

October 1972



Educational Solutions Worldwide Inc.

Caleb Gattegno

Newsletter

vol. II no. 1

October 1972

First published in 1972. Reprinted in 2009.

Copyright © 1972-2009 Educational Solutions Worldwide Inc.

Author: Caleb Gattegno

All rights reserved

ISBN 978-0-87825-265-7

Educational Solutions Worldwide Inc.

2nd Floor 99 University Place, New York, N.Y. 10003-4555

www.EducationalSolutions.com

In this issue, the first for the second year of circulation, we continue some features started in the previous volume and begin others. Some of the items are passing bits of information; others are to be useful reference materials; other belong to a forum in which you are invited to take part. You will find a discussion of some works in progress, put here, so that you may have advance notice of them. This may help you plan your contacts with the people who use our services.

Table of Contents

News Items.....	1
Know Your Colleagues.....	7
McCarthy – Towne Elementary School.....	13
ACTON - Massachusetts.....	15
My Life And My Work.....	17
New Languages At Our Language School.....	19
Videotaping.....	21

News Items

1 The pain of writing of the death of a friend seems much greater when that friend was twenty-three and promising. Sue Wong, who taught Mandarin and Cantonese at our language school in New York City, endeared herself at once to all those who worked with her, as many of us did during the last school year.

Her wit and her seriousness blended to make her one of the best teachers we ever met. However, many are those who studied with her, they were so few compared to those who could have benefited from her teaching had she been able to continue her work. The accident in Bangkok that took her life last August, happened while on a trip through Southeast Asia, made possible by a scholarship awarded to Sue; which she felt honored her, so, she felt happy as well as obliged to accept.

When offered a full time position with us, she thought about all of the many children in the junior high school where she taught. She felt they would miss her and she refused to leave them. We shall all miss her now.

To commemorate our association, Educational Solutions will name the room where she gave her last course in Mandarin — the Sue Wong Room.

2 The following words extracted from the official brochure of the World Trade Institute announcing their language courses, informs the

public that: without any publicity The Silent Way is finding its way to being recognized.

Purpose: The World Trade Institute Language School is geared to teach their participants to speak and understand a foreign language so that they may participate freely, and work effectively in a foreign business and social environment. The personalized training offered by the school, focuses on the role that the participants will be expected to play, both professionally and socially, in the foreign environment in which they will reside or visit.

Approach: The Institute's Language School offers an innovative and effective approach to modern language learning. This approach has been developed by Dr. Caleb Gattegno of Educational Solutions, Inc. and is called "The Silent Way." Unlike traditional methods, which often force the students' minds into pre-determined modes of expression, the Institute's approach encourages the student to draw upon his prior experience and his innate abilities to reason. The criteria for the use of the language are made available to the student so that he may use them spontaneously on his own. After introducing the criteria, and presenting examples of its application, the teacher remains as silent as possible . . . serving as a facilitator to the learning process. The student, not the teacher, becomes the center of the language learning experience.

The Staff : The Institute's instructors are all native speakers of the language they teach. Most have their Master's Degree in the teaching of language, and all have had extensive experience in the classroom. All Institute instructors go through an intensive "Silent Way" teacher-training workshop before they begin teaching.

3 Two and a half years ago, Dr. Gattegno, gave a course to forty-four professors of the City University of New York, to prepare them to meet "Open Admission" students. Len Allison, who was present, was touched by the reasonableness of the teaching that takes advantage of what students bring with them. For two years now he and some of his friends connected with us through our workshops and seminars have been a group formed to influence the educational process in American colleges. Under the name of Total Effect, this group is saying, in a way that seems capable of being heard, that there are educational solutions to challenges in public education. If you want to know of them write to:

Total Effect
225 Lafayette St.
New York, N.Y. 10012

4 We are now organized in divisions. Some already involve many people and some are still only ideas, but all have one thing in common: they are expandable, and will have to grow if they are going to serve the vast public which is in need of them.

There is of course the Language Schools division which has been functioning since May, 1971, and whose director is Mira Nikolic Erickson. All school contracts are now part of the School Projects Division under Herman Keld. All school work, public and private, in New York City and elsewhere, is now assigned to this division. Two divisions: Workshops and Seminars and Research and Development are under the direction of Dr. Gattegno. New Projects is a new division, directed by Clermonde Dominice. From it will come future divisions: Math Labs (under David Wheeler), Testing (under Ian Spence), and Home Kits (under Yolanda Maranga). These will become independent as soon as they are large enough to balance their budgets. Roberta Leigh has under her direction the promising division of My Life and My Work and Ian Spence also directs our Reading and Math Clinic.

There are three or four germs of new projects on which we are working, and, on which we shall report in the next issues. Each of them, when it matures, could become a whole new educational corporation!

5 A personal note from Jane Hayes Orton, who last year was our representative in New Haven, Connecticut. She now teaches English as a Second Language at the Ecole Bilingue in Paris. Her home address is

-

117 Rue due Cherche Midi, Paris vi

“ . . . it is a tiny apartment very well set up on the 5th floor of a well tended building in Montparnasse. And modern plumbing!! No phone. . . we have two scare beds and, given adequate warning, would be happy to put our friends up for a bit . . . ”

6 Here is a list giving the name, address and main place of work for some of our colleagues. We shall include any changes if they occur in the subsequent issues of this newsletter.

Mira Nikolic Erickson Director, Gattegno Language Schools	35 W. 9th St. N.Y.C. 212/533-8923
Rosalyn R. Bennett Spanish, Dist. 12, &I.S. 55	361 W. 22nd St. N.Y.C. 10011 212/242-3688
Manju Bhushan English as a Second Language	63 E. 9th St. N.Y.C. 10003 212/533-7962
Zulie Catir Math, Dist. 9 Spence & Montessori Schools	1 E. 29th St. N.Y.C. 10016 212/684-6770
Caroline Chinlund Math, Dist. 12 Horace Mann & East Harlem Block Schools	200 W. 90th St. N.Y.C. 10024 212/873-4213
Donald Citrin Math, California Office	630 Alvarado St. San Fran. Calif. 415/647-0286 94114

News Items

Penny Dunning Math, Mass. Regional Manager	23 Granville Rd. Cambridge, Mass. 617/547-3990 02138
Ghislaine Graf French, St. Thomas Choir School	430 W. 119th St. N.Y.C. 10027 212/663-7085
Dorothea E. Hinman Reading, Dist. 5, Coordinator	63 E. 9th St. N.Y.C. 10003 212/982-8136
Janice Hinson Reading & Math Ohio Rep.	129 Rosetta Court, Springdale Cinn. Ohio 45246 513/671-3698
Marty Hoffman Math, Dist. 5,&I.S. 55	18 Allen St. N.Y.C. 10002 212/966-2797
Idi Henderikse Reading & Math, Dist. 5	110 Christopher St. N.Y.C. 10014 212/242-7513
Sally Kolker Reading, Pre-schools	710 West End. Ave. N.Y.C. 10024 212/666-5595
Jim McDowell Reading, Dist. 5,&I.S. 55	870 Sixth Ave. N.Y.C. 10001 212/ 686- 2542
Katherine Mitchell Reading & Math Dist. 12 .Coordinator	60 E. 8th St. N.Y.C. 10003 212/533-5712
Carmen Pannell Math, Dist. 5	775 Riverside Drive, N.Y.C. 212/795-8227 10032
Jeanette Parsons Reading, Dist. 4	226 Henry St. Bklyn, N.Y. 212/596-2069 11201

October 1972

John Pint 'Silent Way' Calif. Office	1436 Second Ave. Oakland, Calif. 415/839-7609 94606
Elaine Rhymers Wash. D.C. Representative	4081 So. Four Mile Run Drive Arlington, Va. 22204 703/979-7919
Paul Ricciardi Reading, Calif. Representative	134 Acacia St., Napa, Calif. 94558 707/224-3479
Mary Seager Reading, Dist. 12	511 E. 80th St. N.Y.C. 10021 212/988-0998
Ian Spence Director of Psycho-Educational Clinic	5 E. 9th St. N.Y.C. 10003 212/260-3893
Leslie Strickland Reading, Dist. 5	775 Riverside Drive, N.Y.C. 10032 212/923-4278
Ted Swartz Reading, Dist. 5, Dist. 12	1261 Central Ave., Ear Rockaway, N.Y. 11691 212/337-6598
Linda Warren Spanish & Reading Dist. 9	203 E. 89th St. N.Y.C. 10028 212/860-2262
David Wheeler Director of Math Lab.	63 E. 9th St. N.Y.C. 10003 212/982-8136

Know Your Colleagues

This issue contains the self-introduction of Katherine Mitchell, our coordinator at the Twin Parks School in the Bronx and of Zulie Catir, coordinator for C.S. 235, in the Bronx.

When Jane Haves (now Orton), a former colleague of ours at Educational Solutions, visited with me in my home town, during Christmas of 1969, her comment after several days was:

“It seems that you have gone further away from home in your move to New York City than I have in my journey from Melbourne, Australia.”

I grew up in a small town in southeast Alabama. With my three brothers, my parents and grandparents, my aunts and uncles, and fifteen first cousins, I was part of a family life so common in our semi-rural community: church meetings several times a week, frequent family reunions, camp-outs in the back yard, and athletic competitions of all types. For the most part these were the very activities that my parents and grandparents had been enjoying in Eufaula for more than half a century.

In high school, my classmates and teachers considered me a serious student, but academics rarely involved me as fully as extra-curricular events. I especially liked being class president, cheerleading, or editing the yearbook. The biggest impact from these years, however, came

from an English teacher who made me feel that I could be more myself, and that life could be more fulfilling than I knew it to be at the time.

Influenced by this teacher, I entered Agnes Scott College in Atlanta, Georgia. As I tried to make sense of the many changes in my life at this time, I was drawn more and more to psychology — particularly to Existential Psychology and to a consideration of what it means to be human.

In the summers of 1965 and 1966, I tried to reconcile some of the new that life was bringing to me with the past. I directed a recreation program for the young people of my home town, sponsored by the Methodist Church. These encounters left me more interested in contact with children but less contented with the Methodist Church. In the summer of 1967, therefore, I welcomed the opportunity to work with a friend at three national seminars on “Innovation in Education” held in Honolulu, Hawaii. Except for a summer in Vermont with the Girl Scouts, this was my first journey out of the southeastern United States.

For three weeks I was surrounded by well-known people in American education; I found most of them dull however, and preferred spending my free time on the beaches or with the people of the island. It was quite by accident that I volunteered to take part in a demonstration of The Silent Way, given by Dr. Caleb Gattegno at the end of the first week and for the first contingent of innovators. Having learned more French in two hours than I had in three years at school, I made it a point to listen to Dr. Gattegno address the next gathering of over 300 educators. What stayed with me most from that address, was that, in two weeks of speeches, he was the only one who had spoken of children. This brief contact with Dr. Gattegno made me consider that there might be a place for me in teaching.

During my senior year, I took some education courses and managed to graduate in June 1968, with a B.A. degree in Psychology as well as a teaching certificate. At the same time, I took some steps to find out more about “Schools for the Future,” and had my first workshop with Dee in the Spring of 1968. All of this prepared me to accept my first teaching position in Falls Church, Virginia. My condition for

employment was: that I be allowed to use Words in Color; the principal offered that I take as my class, 18 second, third, and fourth graders who could not read. By the end of that year, they were all reading, in spite of my inexperience at using Words in Color.

In September 1969, I joined “Schools for the Future.” My first assignment was as classroom teacher in the first grade at Horace Mann Elementary School in New York City. After two years there I started to work as teacher of teachers at the Twin Parks School.

When I am not working, I enjoy attending seminars. Renewing my interest in mathematics and learning to speak a second language have been life-giving and have helped me understand better my place in the schools. The “Awareness” seminars have made me throw out many of the “ideas” I held about being human and replace them by tools which make the truth about myself and others more accessible.

When I’m not at the office, I like to play tennis, visit with friends and their families, or, in the summertime, travel overseas: Japan, Spain, Great Britain, so far.

Katherine Mitchell

I entered college with the idea of becoming a physicist and came out the other end as a teacher of high school mathematics. In one sense, I just sort of fell into this slot, but in another sense, at least in retrospect, it seems a logical outcome of what had happened to me during my very incomplete four year survey of the physical sciences and its concomitant mathematics.

For one thing it became apparent that I preferred working with people than with atoms and electromagnetic fields (hence, I chose teaching over research). For another, I became increasingly aware that what moved me in the study of physics was not the acquisition of more and more facts about “physical reality” but the revolution which the theories of relativity and quantum mechanics had effected in man’s

perception of the universe. In fact, the role of man as perceiver was an essential part of the picture.

I recall Sir Arthur Eddington's parable of the ichthyologist who was advised to study the nature of the net he cast into the sea as well as the fish caught therein. Hence, if I thought of myself as some kind of _____ist at all, it was as an aspiring epistemologist rather than a physicist.

Bearing this in mind then, I was not really disappointed when the position of physics teachers failed to materialize and I was appointed a mathematics teacher instead. Mathematics was, after all, a beautiful creation of men's minds.

As a novice teacher I was given the "slowest" classes in first year algebra and geometry. No doubt this was a security measure on the part of the school to ensure that I would do the least damage if I turned out to be an inept teacher, but for me it was the best opportunity for putting me in contact with what the teacher's role was. Certainly it made me take into account the learners. It did not surprise me that not everyone carried in his heart a feeling for the elegance of mathematics. However, I do remember being so shocked, to learn for instance, that some students had no conscious notion of "area" or "angle." The lesson to me: what is so often taken for granted is not necessarily entertained by everyone.

Having struggled with my ignorance through the first year, I continued for three more years as teacher of high school mathematics. As a "reward" for my first efforts, I was given some "fast" classes in geometry and second year algebra as well as the calculus class — which was a kind of consolation prize for the still promised but unforthcoming physics course. Every class presented me with new challenges in the teaching of mathematics and I enjoyed very much working with adolescents, but I felt that I had much more to learn about learning by working with younger children.

A colleague of mine had decided to start a new ungraded elementary school, and I soon found myself one of the team devoted to making the

idea an actuality. I didn't at all like being labeled an elementary mathematics expert since I was nothing of the sort. Reading Piaget et al, did not help because I did not know how to put all that to use.

The greatest gift I received by being at that school was being able to work with about 100 children from ages 5 to 11. With the energy drain of starting a new school and of participating in such a simultaneous universe, I took in only a small part of what I saw. I had gained a lot but felt great gaps in my attempts to integrate the role of the teacher, the functioning of the learners and the use of materials.

My search for a solution to my problem led me to an awareness seminar in mathematics. What happened in the seminar was a revelation to me. It was certainly what I had been looking for but far more than I had dared to hope. What made all the difference to me was the transformation in thinking of epistemology as “the science of the nature of knowledge” to seeing it as a “study of the ways of knowing” — mathematics being one of the ways. What had been for me a special branch of philosophy suddenly became a dynamic human activity open to everyone who cares to investigate the “awareness of awareness.”

To be able to share with others in the continuing investigation of all aspects of awareness is one of the joys of my life.

Zulie Catir

McCarthy – Towne Elementary School

We are in our second year of consultancy at this school. What is taking place as an educational experiment is worthy of the attention it is now attracting.

To begin with some history, behind this important educational experiment is Alan White, Assistant Superintendent in charge of curriculum of the Acton-Boxborough, School District in Massachusetts. Already in 1959-60, as principal of a Natick, Massachusetts elementary school, he introduced in some classes the mathematics teaching that he learned at workshops in New York given by Dr. Gattegno. When Words in Color was available he brought Dr. Hinman to the Boston area to train his and other teachers. He is one of the first educators to have understood the importance of the subordination of teaching to learning. In 1967, he organized a two-day seminar for advanced educators in the Boston area (among the participants was James Moffet) to become acquainted with Dr. Gattegno's investigations in learning.

For three years Alan White worked hard in order that a public school in this small but rapidly growing suburb might be so organized as to prove that alternate ways of viewing public education existed which improve education and stop the increasing costs of maintaining a

school. Hard work in this field includes acceptance to act under stress and strain, abuse and unfairness.

When the McCarthy-Towne School opened in September 1971, one was unable to know just what would take place there or just how the school would develop. When the school opened this year, it was on the basis of what it had done for children during the previous year, which is considered to be a significant beginning. The contrast between openings in these two years is felt by teachers, parents and students. Additional or new staff join a team that has seasoned itself under rough weather and is professionally so much more competent than a year ago. A large number of students already acquainted this year with the way the school functions made the integration of newcomers so much easier than was possible last year for five hundred newcomers in the day-to-day adaptation of the first weeks in a then unstructured procedure.

The basis for the work at this school was that if teachers know how to use the powers of students, the other components of the daily events become opportunities rather than obstacles. This was an idea for many, and one could only guess at the time required to transform it into action.

ACTON - Massachusetts

Educational Solutions had been invited to play a triple role in order to implement the wishes of the members of the community who understood and supported Alan White's vision. First, the staff had to be prepared to use the techniques and materials which subordinate teaching to learning. Then, they had to be supported in the course of the day-to-day implementation and thirdly, the process of evaluation adopted by the school was to provide feedback for those who would remedy weaknesses when pointed out. Seminars and workshops given before the school opened, on-the-spot consultancy, and periodic injection of new insights and procedures took care respectively of each of these roles for Educational Solutions.

Most of the staff worked to become competent in using the powers of children, some very well. These teachers are the soul of this school and the reason for its attraction to other communities. Much is being learned and integrated in the decisions made and the actions taken to cope with the problems that show themselves or of which the staff becomes aware. Much of what is learned is learned on the job, and the growth of some teachers is truly remarkable. They feel that they gained in one school year more than during their preceding educational careers.

The enthusiasm with which the children exercise their powers is evident in the school. Recess activity is a game with the pointer on the Words in Color charts. Challenges in mathematics are sought for a

free-time activity. An interest in other languages is arising from the studies of their own language. Parents and visitors have remarked about the school as a place where the children like to be.

Twenty classroom teachers and nine supporting staff members are aided by volunteer parents contributing from one hour to several days a week. Students from the junior high and high schools are also eager members of the volunteer program. Future teachers attending nearby schools of education prepare themselves in the classroom under the guidance of staff members. For all of these people, workshops are given to prepare them to work with Words in Color and Algebricks as well as in other areas of the curriculum. To the children, as well as to the staff, these volunteers bring the wealth of their interests and talents in many areas of human endeavor; music, drama, arts, crafts, science, sports, to name a few.

All responsibility for the functioning of the school is assumed by the staff which meets regularly as a decision-making body. Matters large and small are discussed and decided upon, be they matters of finance, administration, community relations, curriculum or student behavior. In addition, an individual staff member may bring his or her concerns to colleagues and will have the support of a team in meeting, reviewing and resolving the problems that arise.

A commitment to self-evaluation is a vital component to the school's development. Throughout the year members of the staff are observing one another, meeting to provide feedback, assessing their growth as competent teachers, and determining the personal goals toward which they wish to direct themselves. Closely linked to self-evaluation is a commitment to in-service development. Frequent workshops equip the staff to improve their teaching, and meetings of teachers within and between grade levels allow for exchange of knowledge and for coordination between the grades one through six.

As the staff studies and works on the economy of learning for the children and for themselves, and as they improve in the efficient use of resources, their time and their energy, the McCarthy-Towne School is

developing as a school where persons work truly as professionals with a
commitment to the improvement of education. Penny Dunning

My Life And My Work

Our editorial team has been at work for a few weeks and already we can feel a response from people, at least in the enthusiasm of those who have agreed to write the first volumes. As soon as one has authors, one has a series. As soon as one has manuscripts, one must be concerned with the many components of production and the need to do justice to the people who take time off in a busy life to write about their involvement in their work in order to assist future recruits to their profession. A series like this one is truly a testimony of love; the publishers, reviewers and readers feel gratitude to the writers, whom they never see as authors running after royalties, but as guides in the maze of the social and economic world.

A progress report from the Editor will be a feature of the next issues.

New Languages At Our Language School

From our brochure it is clear that we now offer more languages than we did last year, thanks to the good will of teachers who accept the three-part training and learn to use The Silent Way. They take a course in a language they do not know, observe a course taught in a language they know, and participate in a workshop on the approach itself. Through them we are now constantly widening our services to the learners of languages. Arabic, English (ESL), Greek, Hindi, Hebrew and Portuguese as well as Serbo-Croatian are our new offerings. We are again offering Mandarin and Cantonese, having found three people ready to teach one or the other of those courses formerly taught by Sue Wong. The production of materials for the beginners level for each of the new languages is in progress.

Videotapings

We are presently preparing video-tape materials which may increase our efficiency in teacher education. In making ourselves available on film and tape as well as in person, it is logical that we can now be more places at once.

Please let us know if we are correct in thinking that you who work with us, and people that you know, will welcome having half inch forty minute tapes in black and white, consisting of:

- interviews of Dr. Gattegno by members of our staff or panels,
- lessons for teachers so that they become aware of some subtle points in our curriculum,
- lessons with students of different ages or capabilities, indicating to teachers how one subordinates teaching to learning,
- presentations of some of our projects
- language lessons.



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.