

# First Issue



Educational Solutions Worldwide Inc.

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Caleb Gattegno

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It was John Pint who suggested that a newsletter be circularized among the scattered field personnel of Educational Solutions. Mira took up the challenge, a number of us found the idea valuable and here we are with number one issue. It is only a trial which may inspire us to improve our communication and write in a manner that relieves our spleen while serving our aims.

Soon we shall have more precise things to examine, to share, to propose. This newsletter may become the journal we wanted to put out three or four years ago when we were still only Schools for the Future and just eight people in all.

We shall edit your contributions mostly in so far as length is concerned, removing the news not fit to print, such as gossip.

Mira is the acting editor and I her assistant.

Caleb Gattegno



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# California Speaks (Laconically)

There are now four staff members in the Western branch: Harry Holland, Paul Ricciardi, Don Citrin and John Pint. We are acting as consultants for nine schools in Oakland and five in Napa and are doing workshops up and down the coast. There have been recent requests for regular consultant service for eight teachers in Elmhurst Jr. High (Oakland) and seven schools in Crescent City (the Johnson-O'Malley project). In California one needs a fast car and perhaps some mastery of bi-location.

Twenty San Jose teachers signed up for a Silent Way (how to teach it) workshop in mid-November. Because there is a whole city full of people eager to learn Spanish (or English), this number could be greatly increased without endangering the livelihood of Mr. Berlitz.

Eleanor McCallie is now the Math - Reading - Japanese "expert" at Shindo school in Medford Oregon.

Pop-ups might qualify for the 'Most Often Seen Movie' award in Oakland. Teachers seem almost as enthusiastic as the children, even after the umpteenth showing. Each class acts and reacts differently and some teachers have learned a great deal about their children in only 12 minutes.





# Ohio Initiations

On October 1, 1971, I officially opened the Ohio Branch of Educational Solutions, Inc., in Columbus. My husband Bruce and I converted our basement into an office equipped with a red business phone! The weekend prior to our opening, Bruce, our 10 month young daughter Kara (pronounced Cara) and I attended the Ohio IRA convention in Columbus and set up a Words in Color booth there. Since then I have been visiting Superintendents, Assistant Superintendents, Principals and teachers in hopes of generating some interest and workshops. Many schools in the Columbus area have the Algebricks but lack an understanding of their function. No school is currently using Words in Color here. Of course ya'll know of Rocky River to the north and Euclid as well, both heavily engrossed in Words in Color. To the south, in the Cincinnati area, Princeton, Milford and Reading have Words in Color, Reading has it totally through the elementary grades. Those areas have already spent monies in previous workshops but are deficient in the STTL (subordination of teaching to learning).

Nonetheless, things are pretty much together there. Words in Color also appears here and there in one school, one classroom, usually with little previous teacher training.

I'm making use of the existing strengths both in the north and south. Words in Color Teach-Ins are planned in the Cincinnati area and one state-wide is on the drawing board for January.

More next month.

Jan-niece Hinson



# News From New Haven

Educational Solutions, Inc., Connecticut opened in New Haven last August. For all its title it consists of the spare bedroom in our apartment and me. And a telephone.

Although there was a formidable list of names to contact about Words in Color, math and The Silent Way, I began here with only one guaranteed job: consulting in the High School in the Community, a new and experimental high school, funded by the Federal Government but supported by the City's Board of Education. I have been working with the French teacher in the school who teaches first and second year French. Due to her enthusiasm and the real interest of the students, the two Spanish teachers and the German teacher are now attending our meetings and are eager to take workshops and begin. One of them has already started and seems well on the way to understanding what it is all about.

Dr. Gattegno came during October and worked for three days with the entire staff of the High School in the Community and it was a splendid workshop. His arrival was advertised by the rather skeptical staff as the "coming of Super teacher." At least one student made the comment afterwards "he's not Super teacher, he's a real teacher." Dr. Gattegno worked with the students of the school for two hours the first morning.

I sent out letters offering demonstrations in The Silent Way to lots and lots of schools and had about 20 replies, from both public and private

schools. During November I spent most days traipsing around Connecticut teaching students and/or teachers. Most noticeable after New York was the open-mindedness of most teachers! far less worry about S.A.T's, etc. While it is obvious that the idea of letting students say the wrong thing without panicking was eye-opening, I feel that there are several teachers who were ready for something like this, and I expect that they will attend one of the two workshops I am offering in The Silent Way in January and February. ALM has been "the thing" around these parts for some time and many of the teachers are at the point of realizing that it hasn't worked and are looking for something else.

Mental Health is a huge concern in this state and city. The appalling thing seems to me to be that there are so few Spanish speaking case workers. After the Hispanic People's Convention or whatever its real name was, which took place here about 6 weeks ago, there was a sudden decision by the Connecticut Mental Health Powers that their workers ought to learn Spanish. Designated to teach the beginners was a young woman, fluent in Spanish, who has never taught, though she is a trainer of social workers. After seeing a demonstration she decided it made a lot of sense and has since begun her class, meeting one and a half hours a week. You all know that bedroom in the 'pictures;' it has now been decorated with hyperdermics etc. and that nice young man in the rocking chair is waiting for his alcoholic wife to return home and that boy and girl having a picnic aren't just sitting on grass, they are about to smoke it!

In between all this I have been having a go at Yale. I was finally invited to the French department by a youngish professor who explained that "there has been pressure from the younger staff members to have a look at your stuff." I took two hours with them, using Serbo-Croatian as a demonstration language. One 'young staff member' commented that we had done more in 45 minutes in Serbian, an inflected language, than she'd done in two months with her elementary French students. Generally speaking, they were interested. One of the staff is hoping to take over the beginner course next semester and start with the rods. I have also spent two hours working with the 35 students in Yale's "Teacher Preparation Course," a strange melee of stuff which allows

accreditation. These were the Philosophy of Education students. I taught Chinese numerals first orally and then introduced the characters, in color, and had them write those over 10, and eventually count in different bases and decipher some unseen characters through the colors. It went well and again there were requests for books, workshops and more information.

A week ago I was in Washington D.C. to first of all attend the American Association of French Teachers' Convention and secondly to do some work with some of the government departments who teach foreign languages. The former left me feeling that we have a lot to offer! The latter was particularly interesting to me since I did not find a whole group of smug people, as I had somehow expected. There were people representing USIA, Peace Corps, Center for Applied Linguistics and the Center for Curriculum Development. All were quite open-minded, some remarkably so and I found a number of people who were truly interested in what I had to offer. They also raised a lot of questions for me. In particular, what after the charts and wall pictures; one is still a long way from being bilingual in any sense even after finishing them. What aids to listening and education of listening have we, etc. In the evening I worked with some 40 WTESOL people, Washington's Teachers of English to Students of Other Languages. There was more resistance at this meeting, but also more evidence of shocking people into some enthusiasm. These people were from all over, many teaching high school students who don't speak English and many who teach adults.

In all, there is lots going on and I certainly keep busy. I still have found no way to reach the Graduate students who need language to meet faculty requirements.

Jane Orton



# Harlem Project (District 5)

## **1 Our Fourth Year**

The Harlem project is now in its fourth year. The first two years we worked in one school, C.S. 133 (22 teachers). Last year the project was extended to three other elementary schools and one intermediate school. The project has continued this year in the four elementary schools, but only superficially in the intermediate school. We are now serving approximately 80 teachers in both reading and mathematics.

One of our objectives has been to work in ways which make us increasingly dispensable as outside consultants and thereby strengthen the independence and self-direction of the participating schools. One aspect of this effort has been the addition to our existing team of three new consultants who were formerly teachers in the participating schools. This increase in our staff to six enables us to do a more intensive job in each school as well as train three people to replace us who have a commitment to return to the district for at least two years. In this way we hope to make district personnel capable of maintaining their own on-going teacher training program.

All three of the teachers we selected used our approach to reading and/or mathematics successfully in their classrooms for at least one year. They learned quickly and did thorough work in their classrooms. They also worked well with other teachers.



In the first two months of the school year, these three new consultants are already working with teachers in many ways as well as, if not more effectively, than, we were at this same stage last year.

## 2 Developing Our Own Criteria

One aspect of our work where the three new consultants have made significant contributions has been in the weekly meetings of our team, which we use primarily to study common challenges, problems, etc. rather than work on administrative details. Two of the questions we have examined are outlined below.

Question # 1: Why is it important to use patterns when we give demonstration lessons in mathematics?

- 1 A pattern frequently provides one or more new entries into familiar topics which the teacher wants you to demonstrate. Here is one example which opens up multiplication tables (and several other topics) in a new manner.

-1/4	-1/2	-1	-2	-4	-8				
-1/8	-1/4	-1/2	-1	-2	-4				
0	0	0	0	0	0				
1/8	1/4	1/2	1	2	4	8	16	32	.....
1/4	1/2	1	2	4	8	16	32	64	
3/8	3/4	3/2	3	6	12	24	48	96	
			4	8	16	32	64	128	
			5	10	20	40	80	160	
			.						
			.						
			.						

- 2 The recognition of a pattern often is the vehicle which supports facility while students practice what they have

learned, or it gives similar support and focus to the teacher's efforts to become more proficient with the approach.

- 3 Work with patterns frequently enables us to generate experiences for our students from which they get “a lot from a little.” Once there is an awareness of fundamental relationships in the pattern, only time is required to study a variety of special cases and gain facility.

Question # 2: How can we affect the attitudes of teachers as well as improve the quality of what they teach?

What are some common preconceptions teachers have about students which inhibit their teaching effectiveness?

- 1 “These kids don't know anything!”
- 2 Memorization must be emphasized. (e.g. - preoccupation with what they call “reinforcing” sight vocabulary and “number facts” with repetitive drill.)

Here are two case studies of common situations in which we have seen teachers working with these preoccupations.

Problem # 1: A teacher who feels the students are not ready to go beyond Chart 2 in reading.

A Solution: Use known words such as “at” as entries into words on several charts some of which may be known already by sight such as “rat” and “cat.” Once it is established that “rat” is known, this word can be used to unlock other words that begin with r - e.g. “ran,” “rack,” or “track,” etc.

Problem # 2: A teacher preoccupied with teaching number facts. A Solution: Take what the teacher has on the board and “explode it.”

On the board:

8 6 7 2 4

etc.

+2 +4 +3 +8 +6  
— — — — —

“Explosion:”

87 627 177 287 407

etc.

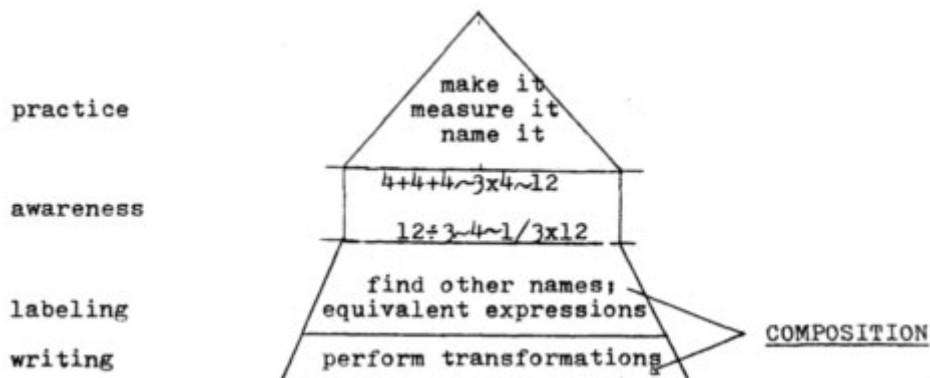
+27 +427 +137 +827 +607  
— — — — —

Evaluation of these proposed solutions:

- 1 Since we built on what is familiar to the teacher, she may be able to use what she is comfortable with in a more powerful manner.
- 2 We got “a lot from a little.”
- 3 Pattern was used to support understanding of both the teacher and the students.

### 3 Considerations In Planning A Mathematics Seminar

- 1 Select a starting point which meets the participants where they are, returns them to their own resources, and lets them feel that the algebra is in them.



It should appear simple enough to be non-threatening, have sufficient restriction to get precision, but remain open-ended enough to have a future.

As it is studied, control the attributes that are examined and try to find some limits of the situation.

- 2 Practice “working at the level of perception” (e.g. say what you see) with teachers as they learn so they see how effective this can be for their students.
- 3 Generate experiences in which the teachers “get a lot from a little” as they move from awareness to facility so they see this could be true for their students, also.

Since language frequently prepares us to look at things in more than one way, or situation may yield more than one awareness.

## **4 Behavioral Objectives**

It was necessary for us to offer a statement of behavioral objectives in the final proposal submitted to the New York City Board of Education and to the State Department of Education. Although these objectives do not make manifest our main job of educating teachers so all of this can continue to happen for students, they may be helpful to others who are required to formulate similar objectives.

What are the objectives which we are committed to by agreement with the school district this year?

- 1 Upon conclusion of the program seventy-five percent (75%) of the participating students will read at least one grade level higher than they were able to read at the end of the previous school year.
  - The students will be able to decode any word or sentence which is within their speaking vocabulary.
  - The students will be able to use the above words in writing sentences.
  - The students will be able to apply the above decoding skill to all the sounds and signs of English and spell correctly in writing many unfamiliar words.
  - The students will be able to comprehend sentences and short passages which are commensurate with their speaking vocabulary.
  - The students will be able to increase their overall speaking and reading vocabulary.
- 2 Upon conclusion of the program the conceptual understanding and computational skills in mathematics of seventy-five percent (75%) of the participating students will increase at least one grade level higher than these were at the end of the previous school year.
  - The students will be able to recognize and use basic number relationships and patterns formed by these relationships.

- The students will be able to perform mental computations rapidly and accurately using all arithmetic operations.
- The students will be able to express themselves as freely in writing with the language of mathematics as they are able to do in creative writing using English.
- The students will be able to use their knowledge of number relationships and their computational skills to solve problems that are a part of their daily experience using a variety of strategies.

By Jim McDowell  
For Dee Hinman  
Marty Hoffman  
Marilyn Allman  
Cheryl Obey  
Rosalie Scaglione

# **A Report From Acton**

Acton is a middle/upper-middle class community 20 miles west of Boston. Our project here is located in an elementary school with 500 kids and 20 classroom teachers, the McCarthy-Towne School. The school was established after much local controversy as a pilot school (public) for the community. It is committed to using Words in Color and the Gattegno mathematics. A small nucleus of teachers, chosen by the Assistant Superintendent, Alan White, began interviewing candidates for staff positions last April. As teachers were chosen, they would participate in the hiring process. The staff has actively participated in decision making, from questions of budget to the selection of a principal. As a result, the McCarthy-Towne has an extremely committed faculty that is willing to cooperate and put in a great deal of work in order to insure the school's success. There is substantial parental participation in the school, with over 100 parents working as volunteers in some capacity. 50 parents attended 9 hour workshops we gave in reading and math. They are now working as aides to the teachers in these subjects.

The three primary grades are doing the most work with Words in Color. Four of the teachers have previous experience with it (2 from the Dearborn) and are finding that it goes far more smoothly the second time around. The others are wrestling with the problems and anxieties normally encountered in the beginning. Most of the children are moving ahead, although in some cases the progress has not been as rapid as may be desired.

Very few teachers have had any experience with Algebricks, and were unaware of the flexibility and range of their usefulness. One of the problems is overcoming their own lack of confidence in their mathematical ability. Another problem is overcoming the older students' past training in a more mechanical approach, and replacing it with an analytical approach to mathematics. Hopefully, this will not be a problem with the younger children.

The McCarthy-Towne is an enjoyable place for us to work because of the great amount of staff, parental and administrative interest and cooperation. (Quite a change from last year!) We have been working with the teachers, demonstrating and observing, scheduling small group work with children having problems, and coordinating volunteers who are providing enrichment of remedial help. The teachers are becoming more comfortable with the materials and are beginning to work out Open Books on various topics. As they become more sure of themselves, we are freed to work more often with groups of children.

NB: We would like to use future editions of this newsletter as a forum to present problems and exchange ideas. Any thoughts and/or suggestions on ways we could work more effectively would be greatly appreciated.

Regards,

Lesley Apt (reading)  
Penny Dunning (math)



# **The Twin Park School (The Bronx)**

These few notes on the Twin Park School will say too little to be of much help in making readers evoke the kind of work we are doing there. Their main purpose is to introduce our staff at the school.

There are two sections in the school with two Principals, their assistants (2 and 3 respectively), the normal contingents of teachers, paraprofessionals, etc. But the two new things are that a project director supervises the pedagogical aspects of the school and we from Educational Solutions assist her in this. The project director is Mrs. Dellora Hercules, formerly the Principal of C.S. 133 in Harlem. She has with her four members of her experienced staff to help set up the new school in relation to what worked at 133.

These four people plus two who worked with me at I.S. 44 and I.S. 55 are the only members of the staff who previously had classroom experience with our materials.

On the Solutions team, Katherine is the only one who has been in contact with us for three years and has been on our staff for the past two years. The other seven who are helping me in this project have had varied contact with me. Elenita McDowell (Jim's wife) I have known since 1959 when she worked at the Peninsula School in Menlo Park California. She is very experienced in some aspects of environmental studies in New York and knows how to draw talent from the students. She spends one day a week at the Twin Park School. Maria Gagliardo,

and Argentinian, who used the rods in Buenos Aires, I met at the School for International Training in Vermont over two years ago. She has been with us since last February and now supervises the bilingual aspect of the school in the Bronx. There are three full time consultants from our staff, Katherine, Maria and the third is Dr. Enid Friedman, a psychologist who joined us last June in order to develop some aspects of teaching which takes care of the most demanding children in the school, Rosalyn Bennett of our Language School spends one day a week helping on the bilingual aspects, since her specialization includes English and Spanish as second languages. Her love for The Silent Way brought her to us.

Two other part-time people share the five days of one full time member, Ian Spence, an expert in “precision teaching” who is at the school two days a week is exploring the use of Lindsley's concepts in this set up while attempting to develop new ideas. Carolyn Mirthes, is an expert in creative writing for children which we now call demanding. She is the author of a Bantham book “Can't you hear me talking to you.” One day a week is taken by Everard Barrett who has been in contact with us for 2 or 3 years and has helped many teachers to improve their grasp of my presentation of mathematics. Starting in January, we shall also have the services of Zulie Catir in this field. She will join our staff on January 1st as a math consultant and will spend half days from February to June at our latest project the Rafael Hernandez Bilingual Public School in the Bronx.

I spent more than twenty days of this term at the Twin Parks school studying the most urgent problems and assisting in drawing policies to meet them.

In three months we have made some progress. The school is worthy of a visit and people are now beginning to ask for convenient dates.

In the next issue of this letter I will be more specific on what we have learned.

Caleb Gattegno

# **Voices Of The Children From The Bronx (Via Katherine)**

Dear Colleagues,

We have reached what might be called “the first milestone” in our work at C.S. 129 and C.S. 234 in the Bronx — Thanksgiving Holidays. This short vacation gives me some time to share with you some of my work of these past three months. To make a report on our experimental school seems too big a task for my first article. So let me write instead about some aspects of my work with a group of non-readers at C.S. 129.

On October 11, 1971 Educational Solutions consultants to the experimental school in the Bronx met with Dr. Gattegno to discuss the ways of using our energies in working on some of the problems that the school presented. What emerged from this gathering was that we should eliminate illiteracy in the school first and leave for a later date other challenges such as creating a truly bilingual school, establishing learning laboratories, etc. Feeling that this direction was promising, the administration advised us to take it. We started by obtaining a list of the non-readers in grades 3-6. We joined our efforts and did diagnostic work during the next 3 days with a number of children of whom 120 were not readers yet. I have been working with about 30 of these children during the past six weeks.

One of the most interesting aspects of this work has been my study of how to adapt my work with Words in Color to the various dialects and to the range of experience with English of the children I am meeting. It is not surprising that I find this fascinating as I myself am the one who says quite naturally, “Tin min sat in a tint.”

The stories I have to share are as varied as the children I've met. But all seem to have “their own charm and to comment in some way on my growing awareness of how to make these children recognize their speech in the sentences we make from the charts.

Beverly is one of the most difficult third graders with whom I'm working, but her story is also one of the most touching. The first day I met her she insisted on saying the letter names each time she looked at a word. One of her comments upon meeting the shwa (ə) on chart 3 was: “I don't care what color it is, it's still a (pronounced ā).” The next day I met her, however, there was a different tone in her voice: “Why is everybody in this school trying to make me say 'a' ( ə)? I don't understand it. In my other school, they taught me to say 'a' ( ā)!” I replied that I didn't want to force her to say anything but I asked if she had listened to her voice when she talks. “I've listened,” she answered, and I know I say ā. This is ə funny school!” Waiting for this opportunity I answered: “Say what you've just said and listen carefully,” I said. She continued “this is ə funny. . . . .” She stopped and looked up at me having heard what she had said. “You see, she replied, “this school has already got me to saying ə !”

One of the new happenings in my teaching reading this year has been that I've tried occasionally to speak Spanish to the Spanish speakers while teaching them to read English. I saw the significance of this one day when Dr. Gattegno visited the school and worked with Spanish speaking children on reading English. All the time that they worked on the English sentences from the charts, Dr. Gattegno gave instructions in Spanish. Moreover, the dialogue was in Spanish except for the sentences in English from the charts. One day in October I was working with Franciso, Angelo and Santos. After unlocking several of the words on chart 4, I made this sentence: “Dad is fifty and I am not ten yet.” Although they decoded the sentence their expression suggested that

they had not understood. I pointed to “yet” and asked: “Sabe esta palabra?” Santos answered convincingly: “si, si - es un avion!”

I am delighted by the varied responses that come when I inquire about the meaning of a word we've met on the charts. I am reminded each time of how silly it is to assume that one knows what the other is thinking. Having decoded “slit” and having made a sentence which brought puzzled faces, I asked Maribe, Patricia and Kathy if they knew this word, Patricia being the boldest of the three responded: “yes, like you slid down the hill.” Maribe followed with: “no, it's like you slip on a banana peel.” And Kathy added: “or like you wear a slip.” And so often seeming confusion has presented opportunities for rich exchanges.

Obviously one of the best ways for letting these children see that the printed word is speech written down, is to have them create their own sentences and stories from the charts. More and more I am seeing the importance of this, and I've created a number of situations which have allowed the children to enter the world of writing with ease.

Of the 30 children with whom I've worked, six returned to their classroom after three to four hours of intensive work. They already had a beginning and needed very little to make sense of it all. The other twenty-four were beginners' and of these, five have left me and are working happily with their classes. Sammy is one of them. On November 22, Sammy's teacher offered him and his classmates a chance to write down their thoughts about the first snowfall. Moved because it came from a child who read only a few words five weeks before, his teacher shared it with me. I include it for the same reason but also because it is so definitely Sammy's speech and Sammy speaking:

I like to play with snow  
I like to play with the snowballs  
I like to be in the snow  
I like to play in the snow  
I like to play snow fight  
It is snowing outside

I like when it snows outside  
I like to hit with the snowball  
I like to hit people with the snowball  
I like to make snowman outside.

Of the 30 children with whom I started working on October 21, nineteen are still with me for about an hour or more each day. Ronda is among them. One day last week we studied chart 12 intensively. I was making a number of sentences using the new words. The next day Ronda brought a story she had written about her family. What is warming here for me is that Ronda has found inspiration in this chart for her words and her thoughts. Naturally, it would not have occurred to me to make any of these sentences myself.

I HAVE A FAMILY

My father goes to work  
He goes to work every day  
And he gets paid every two weeks  
My father comes home at 12:00 p.m.  
He likes to come home at 12:00 p.m.  
Now he gets paid two days  
Now he is very happy two days

Greetings to all of you.

Katherine Mitchell

The Professorial Seminar

Very few exciting things happen in education, say the journalists. Our adventure in the Bronx is one that could have moved them had they let the news reach them.

Almost a year ago I had contributed to the Experimental Schools department of the Office of Education a paper defining an experiment in education which did not coincide with the current one. Soon after, the Superintendent of District 12 in the Bronx invited me to guide the

opening and the first steps of the Twin Park School. I agreed only under the condition that it be the first true experimental school ever to open. This was granted and officially announced last May. Around that time I submitted an unofficial memo to the chief of the college division of the Bureau of Educational Personnel Development at the Office of Education stating that a unique opportunity arose which would give college professors a chance to watch closely a phenomenon that might influence their teachers preparation.

Soon after, between the Office of Education and City University of New York a contract was negotiated that created the Professorial Seminar made of twenty-eight professors from the major colleges of CUNY, under the direction of one professor and her three assistants to watch the Twin Park School.

Meetings which take place on Wednesday evenings attempt to generate some unity out of diversity of the interests and the techniques represented by the members of this seminar.

The professors visit the school and look at what they wish among what happens. Almost two thousand people (of ages 5-12 and their teachers and teachers' aides, the parents volunteers and their seminar colleagues) each doing his or her thing, represent much to look at. There is a need for a kind of pool to save what is worth saving in the observations noted. Slowly the group is developing a way of coordinating its findings. What I find cheering is that the phenomenon of the school is taking more place in the observers' mind than the techniques they have used in their other field work. Hence theories are being replaced by empiricism in keeping with an experiment. Therefore the seminar is changing its character as the weeks go by; it is letting itself be educated by what it is working on. Some of the members found it feasible to transfer to their education courses what they are learning and they are being moved towards seeing a science of education in the making where even a theory of instruction looked unlikely to them before.

The important points for us are these. We now see that a group of outsiders — whose loyalty cannot be to us but rather to the educational

community at large — takes a hard look at what we are attempting to do in schools and are finding that it is not easy to reduce this to a hollow proposal. Since the phenomenon of the school is what we are working on and being influenced by, the successive visits of the members of the seminar are providing data which appear everyday as more capable of influencing change in education. Our approach to change in education through a deeper awareness of the role of the teachers and their change into subordinators of teaching to learning, is already making more sense to all.

The elimination of idealistic attitudes and of the immediate expectation of spectacular results, is bringing observers to the point where they can note small changes in the scene they are looking at, changes which together reach a scale that makes them meaningful.

Since the school is alive because people are in it and not because someone is breathing an inspiration into it, there are movements stemming from everywhere and everyone and blossoming in unexpected manners. Thus a fascinating aspect of an experiment in education fills me with hope. Having asked for the generation of complex instruments to study complex happenings I am seeing a serious beginning for this generation in the work of the Professorial Seminar living upon the phenomenon of the Twin Park School in the Bronx.

I'll keep you posted on its work.

Caleb Gattegno



# A Word On Gattegno Language Schools

Although the formal letter of invitation for a “gala” opening of the Gattegno Language Schools remained in a draft form tucked away in an obsolete file, the school at 80 Fifth Avenue has been receiving students since last September. True, the mellow colored walls of the four classrooms have resounded with “regletas” mostly, but on the weekend of November 19-21 the noises from three rooms made a delightful medley of — j ət tj ɔ: w ɔŋ m ɔk tj ɔ: ist unteɪ de la azul. It was Sue Wong's trial run of Cantonese, Dr. Jaeckel's first co-directorship of a German session and Rosalyn's umpteenth Spanish workshop.

An interesting development, certainly not new but more pronounced now, is a real demand for follow-up language workshops. Although some work in that direction has been done in Spanish, French and Italian, we have not had an intensive three day follow-up workshop yet. One in Spanish is scheduled for December 17-19. This may be a good beginning of a dialogue in which we all want to engage in order to be clearer on what is involved in the more advanced stages of learning and teaching by The Silent Way.

One of the issues which we hope to be able to examine with the help of Dr. Gattegno is the waning of the silence of the teacher as the students become increasingly more competent in using the new language. Another one is the choice of texts and the ways of using them which

would generate an awareness of the peculiarities of style, historic development of the language, etc. A number of Silent Way teachers have brought up this problem, particularly those who teach college age students. The anthologies on which Dr. Gattegno did a considerable amount of work will be invaluable for this purpose once they become available. Rumor has it that we may be able to enjoy the benefits of their completion if a qualified volunteer could be nominated for an extended retreat at the local libraries.

The English 1001 sentences will be offset shortly pending some minor changes.

In general, there has been a steady stream of visitors interested in a Silent Way demonstration. Most of them eventually sign up for a workshop. The majority are teachers looking for a “method” that might mitigate the deadly boredom of their classrooms. So far we have had few people who have come to us in order to learn the language only.

The advertisement which we have run in the Village Voice for some months has produced some results. But here too, the ones who followed through after the initial inquiry were the people from educational institutions. The task of attracting community workers, vacationers, businessmen and others remains a challenge.

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# From The Spanish Department

I would like to share what insights and problems I have had by giving three Spanish seminars in a row.

The first seminar was a specially contracted seminar for a group of paraprofessionals. Most of these people had never even studied another foreign language, while most people who usually come have the command of one and sometimes two foreign languages. Friday night when we began, I was not aware of what a problem this was until I did not properly take it into consideration. What happened was that I started out using the same pace I have used with other groups and for a long while I did not realize that I was teaching the language and not the people. A lady saved me by saying loudly that she was not coming back to this, and at that moment, I slowed down. Friday night I realized that I had to give up the expectations I had of these people, and stop putting pressures on them that they were not willing to respond to. I began to take into account that listening was not something they knew how to do, that the way of working was alien to them, and that they did not know how to work together, even though they were a group before I knew them. The next day, Saturday, we worked hard and long, in a very detailed manner, learning to know one another, how to help each other, with Spanish being the thing that was not the most important product. There were people who called marron, ramon and amarilla, maria. We also had anaranroja for a long time. We laughed and accepted the learning that we were doing and I could feel they were working at their level. In the feedback, the group said they were learning how to be patient with one another, and that for the first time

since they had been together, no one had yelled out the answer in disgust. They said that I had set a tone with them that carried no pressure, that made them unafraid to respond, a tone that they wished other teachers had. Well, then I knew I had learned about this group, but only by yielding to them and not by doing what I wanted to do, or thought best.

This group is continuing Spanish three hours per week and I am seeing the slow progress being made. They are now writing more Spanish, and even sounding more Spanish, and doing it with greater ease. Those who had trouble reading are now reading as if it was never a problem for them. Time has been an important factor here. That they were a slow group did not mean that they could not learn, or that they were stupid, it just meant that they had to be given some time. This group has made me so much more aware of details, the processes that go on that I take for granted when I work with faster groups. I really was given a chance to see the build-up of situations with the rods, in the sense that I had to watch myself to make sure the situation was saying only what was meant, and no more, because the group became so easily confused. I also learned about the variety of situations I needed to have on hand so as to change the focus, but not the situation. I also became aware of the value of the negative to explain the meaning. For example, the situation I am near you was made clear by its negation, you are not near me.

The above group was more or less alike in its level. The next seminar I gave was made up of two other paraprofessionals just like the group above, and a larger group of people who had studied foreign languages before. In this group there were two distinct levels; there were many problems brought up for the first time for me. The majority of the group understood and could say the colors exactly, whereas the other two ladies had difficulty even hearing them. For one night we worked trying to keep the group together trying to include the two people at intervals but not trying to put them on the spot. But I think the two people did feel self-conscious because the others were so quick. I could see a growing reluctance on their part to speak — and often they seemed to be so aware of the group that they could not respond. Saturday, I found out that one of the people was apparently only semi-

literate in English which made the entry into Spanish even more difficult. I spent a long time with this person before it dawned on me that she had this difficulty. I knew that her problem could not be tackled during the seminar because time would not allow it. Saturday night I decided to work with the faster group and ask the two people to watch and to get what they wanted. Since they were going to join the follow-up class, I felt they would feel more comfortable if they did not feel they had to keep up with the seminar group, who had already done more in 12 hours than the paraprofessional group had done in 21 hours. I was not very pleased with this action, although I could not think of anything else at the time.

The two paraprofessionals are doing much better in the follow-up class. They are working at a level that is comfortable to them. Yet I still am concerned about the problem of two levels in one seminar and how the problem can be better met. I would certainly like to hear other people's views on this.

The third seminar found me with no expectations and no preconceived ideas of the group. I can say that it was probably one of the most relaxed seminars I have given — and the people seemed to respond to my attitudes by really learning a lot of Spanish and having fun at the same time. We sang songs and played some jokes on one another. Afterwards we got together for a delicious Paella dinner (rice and fish) with flan con caramelo (custard and caramel topping). All this tells me that the way I approach a seminar has a lot to do with its pleasantness or unpleasantness. The Silent Way materials are very pliable. If I the teacher am willing to be pliable too, if I am willing to work by trial and error and accept my mistakes with the determination to try not to make the same ones over again, and if I let the students tell me where to go and what to do by what they do then I think that is when a successful seminar happens. To yield, to not let my ego get in the way, to not be just a language teacher, to not have preconceived ideas and goals — all of these are so hard for me to put into practice. But yet I know that they are essential to the optimal learning experience that the 21 hours can be.

Of all the three seminars I think I am still challenged by the 2nd seminar. I honestly do not have any answers as yet and would certainly appreciate ideas, suggestions and thoughts. The problems of literacy and varied levels within seminars must be met, I believe, as more and more people see the need for Spanish in their work.

Rosalyn Bennett

## November In Ohio

This past month of November has been a full one for the Ohio Branch office. I received my ration of supplies from Solutions New York, and I have been busy taking inventory and unpacking books, charts, Algebricks and the like as well as shelving the items. The office is finally looking like a real office, I may even hold workshops here!

I have continued the usual appointments with superintendents and letter writing. And since there are already many familiar with the name Gattegno, I decided to hold a state-wide Ohio Words in Color Teach-in, on January 8, 1972. So I have been busy mimeographing a notice and registration form for that and sending them to as many names as I know in Ohio. This teach-in is to unify those already using Words in Color. We will also work on common problems, share ideas and exchange friendship. From this meeting, I hope to develop an Ohio newsletter as well as more teach-ins, both on the state and local levels. More on that later!

From the cool mid-west, I send warm greetings for a happy holiday season. Let's keep in touch.

Janice (Jan-niece)



## About Caleb Gattegno

Caleb Gattegno is the teacher every student dreams of; he doesn't require his students to memorize anything, he doesn't shout or at times even say a word, and his students learn at an accelerated rate because they are truly interested. In a world where memorization, recitation, and standardized tests are still the norm, Gattegno was truly ahead of his time.

Born in Alexandria, Egypt in 1911, Gattegno was a scholar of many fields. He held a doctorate of mathematics, a doctorate of arts in psychology, a master of arts in education, and a bachelor of science in physics and chemistry. He held a scientific view of education, and believed illiteracy was a problem that could be solved. He questioned the role of time and algebra in the process of learning to read, and, most importantly, questioned the role of the teacher. The focus in all subjects, he insisted, should always be placed on learning, not on teaching. He called this principle the Subordination of Teaching to Learning.

Gattegno travelled around the world 10 times conducting seminars on his teaching methods, and had himself learned about 40 languages. He wrote more than 120 books during his career, and from 1971 until his death in 1988 he published the Educational Solutions newsletter five times a year. He was survived by his second wife Shakti Gattegno and his four children.