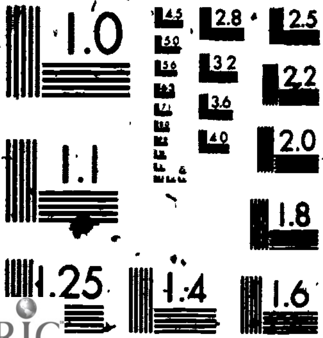
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ABSTRACT

This small booklet describes the Affective Education Program established in Philadelphia in 1967. The program uses various classroom techniques such as the problems, plans, and sharing classroom structure to foster student leadership and cooperation; using group roles, feedback, and processing; and being responsive to student concerns. In February, 1975, the program inaugurated, at two separate sites, a Program called School for All Ages. The program is designed to speak to the problems of age segregation and the negative aspects of competition. The Schools for All Ages is but one of several alternative structures sponsored and developed by this program. Others include an alternative high school and a parent education program. It is indicated that the methods used by the Affective Education Program yield statistically significant results for students when measured on standardized reading tests at the elementary, middle, and senior high school levels. Three aspects of the program have been cited by Title III of the Elementary and Secondary Education Act as exemplary projects worthy of validation: the Communications Network, which focuses on improving listening, speaking, reading, and writing; the Teacher Expectation Project, which raises teachers' awareness of how low expectations influence their students' abilities to learn; and the School for All Ages. (Author/AM)

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NORMAN AARON NEWBERG

Norman Aaron Newberg is the director of the Affective Education Program for the School District of Philadelphia. He received his bachelor's degree from Temple University and his master's from the University of Illinois. From 1970 to 1971 he was an Alfred North Whitehead Fellow at Harvard University. For the past 10 years he has been a consultant in curriculum development and teacher training in various school systems and universities in the United States, Canada, and Israel. At present he is a doctoral candidate at the University of California, Santa Barbara, in the confluent education program. He is writing a book on innovation within an urban school system.

No one person can take credit for the work of a complex project such as the Affective Education Program. Rather, the development of ideas and specific implementation techniques have been the result of collaborative effort. The author wishes to acknowledge his indebtedness to the staff of the program, including Kathy Doughty, Jessie Gibson, Wendy Gollub, Bruce Jones, Yvonne Jones, Henry Kopple, Marc Levin, Allie Mulvihill, Sunny Shulkin, and Earlene Sloan. Their help is appreciated.

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Affective Education in Philadelphia

By Norman A. Newberg

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'The Conspiracy of Silence'

> The child's fifth freedom is the right to know what he feels . . . this will require . . . new mores for our schools . . . which will enable young people from early years to understand and feel and put into words all the hidden things that go on inside them, thus ending the conspiracy of silence with which a child's development is now distorted both at home and at school
>
> —*Lawrence Kubie*

Lawrence Kubie, a psychoanalyst, knows the danger in maintaining the conspiracy of silence. He is trained to help people discover their authentic selves. He poses a startling challenge to teachers and parents: Do we as educators have the right to help children map their interior lives so that they can label what they feel? Should children know how to name the dynamics of their behavior in relation to peers and adults? What connection can be made between what a child feels and what a child is expected to learn? Are we as educators trained to end "the conspiracy of silence" by structuring times in the classroom when it is both safe and sensible to explore those experiences?

Since 1967, the School District of Philadelphia has sponsored the Affective Education Program in an attempt to answer these questions. The program shows teachers, administrators, and parents how to personalize learning so that a student's emotional, intuitive, and creative life can find legitimate expression in relation to academic learning. The Affective Education Program tries to find the natural interplay between thoughts and feelings so that each can shape, influence, and enliven the other. We do not split learning into two domains. Affective and cognitive are convenient categories for taxonomies, but in the classroom their distinctions are clouded.

Educators are fond of describing their job as educating "the whole child." Education for the whole child must mean the integration of thought and feeling so that a child learns to use all parts of the self, rational and emotional, in responsible, creative ways. The Affective Education Program has created curricula, courses, workshops, and new organization structures designed to make room for the education of the whole child.

* * *

A group of eleventh-grade students was taking a course called "Communications," developed for the Affective Education Program. Since it was the end of the school year, the teacher, Carolyn Lawton, asked the students to evaluate their class experience. She asked if they had noticed any personal changes in themselves over the past nine months. What follows are two student evaluations.*

> I used to be wary of talking to people about personal matters (of any race) but since this course I'm really interested in people Race is no longer a barrier in communication. I'm not saying I love everyone and get along with everyone, but at least I'm not scared to *find out* about people. I accept people for what they are. You can tell in class discussions that I'm still not out of my shy mess. But I've come a long way. I've taken an interest in smaller things, and notice details more. One thing that has stuck with me is the fact that humans are animals. I never thought of us that way, and this has caused me to notice human nature. Also something strange has happened Every morning when I wake up, I'm happy because I'm not dead and I realize I could be any minute. I sometimes see myself as a mass of bones and skin and blood and not anything with a name or personality. (It sounds dumb but it really moves me). I'm still shy, but I feel alive and as if I'm somebody, and also as if I'm nobody Sometimes I feel lost, and I feel everyone is nobody I can't write how I feel exactly, or nearly
>
> I'm still not intelligent or anything, I mean I'm still flunking physics, but inside I have gained something that I hope I will feel throughout my life I guess that's caring for other people and not being scared to voice my opinions and really noticing more of life whether it's a happy side or sad I want to take life for what I can and what it is It may not sound like I'm saying anything, but I know what I mean.
>
> —*Margaret L*

> Well I was always very open and would say anything I want to and be afraid of being put down has you saw in class Maybe it is because I don't care. I learn a little about myself that I didn't know like the role thing I never thought of myself as a leader or a start but I guess I am I do get put

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*Original spelling, punctuation, and wording have been maintained in these evaluations down a lot But as you said I do come right back up again But this happens a lot outside and it does hurt my feelings But I pretend it does not bug me but it does. I would like to change this but I guess I can. the feedback I got from you was too good to be true. Has you notice I am alway put myself down I have to stop this it bug I don't even know why I do it and I am aware a lot I learn how to change a mood in a second I don't think you tried to teach that did you This is the first time I really wrote something this long about myself you must have did something to me and I like

I would have use better word. But I can spell it is one of my hang up.

—*Mark, S*

Such evaluations are remarkable for their candor. These students lived in a classroom where it was possible to explore some of the hidden dimensions of individual and group development. For both Mark and Margaret, "the conspiracy of silence" that Kubie spoke about is broken. Margaret describes her fear of being "a mass of bones and skin and blood and not anything with a name or personality." But she also tells us how she asserts herself by talking directly to people very different from herself. She has developed an appreciation for small details and rejoices each morning that she is alive. She wants to be engaged with people by caring for others and by accepting them for what they are.

Mark does not write as well as Margaret does. He regrets that he doesn't spell correctly. But he marvels that he was able to write so much in this composition He discovers, to his amazement, that he has leadership ability. Formerly he hid his hurt feelings about being put down by peers; now he can say that this bothers him and that he would like to change it. When his teacher tells him that he deprecates his self-worth, it strikes home. He knows he must stop discounting himself.

As a result of the Affective Education Program, both Mark and Margaret are more conscious of who they are They also know the steps they must take to further their growth. They are not "finished products," although they are beginning to take some responsibility for their development. Mark and Margaret participated in a high school course sponsored by the Affective Education Program. What kind of classroom organization and climate stimulated the kinds of growth described? How does this classroom differ from traditional ones? How is it the same?

Many teachers still believe in the old saw, "Don't smile until

Christmas." Teachers can smile whenever they choose if they take the time to be sure that students understand the goals for the class and the limits and potentialities for social interaction. Affective Education Program teachers are encouraged to make public their non-negotiable rules or standards of behavior. These rules, to be effective, must be fair and few in number. They must be stated in clear language. They should have a face-value logic. And they should be both enforceable and consistently enforced.

Shared Responsibility

The beginning of the school year is not too early to introduce the notion of shared responsibility for maintaining current rules or negotiating new ones. Educating the whole child means that the students become less dependent on authority figures for maintaining discipline as the students develop more independence and interdependence. From kindergarten through twelfth grade we involve students in setting, monitoring, and enforcing classroom discipline. This involvement is designed to reduce stereotypical we/they struggles between students and teachers

A teacher might want to completely control some aspects of the classroom, but control of other aspects can be shared with students. For example, the amount of movement permissible in class might be negotiated, as might the periodic choice of curriculum, the style of learning, or the frequency of homework assignments. Clearly the teacher is the final authority and must not relinquish rights that would damage the whole class's potential to achieve. But teaching students *how* to discipline themselves and how to manage time and resources are appropriate parts of education. Further, our evaluation studies at the middle and senior high school levels indicate that when students share responsibility for the decorum of the classroom, the number and severity of discipline problems are significantly reduced and a higher degree of cooperation exists between students and teachers.

By the time students graduate from high school they should be competent to work in three basic styles: dependently, interdependently, and independently. Schools generally have emphasized dependent learning, while learning alone or in groups is offered as an infrequent option. We believe that students need structured experiences so that they can learn productively in each of the three modes mentioned.

Our "Problems, Plans, and Sharing" classroom structure helps students learn many of the skills necessary to work independently or in small groups. To date this structure has been widely used by elementary school teachers, but senior and middle school teachers have also found the format useful for short periods of time. The heart of Problems, Plans, and Sharing is the classroom meeting. Three different kinds of meetings can occur depending on the needs of the class. A sharing meeting provides a time for students to "show and tell" about interests, skills, or hobbies. When children meet to set plans, they are organizing projects they intend to accomplish during a given period of time. If students have plans, they write their initials on the plans board, they also note the names of other students who have agreed to work with them. The student chairperson or the teacher asks if they will need assistance in finding materials or solving problems. The teacher may also propose a plan for a small group. Generally, plans are made for half-hour to one-hour time segments. At the end of the plans session, various groups gather to share products and evaluate the quality of the project.

The third type of meeting is the problems meeting. Students sign a problems board to signify that they want time to discuss a personal concern. The chairperson asks the signer if he wishes help from the teacher, the class, or a small group. Then the student presents the concern and the group or teacher may ask clarifying questions. The teacher or chairperson asks if anyone has ever faced a similar problem. Usually, participants volunteer similar events in their own experience. Finally, the participants brainstorm alternative solutions and the student who presented the problem selects the solution that seems most appropriate. Participants encourage the student to report any successes or failures as a result of trying the selected solution

We observed a memorable problems meeting in which a kindergarten girl complained that sometimes she was locked out of the house after school. When asked where her mother was at this time, she said that her mother had errands to do. Several classmates spontaneously reported that they had similar problems. "How did you feel about being locked out?" asked the chairperson. "I was scared, I cried. I kicked the door 'til my foot hurt!" she said. There were some knowing looks shared in the group. Now the chairperson moved the discussion to the problem-solving part of the process. Classmates brainstormed the following solutions: "Ask your mother for a key and wear it around your neck"; "ask your mother to make arrangements with a neighbor who is generally at home so that you can wait for your mother at the neighbor's house"; and finally, "ask your mother at lunch time if she plans to be at home after school." The girl decided that having her own key would help her most. Two days later she appeared in school displaying a shiny key on a string chain.

Through the Problems, Plans, and Sharing format, students learn how to translate a global abstraction, shared responsibility, into observable skills. In the problems meeting they learn how to present a problem, search for alternative solutions; and make a commitment to try one solution. Isolation and feelings of uniqueness dissolve as students share in the universality of common concerns. At the time for making a decision the person presenting the problem assesses the feasibility of the solutions offered before making a commitment to try one.

Plans meetings teach skills in taking initiative by asking students to be explicit about what they want to learn, the physical and human resources they need, and an assessment of how much time the project will take Sharing meetings give students a chance to present projects and receive feedback or yet another time to explore an interest or curiosity Problems, Plans, and Sharing provides many opportunities for students to take initiative and assume leadership, thus strengthening their capacity to think and feel independently. While students can elect to work alone under this structure, they can also pursue projects as part of a small group or team, thereby learning some of the skills of working interdependently.

Some elementary school teachers try Problems, Plans, and Sharing twice a week, while others try it daily for two-hour segments. Because this format requires large blocks of time, middle and senior high teachers use it less frequently—perhaps once or twice per week or for special occasions.

How To Teach Affectively

The teachers in an affective education classroom vary their teaching styles. They also expand the contents or kinds of knowledge that may be explored. In addition to the required curricula, students in affective classrooms learn about their personal lives and how they interact with peers and adults. At the beginning of this discussion we quoted Kubie and concurred with his assertion that children had the right "to understand and feel and put into words all the hidden things which go on inside them. . . ." Kubie remarked that breaking "the conspiracy of silence" about these subjects would "require . . . new mores for our schools. . . ." When we teach about the self and interpersonal relations as legitimate subject areas we are in fact changing the mores of schools.

Many of the hidden things which go on inside students cluster around three basic human concerns: identity, connectedness, and control. These concerns, originally postulated by Mario Fantini and Gerald Weinstein in *Toward a Curriculum of Affect*, provide the basis for much of the curriculum content we develop. By concerns we mean those preoccupations and needs that cause people to feel uneasy or anxious. Each concern generates a series of perplexing questions for the student. When students are concerned about identity they ask: Who am I? What do I value? Am I a worthy person? Does my body serve me well? A concern for connectedness poses these concerns: How do I make contact with other people? Do others like me? How can I build relationships with others that are mutually satisfying? Where is my place in the world? A concern for control manifests itself in these questions: What can I really accomplish? Can my behavior make a difference at home, in school, in the world? How can I take charge of my life?

Concerns are often disclosed through nonverbal behaviors such as posture, gesture, facial expressions, and tone of voice. At other times they are implicit in verbal statements that indicate a sense of disquiet: "I'll never be able to read well." "Most of the kids in this class don't even know my name." "What good can school do?" "My people never get an even break in this country." Too often, however, concerns represent a gnawing inner tension or inner monologue of fears and hopes too vague or seemingly too personal to share with others.

We are not advocating an invasion of a student's privacy by forcing premature or inappropriate self-disclosure. Students have the right to remain silent about their inner life. They also have the right to know that they are not unique in their particular hopes and fears. Sharing their concerns in a supportive classroom can help them learn how to differentiate between fantasy and reality, between a thought and an action. While the expression of feelings can have an intrinsic positive value, we also believe that how a teacher works with a student's concerns can have a direct bearing on whether a child will learn adequately in school. Our assumption was corroborated by [illegible] Coleman Report (1966), which found that a student's sense of personal efficacy or fate control had more impact on achievement than pupil/teacher ratio, race, family background, teacher's education, school facilities, etc.

A concern generally indicates lack of skill or coping strategy for managing a personal, interpersonal, or societal issue. Our curricula and teaching strategies try to identify those needs and then teach the missing skills explicitly. For example, Mark (whose evaluation we quoted earlier) expressed a concern about being put down by his peers. He said it bothered him, but he pretended it did not. Nevertheless, he wished he could change his situation so that he would no longer be deprecated by his peers.

The put-down is a common psychological weapon used by junior and senior high students to hurt peers. It is a manipulative way of gaining control over people by rendering them vulnerable. Often, when students put each other down they have had little experience in expressing their feelings responsibly. Most of their negative feedback is critical and blaming; it is not intended to be constructive. It is equally true that students know few ways to express their positive regard for peers. Hence feelings are expressed in stereotypical, almost ritualistic ways.

What recourse do teachers have if they wish to help Mark? They can insist that his classmates stop this negative behavior. That may produce results in the classroom, but it will not stop put-downs in the halls or on the street. Nor will it give Mark much personal satisfaction. He knows all too well that he has little power over this situation without the teacher's authority. Several interventions may be tried to effect a more lasting and pervasive change.

Group Roles and Feedback

The teacher may decide to generalize the problem at first by teaching the class how groups function. Specifically, he* might introduce the notion of positive and negative group roles. Together with the class, he might develop a list of behaviors that allow the group to work productively. Some candidates for positive group roles include: the Participator—always gets involved; the Idea Person—suggests activities for the group; the Checker—makes sure the group is aware of what is happening; the Settler—helps to work out problems; the Fighter—sticks up for what he believes; and the Attention-Giver—is responsive and attentive to people's interests and needs.

Having elicited a list of positive group roles, the teacher can ask the class to brainstorm a list of negative group roles. Some common negative roles include: the Boss—takes over without considering others' needs; the Troublemaker—provokes and irritates others; the Showoff—does things to make the group stop and pay attention to himself; the Stomper—puts down other people's ideas and feelings; the Cop-Out—won't get involved, tries to get the whole group off the task.

Once positive and negative group roles are defined, the teacher asks students to think about several group situations in their experience. Students are encouraged to think of a time when they played a negative role and another occasion on which they played a positive role. Then they are asked to write down as much as they can recall about these situations: their thoughts, feelings, actions, and inac-

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*For clarity and economy, we use the masculine form of pronouns throughout this fastback when no specific gender is implied. While we recognize the trend away from this practice, we see no graceful alternative. We hope the reader will impute no sexist motives, certainly no sexism is intended. —*The Editors* tions. At this point the teacher breaks the larger group into smaller units of six or eight so that students can share their memories. Finally, the teacher poses a task for the smaller groups to solve. One possible problem might be: Examine the Ten Commandments; come to a consensus as to which five are most important and place them in rank order. Before the groups start this task, each student selects a positive and negative role to play for a 10-minute sequence. When the exercise is completed, students reflect on how it felt to play these roles. What were the costs and benefits for themselves? For the group? The session ends when students make generalizations about group roles and the implications they have for helping this class to function more productively. Particular attention is given to how we lock ourselves into certain roles and what can be done to expand our repertoire.

We have found the concept of group roles so helpful in improving the way a class or smaller group functions that we have written lessons for various grade levels. In *An Education for Student Concerns* by Newberg, Borton, and Kopple, a more complex version of these concepts is described for high school students. While the version we quoted earlier is derived from *The Together Book* by Shulkin, Smith, and Doughty, it is appropriately used with middle and junior high school students.

Students will not miraculously stop their negative behavior once the teacher has introduced the concept of group roles. A teacher needs a varied set of techniques, procedures, and understandings that allow feelings to be expressed and constructive behaviors to emerge. Two other interventions that may strengthen a class's ability to live and work together are feedback and processing.

Feedback is a descriptive, nonjudgmental way of telling someone how you feel about his behavior. To be effective it must also be specific and timely. We encourage teachers and students to use "I Messages," a feedback mechanism developed by Thomas Gordon, author of *Parent Effectiveness Training.* The structure for this message is as follows: ______________________ (name of person you are addressing), when you ______________________ (the behavior), I felt ______________________ (the consequence of that behavior to you). An "I Message" does not require that the receiver do anything about the message; it only provides information. "I Messages" may be either positive or negative. A couple of examples are: "Jim (father addressing teen-age son) when you didn't write or phone for two months, I felt hurt and anxious, because I had no way of knowing what was happening with you." Or, "Mrs. Miller (student talking to teacher), when you told me I could take care of the plants I felt proud because I knew you trusted me."

"I Messages" can be used with any age student at any time or during designated feedback sessions. The structure provides a clear message and most importantly leaves the responsibility for what should be done about the message to the receiver.

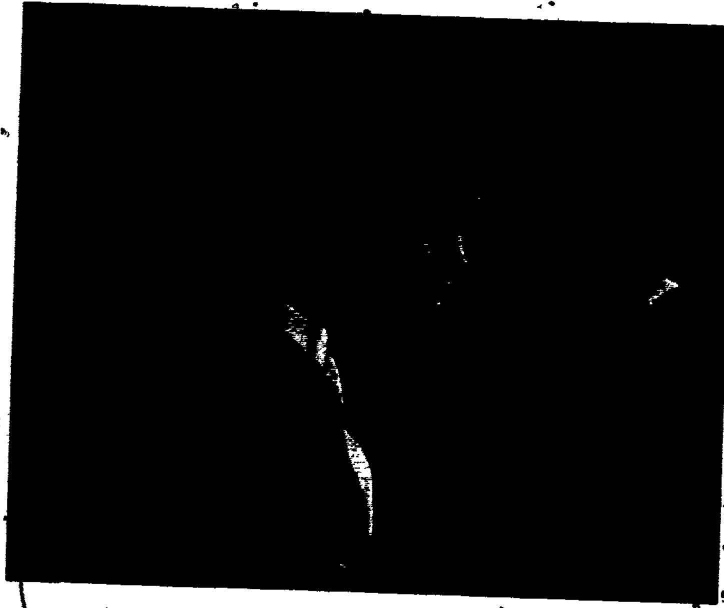
Another technique for raising student awareness of group dynamics is processing. Generally, processing occurs at the end of a class or unit of work. Processing is a set of analytic procedures to track the flow of individual and interpersonal actions, and it determines how the task at hand is being accomplished. A group can process its work by asking several penetrating questions: How do we feel right now? Did anyone feel left out or put down? Which behaviors helped us achieve our goal? Which hindered goal achievement? When students are more conscious of their behavior, they should be able to describe to someone else how the task was accomplished. Also, they should be able to repeat the task at the same or a better level of accomplishment.

Group roles, feedback, and processing give the teacher and students some specific ways to label and understand their behavior. These techniques help participants break blaming cycles and manipulative power plays. They emphasize rational, conscious process while respecting the fact that people have a wide range of feelings, some of which are nonrational. When people have an adequate vocabulary for describing their feelings and a safe procedure for expressing them, they are less likely to use their feelings to hurt others. Further, when people's feelings are valued, they are more likely to feel involved and invested in an activity. These techniques tend to de-mystify those elements that block the accomplishment of tasks when people are working in groups.

A Positive Climate for Learning

All of the classroom techniques we have discussed so far—setting clear expectations for behavior and introducing structures like Problems, Plans, and Sharing that foster student leadership and cooperation, using group roles, feedback, and processing, and being responsive to student concerns—come under the general category of creating a positive climate for learning. Social scientists point out that a positive climate is a key determinant in motivating an individual or a group to work at an optimal level. Can teachers take the time to work on classroom climate? In urban school systems, problems like vandalism, violence, absenteeism, and dropouts, provide ample evidence that students feel a profound alienation from school. Our solutions are not a panacea. But our evaluation studies indicate that creating a positive climate moves students' attitudes toward school, teachers, and learning in a more positive direction. We also have evidence that attendance becomes more regular and that discipline referrals are reduced. Climate is the bedrock on which the rest of the learning structure is built. Our evidence shows that building a positive climate does motivate students to improve their grades in academic subjects.

The Affective Education Program adapted some of the methods first tried by Jampolsky and Westerman, in 1973 by which children learn how to use their imagination to change their self-image as readers. We start by teaching children how to relax their bodies, Children with learning problems are frequently anxious or withdrawn. We relax children so that they will be open to new or different information about themselves. Their teacher asks them to tighten various muscle groups and slowly relax. Or imaginative suggestions are offered. Imagine yourself growing taller and taller until



(Bruce Stromberg, photographer)

you are bigger than the biggest person you know; now let yourself shrink into a tiny ball, becoming very small; finally, be your own size, fully relaxed and easy. When children are comfortable in mind and body, the teacher takes the class on a guided imagination journey during which they visualize themselves successfully reading and enjoying doing it. A branch of the Affective Education Program, the Communications Network, developed the following exercise for teachers to use with poor readers:

> Picture yourself getting ready to go home from school You remember that you got a new library book today that you want to take with you. You go over to your desk and get it out, thinking to yourself, "This is going to be a great book." You go home and, after you greet people there, you take your library book and you go to a place where you can make yourself comfortable reading. See yourself getting comfortable there. Now you look at the cover of your book and you read the title. Really picture yourself opening the book and see the first page. See yourself reading the first page and then the second Already you're enjoying your book. You feel happy and comfortable reading there in your favorite place. Find the place in your body where you feel happiest. Gradually you read the whole book See yourself getting to the last page. You close

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> the book and you look up and think to yourself "Wow, I did it again! I read another whole book and I really like it." Now see yourself stretching because you've been in your favorite spot for a long time. Actually stretch now and listen to the sounds in the room and look around and greet a friend with your eyes.

Immediately after the imagination exercise students are asked to select a book to read silently. We observed a group of second-graders, all of whom read below the sixteenth percentile on standardized tests, move quickly to find a book and then begin reading. Two students approached us with their books and asked if they could read to us. We were amazed that they had selected books with fewer pictures and more words per page than most of the ones available for their tested ability levels. They read with enthusiasm and understanding. When they saw a word they could not pronounce, they asked for help or they sounded it out without feeling defeated. It is interesting to note that while the children were reading their books the teacher was also reading a book of interest to her. Periodically, students would interrupt her to ask help with a difficult word. After helping the child she would write the word on the blackboard. These words became part of the new vocabulary for this class. When the sustained silent reading period was over, the teacher gathered the children in one corner of the room to process the experience. She asked these children how they felt during the relaxation period. They also shared their thoughts and feelings about the guided imagination exercise. The teacher reinforced statements of children indicating that they were imagining themselves as good readers.

Teachers who use these mind/body techniques report that just the body relaxation part has a beneficial effect on children's readiness to learn. This was especially noted among hyperactive children. The second-grade teachers who field-tested this project found that their children's ability to persist with a reading task increased, over a five-week period, from three to 15 minutes during sustained silent reading time. These teachers also noted that in the books children chose to read the average number of words per page increased from nine to 37 words over the duration of the project.

The kinds of interior statements students make about their ability to learn are powerful in determining whether they will try to learn and for how long they will persist with a task. We think children can be taught to monitor their inner dialogue to become aware of the statements that help them persist and those that urge them to quit.

We encourage children to read books about people who were persistent in overcoming difficulties. Our teachers develop bulletin boards with pictures and statements illustrating the language and behaviors of persistent people in contrast with those who give up.

We do not necessarily intervene in the way teachers teach the mechanics of reading. They are expected to use the best methods available to them. Rather, we focus on the emotional, attitudinal, motivational aspects of learning If these processes operate positively, we believe the student becomes more available for academic skill development. Evaluation studies confirm our hypothesis: Students in the classes described achieve at statistically significant levels on standardized reading tests; they also persist longer on reading tasks and write more completely and complexly than do control groups.

Simultaneously with our work to help teachers improve the climate of the classroom, we also focus on how the very structure of school can be changed to reduce feelings of alienation and eliminate the destructive aspects of competition.

A School for All Ages

In 1970 the White House Conference on Children issued the following report:

> Competition . the grading system, are two of the greatest problems facing an educator today wishing to improve a classroom or a school system. We do not advocate the abolition of competition or grades per se; we are certain that a healthy mixture of competition and cooperation is necessary as a twentieth century "survival tool." However, American education has too long emphasized competition at the expense of a positive, rewarding, and mutual learning experience.

A related problem is age segregation in schools. Interaction among students is largely limited to their peer group. Thus the modeling process of learning from older people, those of working age and those who have retired, is virtually absent during the school day. Students therefore lose perspective of how the life cycle unfolds; they are unaware of the opportunities and pitfalls of succeeding stages; they do not see how various people cope with these issues in their lives. We believe that students of all ages can work and live together cooperatively, using each other to help solve social and academic problems. Further, by integrating students of all ages we think we can break down some of the stereotypical biases that produce slogans and stances like "never trust anyone over 30" and "the generation gap"

In February, 1975, the Affective Education Program inaugurated at two separate sites a School for All-Ages It is designed to speak to the problems of age segregation and the negative aspects of competition. Each school enrolls approximately 160 school-age children and 40 adults. Adults come back to school for various reasons: They want a general education degree (GED) or a standard high school diploma; they enjoy sharing their skills with other people; they have

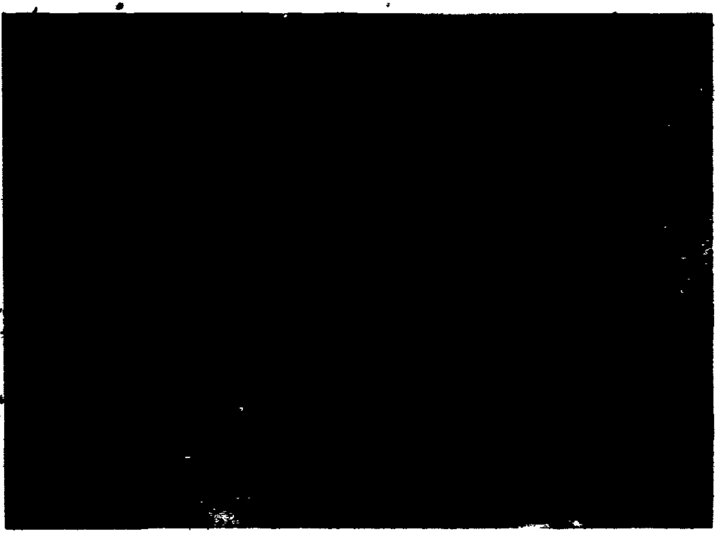
(Salvatore Lanzilotti, photographer)

An adult student helps a second-grader draw a picture and write a story about a time when he felt really good

a high school diploma but want a chance to better their career options.

Four adults in each school are involved in the Career Change Program. They receive a stipend from the state of Pennsylvania (other adults in attendance receive no stipend), which covers tuition and the cost of living for one year at a university. For three days a week they attend classes at a university; on the other two days they work as teacher aides in our schools. Of the first group of eight who graduated in January, 1976, five were admitted in good standing to the sophomore year in college and all eight secured higher paying and more personally rewarding jobs.

Students at the School for All Ages study the standard range of academic subjects, but the methods of instruction and grouping reflect the Affective Education Program's desire to promote a balance



(Bruce Stromberg, photographer)

An adult student in her mid-fifties attends classes at the School for All Ages She plans to [illegible] high school education

between independent, interdependent, and dependent learning styles and to decrease competition. School-age students meet in peer groups, consisting of a two- or three-year age span, for most of their academic subjects. Adults are integrated into all grades from third through twelfth. Over one-third of the population is involved in cross-age tutoring designed to upgrade basic skills. Social sciences, art, and music courses and family group meetings consist of intergenerational populations.

Children seem to accept adults as a positive influence on the life of the school. The following excerpts sample younger students' perceptions of the adults.

> Interviewer: What about the adults being here?
> Fifth-grade boy: Trouble is kept down because they are here
>
> Interviewer: What's the purpose of this school?
> Tenth-grade boy: I think the purpose is to get people working together. That way you can get to your problems. And this place gives adults a second chance. I like it. You get to show the adult students what they don't know.
>
> Interviewer: How do you feel about the adults being here?

Tenth-grade boy: Adults coming back shows me what their mistake was. I think twice about dropping out now. Sometimes they help the teacher. Some even ask for help. They make people think they ought to be quiet in class. They disagree a lot, and other kids get quiet when they talk.

While these schools are still at a formative stage, one fascinating evaluation result can be shared. It suggests that some of the negative aspects of competition have been eliminated. After 100 hours of observation, evaluators reported that students were involved in competition during only 3% of the time. Forty-seven percent was devoted to individualized learning and 42% of the time to cooperative learning.

The Schools for All Ages are but one of several alternative structures sponsored and developed by the Affective Education Program. For the past six years we have sponsored an alternative high school called the Bartram School for Human Services. We train faculty to integrate affective methods and the teaching of basic skills. The school emphasizes career exploration in human service jobs. The 200 students who attend this school work a minimum of eight hours per week in day-care centers, hospitals, nursing homes, and schools for the handicapped and retarded. All eight faculty members of the school conduct special class meetings called "family groups." The family group curriculum, developed in collaboration with the Affective Education Program, teaches basic personal and interpersonal skills necessary for success in human service jobs.

The Schools for All Ages and the School for Human Services are examples of off-site school organizations. The basic concepts in these schools are also replicable as part of a regular school's organization. We are committed to working in a large urban district within existing facilities and organizations. But we also believe it is necessary to stretch the boundaries of how schools are organized by designing new structures that meet pressing academic and social needs.

In the Schools for All Ages we work with some of the parents whose children also attend our school. Those parents are students in our schools. But when we work in traditional schools we must reach out to involve parents. Without their involvement an important leg in the parent, child, teacher triangle is missing; hence communication linkages are weakened. We are committed to finding many different strategies to gain involvement.

Parent Education

At the simplest level we offer parents information about the goals and methods of an affective classroom. Often the parents become intrigued by the communication skills we teach and welcome a chance to learn ways to improve their parent/child relationship. Parents gain support and insight by sharing their problems in child rearing with others. Sometimes they role play conflict situations and search for alternative solutions to thorny family problems. Using techniques developed by Gordon, Rogers, Cark[illegible], and Ginott, parents learn to listen at deeper levels, to express feelings more openly, and to search for solutions to conflicts that are honorable to both parties.

In addition to helping parents with conflict resolution, we have asked them to encourage their children to speak about their learning experiences at home. Several parents have looked troubled at this request. One parent said, "I was raised that you ate dinner quickly without speaking." Other parents nodded assent. The group leader explored the possibility of changing that family norm as a way of helping their children to perform better in school. Most parents thought it was worth a try.*

To expand the variety of interactions between parent and child, we published a workbook called *Family Rituals* prepared by Gollub and Shulkin. Parents select one child in their family to work with for 15 minutes five days a week. The *Family Rituals* exercises are simple learning and sharing activities that are fun to do. "Ritual time" gives a family a fixed time to practice listening, speaking, reading, and writing skills and thereby reinforces the teacher's classwork.

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*Esther Milner has conducted a study in Atlanta, Georgia, showing that a child's verbal ability and reading readiness are influenced by a number of home factors She found, for example, that parents of children who score poorly on reading tests in first grade discourage conversation at the breakfast and dinner table.

One other area of our parent education program trains adolescents for their future role as parents. Through the Family Life Studies curriculum developed by Gibson, Jones, Adorno, and Holtzman, students explore their family's structure; the values, rituals, and traditions they were taught; the methods of discipline and the styles of communication. These high school students read case studies, literary descriptions, and anthropological accounts of how families in various American communities are organized. When students have a clearer picture of their own family system and can see it in relation to another's, they are in a better position to make informed choices about the kind of family they hope to create.

The Program's Impact

The scope of the Affective Education Program's work includes finding ways to use a child's energy, imagination, intuition, and feelings to be successful in school and in later life. Many of the skills we teach are life skills; their value should increase as the student becomes a worker or starts a new family. But students and parents do not need to wait for later life to see the results of our work. Our methods do yield statistically significant results for students when measured on standardized reading tests at the elementary, middle, and senior high school levels. Affective education students at the elementary levels persist longer on reading tasks, write more willingly, and produce a higher quality writing than their peers who are not in the program. Affective students in the middle school were absent one-half as much as their counterparts in the regular classes. High school students in the Affective Education Program have shown more positive attitudes toward themselves, their teachers, and their classes than students in the regular school program. They also attend school more often and receive significantly fewer discipline referrals. And students at the Schools for All Ages have shown substantial skills in working cooperatively in a school situation.

Our methods for training teachers and other school personnel are similar to the ones we use with students. The issues we work with—self-concept, effective interpersonal relationships, fate control, and mastery over academic subjects—have universal value. While teachers do have greater mastery over subject matter, they too are re-examining their basic life concerns in light of current situations. Teachers must know themselves before they can help students mature in their self-knowledge. Teachers learn the theory and the methods of affective education. They also learn how to connect

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theory and practice to their own lives and the subjects they teach. When our training is short-term, we focus on one or two discrete skills such as conflict resolution, active listening, setting appropriate classroom limits, or using role play to teach social studies. In recent years a staff of 10 affective education trainers has been training approximately 2,000 teachers, administrators, and parents a year. For smaller groups of people, about 300 per year, we provide in-depth training in restructuring part of a school, organizing an alternative program, or pursuing a basic issue such as reading, using an affective orientation.

Over the past 10 years the Affective Education Program has experienced three different superintendents, budgetary cuts, and inflationary spirals. Yet we continue to survive, prosper, and receive validations for the quality of our work.

Three aspects of the Affective Education Program have been cited by Title III as exemplary projects worthy of validation: the

(Wendy Gollub, photographer)

Teachers are involved in a simulation designed to give experience of how people's expectations shape their behavior

Communications Network, which focuses on improving listening, speaking, reading, and writing; the Teacher Expectation Project, which raises teachers' awareness of how low expectations influence their students' abilities to learn; and the Schools for All Ages, which stress age-integration and independent and cooperative learning styles. The Schools for All Ages have received national press attention and are now being studied for replication by several schools in the Pacific Northwest. In Philadelphia our work centers on disadvantaged populations, but our curricula and methods are widely used in middle- and upper-income communities across America and in several foreign countries. Together with other colleagues in the field, we have been creating "new mores for schools," mores which give children more control over their lives, a greater respect and concern for others, and the pleasure of being successful learners.

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Staff members of the Affective Education Program produced the following articles. Each offers an in-depth view of an aspect of our work. These articles may be obtained by writing to: The Affective Education Program, School District of Philadelphia, Room 323, 21st at the Parkway, Philadelphia, PA 19103.

Gibson, Jessie. "Affective Parent Education" 1976

Gollub, Wendy. "Affective Education and Reading " 1977.

Staff: "School for All Ages Program 1976–77 "

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