. Will approach this reading question again with teacher. . . .

February 4, 1974. Organization in room constantly improving. The art area is now set up permanently. Materials available. Children painting and talking to each other about their work. Some very meaningful things going on at woodworking, which is set up in the corridor. Children making plans before beginning to work. This involves measuring and sketching. Social interaction good. Boys who formerly were giving trouble now working together, even helping each other. Spoke to teacher and complimented him on all the positive changes. Read with a few children. This is still a very weak area. I cannot bring this up again with the teacher as yet. He finds it very hard to take any suggestions. Ultimately, he comes through. Perhaps next week, I can try to share with him my records of the children with whom I am working.

Conference with teacher: Actually this was just a few minutes



Classroom B - January 17, 1974

of informal talking. He is happy that his class is running much more smoothly--very little fighting now. He is not about to accept any suggestions regarding the reading program. He rarely reads individually with children. Says he is too busy "keeping an eye" on everything.

February 11, 1974. Talked with teacher. He seemed more relaxed today. Spoke of the U rating he got from his past principal. This, he said, was on his mind and prevented his giving himself to the children. He claims that he now feels relieved because he appealed the rating and felt he was convincing. We talked about the improvement in the social relationships in the class. I broached the reading question. He wants help so we planned a meeting later in the week.

Read with A. Noise level in room too high. Teacher singing with a small group of children. Some children reading with the paraprofessional. Two boys taking old telephones apart. Student teacher is going to set up a miniature telephone system. There is a lot of language development. . . .

Met with teacher and paraprofessional at lunch time. Planned with them a way to provide time for reading with individual children.

February 19, 1974. Tone--beautiful. Even F is calm and involved. No sign of disruption. . . .

February 25, 1974. Children very involved. Telephone project is coming along. The high school student who is helping out

is wonderful with the children. . . . Met with him, the teacher, and the paraprofessional. I wanted to continue relating to the reading. Teacher said he was going to begin to give individual help to the children who were having grave reading problems.

APPENDIX 16

RECORD 17

Reading Record of Child A - Age 8C. Molony

January 3, 1974. As soon as I entered the room, A asked me to read with him. He ran to get the book, Patrick the Mouse, which was among those he was supposed to be able to read. While reading, his attention was diverted intermittently. He was constantly playing with some cups which were inserted one inside the other. Every time he came to a word he wasn't sure of, he fidgeted and looked away or began to talk about something else. Sometimes he raised his shoulders and blinked his eyes a lot. When he came to the word, "talked," he hesitated. I said the word; he repeated it after me, pronouncing it "talk" "ed" ("ed" as a separate sound). We went over a few "ed" words. Kept asking why you don't pronounce the "ed." Could not get "front." We went over several "fr" words. Used the suffix "ed" with several words. Showed a slight restlessness. Asked if he was tired. He said yes, so we terminated reading for the day.

January 17, 1974. A was very happy to read with me today. He just finished talking with M and he seemed to be very relaxed. He had trouble finding the book, Patrick the Mouse, but as soon as he

located it, we settled ourselves on the rug. First, I went over words from last time. He knew them all. He showed no signs of nervousness today. He read the first two sentences well. Hesitated on "horrible." Immediately, he said with a smile: "Don't tell me." He looks away while he's thinking it out. He must carry the word in his memory. With a little help from me, he got the word. Read "thought" as "through." Asked: "What's the 'g' there for?" Hesitated on "brandy." I covered all letters except "an." He pronounced it; then "andy;" then "bandy." Told him that's what it would be if it didn't have the "r." He pronounced it correctly. He likes playing with words. We made a list of "br" words. He wanted a very big one. I wrote "breakfast." He almost got it. He was very happy with himself. Read about two pages. That's all we had time for. Went back over the words he had trouble with. Knew them all. He reads with understanding. As soon as he doesn't understand something, he asks about it.

January 10, 1974. Came eagerly to read with me. As soon as he opened the book and got ready to read, his eyes twitched and he seemed a bit nervous. This passed as we got on with the reading. I remember when he was in second grade, he had a tic. His mother told me he was slightly brain damaged. He has made remarkable improvement since then. He still cries easily, gets into a few fights,

but he is calmer and definitely happier. He seems stronger physically.

Read quite well. Trouble with "friend." Said: "Don't tell me until I give up. Don't give me even a hint." We worked on the "fr" family; then the "tr" words. He asked for a very big word. I wrote "transportation." We took it apart and he got part of it. Couldn't pronounce "tion." Did a little work on that.

Spoke to his mother the other day. She is a paraprofessional in the school and seems very anxious about her son. She said he never wants to read to her and she doesn't force him. It's possible that he picks up her anxiety nonetheless.

January 28, 1974. Wanted to read a story from Readers Digest. While he was looking for the place, I pulled out some words which he had trouble with last time. He knew them all. He has a fantastic memory. Read well. He referred to the pictures several times. Could not get "already." Formed his mouth for the "a" but didn't attempt the rest of it. His head was twitching constantly. He wanted to stay with the reading. I pronounced the word "already." Asked why the "l" was there. He said he couldn't hear it when I pronounced it. We went over it slowly until he heard it. Read the word "exciting" as "accident." Just a wild guess. The story was about a parachute jumper and he was trying to make sense out of the words

without regard for the letters. We took the word apart. Worked on the "ex" words. Then he said: "I knew that accident didn't make sense." Out of the blue, he said: "I can write, "newspaper." He spelled it as I wrote "newspaper." I pronounced it slowly and carefully, sounding the "a." He turned ahead a few pages saying: "Next page, we'll be up to the pictures."

Before we began to read, I asked him about the picture in the beginning of the story. I wanted to know who was coming down in the parachute. He said it was a man. When we came to the sentence, "Don't land in the water, Gloria.", he said smiling: "Oh, that man is Gloria." We laughed. We ended with a nice conversation about skating. Finally, he said that he was tired.

Had an informal talk with A's mother today. She said that he was very self-conscious about the shape of his head. She had hoped it could be corrected but the neurologist told her recently that nothing could be done. Actually, it is not that noticeable. It seems that she had told her son that it could be corrected. His older brother overheard her conversation with the doctor on the telephone and told A about it. A asked his mother about it. She said he took it well. He did tell her on other occasions that the boys make fun of him.

January 31, 1974. A was in the corridor playing checkers with P. They had their own rules. I wasn't much help when they

asked me to settle a dispute because I couldn't understand their rules. Talked constantly to each other and sometimes to me. A was very insistent on his point of view.

A: "I'm not gonna queen you anymore."

J came over at one point and told A that he would help him. He leaped down beside A and they hugged each other and whispered. A's head was jerking a lot.

After the game, A smiled up at me: "I'm ready to read with you now." I had just promised J that I would read with him, so I asked A to wait. He asked me to mind his book for him.

He knew all the words of the other day, even "recognize." Read, Mystery of the Fat Cat, p. 11. Couldn't get "spool." When I told him, he said: "What's a spool?" I described it and he said excitedly: "Oh, it spins."

Said "through" for "though." Trouble with "lifeguard," "crowded," "cement." I was surprised that he did not get "sat." He knew "at." We then went down the "at" family. He read only a few lines and said he had enough.

February 5, 1974. It took A a long time to find his book. Every time I read with him, it's a different book. We went out to the corridor. R joined us. There was a lot of talking and deciding where to sit. They climbed up on the window sill and asked me to read their

own comic books of which they were quite proud. This I did stopping at times when I thought A knew the word. He knew many of them and enjoyed filling in when I stopped. H came along and asked A to read a few sentences. He read well. He was very happy today and twitched only a couple of times.

February 14, 1974. No signs of nervousness today. A was playing with another boy when I came into the room. He seemed involved so I didn't bother him. After about ten minutes, he asked me to read with him. Took about five minutes to get a book. As usual, it was a different book. First word, "once," gave difficulty. As soon as I notice that he can't say it, I give him the word. I have to be very careful, however, because often he wants to take a stab at it. "Don't tell me until I give up," is a frequent reminder to me. When I do tell him, I generally say something like: "That's a hard word. Even big kids have trouble with that one." When I pronounced "once" for him, he wanted to know where the "w" was. He read one and one-half pages well. One sentence began, "When our grandfathers were little children . . ." He asked: "How come?" We had quite a discussion. He could understand that his mother and I were once little but he couldn't put grandfather and little together. When I said that everybody begins as a baby, he laughed and said, "Oh yeah." Had trouble with a "cr" word. Made a list of some. He loves the pictures. He turned several

pages and found the pictures and read all the captions correctly. J joined us for a while. He and A get along very well. J helped us with some "cr" words.

February 19, 1974. Teacher working with A and C. The rules and directions for a game which the teacher brought in were being dictated by the boys. A gave the steps in sequence. He used sentences. After completing the chart, A read back everything perfectly. He said with great excitement that he had read the "whole thing quickly." He added that he read better than C. The interaction during the entire activity was pleasant. A seemed relaxed and happy. I asked if he wanted to read. He asked me if we could wait a while. Later on he asked if I were coming again this week. When I said that I was, he asked if we could read together then. Agreed!

February 21, 1974. At the end of the class meeting, the teacher announced that six children could go on a trip to the zoo with another class. Since more than six wanted to go, the teacher said he would select on the basis of the animal project. For instance, some children hadn't seen the animal they were writing about. A was raising his hand at the beginning but seemed dejected as the selection went on. He put his hand down and sat back. After the meeting, I told him I would read with him. He got his book and opened to page 23. He said he read the other pages but didn't want to go over them. As soon as

he came to a word he thought he didn't know, he asked me what it was. He did not try to figure out the words for himself. There were a few exceptions to this. Came to word, "upon," which he knew but wanted to know why it didn't begin with "a." He was pronouncing it "apon." Wrote "up." He pronounced it. Then said, "Oh, I see." He had very little interest in this story. I brought a book for him, The Ping Family. He grabbed it and opened it. Got excited about the pictures. Missed a lot of words. One sentence enumerated all the ducks in the family. He read this quite well. I wrote the numbers one under the other and suggested that we add them up to see how many ducks there were all together. His head was twitching. He could not add 7 plus 2, or any numbers for that matter. I realized that I had never observed him while he engaged with anything remotely dealing with math. He asked if he could have the book. When I left, he came out to the corridor with me. He said that he was cold. He had been coughing. Later in the morning when I came by he was crying and telling the teacher that F was bothering him while he was warming himself near the corridor radiator. Suggested that he get his coat. He said the kids would laugh at him.

February 25, 1974. A has been absent for over a week.

He has pneumonia.

March 2, 1974. A wanted to read the Fat Cat instead of

Ping. He knows this story very well and likes to read without having to stop for a word he doesn't know. Stopped on word, "ring." He no longer says, "Dont't tell me," but rather, "What's that," as soon as he is not sure of a word. He was determined to learn the words, "Skolinkenlot," and "Skohottentot." We took the words apart. He liked saying these words. Had a lot of trouble with "sko." He could not remember it. Went over some "sk" words. He knew "skate" and "skin" without my telling him. Back to "sko;" could not say it. I pointed out the difference in lin and hot within the words. He doesn't seem to attack words this way even though he does have phonetic skill out of context. I was surprised that he knew "metal" and "Yangtzee." He read about four pages in all. I told him we would go over the story next time. He asked: "What do you mean, go over?" We discussed this. He catches on immediately.

April 23, 1974. 9:10 A. M. - A at class meeting. He was listening attentively but for a long while said nothing during the discussion. The teacher was developing a flow chart with the children. A takes a book and reads. At one point, he watched the student teacher writing on the board; swayed back and forth a little; smiled; back to book. Someone suggested making dolls. At that, A looked up, smiled, and talked a bit to J. Got very excited when the discussion turned on weapons. Called out: "Planet of the Apes." When the teacher said

that they had to complete their projects, A asked: "How long do we have to do it?" I got the impression that he was somewhat worried about this. As soon as the meeting was over, A asked: "Can I read with you?" Had book, The White Sea Horse, which he immediately opened and began reading. This was the book he was reading during the meeting. He read well. He reads for meaning. He rarely reads one word at a time. The words flow in phrases. Knew "mountain," "flower," and other similarly difficult words. Stopped on "bobbed." Called it "dobbed." He got it immediately when I pointed to the "b." Had trouble with "mist." Said, "What's that?" I asked him to try it. He did and got it. Then we had a little talk about words and how when you know one, you usually know several others. I pointed out the "is" in mist. He rejected this and used "ist" instead. He was relaxed and happy today. Stopped on "thick." Began to sound out "tr." He couldn't get the "th" sound but when I wrote "the," he knew it. I asked for another "th" word. He gave "this." He took the pencil from me and wrote it himself. I pointed out the position of the tongue when saying "th." He had no trouble pronouncing the "th" words. He wrote: this, they, them, and then with a little help from me. For instance, if he couldn't think of another word, I would say: "The boys were playing ball. I want to play with ____." He always got the word. He was enjoying this. We then went on to some "tr" words. He wrote:

truck, trick, treat, try, and trip. Two children joined us and added some words. The teacher called A over to a meeting.

APPENDIX 17

RECORD 18

Recording of Observations of Child D - Age 5

C. Molony

January 30, 1974. Children at meeting. D's head can be seen over the movable blackboard. "Wheee." Jumps on to floor, right next to teacher who is showing children pictures of fish in a book. D kneels up, points to a picture of fish, very excited, makes a squeaky noise, laughs. Looks at every picture with great interest. "Sh . . . sh . . .," to girl behind him, whom he pushes in the chest. Calls out when he thinks he knows the name of the fishes. Teacher explains that they can draw fishes and cover them with gravel.

D: "I'll make it red." Takes the box of red gravel, a piece of paper, some crayons, and begins to draw. He sits on one foot; draws with left hand. "Teacher, look at my fish."

Teacher: "That's beautiful." He looks to see the drawings that the other children are showing the teacher. Takes a girl's paper from her and starts to color it. She pulls it away. D cuts his fish out very carefully, using the scissors correctly. First, he cuts away the outside excess. This he does quickly. Then he slowly cuts near the outline of the fish.

D: "Teacher." (Showing her.) Teacher tells him to cut off a little more. She helps him. D says to a girl: "Gimme that gravel."

Then: "Looka mine." Spreads paste on drawing and pours on gravel. Holds paper up to let excess gravel fall off. Girl tries to get some gravel. D grabs her arm. Another girls comes over with paper. He grabs it. Presses the palm of his hand on the gravel, rolling it back and forth. Pours gravel from one container to the other.

February 6, 1974. Prep teacher reading to class on rug.

D is hidden behind the play area. Teacher calls him. He emerges with his coat on and the hood on his head. Sits with the class. Picks up chalk from floor and puts it on board ledge. Legs crossed in front of him. He is playing with a little piece of wire, rolling it back and forth between his hands. Teacher asks him to complete a rhyme. "Who me?" Then silence. He gets a book and looks at one page after the other. Gets up and sits at desk near me.

D: "Ohooo." Points to pictures of fish. "Hey look." Turns book toward group so that they can see the picture. "A frog." He is sitting to one side of the chair, foot moving up and down, body straight. Says very excitedly: "Ah, hey, look. A whale. Hey, see that!" Shows picture to child near him. Teacher goes on with the rhymes. Shows me pictures, constantly exclaiming. Gets up abruptly when teacher mentions dismissal. He closes book, pushes chair back, and runs to get his coat. He is first to get his clothing. Pulls hood over his head, saying: "Hey, look." Takes hood of coat off, puts on hat

which he pulls over his eyes. Children laugh.

February 13, 1974. D is in the corridor pushing a small truck in front of him. Moving very fast, in and out, making a lot of noises. Teacher calls him into the classroom. He continues "driving" his truck in the corridor faster than ever but finally "drives" it at high speed right into the classroom. Puts it away, runs to rug area, and jumps on couch. Gets up, climbs on desk near book rack, takes a book and back on to the couch. Turns pages rather quickly. A lot of movement about his mouth. Up again, jumps on joy who is on the floor. Back to couch and book, legs crossed adult style. Leaps up, pushes a boy off the chair and takes his place. Takes the magnifying glass, looks through it, throws it on floor. Back to couch. Picks up a piece of paper, runs over to the teacher with it. "Teacher," throws it on table. Makes several trips between couch and teacher, or paraprofessional, or another child. Finally settles on cushion talking to a girl.

Several Minutes Later: Kisses a girl who says: "Not now, D, later." Kisses her again. Pulls her after him by her arm which is over his shoulder. Releases her and goes to couch. Looks at a book, talks to other children. A lot of movement--standing on couch, kneeling. Feels his Adam's apple moving, pressing his throat. Roughly pushes a girl's face with his hand and feels her throat. Sits for about

five minutes looking at book. Sees paraprofessional getting snack ready and runs over to her. Returns to couch. Moving mouth as if chewing. Looks a long time at some of the pictures in the book. In all, he spent at least ten minutes very quietly looking at book.

February 20, 1974. D is completing a drawing of a house.

There are two windows on the house; each one-quarter of a pane gets a different color. Draws in a figure at the corner of the house--head, two long arms, legs of equal length, three large fingers on each hand. He told me that it was a building and that the figure was a baby. He then put some hair on it and made a stroke upward. I asked what that was. He said: "Indian." It did look like a feather standing up from the head. Goes over to teacher, "Teacher." Shows her the drawing. Clean up time. Takes a cloth that was on the floor, pushes it along, all fours. He's going at quite a clip. Teacher tells him to get a book. Gets one, runs over to couch; jumps on and off it. Jumps on to chair, back to couch; boy sits next to him; he's at the end swinging back and forth. Teacher reminds him again to sit. Off couch again; out of room with a girl; back in about three minutes.

March 6, 1974. D is completing an airplane with the student teacher. She asked him to find a nail that will be big enough to go through two pieces of wood. As he picks out the nail, the teacher holds it in place to show whether or not it will be long enough. He

hands her one that is. She helps him to nail them together. Hits finger; pulls it away; looks at it; says: "Ouch." Starts to hammer again; nail is bent over; he straightens it by hammering it back in place. He does this a few times. Manages to hammer nail all the way in. Takes airplane and starts about the room. "Zrrrrr . . ."

Teacher asks if he wants to build an airport. He lands in the block area and notices that part of one of the propellers fell off. "Look" to teacher. Student teacher says she'll fix it in a minute. Gets a stick which he holds in one hand and keeps stroking with the other while looking for something. Takes two wooden beads (large) and proceeds to hammer a nail through the hole in the center of one of them. It bounces off table. He takes up the other and does likewise. It also falls off table. He then picks up the one that just fell under the table and begins to look for the first one that fell. He seems to have noticed and remembered where it had bounced to. He picked it out of a shopping bag nearby. Finds small nail with which to mend the propeller. Has trouble. Student teacher suggests paste. He pastes it on. She tells him to hold it still until it dries. He holds it with right hand; (he's working on the floor now) left hand resting on wood table as if supporting him. Girls comes over. He says: "Sh." Wipes off excess paste. Girls talks to him in Spanish. Over to block area. Teacher asks if he wants to write: "Pan Am." He says:

"Jumbo." Teacher doesn't hear. Says: "Pan American." He repeats very clearly: "Pan American." He is smiling.

K: "D, do you want me to help you to make the airport?"

She and F help with the building, talking in English all the time.

When F was alone with D, she spoke Spanish.

D: "No man, stop. Oh, man." (To boy putting blocks down.)

Throws big block on floor near boy. J teases him from behind divider.

He is holding a puppet on top of the divider. D climbs up. Teacher scolds him. "Teacher, teacher, he mean," cries D.

K: "Want to make a swimming pool?"

D: "No."

One suggested putting people inside the "house." (Airport.)

Another, inside the plane. D crawls up inside the small enclosure

(airport). The other children begin to put blocks on top. (The sides are three large blocks high.) The top part of his body is concealed.

His legs are sticking out. Makes some noises. Crawls out. K, F,

and J start building. D leaves, goes over to phonograph, puts on

record. Smiles, moves with music. J comes over, pushes him

aside, takes record off and puts on another one. D back to building

with K. Makes wall higher. Puts animal figures inside. Over again

to phono. Dances in rhythm with music. K continues with the "house."

D apparently has forgotten the airplane.

K: "I can't stand D."

Principal comes in. Teacher tells her to look at D. He was dancing beautifully--hands, arms, whole body moving with music. Other children come to see. He was smiling. Clean up. D takes plane and begins flying it. "Zrrrrrrr." Teacher calls him to clean block area. Slight tantrum. After a few attempts to escape, he begins to put blocks away with teacher. At one point, he actually climbed on top of the movable board and sat astride it.

April 17, 1974. Class at meeting. D is sitting in front, right near the teacher, his back to her. Pleasant expression on face; looking around at the other children. Talking to the boy and two girls next to him.

D: "I have a beautiful big . . ." (I didn't hear the rest of the sentence.)

Teacher is showing a TV show which the children made yesterday. It was about "Bugs Bunny." D's arm is resting on S's shoulder. He kneels up, pointing to a drawing on the "screen" and says: "There's . . ." Looks at the children, then sits back on his legs. Teacher tells them they can make their own TV. They clap. D looks at the children and then claps too. Crawls over to a girl on the other side of the group; talks to her; stays there a while; then crawls back.

D: "She has a airplane." Crawls on knees over to desk and picks up one of the boxes the teacher has ready for the children's TV. The other children are looking at the flowers the paraprofessional is showing them. D crawls back to the group. A boy is talking to the group: "My Mudder . . ." D taps a boy on the shoulder, laughing, and says: "He said, 'My mudder'." Still laughing. S shows the class his airplane, a Boeing 747.

D: "That's Pan Am."

S puts his plane away on top of the shelf behind the Playhouse. D follows him. "Play?" to S.

S: "No." Emphatically. S goes back to the group. D takes the airplane and steadies the tail which is very loose. In fact, it keeps falling off. D is down behind the Playhouse rolling the plane back and forth on the floor. He is quiet and absorbed. S comes over to him quite annoyed and takes the plane away. He sees the tail off and says: "You know, I jest fixed the airplane."

D: "Shut up." He hits him lightly on the head. Goes to desk and gets some sheets that have been removed from Gateway Holidays. They have maps of air routes on them. Someone asks D what it is. He says: "That's airplane." Boys can't see the tiny figures representing planes. They laugh. I was surprised that D could see the tiny figures. Goes to the sink where J is playing with

a plastic airplane. D grabs it from him. A little fight ensues. I intercept; talk to D who calms down immediately. I suggested that he may want to make an airplane. He goes to the wood bench, takes a couple of pieces of wood but leaves almost immediately and joins S who is playing with the plane.

S: "Got to be careful. It breaks easy. It has batteries."

S takes the plane apart. D very interested, watching. J is playing nearby with his little plastic plane. He points it at D, pretending to be flying it directly at him. D winces, moves aside. Other than that, no reaction. He keeps watching S, L, and R, who are playing with S's plane, trying to make it go along the floor. J aims his plane at D again. D intent on watching other boys. J tries again and finally touches his head with the nose of his plane. D hardly noticing, moves away a bit. J holds his small toy in his mouth by the tail and keeps flipping it up and down in front of D's face. No noticeable reaction from D. J touches D's hand. Nothing.

Problem Solving: The boys are really intent on getting the plane to move along the floor. (The toy is about a yard long. It has two medium size batteries, two lights--one on each wing. The body of the plane can be taken off easily, exposing the batteries. There are two front wheels; one in the rear.)

S: "You have to warm them up. That's the problem."

He separates the parts and takes out the batteries and rubs them between his hands. "There." Puts them back. All hover around.

R: "The problem is, the wire is disconnected."

S: "We'll try it now; see if we get a little something." Puts it on the floor.

L: "Hey, it's going backwards." It did roll a centimeter.

S: "I know what's the problem." (One light went on but not the other.)

L: "If both of them don't light up, it means the wires are cut there."

S gets a magnet and holds it over the plane. Nothing happens. He leaves and tries the magnet on a few other things. In the meantime, L says: "Do you think that's too heavy for the wheels?" He's pointing at the body of the plane. The plane is put back on the floor. No one but D is looking at it when it moves forward a few centimeters.

D: (Very excited.) "It goes. It goes." The others didn't see it. They look at him in disbelief. S has just picked up several pipe cleaners with the magnet; shows them to the boys.

S: "Miss C. Look."

Another boy: "How did he do it."

R: (Still intrigued with the plane.) "The one light's higher than this one." (Pointing to the right light which was brighter.)

S: "I have an idea. Let's make a building for the plane. Then we'll put the airplane inside." They go to the block area and begin building. K takes D by the hand over to the chair and opens up a book. D stays for about a minute then leaves. K looks for something in her coat pocket. D looks in other pocket, pulls out a piece of paper, looks at it, shows it to K, then puts it back. D is told to clean up in the kitchen. He picks up a doll, puts it in a basket and is off. He is asked to clean the board. Erases it vigorously. The more the paraprofessional praises him, the better job he does.

Meeting: D sits next to K.

Time For Reading: D and K sit next to each other. D is hugging two books and looking at K's book which she is apparently reading. K helps D to read. "Sound it out." He does, repeating the sounds after her. D's body is a little rigid; sitting up very straight.

D: "Look, Funny."

K: "What's this?" (Pointing to picture.)

Prep teacher comes in. Calls them together for reading time. D has his arm around K's neck. Her arm is around his back. Boy next to K asks her: "Do you like D?" Prep teacher tells them not to touch each other because they are in school. D and K separate about two inches. The story is about cats. D is interested, keeps looking at K.

D: "I hab a cat." When asked what color the cat is, D says: "Blue." The other children laugh. D puts head on K's shoulder. She seems content.

Teacher: "These cats wrote a poem about themselves. Do you want to know what they said?"

D: "Meow." Children laugh. D yawns. Taps a boy's sneaker. Talks a lot. Can't understand what he says. Crawls a few feet away; moves his fingers along the floor as if they were walking. Goes back to his place. Marks the side of his sneakers with a black crayon. Does the same thing with girl's sneaker. Girl pulls foot away, says nothing. Crosses feet behind him, kneels up; claps fist into hand. Runs out to bathroom. Two minutes later, he opens door: "Ha, ha." Low laugh.

May 1, 1974. D climbing on to doll bed, to stove, to ledge of board. Jumps from stove to floor several times, landing on all fours. Teacher calls over: "D, I want to talk to you." Goes over to her smiling, stands next to her. She tries to interest him in the plants which children were talking about. D shakes his head up and down in response to teacher's question: "Don't you want to see the plants grow bigger and bigger?" One child says they need gravel for the plants. D adds: "And sand." Looks at plants behind him on desk; then runs off when teacher asks him to sit down. Gets a big

book from rack and sits on couch with Miss W. Looks through book as F points to pictures. D says: "A dinosaur." Miss W tries to get him interested in "Show and Tell." D holds book close to chest and looks over it at children who are at meeting. Miss W talks to him. He talks to her but I cannot make out what he is saying. Moves finger up and down on binding of book. Looks at picture on back cover, closes it, and replaces it in rack. Seems to be listening to children all the while. Meeting is over.

D: "Gimme." Runs over to empty cage and joins five boys who are very talkative around the cage. D goes to gerbils, begins hitting the side of cage, then the top. He answers a girl who tells him not to bother the gerbils: "Shut up." Then says: "Hey, I got it." (Holding the cover of cage down.) Stands on doll bed, then stove, etc. as before. Goes to blocks where S and J have begun to build. They don't accept him. D throws puppets at them; he does not seem really angry. Teacher comes over, talks to boys, asks them to help D and to show him how to build. Teacher leaves.

S: "Go help someone else." (To D.) "Play with the puppets."

D grabs girl and tries to pull her away. She pulls her hand away: "Stop that." D over to gerbils again; back to blocks and knocks down the building. Teacher intervenes again; tells S and J

to let D play. When she goes away, S says: "You're not doing it D." (After D carefully places a block on to the building.) Mrs. V comes and sits in the block area, arms around D; he sits on her lap for a while. Girl comes over and takes some rubber animals. D says: "Hey."

Girl: "I'm taking care of them. It's not yours."

S is handing J the blocks which he is placing on the structure. He can't reach; he asks: "D, hand it to me." D is too busy now with his own building. J notices D working by himself. He says: "Good idea. D could be on this side and you (S.) on this side."

Mrs. V and D are looking at the rubber animals.

D: "Zebra."

J: "It's not a zebra." S whispers into D's ear.

D: "Alligator?" Takes it and moves it along the track that the other boys are building. J comes over. D pretends the alligator is going after him. J hits D, who hits back with the alligator. Mrs. V asks D the name of an animal. He doesn't know it.

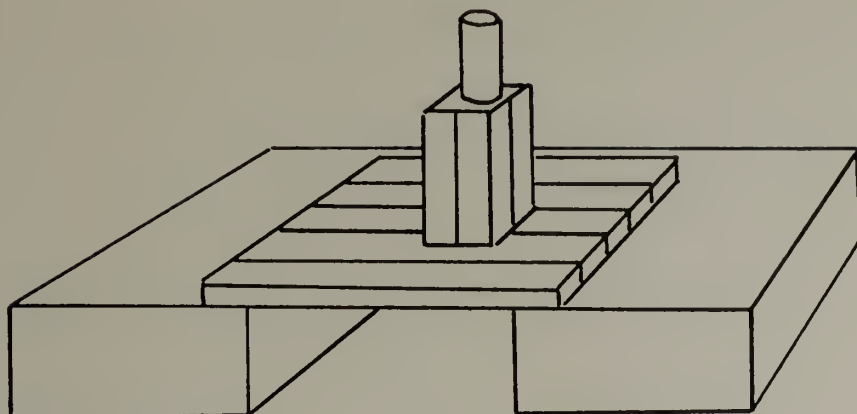
J: "A zebra."

S: "Don't play with him."

D doesn't know another name.

S: "A hippopotamus." S and D begin to pick up the animals and name them. D takes three of the largest blocks and starts to

build a really complicated structure.



J: "Look, S. Look what D made."

D: "Look, S." A little later: "Look at mine. It's great."

Puts long blocks across the top. "Look at mine. It's great and beautiful." Other boys build higher on their structure. D looks at it: "It's too big."

J: "Yeah, too big." Takes another block; looks at space where block is needed; tries it. "Hey look, S. It fits."

D is very involved now with his building. Picks up a few long blocks; looks at his structure; keeps the one he decides he wants and just lets the others fall out of his hand to the floor with a bang. He places his chosen block very carefully on the building. J places three inch cubes on top of his building.

J: "Look S."

S: "Nooooooo."

J takes them off. Seems to want to please S. D continues to build: "Hey, gimme that for there." (Pointing to a place on his building.)

J: (Pointing to shelf.) "There's one there."

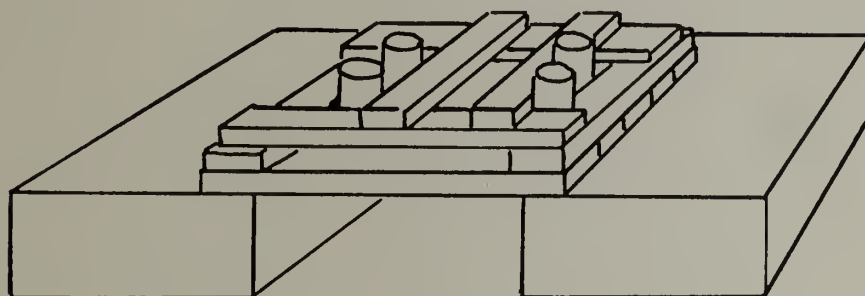
D takes it from shelf. J asks M to come and see their buildings.

M: "Yours is much better than D's." To D: "Yuckie."

J: "D is a yuckie one."

S: (Tapping D gently and rhythmically on the chest.) "D, you can help us." Says this at least three times.

D: "No." (Emphatically.) His building is getting more complicated as he crisscrosses the long blocks.



J: (Sees he has space for one more block at the end of the track.) "One more, S; one more."

D: "S."

Mrs. V sneezes. J says: "Do I say, God bless you?"

D: "God bless you."

Staffing.¹

Child: D W - Kindergarten

Date: May 1, 1974

Presenting Teacher: R K

Chairperson: E D (Advisor)

Recorder: C M (Documentor)

E D opened the meeting at 11:35. The issue today was the staffing of D W.

Presentation: D W was five years old in November. He was in the school in Pre-K last year but for only a short time. He is just beginning to speak and understand English. He has trouble communicating and this is probably the reason why he launches out physically when he wants something or wants to be heard. He wants to interact with the boys in the class but they are not accepting of him. How can he be helped into better relationships with the children in the class? His ability to concentrate for any length of time is also a concern

¹ The specific function of Staffing, or the Staff Review as it is generally called, is to consider the individual child in terms of his overall development, his interests, and his capacity for involvement. The discussion culminates in recommendations of instructional practice, supportive measures, and so forth, to be implemented by the teacher and staff personnel responsible for the child.

which may be related to his being able to work along with the other children.

Background: D W was removed from Pre-K last year to go back to Santo Domingo. He lives with his grandmother and two older cousins, one of whom, a boy, is in the second grade in the school. The family is probably on welfare.

Physical Development: D W is a healthy, energetic child. A lot of his energy is concentrated about his face. However, he has a very active body. He has a great desire for food, often taking three portions --half finishing the last.

Emotional Development: DW is responsive to others. When adults correct him he is sad and sometimes cries. He is a happy child; his face is often lit up with one big smile.

Social Development: D W reaches out to others. He seems to want interaction very much. Formerly, he was cut off because of the language difficulty and also because of his unfamiliarity with materials in the room. He tried first to relate to the girls. M became his friend. They were usually together on trips especially. D was like the "protector." He now is trying to get in with the boys. One boy is particularly determined that this won't happen.

Academic Development: D's English is improving constantly. In the beginning of the year, he was so excited about the materials

that he was unable to stay with any one thing. He is bright and alert. Because of the language barrier, he does not always follow what is going on. His block building is becoming more and more sophisticated. He seems interested in books.

Participants' Contributions: R K added that in the beginning, the adults were anxious about D. They didn't know quite what to do. The student teacher at the time was even a little afraid of him. This must have been felt by D.

V: "He responds to praise." This was observed by most others. "He hits in order to get into a situation."

E D: "In the playground, he moves about as if other things and people didn't exist for him. He pushes others out of the way with impunity. He is typically egocentric."

E: "Noticed that the other day, D got a container of milk for Mrs. V after asking her if she wanted some."

F: "D hits out but he is not hostile. The children tease him and then he hits them. Children have developed a negative attitude toward him. He wants so much to belong."

R: "J is a leader in this rejection of D. It began some time ago and seems to be at a peak now."

C M: "D's hitting is usually provoked by the children's refusing to let him play with them." Several instances were given.

"D" is quite intelligent. This is seen in his building, his use of books, his use of a second language, English, and his alertness in "sizing" up situations."

Recommendations:

1. Capitalize on his energy--running games, etc.
2. Observe J and D's interaction.
3. Bring children's attention to some of the things D made

and is proud of.

4. Continue to have an adult with D to get him involved.

Whenever possible and necessary.

5. Give him something to be responsible for; perhaps the animals.

Review Staffing: A review staffing was scheduled for May 23, 1974.

APPENDIX 18

RECORD 19

Recording of Individual Children's Progress During a Two Month PeriodTeacher - Mr. BChild M - Age 7

September 18, 1973. Interested in all construction. Loves paper boats, planes, fans, designs, etc. Very skillful at constructing them.

September 15, 1973. Very curious, friendly, considerate. Plays with J, G, and R especially. Spent a lot of time building kites and boats and finding out what floats.

September 19, 1973. Upon leaving, he said: "Thank you for the day." I asked him why he said that and he said: "Well, you took care of me and you made things for me to do."

September 21, 1973. Activity - Measuring temperatures. M made water 50 and 130 . I asked him to mix them and find out what temperature would result. Before he did it, he thought the result would be 180 . He didn't even think he had to try it. He was surprised.

October 5, 1973. Started weather information. For three days, copied high and low temperatures from the Times and

practiced reading temperatures outside with different thermometers with other boys. Wrote a poem about Autumn under student teacher's guidance. It is hanging up on the bulletin board.

October 11, 1973. M is genuinely interested in food science. He wrote down the recipe for applesauce and in his diary, wrote the recipe for apple bread. He loves to experiment any way.

October 16, 1973. Started working on codes. We wrote messages to each other in the number code.

October 18, 1973. Started dissolving experiments. He is highly interested; a careful observer and thorough in experimenting. Wrote and illustrated a page in the "food book."

Child A - Age 7

September 15, 1973. Quickly made friends with many of the girls. She is very curious about everything. Has been involved in many activities and is very eager to read and write. We began writing a diary. She has a hard time stopping and sitting down at meetings or at clean up. Extremely talkative.

Second Week. Emphasized reading: Bank Street reader; City Mouse, Country Mouse; her diary, writing words from her reading; her math book, which she did for a whole day.

September 24, 1973. Activities - Math book: Tens and ones;

with money, squares, abacus. A lot of success, especially with the abacus. Square pasting designs; Flutophone; Diary; Four phonics papers--all a little easy.

September 25, 1973. Math book for over an hour. Cross-word puzzle. Two phonics and word papers. Sand. Bean and Seed Collage. Diary with four sentences.

September 26, 1973. Pasted pictures for a book she was starting. Diary. Started, We Read and Write. Did two pages with her and gave it to her to take home. Very creative designs with paper and natural collage. Made symmetrical designs and her name.

October 3, 1973. Drew two beautiful figures with colored chalk on the playground. Took thirty minutes. Has been working on rubbings also, investigating different materials. Started, What's Inside? Made word cards and rhyming word page for some of the words. Started to read, The Boy Who Would Not Go To School. We read four pages together and she read more by herself. We wrote seven vocabulary words that she had trouble with in her notebook.

October 5, 1973. Wrote a rhyming book based on Bug in a Jug. It was her first book. Worked on it for one hour.

October 11, 1973. Learned paper weaving and made an Easter basket out of the weaving.

October 25, 1973. Measuring--using cups and spoons.

Exploration and discussion in measuring. Block houses. Experiments with food: color, dissolving, cranberry sauce. Shadow tracing: great interest. Painting. For other activities, see her diary. Reading: Morris the Mouse; I Know an Old Lady--first time she enjoyed reading through a whole book. She took it home to read it again. Her own book: Friday, she wrote three pages in it.

Contractions: matching paper. Alphabetizing: dictionary box.

October 26, 1973. Social and emotional progress: A seems progressively happier and more comfortable. She is constantly busy; still loves all manner of activity but now is able to accept having to stop something in order to do something else. She has accepted many routines and now likes to do her diary, measuring, and other activities.

BIBLIOGRAPHY

- Aldrich, R. Innovative evaluation of education. Theory into Practice, 1973, 13, 1-4.
- Amarel, M., Bussis, A., and Chittenden, E. Teacher perspective on change to an open approach. Expanded version of a paper presented at the annual meeting of the American Educational Research Association, New Orleans, March 1, 1973.
- Ammons, M. Definition, function, and use of educational objectives. Elementary School Journal, 1962, 62, 432-436.
- _____. Evaluation: What is it? Who does it? When should it be done? Evaluation of Children's Reading Achievement. Perspectives in Reading Monograph Series, IRA, 1967.
- Anderson, P. Analysis of three programs for pre-school disadvantaged children. Doctoral dissertation, University of Chicago, 1968.
- Atkins, J. Behavioral objectives in curriculum design. The Science Teacher, May, 1968, 35, 27-30.
- Barfield, O. Saving the Appearances: A Study in Idolatry. New York: Harcourt, Brace & World, 1957.
- _____. Romanticism Comes of Age. Middletown, Conn.: Wesleyan University Press, 1966.
- Bereiter, C. Schools without education. Harvard Educational Review, 1972, 42, 390-413.
- Bereiter, C. and Engelmann, S. Teaching Disadvantaged Children in Preschool. Englewood Cliffs, N. J.: Prentice-Hall, 1966.
- Berlak, H. Values, goals, public policy and educational evaluation. Review of Educational Research, 1970, 40, 261-278.
- Biber, B. A learning-teaching paradigm integrating intellectual and affective processes. In E. Bower and W. Hollister (Eds.), Behavioral Science Frontiers in Education. New York: Wiley, 1967. Pp. 115-155.

- _____. Challenges Ahead for Early Childhood Education. Washington, D. C.: National Association for the Education of Young Children, 1969.
- _____. The "whole child", individuality and values. In J. Squire (Ed.), A New Look at Progressive Education. Association for Supervision and Curriculum Development, 1972. Pp. 44-87.
- Biber, B. and Minuchen, P. The impact of school philosophy and practice on child development. In N. Overly (Ed.), The Unstructured Curriculum. Association for Supervision and Curriculum Development, NEA, 1970. Pp. 27-52.
- Biggs, E. and MacLean, J. Freedom to Learn. Ontario: Addison-Wesley, 1969.
- Black, M. Problems of Analysis. Ithaca: Cornell University Press, 1954.
- Bloom, B., Engelhart, M., Faust, E., Hill, W., and Krathwohl, D. Taxonomy of Educational Objectives: Handbook I, The Cognitive Domain. New York: Longmans, Green (David Mc Kay), 1956.
- Brearley, M. The Teaching of Young Children. New York: Schocken Books, 1970.
- _____. The practical implications for the teacher. In Nyquist and Hawes (Eds.), Open Education. New York: Bantam Books, 1972. Pp. 336-352.
- Brearley, M. and Hitchfield, E. A Guide to Reading Piaget. New York: Schocken Books, 1969.
- Brickell, H. Appraising the effects of innovations in local schools. National Society for the Study of Education Yearbook, 1968, 67, 284-304.
- Brouby, H. Can research escape the dogma of behavioral objectives? School Review, 1970, 79, 43-56.

- Brownstein, B. Animals in the classroom. In Science in the Open Classroom. New York: Workshop Center for Open Education, 6 Shepherd Hall, City College, 1973. Pp. 35-38.
- Bruner, J. The process of education reconsidered. In R. Leeper (Ed.), Dare to Care--Dare to Act. Washington, D. C.: Association for Supervision and Curriculum Development, 1971. Pp. 19-30.
- Burns, R. Objectives and classroom instruction. Educational Technology, October, 1967, 7, 1-3.
- Bussis, A. and Chittenden, E. Analysis of an Approach to Open Education. Princeton: Educational Testing Service, 1970.
- _____. The horizontal dimension of learning. In Evaluation Reconsidered. New York: Workshop Center for Open Education, 1973. Pp. 8-12.
- Callahan, R. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962.
- Carini, P. Documentation: An alternative approach to accountability. In Evaluation Reconsidered. New York: Workshop Center for Open Education, 1973. Pp. 15-24.
- _____. Child development: A basis for open classroom curriculum. Theme Speech, Cortland College Conference, May 4, 1973 (a).
- _____. Building a curriculum for young children from an experimental base. Talk presented to New Jersey Association for Education of Young Children, 1973 (b).
- _____. Observation and description: An alternative methodology for the investigation of the human phenomenon. Unpublished paper. The Prospect School, Vermont, 1974.
- _____. A statement of philosophy--Teacher education program. Unpublished paper. The Prospect School, Vermont, 1974 (b).
- Cazden, C., John, V., and Hymes D. Functions of Language in the Classroom. New York: Teachers College Press, 1972.

- Chittenden, E. and Bussis, A. Open education: Research and assessment strategies in open education. In Nyquist and Hawes (Eds.), Open Education. New York: Bantam Books, 1972. Pp. 360-371.
- Crittenden, B. Overcoming cultural disadvantages: The Bereiter-Engelmann pre-school program. School Review, 1970, 78, 145-168.
- Cronbach, L. Course improvement through evaluation. Teachers' College Record, 1963, 64, 672-683.
- Dart, G. A look at verifiable performance objectives. Educational Leadership, 1971, 28, 726-729.
- Dennison, G. The First Street School. New American Review, No. 3. New York: New American Library, 1968. Pp. 150-171.
- Dewey, J. Democracy and Education. New York: The Macmillan Company, 1944.
- _____. Experience and Education. New York: Collier Books, 1963.
- Dewey, J. and McLellan, J. The psychology of number. In R. Archambault (Ed.), John Dewey on Education: Selected Writings. New York: Random House, 1964.
- Eisner, E. Instructional and expressive educational objectives: Their formulation and use in curriculum. AERA Monograph Series on Curriculum Evaluation, No. 3, 1969. Pp. 1-18.
- Erikson, E. Childhood and Society. New York: Norton, 1950.
- Featherstone, J. Schools Where Children Learn. New York: Liveright, 1971.
- Feldstein, L. Reflections on the ontology of the person. International Philosophical Quarterly. New York: Fordham University, 1970.

- Froebel, F. Mottoes and Commentaries. New York: Appleton and Company, 1895.
- _____. The Education of Man. New York: Appleton and Company, 1899.
- _____. Pedagogies of the Kindergarten. New York: Appleton and Company, 1907.
- Gagné, R. Curriculum research and the promotion of learning. In Perspectives of Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation, No. 1, 1967.
- Gardner, D. Education of Young Children. London: Methuen and Company, Ltd., 1956.
- Glass, G. CSEIP Occasional Report No. 11. Los Angeles: University of California, Center for the Study of Evaluation of Instructional Programs, 1968.
- Goodlad, J. The development of a conceptual system for dealing with problems of curriculum and instruction. Report of Research Program, U. S. Department of Health, Education, and Welfare, Contract SAE-8024. Project No. 454. Institute for Development of Educational Activities, University of California, Los Angeles, 1966.
- _____. Educational change: Values and goals. In R. Goulet (Ed.), Educational Change, The Reality and the Promise. New York: Citation Press, 1968. Pp. 22-32.
- Goodlad, J., Klein, F. et al. Behind the Classroom Door. Worthington, Ohio: Charles A. Jones Pub. Company, 1970.
- Goulet, R. Educational Change, The Reality and the Promise. New York: Citation Press, 1968.
- Gross, R. and Murphy, J. (Eds.). The Revolution in the Schools. New York: Harcourt, Brace & World, 1964.
- Hadow Report. Report of Consultative Committee of the Board of Education on Infant and Nursery Schools, 1933; Report of Consultative Committee on The Primary School, 1931. London: Her Majesty's Stationery Office.

- Hassett, J. and Weisberg, A. Open Education. Englewood Cliffs, N. J.: Prentice-Hall, 1972.
- Hawkins, D. On living in trees. Unpublished speech. Boulder, Colorado, 1964.
- _____. Learning the unteachable. In L. Shulman and E. Keisler (Eds.), Learning by Discovery: A Critical Appraisal. Chicago: Rand Mc Nally, 1966.
- Heidegger, M. What Is Called Thinking? New York: Harper and Row, 1968.
- Hirst, P. and Peters, R. The Logic of Education. London: Routledge and Kegan Paul, 1970.
- Huebner, D. Curricular language and classroom management. In J. Macdonald and R. Leeper (Eds.), Language and Meaning. Washington, D. C.: Association for Curriculum and Development, 1966. Pp. 12ff.
- Isaacs, N. New Light on Children's Ideas. London: Ward Lock Ltd., 1960.
- _____. What is required of the nursery-infant teacher in this country today? Published paper. London, W. I.: National Froebel Foundation, 1967.
- Isaacs, S. Intellectual Growth in Young Children. New York: Schocken Books, 1966.
- _____. The Children We Teach--Seven To Eleven Years. New York: Schocken Books, 1971.
- Jensen, G. The Validation of Aims for American Democratic Education. Minneapolis: Burgess Pub. Company, 1950.
- Jung, C. Memories, Dreams, Reflections. New York: Pantheon Books, 1963.
- Kamii, C. and Elliott, D. Evaluation of evaluations. Educational Leadership, 1971, 28, 827-831.

- Kaye, K. I. Q.: A conceptual deterrent to revolution in education. Elementary School Journal, 1973, 74, 9-23.
- Kilpatrick, W. What do we mean by progressive education? Progressive Education, 1930, 7, 383-386.
- Kohlberg, L. and Mayer, R. Development as the aim of education. Harvard Educational Review, 1972, 42, 449-497.
- Krathwohl, D. Stating objectives appropriately for program, for curriculum, and for instructional materials development. Journal of Teacher Education, 1965, 12, 83-92.
- Krathwohl, D., Bloom, B., and Masia, B. Taxonomy of Educational Objectives: Handbook II, The Affective Domain. New York: David McKay, 1964.
- Langer, S. Philosophy in a New Key. New York: Mentor Books, 1964.
- Leichter, H. The concept of educative style. Teachers College Record, 1973, 75, 239-249.
- Lindvall, C. and Cox, R. Evaluation as a tool in curriculum development: The IPI evaluation program. AERA Monograph Series on Curriculum Evaluation, No. 5, 1970.
- Macdonald, J. Precedence and Promise. New York: Teachers College, 1966.
- _____. The school as a double agent. In V. Haubrich (Ed.), Freedom, Bureaucracy, and Schooling. Association for Supervision and Curriculum Development, NEA, 1971. Pp. 235-246.
- _____. Introduction. In J. Squire (Ed.), A New Look at Progressive Education. Association for Supervision and Curriculum Development, 1972. Pp. 1-13.
- _____. An evaluation of evaluation. The Urban Review, 1974, 7, 3-14.

- Mager, R. Preparing Instructional Objectives. Palo Alto: Fearon Publishers Inc., 1962.
- Mann, J. Curriculum criticism. Teachers' College Record, 1969, 71, 27-40.
- Marcuse, H. One Dimensional Man. Boston: Beacon Press, 1964.
- Maslow, A. Toward a Psychology of Being. Princeton: Van Nostrand, 1962.
- Mattingly, G. and Kavanaugh, J. The relationship between speech and reading. The Linguistic Reporter, 1972, 14, 1-4.
- Merleau-Ponty, M. The Phenomenology of Perception. London: Routledge and Kegan Paul, 1962.
- _____. The Primacy of Perception. Evanston, Illinois: Northwestern University Press, 1964.
- Miller, N. On evaluation. Insights, 1973, 5, 2-4.
- Mills, P. In search of ambiguity. Educational Leadership, 1971, 28, 730-735.
- Moustakas, C. The Authentic Teacher. Mass.: Howard A. Doyle Pub. Company, 1972.
- Neill, A. S. Summerhill. New York: Hart, 1960.
- Nyquist, E. and Hawes, G. (Eds.). Open Education. New York: Bantam Books, 1972.
- Patterson, J. Analyzing early childhood education programs: Evaluation. Educational Leadership, 1971, 28, 809-811.
- Pavan, B. Good news: Research on the nongraded elementary school. The Elementary School Journal, 1973, 73, 16-21.
- Perrone, V. and Strandberg, W. A perspective on accountability. Teachers' College Record, 1972, 73, 347-353.

- Piaget, J. Plays, Dreams and Imitation in Childhood. New York: Norton, 1962.
- _____. The Origins of Intelligence in Children. New York: Norton, 1963.
- _____. The Moral Judgment of the Child. New York: The Free Press, 1965.
- _____. Genetic epistemology. Columbia Forum, Fall, 1969, 5-11.
- _____. Science of Education and the Psychology of the Child. New York: The Viking Press, 1971.
- _____. The Construction of Reality in the Child. New York: Ballantine Books, 1971.
- _____. Physical world of the child. Physics Today, 1972, 25, 23-27.
- Plowden. Children and Their Primary Schools: A Report of the Central Advisory Council for Education (England) Volume 1: Report. London: Her Majesty's Stationery Office, 1967.
- _____. Children and Their Primary Schools: A Report of the Central Advisory Council for Education (England) Volume 2: Research and Surveys. London: Her Majesty's Stationery Office, 1967.
- Rathbone, C. Open education and the teacher. Unpublished doctoral dissertation, Harvard University, 1970.
- Rest, J. Comprehension Preference and Spontaneous Usage in Moral Development. New York: Holt, Rinehart and Winston, 1973.
- Russell, B. Our Knowledge of the External World. New York: Norton, 1929.
- Sarason, S. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971.

- Schachtel, E. Metamorphosis. New York: Basic Books, 1959.
- Scriven, M. The methodology of evaluation. In Perspectives of Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation, No. 1, 1967. Pp. 39-83.
- Shapiro, E. Educational evaluation: Rethinking the criteria of competence. School Review, 1973, 81, 523-549.
- Silberman, C. The Open Classroom Reader. New York: Vintage Books, 1973.
- Sjogren, D. Measurement techniques in evaluation. Review of Educational Research, 1970, 40, 301-315.
- Skinner, B. The science of learning and the art of teaching. Harvard Educational Review, 1954, 25, 86-97.
- _____. Beyond Freedom and Dignity. New York: Alfred Knopf, 1971.
- Smith, F. Understanding Reading. New York: Holt, Rinehart and Winston, 1971.
- Spodek, B. What are the sources of early childhood curriculum? Young Children, 1970, 26(1), 48-58.
- Stake, R. Language, rationality, and assessment. In Improving Educational Assessment and an Inventory of Measures of Affective Behavior. Association for Supervision and Curriculum Development, NEA, 1969. Pp. 14-40.
- _____. Objectives, priorities, and other judgment data. Review of Educational Research, 1970, 40, 181-212.
- Stratmeyer, F. and Lindsey, M. Working with Student Teachers. New York: Teachers College Press, 1958.
- Stuffelbeam, D. Evaluation as enlightenment for decision making. In Improving Educational Assessment and an Inventory of Measures of Affective Behavior. Association for Supervision and Curriculum Development, NEA, 1969. Pp. 41-73.

- Sullivan, H. Objectives, evaluation, and improved learner achievement. In Instructional Objectives. AERA Monograph Series on Curriculum Evaluation, No. 3, 1969. Pp. 65-99.
- Taylor, H. Art and the Intellect. New York: Museum of Modern Art, 1960.
- Tyler, R. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1950.
- Voyat, G. Minimizing the problems of functional illiteracy. Teachers' College Record, 1970, 72, 171-186.
- Weber, L. Report on the planning of P. S. 84. Unpublished paper. New York: Workshop Center for Open Education, Spring, 1968.
- _____. Proposal to the Ford Foundation from The School of Education of The City College of The University of New York through The City College Research Foundation. Unpublished. New York: Workshop Center for Open Education, 1970.
- _____. Proposal to the Ford Foundation for advisory services for open classroom corridor reorganization in New York Public Schools 1971-1973. Unpublished. New York: Workshop Center for Open Education, August 31, 1971.
- _____. The English Infant School and Informal Education. Englewood Cliffs, N. J.: Prentice-Hall, 1971 (a).
- _____. Statement on Open Corridor reorganization. New York: Workshop Center for Open Education, December 10, 1971 (b). (Mimeographed).
- _____. Memo on consent and voluntarism. New York: Workshop Center for Open Education, December 14, 1971 (c). (Mimeographed).
- _____. Preliminary proposal for The City College advisory service workshop center for informal education. Unpublished. New York: Workshop Center for Open Education, 1972.
- _____. Letter from the director. In Notes. New York: Workshop Center for Open Education, June, 1972 (a).

- _____. Letter from the director. In Notes. New York: Workshop Center for Open Education, December, 1972 (b).
- _____. Toward the finer specificity. In Evaluation Reconsidered. New York: Workshop Center for Open Education, 1973. Pp. 3-7.
- _____. City College Advisory Service 1971-1973. Unpublished paper. New York: Workshop Center for Open Education, 1973 (a).
- _____. Development in open corridor organization: Intent and reality. National Elementary Principal, 1973 (b), 53, 58-67.
- _____. Educator in focus. Focus on Learning, 1973 (c), 3, 5-6 and 58-59.
- _____. Letter from the director. In Notes. New York: Workshop Center for Open Education, March, 1973 (d).
- _____. Letter from the director. In Notes. New York: Workshop Center for Open Education, December, 1973 (e).
- Werner, H. Comparative Psychology of Mental Development. New York: International Universities Press, 1948.
- Westbury, I. Curriculum evaluation. Review of Educational Research, 1970, 40, 239-260.
- Whitehead, A. The Aims of Education. New York: (The Macmillan Company, 1929) Free Press, 1967.
- _____. Modes of Thought. New York: The Macmillan Company, 1938.
- Withall, J. The development of a technique for the measurement of social-emotional climate in a classroom. Journal of Experimental Education, 1949, 17, 347-361.
- Zimiles, H. A radical and regressive solution to the problem of evaluation. Paper presented at the Minnesota Round Table in Early Childhood Education, Spring Hill Conference Center, Wayzata, Minnesota, June 8-9, 1973.



