


1976

Learning to Trust and Trusting to Learn: A Discussion of the Attitudes of the Teacher and Student in the Counseling-Learning/Community Language Learning Model

Lois Rosen

School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Adult and Continuing Education and Teaching Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [First and Second Language Acquisition Commons](#)

Recommended Citation

Rosen, Lois, "Learning to Trust and Trusting to Learn: A Discussion of the Attitudes of the Teacher and Student in the Counseling-Learning/Community Language Learning Model" (1976). *MA TESOL Collection*. 215.
https://digitalcollections.sit.edu/ipp_collection/215

This Article is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

LEARNING TO TRUST AND TRUSTING TO LEARN: A DISCUSSION
OF THE ATTITUDES OF THE TEACHER AND STUDENT IN THE
COUNSELING-LEARNING/COMMUNITY LANGUAGE LEARNING MODEL

FRANK B. WATT LIBRARY
School for International Training
THE EXPERIMENT IN INTERNATIONAL LIVING
Brattleboro, Vermont

by

LOIS ROSEN

MAY VI

Submitted in partial fulfillment of the requirements for the
Master of Arts in Teaching degree at the School
for International Training,
Brattleboro, Vermont

May, 1976

This report by Lois Rosen is accepted in its present form.

Date

June 16, 1976

Principal Advisor

Raymond C. Clark

Project Advisors/Readers:

Vincent Antonelli

Jenynbelle Rardin

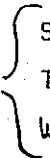
ABSTRACT

The author explores the relationship between learning and trusting in four different contexts. In all four contexts the principles of Counseling-Learning and Community Language Learning are seen at work. In the first part of the paper the philosophy of Counseling-Learning is set forth. In the next part, a workshop in Counseling-Learning and Community Language Learning is described. In this section, the five stages of language learning as advanced by Father Curran are described, and an informal paper by Earl Stevick on "Two Ways of Teaching" is appended. In the next part, the author's use of CLL in ESL classes in Medellin, Colombia is described. Included is a tapescript of several of the sessions. Next, the author describes her teaching situation with four young Southeast Asian children. In the final part the author re-examines a previous teaching experience in an inner-city school in New York City and sees its successes as an example of the application of the principles of Counseling-Learning.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
II. THE PHILOSOPHY.....	5
III. THE WORKSHOP.....	12
Two Ways of Being a Teacher.....	24
Workshop Address List.....	31
IV. USING COUNSELING-LEARNING/COMMUNITY LANGUAGE LEARNING IN COLOMBIA.....	33
V. TEACHING SOUTHEAST ASIAN REFUGEES IN OREGON.....	49
VI. THE OPEN CORRIDOR.....	56
Student Publications (Big Mouth).....	64
The Story of Panball's Life by Dora.....	111
Willet's Letter.....	121
BIBLIOGRAPHY.....	122

WITH
ORIGINAL
COPY ONLY



CHAPTER ONE

INTRODUCTION

I have taught for almost five years and have attended school for seventeen years. As a result of these experiences I have come to the conclusion that for real learning to occur in a school there has to be a high degree of concern and involvement between the principles. In the research about Counseling-Learning/Community Language Learning, I have found recognition of this philosophy and valuable suggestions for developing relationships which create a superior climate for learning. The philosophy is explained and techniques evolving from it are demonstrated by Charles Curran and his associates in workshops around the country.¹ I participated in two of these workshops and have used some of the techniques. I do not claim to be an expert in the subject, but the more I explore the philosophy the more enthusiastic I feel. I would strongly urge anyone who is seriously interested in Counseling-Learning to attend one of the workshops.

I first heard about Counseling-Learning/Community Language Learning at the School for International Training in Brattleboro, Vermont. During our M.A.T. methods course a variety of approaches to language teaching were briefly introduced. The method that most appealed to me at the time was C.L./C.L.L.² Earl Stevick presented C.L./C.L.L. to us in two ways. One was in a demonstration lesson of beginning Swahili. Also, throughout the fall day that Dr. Stevick spent at S. I. T., he used counseling techniques in response to the comments and questions of the audience. After the Stevick workshop, I read the recommended

readings by LaForge³ and Stevick.⁴ The workshop and the two articles were the foundation of my knowledge of C.L./C.L.L. I didn't know anyone then who had direct experience with the method. Still, with my limited information, I was attracted to C.L./C.L.L. for the following reasons:

1. Students say what they want to say rather than parroting prepared dialogs or drills. To me the point of learning a language is to be able to express yourself and that is central to C.L./C.L.L.

2. No fixed texts are required. The sentences generated by the students are the center of the study. The teacher must be extremely flexible and responsive to the students' expressed and implicit needs.

3. The teacher is not only in the class to provide language, but is also there to provide warmth and reassurance. The teacher takes an accepting, non-judgmental role.

4. It is recognized that anxiety exists on the part of both teacher and student and that to maximize learning, this anxiety must be minimized.

Feeling positively toward C.L./C.L.L., I also had a number of questions about it:

1. What is the underlying philosophy?
2. What is a knower-counselor, and could I fit this role?
3. How critical is the counseling role to the method?
4. Can C.L.L. be used with other methods?
5. Is strict adherence to the circle-faping model we saw in the Stevick demonstration essential?
6. Does C.L.L. apply only to language learning? If not, how does it apply to learning in general?

7. What is the affective impact of the method on students and teachers?

While doing my internship in Colombia from January until March, 1975, I used C.L.L. in one of my classes and have included a description of that experience in this report. (see Chapter IV)

I returned from Colombia still wondering about the questions listed above; so I decided to attend the workshop given by Father Curran at the University of Michigan, May 18-23, 1975. I also attended another C.L./C.L.L. workshop in March, 1976, in Vancouver, B.C., as I was beginning to write this paper so I could further clarify my understanding. I came out of the workshops with a deeper understanding of C.L./C.L.L. and will share what I learned with you.

NOTES

¹For information regarding the workshop schedule write:
Counseling-Learning/Community Language Learning Seminars and Programs,
215 East Chestnut Street, Chicago, Illinois, 60611.

²I will often refer to Counseling-Learning/Community
Language Learning as C.L./C.L.L.

³Paul LaForge, "Community Language Learning: A Pilot Study,"
Language Learning, 21:45-61, (1971).

⁴Earl Stevick, "Review Article: Counseling-Learning a Whole
Person Model for Education," Language Learning 23, (December 1973),
259-271.

CHAPTER TWO

THE PHILOSOPHY

LEARNING TO TRUST—TRUSTING TO LEARN

I have felt a bit apprehensive in writing this paper about C.L./C.L.L. because it is not a handy set of lesson plans you can use in your class tomorrow with guaranteed success, nor is it a series of statistically documented experiments; rather, it is a discussion of the philosophical position the teacher needs to be coming from if she wants to facilitate real learning.

...We are not thinking of learning in an intellectual, abstractive, reflective and symbolic conception nor, by contrast, as a conditioning reaction process, but rather as an "engagement"—as a personal self-commitment. The whole person, in the psychosomatic sense of emotions, instincts, and soma as well as intellectual and voluntary abilities, is involved in such self-commitment.

We are also contrasting this kind of engaged or self-committed learning with a learning process that is the result of competitive motivation and is often simply defensive learning. We can find a person who learns under the stress of competition and in emotional stress doing well in terms of marks or grades but in fact he can later have an extremely negative and resistant attitude toward what he had learned and even received a good grade in, but he can be so traumatized by the experience that he remains hostile to the subject. When this happens he may turn away from the whole area of knowledge that this negative learning experience represents for him.

By contrast, we are speaking of learning which is measured finally by the degree to which the person himself has genuinely invested himself and so holds a very positive feeling and identifies his total self with the subject after his learning experience.¹

There are an infinite number of ways to create a situation for real learning, but it is the underlying attitude of the teacher which is critical.

Then Counseling-Learning is much more than a method for teaching foreign languages although a significant methodology has been developed from it. At the core of Counseling-Learning is the attitude of the teacher toward the learner and that attitude is trust. The teacher must believe that it is inevitable that the student will learn in a nurturing environment. She must trust that the students will make the best decisions for themselves about what direction to take the learning process. Learning is seen as an act of discovery, an active pursuit based on interest. "Monotonous repetition, memorization, testing and evaluation do not bring life, they merely transmit bad faith."² The teacher must trust the learner enough to give him real control over the learning situation and trust that the basic reasonableness of man will operate. Teachers

...rely basically upon the tendency toward fulfillment, toward actualization in their students. They are basing their work on the hypothesis that students who are in real contact with problems which are relevant to them wish to learn, want to grow, seek to discover, endeavor to master, desire to create, move toward self-discipline.³

The teacher must trust herself, be secure in who she is in order to feel relaxed in the classroom.

The immature person cannot permit himself to understand the world of another because it is different from his own and therefore threatening. Hence he cannot help but distort the thoughts and feelings of the other to make it less threatening to him. Only the individual who is reasonably secure in his own identity and self-hood can permit the other person to be different and

unique and can understand and appreciate that uniqueness.

She must be herself which is risky. She must trust her perceptions and respond to the changing needs of the student. The teacher must be a very warm, open, understanding kind of person, a person who the student can trust not to make a fool of him. She must symbolize safety and security to the learner. She must try to bring the god-like authoritarian teacher image down to a human level. The teacher must be sensitive to the feelings of the learner. She is there to help the learner but only when help is needed. She is not there to continually point out inadequacies or to put the learner on the spot creating a situation of the defensive learner, the learner who learns because he knows he'll be embarrassed if he doesn't, where he'll learn everything for the test and forget it later or always associate pain with the subject matter. If the learner is busy defending himself, his energy is being taken away from the learning process.

The learner has to trust the teacher if he is going to risk exposing his ignorance which he must do in order to progress. He must feel secure enough eventually to ask for help and to accept correction. He has to trust that the teacher knows her subject and be willing to suspend judgment in order to take in what the teacher is offering. He must come to trust his grasp of the newly learned material in order to risk using it. He must come to trust the teacher enough to share his feelings about the learning process with her. If the learner doesn't trust the knower, he will not learn in a lasting way. He will not value what the knower is offering. The teacher must believe that it's more important initially to reassure and bolster the learner's confidence than it is to

correct every error. Correction is hard to accept because it means admitting you made a mistake. Recognizing our imperfections is painful. The learner has to genuinely want correction in order for it to be constructive. He must be as concerned with the person of the learner as she is with the learning. The teacher must value feelings and allow them to be expressed, recognizing that the angry student is not unmotivated or merely a behavior problem, but a committed extremely caring individual with an emotional investment in the learning process which is desirable.

A strong force for learning in these later stages is an affective one, specifically indignation. As the learner's capacity to learn unfolds, he often needs to assert his own unique way of learning in a strong, forceful manner. The knower must accept this as inherent in the learning process if he is to help the learner. We came to see that as people become openly angry and are not rejected by their counselor-knower, they themselves feel a new positive internal process, unknown up to that time. This caused us to recognize the importance of anger in learning. Such personal indignation is a necessary assertion on the part of the learner indicating that they do not wish to stay in the previous stages of dependency. Once they have "grown up", they feel indignant when they are not allowed to exercise the independence that their increased knowledge gives them. It is the task of the counselor to help them by accepting their⁵ anger and willingly withdrawing unnecessary aid.

The teacher must understand the learner, moving from the role of questioner or inquisitor to that of "learning counselor."⁶

Counseling-learning is seen by Curran as a fusion of the concepts of humanistic psychology as explained by Carl Rogers to the learning situation. The counselor-client relationship is the same as the teacher-student relationship. The difference is in focus. In the counselor-client relationship the main focus is self-knowledge and in the learning situation the focus is the internalization of knowledge

coming from outside the self.

By considering this self-investment aspect of a whole person in learning, and not simply what he knows or can give back to the teacher in some intellectual form, we are also bringing closer together the learning and the counseling process. Seen this way, the process by which a person invests himself in what he is learning and the counseling process by which a person invests in what he wants to be and begins to fulfill it are very similar.

We therefore are no longer separating counseling therapy from learning by seeing counseling in a health or growth model and the learning process as something different. Rather, we are bringing these together and are calling them all learning either at a personal level or at a broad, educational, social, and cultural level.⁷

In client-centered, non-directive counseling the client is seen as needing the counselor to help him untangle his confused state and to see clearly solutions to the problems within himself--similarly, the knower must help the learner who comes to him in shaky condition. It is painful for any of us to admit we don't know something, and it is critical that the knower recognizes that the learner comes to her dependent, vulnerable and anxious. It's her job to gently ease the learner from this state of extreme dependency just as the counselor aids the client.

The teacher needs the same four basic prerequisites as the counselor:

- 1) She must be congruent in her relationship to students, which means she must not be phony, that whatever the teacher chooses to share with the student is honest.
- 2) She must have a "positive regard" for the learner. This means feeling a respect for the learner as another human being. It is unlikely you can be a helper to someone if this feeling is missing.

You don't have to like or agree with his behavior but you have to accept him.

3) She must have an empathic understanding of the learner. The teacher must understand the student's feelings from his framework.

4) She must be able to communicate the above conditions to the learner.⁸

The teacher needs to respond to the learners as individuals which is difficult in most schools. Public schools generally "seek to obliterate or deny the individuality in students but encourage uniformity with which the teacher can cope."⁹

In looking at learning, I would ask does the experience actualize the individual, does it make him a more complete, more fully developed person?

My view is that typically we train people to an impoverished imagination, a banal image of their possibilities and the possibilities of the world, and rigid ways to attach meaning. We train people to repress their experience of freedom and to replace it with a conviction that in certain situations they "have no choice."¹⁰

In C.L./C. L. L. people make choices and are treated as worthwhile and trustworthy. They can identify positively with themselves in a new language and can become fully realized persons in that language.

NOTES

¹The Rev. Charles A. Curran, "Learning: An Incarnate - Redemptive Self-Investment Process," Apple River Press, Apple River, Illinois, (June, 1972):1.

²Clarke Moustakas and Cereta Perry, Learning to Be Free, Prentice Hall, Englewood Cliffs, New Jersey, (1973):15.

³Carl Rogers, Freedom to Learn, Charles E. Merrill, Columbus, Ohio. (1969):114.

⁴Ibid., p. 192.

⁵Paul LaForge, Research Profiles with Community Language Learning, Counseling-Learning Institutes, Apple River, Illinois. (1975):13.

⁶Curran, "Learning an Incarnate-Redemptive Self-Investment Process," p. 7.

⁷Ibid., p. 1-2.

⁸Joyce McIllroy, "Carl Rogers and Client-Centered Therapy", an outline for the "Principles of Counseling", class at Lewis and Clarke College, (April, 1976).

⁹Sidney M. Jourard, The Transparent Self, D. Van Nostrand Company, New York, New York, (1971):p. 20.

¹⁰Ibid., p. 97.

CHAPTER THREE

THE WORKSHOP

I was one of thirty-four people who participated in the week-long C.L./C.L.L. workshop at the University of Michigan, from May 18 to May 23, 1975.¹ There were people from many different areas and backgrounds. Among them were Peace Corps staff members, the director of the C.I.A. language training program, people from the E.S.L. program at the University of Hawaii and the University of Michigan, one man from England, one from Spain, and a number of Linc members. The workshop was led by Father Daniel Tranel and Father Curran. Nine of their associates were also present and involved in the process. A list of the participants is included at the end of this chapter. Time spent with these people was stimulating, and because I was treated with warmth and interest, I experienced a pleasant sense of well-being and self-worth throughout the week.

Approximately half the week was spent learning about the philosophical underpinnings of C.L./C.L.L. through presentations followed by small group work in which participants would work, through direct experience, the concepts that had been explained by Fathers Tranel and Curran. The other half of the workshop dealt directly with language learning through demonstrations and direct experience. The final morning was spent giving feedback and listening to Curran's associates describe their particular applications of C.L.L.

We were not allowed to tape any of the workshop; so this chapter is based on my notes and recollections. We were also asked not to ask any questions during any of the presentations.

We first met on Sunday evening. Daniel Tranel spoke to the group. Between Tranel and the group at large were four chairs with staff people filling them. The staff people were to be counselors with the goal of understanding the lecturer and giving back to him in their own words what he was saying so he could see whether or not he was really understood and could provide clarification or elaboration where needed.

That night and throughout the week, Tranel and Curran stressed that in order to use C.L.L. correctly, the knower must first have a deep understanding of the philosophy that supports it and that understanding the philosophy is more important than knowing the techniques or gimmicks.

Tranel explained that "community" was derived from the word communion: for any kind of community to exist there must be a situation in which a person has a deep sense of his own self and dignity. For this to come about he said that there must be some communication, and a prerequisite for communication is understanding.

Before he continued to speak, Tranel asked Earl Stevick to reflect back in his own words what he understood of Tranel's presentation so Tranel could tell whether or not he had been understood.

Understanding was then defined. Our culture has two ways of looking at the understanding. Here is an example of the first meaning: $2 + 2 = 4$. Do you understand? A problem has been broken down into its component parts. This is the scientific notion of understanding. We tend to want to figure things and people out, to cast them into a

problem which implies a solution. By categorizing people we deny their uniqueness. For instance to say, "Oh, that's a typical teenage problem" is disrespectful.

The second type of understanding is simply a relationship when I enter your world and try to see your world through my eyes. I don't have to agree with you but I try to see it as you see it. "I saw your world. I shared it with you. I accepted you in it; so you can accept it. Having been understood, you're free from the alienation of your own uniqueness."

Adults resist learning because they have an ego to defend. Children are open to learning but as they become older they become more defensive. The main question to which counseling-learning addresses itself is, "Can you create a situation in which a person can learn with his defenses down?"

"Is it possible for adults to learn with the same openness children do?"

Learning is described schematically by Curran as a five stage process, with Stage One being the beginning; where the learner enters, knowing very little. It is a state of anxiety. He feels threatened, panicked, insecure. In the usual classroom this anxiety is not recognized. The underlying attitude is, "I don't care what happened to you at home. I ask you to suppress your feelings and to get to work." In contrast, the role of the teacher in C.L./C.L.L. is to provide maximum security, giving the same total acceptance and warmth the young child gets in the arms of its mother.

In the C.L.L. language learning model, the learners sit in a circle and the (teacher) knower of the language, the counselor, stands

behind them. The students are asked to communicate in English and the counselor gives the translation in the target language warmly, slowly, gently, perhaps one syllable at a time for the students to say to the group. The counselor should vary her delivery depending on the individual students. One student may want one word at a time while another may not.

As I said in the preceeding chapter, and as Tranel said that evening, "The key word in the relationship between the teacher and student is Trust. The teacher trusts the student to decide what he wants to say and when, as the client trusts the counselor because he doesn't feel he's going to be put on the spot or made to look foolish."

Stage Two may come after a few minutes or hours. "It's the "struggle for independent existence." Because the client is secure, he'll remember words in the new language and want to say them for himself. He no longer wants to depend on the counselor. "If the counselor gives a word when the client doesn't want or need it, the client gets angry. The angry person cares." The counselor has to subtly understand when the client needs help.

So often when I was teaching in New York, angry children were seen as behavior problems rather than deeply invested people whose desire to learn might be very great indeed. I remember Angel Morales who in the first weeks of class would run out of the room screaming he was never coming back. I would bring him back each time and reassure him that he was welcomed, wanted. He turned out to be one of my most helpful and delightful students, very involved with caring for our animals and an editor of the newspaper.

Stage Three is the "Birth Stage." The client can speak the target language well enough to be understood, but is still making a lot of mistakes. Curran claims that most adults probably don't learn anything beyond stage three because the client becomes defensive about what he knows. "He's invested so much at this point it's painful to admit there's still further to go."

There has to be a role reversal between stages three and four. It's now the knower who becomes threatened by the learner who might get angry at her; so the client has to take the responsibility to ask for help from the knower, and to let the knower know that he wants correction.

In Stage Four the client is speaking "freely and complexly in the foreign language and presumes the groups understanding. The counselor directly intervenes in grammatical error, mispronunciation or where aid in complex expression is needed. The client is sufficiently secure to take correction."

Stage Five is the final step. It is when the learner knows all that the knower knows and they become friends. They can become learning counselors to groups in earlier stages.

As Father Tranel described the five stages, he again asked four people in the chairs before him for their understanding of what he had said. He said of them, "They came here and understood me. They didn't ask any questions. They didn't contradict. All they did was understand. I don't know if they agreed with me but that's not what's at issue. They didn't just repeat what I said. What I wanted to know was what it sounded like to them."

Next the workshop was a Stage One demonstration C.L.L. lesson in four languages: Togalug, French, Japanese and Swahili. Four members of our group volunteered as beginning students and four people on the workshop staff were the language counselors, each of a different language. The lesson was ten minutes and we in the audience were told to observe the four counselors and how they related to their clients. After the session the clients were asked for their responses to the experience. They said: "I felt great support morally and physically." "I felt good about it--a sense of my own worth."

Tranel added, "Gradually you would get the courage to try one word on your own."

Another client said, "I didn't know what words I was saying but I did begin to feel a language--the nasality."

"I felt very comfortable. Although I can't see Dr. Stevick I felt he was there. I felt very supported."

Tranel then described the role of the counselor more fully. The counselor "is the non-existent person" who only exists through the client. The counselor has to die to himself so the client can live. The less awareness you have of the counselor, the better job he did. In stages 1, 2, and 3, the counselor wouldn't correct unless it wasn't intelligible. The counselor must have the self-discipline to hold himself back.

A technical note--when the counselor doesn't know a word he says BLANK--so the flow of the conversation is not stopped. A person from the audience asked if the counselor was supposed to touch the client or not. Tranel replied that touching is not a technique. "If you're comfortable doing it, if it's spontaneous, fine."

We generally think learning takes place in a doubting attitude but when the knower is questioned he feels threatened. A person may know something but not be able to make it operational. "To know what is relatively easy, to know how is difficult". In counseling, being understood allows the client to make operational what he knows. Through a learning relationship with a skilled counselor, a student can internalize the learning. The opposite is defensive learning in which the learner has to repress his anger.

After another language demonstration with members of the group as counselors and learners we saw a video tape of Father Curran counseling a group of students who were angry with him. Rather than taking it personally, he responded by trying to understand them. After viewing this show, we broke up into groups of four and each of us took turns being clients to say what we got out of the T.V. show and the other three were to be counselors giving clarifying cognizing statements showing their understanding. Then the client was to give his reaction to the three people who were giving the understanding to tell them where they hit or missed, and the counselors were to react on how they felt about catching the ideas of the client.

I can remember finding the group fascinating because, though we had all seen the same video tape, each of us had completely unique reactions. It was frustrating and exciting being a counselor and trying hard to understand what someone else was saying, to filter out my own personal reaction and to be in that person's world. I remember feeling nervous as a client expressing my feelings, but when Dr. Stevick reflected my words it made me feel that what I was saying was okay.

It was valid to think what I was thinking. I felt good, although he didn't agree or disagree with me.

Monday evening Father Curran spoke to us for the first time. He made two major points: that he in his role of knower felt nervous and exposed and that every one, no matter how experienced, is anxious, and that we are hindered from being spontaneous by the problem solving, depersonalized age we've grown up in.

"I think it's a truism, we're passing out of an old age and into a new age" and we're victims of those cliches from the old system. It's important to bring them to conscious awareness so we can then make conscious choices; "to have clean options you have to have some understanding of the origin." What impedes us from finding the unique meaning of being a person is the age we're coming out of. It's very hard to talk about relationships with other people and avoid the word problem. We value the position of the objective observer. Any type of non-objectivity suggests weakness. The threatened teacher strives for objectivity because he is afraid. The learner has a problem and the teacher has the answers. The problem solver never leaves himself. All the learners must relate to him. The teacher uses the grading system to protect himself. When we are asked to be in an understanding position, we assume it's very easy. It's so difficult we have a hard time doing it for very long.

Being open is a delicate process. The creative thinker is "sick to teach." You yearn to give your ideas to other people. The best learning situation is where the learners are really trying to understand. "There's no greater loneliness than a knower without anyone who wants to know."

Tuesday morning we had two group experiences. In the first we were told to all in turn be clients and counselors holding to a centrally cognitive expression of what we got from the preceding presentation. In the second group experience we were told to take off on what the presentation reminded us of and that we might include our feelings. I was too involved in the group experiences to take any notes. I remember vaguely what happened, but I clearly remember how close I felt to the people in my group. The small group experience and the resulting process of "con-validation" was more meaningful and personally gratifying to me than the workshop itself. The other small group counseling experiences we tried after large group demonstrations were in counseling a centrally affective communication in which clients talked about a real concern, and counseling more than one person at a time, group counseling, in which the counselor's job is to respond to each person as an individual with the goal of restoring communication within the group. We also were all in small groups learning a language after a number of us participated in language learning sessions done before the whole workshop.

Besides the C.L.L. circle, a number of other techniques for language learning were demonstrated. We had the opportunity to listen to tapes made by Rosemarie Alvaro in which she uses songs to teach verb tenses in a variety of languages. Each phrase is said first in English, said in the foreign language, and then sung in the foreign language. The student can listen to the tape and read the words as many times as he wants; so this is an absolutely non-threatening way to learn. We saw the chromachord. It's a machine which students use to color code sentences. We also saw a demonstration lesson in teaching

numbers in Japanese in which the teacher told the student a story in English with key words that matched the numbers in Japanese giving the student a mnemonic device. Also the tables were turned and the student tested the teacher on the story asking the teacher to repeat the parts the student didn't remember, in a way that put the teacher on the spot, but not the student. My language learning lesson with Dr. Stevick was a highlight. Not only did we have a conversation in Swahili, but we wrote down the conversation, analyzed it grammatically word by word and then without any help from Dr. Stevick, we invented sentences from the words we knew. I experienced an increasing feeling of power in the new language.

Without giving you all the details, briefly I'll recap the rest of the workshop by sharing with you statements made by Father Curran or Father Tranel that spoke to me most directly and I'll follow that with some information we were given about projects that have been done using C.L./C.L.L.:

The learner can learn in such a way as not to learn. The learner can have all the answers and be pleased he didn't get shot down. In revenge he can say, "I didn't get a damn thing out of that class."

It's not the client's responsibility to be clear. There are no good or bad clients. If something gets fouled up it's not the client's fault.

Probably we know far less about the brain than the people in the 12th century knew about the world.

Insight is not enough in itself. The alcoholic has great insight into why he drinks. The final choice is to operationalize systems.

The client makes a chaotic emotional outpouring and the counselor cognizes it--organizes it--saying for the client what the client couldn't say for himself. Counseling has nothing to do with telling a person

what to do...(the goal is) to help the person with his self-research.

(By being a teacher or a priest) we are overstanding when we merely think we are standing.

On Friday morning C.L./C.L.L. staff people discussed where and how they have applied C.L./C.L.L. techniques.

Olga Meza Lehmann taught Italian to children bilingual in Spanish and English to familiarize them with the C.L./C.L.L. model. She then used the children as counselors to Spanish-speaking adults learning English.

Earl Stevick read a paper to the group. Since he was kind enough to send me a copy of his paper, you can read it at the end of this chapter.

Jenny Rardin used C.L./C.L.L. with 8, 9, and 10 year old slow learners who were failing in school. She has been running C.L./C.L.L. training programs for Peace Corps staff and has directed nine-week language training programs for the Peace Corps in Afganistan, Thailand, Nepal, and Morocco.

I emerged from the workshop having experienced what it is like to be a counselor and a client in a therapy process and how it feels to be a learner in a C.L./C.L.L. language class. I felt warmly received and valued throughout the process, feeling that the people who have developed C.L./C.L.L. live what they are learning. As well as providing me with information for this paper and benefiting from the week on a cognitive level, the week had intense personal meaning for me.

NOTES

¹This chapter is written from notes taken at the C.L./C.L.L. workshop at the University of Michigan, May 18-23, 1975. This one footnote is for the entire chapter.

requested. When I got back, I found them following these procedures scrupulously, and they still are, and things are going very well, and we all feel great about it!

Two Ways of Being a Teacher

E.

Each teacher works in his or her own way. Here are some thoughts about two ways. I have taken them mostly from the writings of Eric Berne.

One is the "Parent" way, in which the teacher is often more or less tense, and always controls and evaluates the student. The other is the "Adult" way, in which the teacher is relaxed and matter-of-fact. By facial expression or tone of voice (and sometimes in actual words), the teacher may say to the student:

The "Parent" Way

"Very good!"

"You made a mistake!"

"Remember this!"

"You shouldn't have forgotten this word!"

"You're stupid!"

The "Adult" Way

"I'm interested in what you said or did. If I understood correctly, you said or meant to say _____."

"You may find this useful/interesting."

"The word you are searching for is _____."

"Let's try again."

Please try to work in the "Adult" way as much as you can. It is usually

better to convey the ideas in the right-hand ("Adult") column

by facial expression and tone of voice, rather than saying them

the words
in ~~some~~ given in quotation marks in that column.

Four
~~Three~~ other general principles:

1. Don't talk very much.
2. When you speak Turkish, do not repeat the student's mistakes. Speak only correct, idiomatic Turkish.
3. Follow the procedures. Move from one step to another as soon as you think the student is ready.
4. Let the student use the book and tell you what is in it.
(Don't use your own book while following the procedures.)

Procedure for Use with Dialogs

A. Pronunciation.

1. Student reads one sentence at a time, as often as he thinks he needs to. Repeat after him in your own Turkish, in a calm, matter-of-fact way. Do not call attention to his mistakes. Finding them is mainly his responsibility.
2. After he has gone through the whole dialog in this way, mention one or two features of pronunciation that he might want to listen for the next time. (Use "Adult" facial expression and tone of voice.)
3. Repeat 1 and 2 once or twice if it seems appropriate.

Procedure for Use with Dialogs

B. Understanding the Dialog.

1. Student takes a sentence and tells you all he can about it. Then he asks any questions that he may have.
2. Answer his questions briefly, with "Adult" facial expression and tone of voice. Go through the entire dialog in this way.

C. Varying the dialog.

1. Student takes each sentence and makes a small change in it.
2. Repeat in Turkish what you think he meant to say, and translate it into English.
3. ~~Step~~ Steps 1 and 2 may be done again, with the student making new variations in the original sentences.
4. Student gives you one of the original sentences. You make a small change in it. He repeats in Turkish and translates.

Procedure for Use with Dialogs

D. Learning the Dialog.

1. Your book is still closed. Student gives you the last sentence of the dialog.
2. Student says the next-to-last line, and you reply with the last line.
3. Student gives you the third-from-last line. You say that line, he replies with the next-to-last line, and you reply with the last line!
4. In this way, memorize the last half of the dialog together. Then do something else.
5. After doing something else for a while, come back and do the rest of the dialog in the same way.

Procedure for Use with Drills

1. Student reads each sentence of the drill to you. (Your book is still closed.) Repeat after him and translate into English.
2. Ask the student to tell you the purpose of this particular drill.
3. The student tries to give the sentences of the drill by looking at the cue words (in some types of drill) or at the English translations (in other types of drill). Repeat what you think he was trying to say. (Use "Adult" facial expressions and tone of voice.)
4. The student gives some of the sentences from memory. Again, repeat what you think he meant to say.
5. The student makes other sentences that might fit into the same drill. Repeat what you think he meant to say, and translate into English.

Procedures for Free Conversation

A. Questions and Answers.

1. Student asks you a series of questions.
2. Repeat each question in an "Adult" manner, and answer it simply.

B. Narration.

1. Student tells you something that he knows about.
2. Repeat each sentence in an interested, "Adult" manner, and translate into English.
3. At the end, summarize the whole thing in Turkish, without translation.

COMMUNITY LANGUAGE LEARNING INSTITUTE
University of Michigan
May 18-23, 1975

1. Jean Abinader
Peace Corps--Action
Washington, D.C. 20525
2. Ivona Baber
3192 College Lane
St. Louis, Mo. 63103 533-3042
3. Renato Berlingieri
1885 P.ilette Rd.
Windsor, Ontario
4. Edrie Cane, Ph.D.
Occidental College
1600 Campus Rd.
Los Angeles, Calif. 90041
5. Professor Marianne Cowan
City College of New York
117 Clark Street
Glen Ridge, New Jersey 07028
6. Dr. Janet Dirlam
Steven F. Austin University
Nacogdoches, Texas 75961
7. John Domicich
36-10 30 Avenue
Astoria, New York 11103
8. Irene Dutra
75 Riverside Drive
New York, New York 10024
9. Sr. Magdalena Ezoe, O.P.
1247 E. Siena Heights Dr.
Adrian, Michigan 49221
10. Jacqueline Flamm
166 E. 34th St. Apt. 14B
New York, New York 10016
11. Gloria Galligane
2 Washington Square Village
New York, New York 10012
12. Barbara Gerra
Campus Crusade for Christ
Washington, D.C.
13. Stephen Hanchey
c/o 836 Jennifer
Peace Corps
Madison, Wisc. 53703
14. Adelaide Heyde
ELI (English Language Institute)
University of Michigan
Ann Arbor, Michigan
15. Robert Krohn
D Dept. of ESL
University of Hawaii
Honolulu, Hawaii 96822
16. Hector Lavernia
Ohio Dominican College
Columbus, Ohio 43219
17. Bill Lovelace
Action--806 Conn. Ave., N.W.
Washington, D.C. 20525
18. Dr. Marga Maier
4164 S. Otterbein Ave.
Indianapolis, Indiana 46227
19. Art McNeill
720 N. Overlook Drive
Alexandria, Virginia 22305
20. Mike Mercil
Peace Corps -- Action
Washington, D.C. 20525
21. Edward Pat Mills
E.S.A.D.E.
Avenida de la Victoria
Barcelona 17, Spain
22. Janice D.M. Mitchell
2324 Parallel Road
Gallaudet College
Silliver Spring, Maryland 20904
23. Carmen Judith Nine-Court
370 Riverside Drive--Apt. 1-C
New York, New York 10025
24. Peter O'Connell
26 Grimston Gardens
Folkestone
Kent, England
25. Steve O'Neill
216 E. 203rd St.
Bronx, New York 10458

26. Allen Ostergar
313 KMH Language Training Mission
Brigham Young University
Provo, Uta 84602

27. William J. Paddock
313 KMH Lang. Training Mission
Brigham Young University
Provo, Utah 84602

28. Sr. Francis Ellen Riordan
Marymount College
Prof. of French
Salina, Kansas 67401

29. Lois Rosen
North Shore Rd.
Spofford, N.H. 03462

30. Penelope Shaw
505 N. Division
Ann Arbor, Michigan 48104

31. Ronald A. Schwartz
Bilingual/ESL Center
100 Franklin St.
N New Holland, Pa. 17557

32. David Siebenhar
Miami University
348 Upham Hall
Oxford, Ohio 45056

33. Dieter Stroinigs
Miami University
348 Upham Hall
Oxford, Ohio 45056

34. Carol A. Wzorek
Action--Peace Corps
Washington, D.C.

Jean Armador, Jr
305 E. So. St
Carmichael, Pa 15320

Barbara Gera
3934 N. Lugo #5
San Bernadino, Ca 92404

Staff

Rev. Charles A. Curran, Ph.D.
Loyola University
820 N. Michigan Avenue
Chicago, Ill. 61611

Daniel D. Tranel, Ph.D.
P.O. Box 3867
Apple River, Ill. 61001

Jennybelle Rardin, Ph.D.
215 E. Chestnut--Rm. 304
Chicago, Ill. 60611

Mr. & Mrs. Nubuo Akiyama
1028 Conn. Avenue, N.W. #624
Washington, D.C. 20036

Earl W. Stevick, Ph.D.
Dept. of State
Foreign Servied Institute
Washington, D.C.

Tom C. Brady, Ph.D.
Supt. of Schools
Rockford, Illinois

Norma B. Gutierrez, M.D.
Yipsilanti State Hospital
Ann Arbor, Michigan

Mrs. Nouhed Havrilla, M.A.
9450 N. Central Park
Evanston, Ill. 60294

Mrs. Olga Meza-Lehman, M.A.
706 W. Grace
Chicago, Illinois

Sherry Powley, M.A.
19 E. Pearson
Chicago, Illinois 60611

Phil Kennedy
611 Greenwood Dr
Morrison, Ill
Stephen Hanchey
Peace Corps
P.O. Box 1151
Sana'a, Yemen

CHAPTER FOUR

USING COMMUNITY LANGUAGE LEARNING IN COLOMBIA

I wanted to try Community Language Learning during my internship at the Centro Colombo Americano in Medellin, but when I started teaching there I felt very insecure about my Spanish and I was nervous never having taught adults, or in a foreign country before. I felt too, that I had to establish myself with the class as a competent traditional teacher, starting them in a set-up they were used to; so I began with a combination of "The Silent Way"¹ and New Horizons in English.² Halfway through the internship, I felt sufficiently relaxed about my Spanish and about my credibility with my beginner's class to use C.L.L. model. I had 15 - 20 students at each session. The learners sat in a circle with a tape recorder on the inside and, me, the knower of English, on the outside. The learners were told to speak directly to each other one at a time in either Spanish or English with the goal of having a conversation in English. I stood behind the person who wanted to speak. If they spoke in Spanish, the microphone was turned off and I gave them the translation in English. Then, with the microphone turned on, the student would repeat the sentence in English. The students could also speak in English without the translation first.

The taping sessions were about 15 minutes long. The students were patient and cooperative. Every so often I didn't know the translation of a Spanish word, but I'd ask them to explain it to me in Spanish and between us we would arrive at a translation. I found that my struggles

with Spanish brought a sympathetic response from them and put us on the same level; so I wasn't so threatening.

I met with the class four times a week. We spent two sessions taping, reading the transcripts, writing from the tapes and working on the grammatical structures that came up and two sessions continuing with New Horizons. The students enjoyed the combination. There was a lot of hilarity during the C.L.L. sessions. After each C.L.L. session, there was always a time for reflection and feedback. Students asked questions about what they didn't understand during the taping, added more words they wanted translated, shared feelings and ideas about the class and sometimes had more extensive discussions than the ones we taped. The class was from 7:00 PM to 8:00 PM with most students coming directly from a full days work, and yet they were interested and enthusiastic, generally feeling the hour had passed too quickly. I saw a community spirit, a camaraderie, a closeness develop as a result of the C.L.L. experiences. They planned field trips, a big party and went together as a class to register for the next term; so they wouldn't be separated. These three actions were not at all typical of what happened in that school. I believe they came from my use of C.L.L. and my willingness to be personally involved with my students.

What follows here are transcripts of most of the C.L.L. tapes from Colombia. One conversation is missing because I didn't have the tape-recorder that day, and another is missing because we forgot to press the record button.

I learned about the philosophy and technique of C.L.L. in the two workshops I attended after my internship, but even with sketchy knowledge, my imperfect Spanish and a large group of learners, I felt

the use of C.L.L. was extremely beneficial in giving the students the opportunity to express themselves in English and relate to each other as people. The reflection periods after each session were valuable for them to let me know how they were feeling and where they needed help. As a group, they were supportive of me and each other.

I remember when Ortillia, the oldest person in class, came in at the beginning of a session and said three sentences in English. The whole class applauded—one of us has made it.

They were very careful about passing the tape recorder to everyone—conscious not to leave anyone out. There was little, if any, competitiveness. No one was ever told to hurry up. There was a lot of laughing: nervous, sympathetic joyful, some long silences and overall a positive feeling about English and about their ability to learn it.

TRANSCRIPT #1, Tuesday, February 11, 1975

Hello Bill. How are you?

I am thirsty.

I am hungry.

I am sorry.

I don't know.
(laughing)

It's seven past twenty.

It's twenty past seven.

Teacher, repeat!

I don't know what to say.

Why.

What's your name?

My name's Nora.

What's his name?

No her, her!

Her name is Luz.

What time is it?

When is the next bus?

What's she wearing?

She's wearing a black blouse and black shoes.

What is she wearing?

Hello

How does she look?

Kiss me my love.

Go ahead.

Go on.

Today or tomorrow?

My slacks are orange.

What's she wearing?

She - ella - she.

She's wearing

And what about her stockings?

Tomorrow morning I will go to work.

Confama is very crowded.

Now it is closed.

Poca people - a few people

Is this your friend?

Is it your brother?

Who is your father?

This boy is very generous.

I am happy about it.

This is very hard.

I am very happy in this classroom.

We don't understand anything.

Do you smoke grass?

I smoke cigarettes.

Yes I am fucking tonight.

Respect!!

What is Theresa saying?

She is thinking.

I am very tired

This is my class of English - corrected - this is my English class.

I am thinking

Are you my friend?

Yes, I am.

Do you smoke cigarettes?

My shoe is a color red - corrected - My shoe is red.

What's she wearing?

I am wearing a light bluse and slack slacks and shoes green - green shoes.

Where is the shoe?

Its on the floor.

In the United States today it is the day of lovers.

Where is the book?

It's on the desk.

He's nervous.

What's that?

Do you know my uncle?

I love Max Brand.

Excuse me I want it.

How wonderful!

Pass it around.

I can speak English.

I love Mary.

Do you love Mary?

Yes, I do.

Where is Bill. Bill is in the living room near the door.

My hobby is dancing.

My hobby is movies

My dress is beautiful

My pantsuit is beautiful

The movie is the Exorcist.

If I go to the movie I will vomit.

Viki hasn't said anything.

I want to go to the movies.

Guillermo is not here.

Where's he going.

He's going to the theater

It's not right to insult anybody

Who wants it?

There, over there.

Excuse me, what time is it

It's one o'clock.

When is the next bus.

I'm sorry. I don't know.

TRANSCRIPT #3

Nora: I bought my blouse in the store on the corner.

How do you say taperecorder in English?

who wants

Viki: Querer is want.

Ortillia: Where's Mary?

Mary is at home.

She is in the kitchen.

Every day she helps her mother.

Everyday she sets the table for dinner.

Where is Theresa?

Jose: Theresa is hot

Luz Marina: I feel cold

Luz Melba: Edificio is building

Bill: Luz Maria - speak English

Luz Marina is laughing.

Jose: The city is polluted. Who wants it?

The blackboard is green.

The city is beautiful.

The table is gray.

The door is brown

Jose #1 is not speaking English.

Conversation #1: Luz Marina is a liar

No, I'm not!

Yes, she is.

No, she's not!

Luz Stella: The teacher is beautiful.

Last night he said, "I am beautiful."

That's what you said.

Ortillia: The book is on the desk.

Are you happy in Colombia?

I am tired.

Again

Give it to Blanca.

He came for me, but I wasn't there.

My dog is black

Teresa: Joseph is drunk again.

Conversation #2

Bill: Vicki, where are you going (the) next week?

I want to play (racket) tennis with you.

Vicki: Are you inviting me?

Bill: Oh my God.

Yes, I am! Let's go Vicki, Let's go!

Vicki: I'm sorry. I can't.

Conversation #3

Theresa: Ortillia, do you like to dance?

Ortillia: Yes, I do.

Theresa: Do you know how to dance Tutie?

TRANSCRIPT #4

Ortillia: I want to buy some potatoes and (some) avacados for my house

Jose: I'll sell it to you.

Ortilla: How much do potatoes and avacados cost?

Jose: Twenty dollars a dozen.

Ortillia: Give me (a) discount.

Jose: O.k. The deal is made - It's a deal.

Where is Luz Marina working now?

LM: I'm working in an office.

How much money do you spend each week?

LM: None of your business

Bill (sarcastically) Thank you very much. You're welcome.

Vicki: Jose where did you go yesterday?

Jose: I went to me school.

TRANSCRIPT #4 (continued)

42

Vicki: Who did you go with?

Jose: With my girlfriend. And you?

Vicki: I was in the movies - my boyfriend.

Jose: Which boyfriend?

Vicki: My only one.

TRANSCRIPT #5

Jose: My uncle lives in New York

Did he always live in New York?

Yes, he has always lived in New York.

I want to go to the U.S. to visit my uncle.

How long has your uncle lived in New York?

My uncle has lived in New York ten years.

What's his name?

His name is Jaime.

Does your uncle speak English?

Yes he does

How many children does he have?

He has two children.

Is his wife Colombian.

No she's not

Where's she from?

She's Hawaiian.

Is she pretty?

Yes, she is.

Do you know her?

Yes, I do.

Has she visited Colombia?

Yes, she has visited Colombia.

Are the children Colombian?

No, they're not. They're American.

Do they love each other?

Yes, they do.

What does she look like?

She's tan. She has blue eyes. She has long black hair. She's tall.
She isn't too thin and she isn't too fat.

She's very pretty!

Who do the children look like.

The girl looks like her and the boy looks like him.

What's her name?

Her name is Pat.

TRANSCRIPT #6

Carmeza, where do you work?

I work at Tulio Spina school.

Do you know Lydia ————?

Yes, she's a teacher at Tulio Spina School.

What do you do?

I teach sociology and philosophy.

Where is the school.

It's on 60th street.

How many students do you have?

I teach 100 a day.

Is the school coeducational?

No it has only women.

Do you live near the school?

No, I live in Belen.

Where do you live?

TRANSCRIPT #7

Who said Luz Marina, what are you eating now?

I'm not eating anything.

Who knows Medellin very well?

I know Medellin very well.

I know Medellin a little.

What do you know outside Medellin?

I know _____.

cho _____ is a little town in Choco.

Medellin is the city of eternal spring.

In Medellin there are beautiful flowers

Vicki please, do you know the lamp factories in Envigado.

Yes, I know the lamp factories in Envigado.

And you?

No I don't know them.

Who knows them.

Joseph, Luz Marina, Javier, Nora and Olga know the lamp factories in Envigado.

Do you work in the hotel Intercontinental now?

Javier: Are you going to have a baby?

Maria: No I'm not. Oh how I wish I was.

Do you like children

Javier: Yes, I like children

Maria: How many would you like.

Javier: I'd like 29.

29!

Luz M: with Teresa?

Javier: No with my wife.

Are you married?

No.

Vicki: Did you buy that pocketbook in Canada?

Maria: I bought the pocketbook in Danada on the weekend.

Bealrz: How much did it cost?

Maria: 550 pesos

E: It's very expensive

Luz M: No it isn't expensive for me.

Maria Stelea: What's it like?

Luz M: The pocketbook is yellow, white, black, brown, blue, light blue, pink, red, orange and purple and green and has a pocket.

Luz M: Where did you buy your pocketbook, Vicki?

Vicki: My mother made it.

Bealrz: How beautiful!

V: At your service!

Maria S: When does the class end, Luz Melba?

Luz Melba: Classes end the 26th of March

Who's going to take the 2nd course?

Emma: The people who pass this course.

Maria Stella: The whole class.

Vicki: When do you start?

Vicki: I am sorry I don't know.

Emma: Is the second class very hard?

Luz M: I'm sorry, I don't know.

Who is the next teacher?

I'm sorry, I don't know.

Nora: Are you hungry?

Are you sleepy?

Maria S: Why hasn't Bill returned, Luz Marina?

Luz M: Because he has a problem.

Vicki: Luz Marina, what kind of problem?

Luz M: In the factory.

What a shame.

We miss him.

TRANSCRIPT #9

Javier: When was Javier in the United States?

In January.

How long?

Javier: 15 days.

Vicki: Why didn't you stay longer?

Javier: The trip was over.

Nora: In what cities?

Javier: New Orleans, Miami Beach, Orlando and Disneyworld.

Vicki: How did you like it?

Javier: Extraordinary!

Luz M: What did you bring Teresa?

Earrings, perfume and make up.

Luz M: How much money did you take?

\$1,000.

Are you thinking of returning?

Yes, I want to return.

Maria St: Where does Teresa study?

Teresa: I study in Camila Tores and in the Colombo Americano.

Maria St: In what year of high school are you.

Teresa: 5th year.

Bealrz: What are the days of the week?

Teresa: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Mar #2: What do you like on Sunday Maria Elena?

Maria E: I like avadados, rice soup, corn cooked with milk.

What do you like to eat?

Vicki: I don't eat anything.

Beatrz: That's why she's skinny.

I know how to cook.

She studied French cooking in the sena.

NOTES

¹"The Silent Way" is an approach to teaching foreign languages developed by Caleb Gattegno at Educational Solutions in New York.

²New Horizons in English is a series of texts for teaching English published by Addison Wesley, Menlo Park, California, (1973).

CHAPTER FIVE

TEACHING SOUTHEAST ASIAN REFUGEES IN OREGON

I have been working as the "English language instructor" for four Southeast Asian refugee children in Tigard, Oregon. Jack and Arless Nearin are Cambodian and Pham van Phoung and Pham thi Think are Vietnamese. As you know, they were uprooted from their homes and brought to a strange country to which they did not choose to come. They all lived in Camp Pendleton and have met with a less than enthusiastic reception here. Jack and Arless's family went from upper class to poverty level and all four kids have had to deal with severe change and loss and the sad, lonely, confused and angry feelings in themselves and their families. Jack and Arless are also faced with the fact that their mother has cancer and has been in and out of the hospital all year. Given this situation, I see the counselor part of my "learning-counselor"¹ role as crucial since these kids so clearly need support and reassurance. I am somewhat less concerned about my role as language teacher; since it's well known that children placed in a foreign country will automatically pick up the language, but how they feel about themselves and their new language and life is a delicate thing which I see as critical to their self-concept.

I've found that the key to how much they want to share with me and how much they want to speak and work in class directly hinges on how I'm feeling. The times when I haven't felt very positive and was going through personal difficulties, the kids spoke more native language, less

English and were less cooperative. When I come in feeling happy and/or been able to put myself aside and be there for the kids conveying to them within the first few minutes of class how much I like them verbally, facially or through hugging, I've seen a dramatic difference in the way our class goes.

For example I can describe an incident in which I lost sight of the things I knew about the need for the counselor-knower to feel and communicate "warm, positive regard"² and "to die to himself". Instead of recognizing and responding to the needs of my students, I let my own feelings take over and carry me away. Instead of having the students leave feeling understood and accepted, they felt angry and rejected.

Here's what happened: I had been teaching all four children together for about a week when I decided to separate them into two levels and meet with each two for an hour a day in school instead of with all four for two hours. Jack and Arless had lived in Burma and Australia and were speaking on a Stage 3 or 4 level when I met them. Phoung and Think knew no English at all when they arrived in the U. S. and that first week in class Jack and Arless did all the talking. Anyway I explained to the kids why I had separated them and they would still be together on our trip day.

About a week later, Jack and Arless were making a tape and in the middle of class they asked me why they had been separated from the other two kids. I explained again instead of hearing the feelings behind what they were saying. Jack and Arless got very angry, saying that I was a stupid teacher, this was a stupid class and Jack said if he couldn't be with the other two kids he was going to tell his father I punished them.

I got angry because I resented being threatened and unfairly accused and I felt rejected. Instead of responding to them as a counselor and realizing their outburst represented intense caring, I took their anger very personally.

I told the principal and he spoke to them. That made it worse. I probably wouldn't have taken what happened seriously but I felt under pressure because a reporter was supposed to come the next day to watch me with Jack and Arless.

The reporter didn't come, but the next day Jack and Arless wouldn't speak to me at all. That was an excruciatingly long hour. I told Doss Knighten, a professional counselor, what happened and he said that Jack and Arless were probably feeling very bad about themselves and that I should come in the next day hugging them and letting them know in every way possible how much I like them, which I sincerely do. It worked like a charm. From that day on, Jack and Arless have been enthusiastic in class. Today, they had so much they wanted to tell about their weekend that they spoke non-stop for 45 minutes. Arless has been coming in 10 or 15 minutes early for class every morning so she can tell me about her dreams or what's on her mind, or so I can read fairytales to her. Both of them come in with their own ideas for stories eager to write or dictate. I can see a big change in their attitudes and behavior in lots of other ways, too.

I've been bringing in piles of public library books for them and when one interested them, I'd ask if they wanted to take it home. They'd always say, "No". But for about two months now they've been asking to take books and making requests for others. They've also requested films which I can order from the district and Jack has been selecting them

from the catalogue. I've also honored some of their suggestions for trips.

Trips have been the high point and the most valuable part of the language learning part of my program since they provide the learners with direct, shared experience in English. I'm not a speaker of Vietnamese or Cambodian which is so frustrating, but I feel the trips are a good alternative with a knower who isn't bilingual since the kids can see and experience what you're talking about. We talk constantly on the trips and I find again and again that I'm hearing the kids say things I never would have realized they had learned if our time together was limited to the classroom. After trips we talk, write and draw what happened. I usually take my camera along, and the kids also caption the pictures and make them into books. The trips are valuable, too, because they're fun and we can relate much more as people sharing a good time than as teacher-student. We've gone to the zoo, the science museum, the historical museum, the supermarket, K-Mart, to see Santa Claus, to an ice cream parlor for a birthday party, to the forestry center, to the fire house, ice-skating, downtown to the stores, to a play, and we've come to my house three times to cook and have parties for Christmas, Valentine's Day and Easter.

I'd like to give you a more in-depth picture of one trip during Easter vacation. Three of my kids had the flu; so I took Phoung out for lunch to a big department store that was having a special petting zoo--- Phoung is around Stage 3. She can make herself understood and can ask about things, can carry on a conversation mainly in the present tense with lots of grammatical errors, but intelligible. Our conversation flowed all afternoon. Phoung asks for new words and asks for correction.

In the store she pointed to shorts and asked, "What's this?" I said later, "I like those candles." She replied, "I like candies, too." Then she laughed saying, "I said candy instead of candles." I told her she's learned a lot of English and that she's talking much more than she used to. She replied, "I like talking to you."

We talked about life in Camp Pendleton and how she feels being in the U. S., about our friends, clothes, food, school.

When we went to eat lunch I felt like a parent watching her baby take it's first steps. We went to "The Gourmet Sandwich Shop" which has 100 kinds of sandwiches. Phoung first looked at the menu, but was overwhelmed. I asked what she wanted and she said, "Same, same as you." I asked if she wanted egg, tuna, hot dogs or hamburger. She said, "hamburger" so I had her turn to the last page of the menu which I knew she could handle. When the waitress asked what she wanted, Phoung looked quickly at me to see if I would order for her. Then she said softly, "A hamburger with cheese and bacon." The waitress asked if she wanted french fries or fruit salad and she said, "french fries." When the waitress asked what she wanted to drink, a confident Phoung answered, "coke." Phoung was ~~beaming~~ beaming. It was the highlight of the afternoon for me.

Besides the trips, we've been making C.L.L. tapes, writing collaborative stories, making and using puppets and reading picture books. I especially try to find stories that deal with feelings the kids might be having. Being unable to speak their languages, I've found drawing has been helpful in giving the kids the words they want. Fortunately, they all have a much more highly developed drawing skill than Americans of the same age. Even from our first day together, Thinh initiated a

frequent practice of making a quick drawing of a word they are asking. He told me the story of how they escaped from Viet Nam by drawing a map of the country and pictures of the boat and of Camp Pendleton.

An activity that the kids enjoyed was looking at The National Geographic filmstrips of Southeast Asia and instead of using the cassette, doing the narration themselves.

I've been typing their stories and tapes. We read them together and I use them as the jumping off point for reading, spelling and grammar lessons as I did in New York. They have dictionaries in which they write new words or words they've asked me to spell for them so that they won't have to depend on me but can refer to their dictionaries.

I've found that my clear desire to understand them even if I'm way off doesn't seem to turn the kids off but makes them want to clarify in some way so I can understand them.

I see my work in Tigard as tying in with counseling-learning because the intent is the same although the techniques are not.

NOTES

¹Curran, "Learning: An Incarnate-Redemptive Serl-Investment Process, p. 7.

²Joyce McIlroy, p. 1.

CHAPTER SIX

THE OPEN CORRIDOR

I taught in New York City for four years before I came to S.I.T; so my experiences there pre-date my official introduction to counseling-learning. I am including a description of my New York experience in this paper because the attitude I had then toward teaching is so close to the attitude necessary for the counselor-teacher-knower. I feel it's important to share some of what I experienced and accomplished there because I felt on the whole very successful in getting students to feel good and in teaching non-native speakers of English to enjoy and value reading and writing.

I worked in a school that was in one of the worst areas of the city. Most of my students were Puerto Rican and some were black. My first year I taught sections of Language Arts to students homogenously grouped for all subjects by reading ability. I felt that this structure was destructive. I believe an important part of school is human relations. A situation like I had my first year, where the teacher sees 120 students a day for 45 minute intervals and is responsible for a neatly compartmentalized "subject" is not a nourishing human situation--it is a factory with good students programmed to succeed and the rest to fail. The whole system of bells and walking in lines and the carrot on the stick approach of grading and punishment is designed to create dull, conforming, obedient robots who will accept whatever society has left over for them.

The school was sterile and boring with little, if any, place for the student to assert himself positively or to make any real decisions. Most students in the sixth grade were reading on a first to fourth grade level and had not mastered the basics of math, either. The drop-out and absentee rates were shockingly high.

At the end of my first year, our old building was being phased out. A new building, designed for open-concept teaching, had been built to replace the old structure. I met with other staff members to design an innovative program for the new school. In spite of administrative opposition, we established a mini-school of 600 students on one floor of the new building. This represented a third of the student body in grades 6, 7 and 8. We organized our mini-school into teams of five teachers. Each team was assigned a group of students with full responsibility for that group. My team consisted of five teachers interested in working together and in trying an open-corridor program with cross-graded, heterogeneously grouped students. There were three "English" teachers on the team and two "social studies" teachers. I believed then and still feel that basic philosophical agreement between people is more important than the subject a person is licensed in when it comes to working together and working with kids. Those licenses did not begin to recognize the other abilities and interests that all of us had. What I felt was most important and reassuring was that we shared the same warm positive feeling for the kids and admiration for their ability to prevail against an astonishingly negative environment. We all felt that the kids were not unmotivated but had been caught in a situation which had actively blocked their growth. We all believed very strongly in the tremendous potential of those kids, and we all believed that it was

essential to develop a personal relationship with them that as Curran says, "Learning is persons".¹ None of us could buy the prevailing school philosophy of, "Don't smile until Christmas" and "Don't get involved." We became committed to giving extra time, money and energy to the program because it made us feel good to see the growth in the kids and each other. We became close friends spending a week's vacation in the summer together, eating lunch together, spending at least one afternoon and evening a week together. We realized that each of us was more effective working together than we were working alone because as a group we felt a sense of belonging and value; when working alone we had felt alienated and a bit crazy since our ideas had such limited acceptance in the school. Because we exchanged honest feedback, ideas, energy and materials we all were happier and more effective.

In the open corridor we did everything we could think of to make the students feel loved and competent. Our aim was to provide them with the richest experience possible and to create a situation in which they felt prized, secure and part of a community. We attempted to enhance their feelings of self-worth by giving them successful experiences, having fun together and giving them real decision-making power.

The constant in our program was change. Our group of five teachers was continually evaluating and adjusting our program to make it more effective. We needed to change as the students became increasingly skillful and independent. We had to change gradually because we felt if we changed everything all at once, the change would be too frightening for everyone involved. We also felt that change for the sake of change was necessary because school can be so boring. We started out with a structure of classes moving by periods to subjects, but provided choice

within those subject areas. We set up our own wood shop and had both boys and girls working on special math projects in there. We filled our science area with animals and plants, our language arts area with typewriters, writing materials, a large paperback library, comfortable chairs, activity sheets and cards, and our social studies room with multi-media kits. After a few months, when students had gotten to know all of us, we let them choose their homeroom teachers. The homeroom teacher was the advisor to whom the student was most directly responsible. Students reported to homeroom teachers three scheduled times a day. In the morning we met for discussion of contracts and special events. We met after lunch for daily class meetings in which we read Big Mouth, our daily publication of student writing, and had open-ended conversations. The communal reading of "Big Mouth" sparked discussion and also showed the students that we valued their writing and their ideas and that writing was a good way to communicate. "Big Mouth" also gave us a reading text that was simple in vocabulary but intensely interesting. (I have included a number of copies of "Big Mouth" at the end of this chapter. I think that some of the topics will give the reader an idea of what was happening in the Open Corridor and of the level of trust in the group.) At the end of the day, homeroom groups met to do journals. It was a time to think about how each person felt about the day and to write about how he felt and what he had done. Journals were private and it was up to the individual to share them or not.

"Big Mouth" was typed by the teachers. We also had bi-weekly newspapers and monthly magazines that were written, typed and duplicated by students. We had a wall covered with student-made books. Teachers and students took lots of pictures which were made into books. Most

students came to us saying they couldn't write. We heard that as meaning they had rarely done it before, hadn't enjoyed writing in the past, or hadn't felt secure enough to try to write. After a year or so with us, most of them were choosing to spend a lot of time writing, were producing longer and better work, and were asking for correction. Panball by Dora is included at the end of this chapter as an example of what was produced by a student who was initially convinced she couldn't write. I viewed correction of writing as correction is viewed in Counseling/Learning. I saw it as vital if students are going to become competent writers, but that it was more essential at first for them to feel secure about writing or the correction would be destructive. As students gained experience in writing, they relied less and less on teacher-made topics.

There were a number of ways we demonstrated trust and personal involvement to our students:

1. We eliminated all grades and substituted written reports and direct contact with parents.
2. We took trips at least twice a month, sometimes as often as twice a week. Frequent trips gave us a more relaxed atmosphere to meet in, common experiences, things to look forward to, and brought excitement and meaning to our educational program. Taking kids on trips was another way to demonstrate our trust since most other teachers were afraid to take them out of the building.
3. We set up and ran a breakfast program. Many of our kids came to school because of the free lunch and went hungry the rest of the day.
4. We set up a tutoring program with the neighboring elementary school in which our kids tutored younger kids in reading and math. The

reasons we set up this program were to give our students a feeling of pride that comes from helping someone else, and in recognition of the fact that one of the best ways to learn a subject is to teach it. Being tutors made them read simple books and review the rudiments of math in a way that allowed them to retain their self-esteem. It conveyed trust in that they were basically on their own in the other school and they were responsible for preparing their own lessons. It also was a levelling or threat-reducing process because they could come to us and discuss their experiences as fellow teachers.

5. We set up an elective program on two afternoons a week in which students could choose from a large number and variety of non-academic courses such as film-making, cooking, knitting, singing, travelling around the city, first-aid, and sex education. The elective choices as well as choices for homeroom and projects in social studies and science were made approximately four or five times a year. Students were allowed to choose and once they chose were generally not allowed to change within the specified time period so we trusted them to decide and then held them to their decisions, taking them seriously. As a result of this process, I think students learned to ask more questions before they made their choices and then to experience the consequences. I think they could invest much more of themselves in the learning process because they were learning something they chose to study.

6. We went to camp for a week, having raised the money ourselves.

7. We had our own store.

8. We eventually stopped compartmentalizing learning into subject areas and set up an interdisciplinary program which included all subjects and let the kids sign up based on interest for a specified time period.

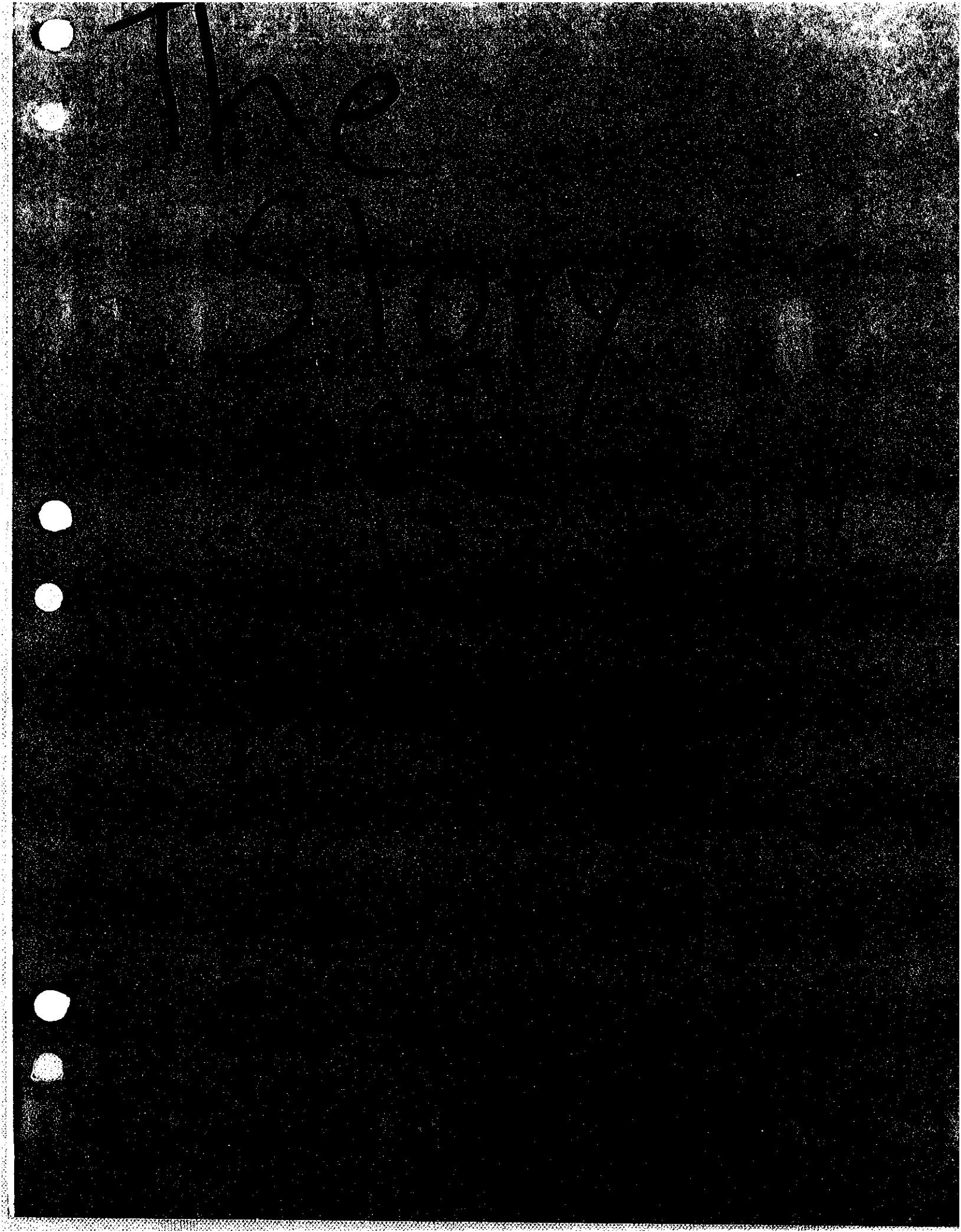
These groups included: the outdoors, and health careers, basketball, animals, money, cars, baseball, advertising and media, and housing.

In looking back over my time in the open corridor I feel a sense of pleasure and pride in what we accomplished and regret that it no longer exists. We spent so much time defending ourselves and fighting for our existence in the school that we were exhausted. One of the teachers in the group decided to change careers, one got married and decided to spend more time with her family and my husband and I decided we couldn't stand living in New York City and were free to travel since his draft status had changed. As it happens, we chose an excellent time to leave because with the financial crisis in New York City, three of us would have either lost our jobs or been transferred and class size increased from 25 to 40.

I'm including a copy here of a letter we got recently from one of our former students to let you see what our program meant to him and to most of our kids.

NOTES

¹Charles Curran, from a presentation he made to the Counseling Learning Conference at the University of Michigan, May 18-23, 1975.



once lived near to this very very poor kid. His name was Panball. Panball always came to my house because my mother gave him and his sister, and his other brother food. Panball's mother was never home. She worked day and night trying to make some money. She was a truck driver. Panball's father died when he was only 3 years old. Now Panball is 9 years old. He goes to P.S. 5. Panball is in the 2nd grade.

Panball was always left back in school. The reason why he was always left back was because none of the teachers really liked him. He never did his work because when he didn't understand he was afraid to ask how it was done. Panball was left back 3 times. He was a very poor kid. Panball tried very hard in all of his work. He kept on thinking he might get promoted, but he didn't for 3 years. When he did get left back he punished himself by not going downstairs for the whole summer. He just stayed in his room and read some very old comic books.

In school Panball always felt miserable. His friends would make fun of his name (Panball). They also made fun of him because he was 5ft. 8. All of this really made Panball feel down. They used to bother him because he had only one pair of orange pants, and 1 dark green shirt, 1 blue sweater, and a green windbreaker. He wore those same clothes everyday. He only had one pair of sneakers.

The money his mother made was just enough to pay the rent. They had to pay \$50. The rest of the money was to buy 4 containers of milk, and 2 loaves of Italian bread. Her week's pay came out to be \$51.74. But Panball's mother had to raise 2 more kids too. Their names are Frankie + Vivian. They were both in high school. They also each had only one set of clothes to wear everyday.

Frankie had a pair of silver pants, and a red pokodotted shirt, and 1 purple sweater, and a pair of wholey shoes. (They were so pointy)!!!

Vivian had a blue flowered dress, and 1 pair of roach killer shoes. (They were pointier than her brothers shoes)!!!

Frankie had brown eyes, and a brown afro. Vivian had blue eyes, and a red afro. Vivian was 17 years old, and Frankie was 16 years old.

Whenever Panball asked his brother to help him with his school work, he never even paid attention to him. When Panball asked his sister she would say, "Shut up stupid." Panball hardly ever had a smile on his face. He was always sad, and always felt hurt from what people said to him.

Finally Panball was promoted from 2nd grade to 3d grade. Now Panball had a real nice teacher. She was so nice to him. Her name was Dara. You can say that Dara was even too nice to Panball. As soon as Panball finished 3d grade, the teacher decided to skip him up to 5th grade. When she told Panball the news he was so happy that he started to cry. He ran to her, and gave her a big hug.

But when Panball got to the 5th grade he noticed that the 6 kids bothered him more. Panball's pants had gotten shorter, and they were so dirty, and they were all patched up, and his shirt didn't fit him good. It was ripped around the elbows. His sneakers were in worse condition. His big toe was sticking out his right sneaker, and his little toe was sticking out on the left sneaker. Nothing ever went right for him.

Vivian's dress was all patched up. Her shoes were all messed up too.

Frankie's clothes were the worst. He had holes through his clothes. Frankie never bothered to even put patches on it.

And his shoes looked like slippers, but these were only opened in the front.

Finally one day he graduated from elementary school. He asked his mother to come to the auditorium. His mother said, "I have to work. I can't come."

Panball felt very bad, because nobody cared for him. Now Panball was sadder than ever. He went to his filthy room, and started to cry.

The same week his brat sister Vivian was graduating. She asked her mother to go to see her graduating, and her mother said, "Sure I will go. I wouldn't miss it for anything in the world." Panball heard his mother. Now he was really mad. He wasn't sad, but he was mad.

Panball started thinking of running away. He went back to his room, and took a very small blue suitcase, (which had a lot of holes in it) and packed his clothes. When Panball's mother went out to buy bread, he sneaked out, and came to my house. Panball stayed with us for 2 whole days.

But then Panball's brother Frankie found Panball. Frankie told Panball, "I want you to meet my friend Kenny." Panball and Kenny got acquainted. This was Panball's first friend that didn't make fun of him. They became good friends. There was one thing that Panball didn't know. His friend Kenny was on drugs. He was a nice guy. Panball and Kenny always did things together. They had so much fun. They went to parties together, they went to church together, and did a lot of other things.

Kenny was kind of rich that's how he got money to buy drugs. He was light skinned, but Panball still liked him. He had green eyes, and blonde hair. He dressed real nice.

One day Kenny told Panball to try taking pot. Panball did. He got hooked on it, and made Kenny get hooked on it more than he was. The reason why he took drugs was because he felt nobody cared for him. This shows how hurt he was.

Panball went home. His eyes were drowsy. His mother was home when he arrived. She said, "Oh my god you look like if, if, if you took some kind of drug."

Panball said, "I did. I did it because nobody cares for me."

His mother said, "What gave you that idea? We all love you. Really we do." Panball started to cry, and so did his mother. His mother realized how much she hurt her son. Panball found out that he shouldn't have really have done that. So he decided he would stop taking drugs.

That same night Panball saw his friend Kenny. Kenny was taking drugs like crazy. Kenny took around 5 pills, and Panball was looking at him. Panball tried to stop him, but he couldn't. Then Kenny stuck a needle in his vein. Panball tried again, but it was no use. Kenny punched Panball in the stomach, and Panball fell down. In a few minutes Kenny fell to the floor. Panball touched his chest to see if his heart was beating. Panball didn't feel his heart beat.

Suddenly Panball saw a cop, and he got up and ran. The cop started to run after him. When the cop caught up to him he made Panball stop. One of the cops said, "Stop I want to help you." Panball was so nervous that he didn't know what he was doing. So Panball kicked the cop, and punched him in the face. Panball started to run. The cop surely wasn't going to help him anymore. Panball ran, but then finally he hid in back of this garbage can. The cop was walking by slowly. All of a sudden the cop heard a noise, and he saw Panball. Panball was caught. The cops took him to jail.

They treated Panball like if he was a dog. When he got in the jail he tried to escape, but the cops caught him and threw him on the floor. Then Panball punched one cop in his face. Another cop took Panball by his shirt and said, "Now your in a lot more trouble."

When his mother found out she got so sick, and was about to die, because of what her son had done. When she went to jail, she got a chance to talk to her son. As soon as she said, "I love you son" she fell to the floor. The cops came. She was dead. Panball cried and cried. Now he blamed himself for his mothers death. They put him on probation.

Frankie and Vivian didn't even bother to attend their own mother's funeral. Panball was ashamed of his sister and brother. Panball arranged such a nice funeral for his mother's death. Of course us, the next door neighbors, helped make all the funeral arrangements too. Panball was so thin that you could see his bones sticking out.

Panball ~~was~~ was now 15 years old. He graduated from Junior High School. Nobody went to the graduation except us. Panball said to himself that one of these days his sister Vivian and his brother Frankie are going to go crawling to him, so he would forgive them for what they did. We gave him a party when he came home. Panball was so happy. But still Panball blamed himself for his mother's death. Panball had a chance to go to the prom with his friend Kenny's sister. He told her to get somebody else. Panball just stayed home and suffered.

We helped Panball pick a High School to go to. He couldn't make up his mind to go to either Clinton or Stevenson. After 1 month he decided to go to Clinton, because he heard that Clinton doesn't have a lot of trouble like in Stevenson.

During the summer Panball did as much as he could to get his mother's death out of his thoughts. He ~~realized~~ realized that his mother really did love him. He started thinking that his mother was having a hard time working, and raising 3 kids. She was also without a husband. Panball really started thinking things out. He found out that he was wrong most of the time. Panball got himself together because soon school would start. For the rest of the remaining time Panball just studied.

He went to school on Sept. 13. Panball was now 16 years old. He was kind of to old for 9th grade, but he accepted what he had. We bought him new clothes. The first day of school Panball said he liked it. What Panball really liked was that he didn't have any problems. He was 6ft.6. Nobody made fun of him anymore.

Panball's sister started to think of how she would live without Panball. Vivian needed Panball. So Vivian called her brother up, and said, "Panball I want to apologize for being so stupid of not coming to visit you! Then since Vivian was out of school and she couldn't find a job she asked her brother Panball if he could find her a job? Panball was shocked to hear her say that. Panball knew that some day she would need his help. Panball said, "I will try to find you a job." Vivian said, "Thank you. Don't forget I love you."

Frankie had just one more year of high school. Frankie was going to Stevenson. Frankie's marks weren't too good this year. He might just get left back for the first time.

The first year of high school just flew by for Panball. If you saw his report card you wouldn't believe it. He had A in all his subjects except for science. But just because he got a B in science doesn't mean he was left back. He was promoted to the 10th grade.

During the summer Panball did a lot of studying especially in science. But this summer Panball found a hobby, and that was playing basketball. He was getting good at it. July and August flew by.

During the summer Panball didn't see Vivian or Frankie. They were always staying over at their friends house. They really didn't have a home. Only Panball did. That was us, his next door neighbors.

School was about to start again. Panball just became 17 years old on Sept. 1. Panball now is in the 10th grade.

After one week of school the coach of the basketball team wanted to speak to Panball. The coach, Joe, said that he would like to see Panball take a few shots at the basket. Joe loved his fancy dribbling, and his layups, and the rebounds he got. He could shoot from midcourt and it went right in. Joe tested him on his passing. He passed the ball so well that there was no way that another person could miss the pass. Joe just loved the way Panball played. Joe said that he will be put on the team.

Panball was so happy. Panball never missed a game. He was always there. Everytime they ~~we~~ played, and Clinton won, Panball got his name in the papers. He Always scored more then 20 points. Even if they lost, Panball always scored more then 20 points. He always did a good job at playing basketball. Panball was never a sore loser.

During his second year at Clinton, Panball met this girl. He never talked to her or anything like that. Her name was Giovanni. She looked as if she was shy, but so was Panball. Giovanni had such a beautiful brown afro, and big brown eyes. She looked so nice when she wore dresses. When she wore pants she looked nice too. ~~xxxxxx~~ This was the first time that Panball ever really fell in love with a girl. Panball never really liked girls, because they were a lot of trouble to him. You can say that Giovanni really liked Panball. But Panball didn't have the nerve to ask Giovanni out. But day by day their love for eachother grew more and more. Giovanni was, 15 the right age for 10th grade. Panball was in 10-c, and Giovanni was in 10-d.(classes) All the time Panball had a game, Giovanni was there to watch him. She would go crazy for him. Panball would flip over her being there. This went on for a long ~~xxx~~ time.

On November 18, 1973, Panball got a letter from Red Holzman, the coach of the New York Knicks;

"Dear Mr. Panball,

I have been watching you play, and I'm fasinated by the way you play. How would you like to play with the New York Knicks? But of course you will go to college. We we'll even pay for you to go to college as long you come to play for the Knicks. If you do decide to play, you will get a 3 year contract to start. You will also get a \$500 bonus. If the team wins you get 600 dollars, if not only \$500. Please answer as soon as possible."

O Sincereley Yours
Coach- Red Holzman

Panball got so excited. He answered it right away.

"Dear Mr. Holzman,

I will just love to play withe your team. Will I be able to play a lot, or will I be sitting on the bench most of the time? I will take the offer you gave me for college. I do want to think of my future. I promise that as soon as I complete 4 years, I will play for the Knicks. I will come down on Tuesday, and we can talk."

Yours truly
Panball

On Saturday Panball was all excited. He wasn't sad at all that day. Panball went outside, and he sat on the stairs of our

house. In a few minutes Panball saw Giovanni. He didn't know what to do. Panball got up, and walked over to Giovanni, and told her, "Lets take a walk." Giovanni started to walk. They walked up to the parking lot, and stopped next to a blue car. Panball said, "I would like to ask you something. I might not say it right because I have never gone out with a girl before. Would you like to be my girl. I love you very much."

Giovanni said, "I thought you never was going to ask me. Of course I will go out with you." They walked a little more, and then Panball stopped next to a red car. They just looked at each other. Panball wanted a kiss badly, and she knew it. So all of a sudden they were getting closer and closer. Finally they were kissing. They stayed kissing for 5 minutes. They had to stop because they got tired. Then they held hands, and started to walk. For the whole rest of the walk niether of them said anything.

All Panball thought about was that long beautiful, delicious kiss.

All Giovanni thought about was how wonderful it is to kiss with someone she loves. She felt real happy, because if Panball gave her a kiss that means they love each other very much.

Panball walked her up to her house, and just gave her a peck. Panball walked home so happy. He was so happy that he couldn't do anything right. He ate dinner, and decided to go to sleep early.

The next day Panball got up at 8:00 to get ready to go to church at 8:30. During the mass all he thought about was Giovanni. Pictures started going through his mind of how beautiful she is. He also ~~so~~ started to picture Giovanni kissing him. The mass finished at 9:30. Panball walked out of church, and went straight home, and changed to his street clothes. He ran outside with his basketball, and started to play against this real big guy.

After a while, Panball saw Giovanni coming. Panball stopped playing and took a walk with Giovanni. This time Panball took a Giovanni for a walk around the church. They both stopped for a minute. But then they just kept on walking. They talked about school, and how it was going with the basketball team. It was a long walk around the church, but for them it seemed like it took 3 seconds.

Panball stopped, and looked at in her eyes. They were getting real close to each other. Suddenly Panball bent down, and tied his sneaker.

Giovanni was sad. She thought Panball was going to kiss her. But when Panball came up off the floor he leaned against the wall and grabbed Giovanni by the waist, and gave her such a long kiss. All of a sudden a Panball felt somebody tapping him on the shoulders. He opened one eyelid, and he saw a priest. Panball felt like dying. The priest said, "Excuse me I want to ring the bell for the next mass." Panball said, "I'm sorry." Then he walked away with Giovanni.

When they got next to the park Giovanni said, "I have to go home, and catch up on some of my school work." Panball said, "O.k. I will pick you up at 8:00 tomorrow." Panball just watched her walk away.

Panball went home and decided to start to look for a job for his sister Vivian. Panball remembered about a job that his friend Billy mentioned to him. Panball called Billy up, and told him, "My sister is looking for a job. You know that job you offered me, well can my sister have it?"

Billy said, "Well, sweeping 20 hallways isn't easy for a woman."

Panball said, "She'll be able to handle it." Panball said, "thank you very much." Panball hung up, and called his sister on the phone.

Vivian was in her friends Lourdes' house. Lourdes heard the phone ring so she answered it.

Panball said, "Hello, is Vivian there?" Lourdes said, "Yes she is." Vivian came to the phone, and Panball told her that he got her a job to clean hallways. Her job was at 599. She was to be there at 8:30 every morning. Vivian was real happy. Panball hung up, and so did Vivian.

Panball just fell asleep thinking about all the good things that has been happening to him.

While Vivian was at Lourdes' house, Vivian said to Lourdes, "I want to do something good for my brother." They both started doing lot of thinking. Finally Vivian said, "Lourdes, you're my friend right? Well friends are to help right? Will you do me a favor, and go out with my brother?" Lourdes was about to faint. This was Lourdes excuse to go out with him. See she always wanted to go out with him, but she didn't have any nerve to even talk to him.

Panball liked Lourdes a lot because she was so pretty, and she was always kind. Panball wouldn't ask her out because he was afraid she had a guy.

Vivian took Lourdes to our house where he was staying. Vivian knocked on the door, and my mother answered. My mother ~~is~~ Florence invited her and her friend in. They went into the kitchen, and had something to drink while Florence went to get Panball.

Panball really liked Lourdes too, but he never really noticed how pretty she was.

He came down from the room he was in, and sat at the table. ~~My~~ Vivian left the room. Lourdes and Panball had a long talk. Finally Panball couldn't stand to see such a pretty girl sitting there with nobody to love her. Panball moved his chair closer to her. They were getting closer and closer. Panball said, "Your such a lovely girl." That's when they kissed. Lourdes was 15 just like Giovanni.

As soon as Panball realized what he was doing, he took his lips away from hers, and left the room. Lourdes went up to his room, and decided to tell him why she had to do it. While Lourdes was going up, there was a knock at the door, and Florence answered it. She let ~~the~~ Giovanni come in, and told her that Panball was in his room. She went up, and saw Lourdes talking with Panball. She said, "I thought I was the only girl you loved. It surely doesn't seem like I am. If you have a reason it better be a good one." Panball said, "Come here, and both of you sit down. Giovanni, you know that I really only love you."

"The reason why I was talking to him (Lourdes interrupted) is because I thought he didn't have a girl, and his sister Vivian told me to go with him as a favor for Panball." Panball understood that his sister was trying to pay him back because he found her a job. Everything cleared up, and Giovanni gave Panball such a long kiss. That kiss made them forget everything that happened.

Lourdes went to Vivian's house and told her everything that happened. Vivian was sad because she thought she was doing something good. Lourdes tried cheering her up, but nothing worked. They took a walk through the park.

Panball and Giovanni ~~xxxxxx~~ were enjoying their selves. They stayed in Panball's room, and talked about their future. They were planning on getting married, but that was just talk.

Giovanni went home at 9:00 P.M. Panball took a bath, and then he went to eat some cake with soda. As soon as he finished he went to sleep. He didn't dream about anything.

When it was 7:00 A.M. he woke up, and went to the bathroom, an

got dressed. He ate pancakes-coffee for breakfast. Panball went to school at 8:00. He met Giovanni on the way. Giovanni just kissed him on the cheek, and they held hands, and walked to school. None of them said a word. Finally Panball said, "Are you coming to the basketball game this afternoon?" Giovanni said, "I wouldn't miss it for anything in the world." There wasn't another word. When they reached the school Panball said, "I'll see you at 3:00." Giovanni said, "Wait. Where are you going at lunchtime?" Panball said, "I won't be outside." He just walked off to his class. There was something wrong with Panball, but nobody knew. The day went by so slow. Panball was dieing to play basketball today, because Red Holzman was going to be there. Finally 3:00 came. Panball ran down to the gym, and right away he saw his girl, and he saw Red Holzman. Panball said to himself I have to do a good job today."

The game started; Panball was so nervous. During the first ~~qu~~ quarter he was doing a horrible job. Panball had only 2 points during the whole first quarter. Panball usually has 12 by the first quarter. His dribbling was so horrible. As soon as he got the ball the other team would steal it away. His passing was terrible. As soon as he threw it it would go to the other team. He couldn't get off any good shots. By the end of the game Panball only had 10 points. He usually gets 20, but he was shocked. He felt like crying. When he had to have a good game ~~he~~ didn't have a good game.

Red Holzman went over to him., and said, "You can't win all the games." Panball said, "Yeah I know, but I wanted to do a good job to impress you." Red said, "You impressed me even too much. I ~~re~~ really liked the way you play." Panball said, "Well I guess I couldn't do well all the time."

They both left. Panball went to his house, and before he went to his house, he walked Giovanni home. They didn't say ~~an~~ anything. When they reached the house, Panball said, "I'll see you tomorrow", and left. Giovanni just walked in, and went to do her homework.

Panball went home, and went right to his room. Panball had a lot of work to catch up on. He got started, and worked until 11:00 P.M. He finally decided to go to bed.

Panball's brother Frankie hasn't been around for a long time now.

Vivian now was real interested in her job. She didn't bother to visit Panball for 1 month. This way Panball could get over what Vivian did to him. (Making Panball go out with Lourdes)

June was almost finished, and Panball was hoping that he would get promoted to the 11th grade. The basketball season was over. Panball now had more time to do his work.

On June 28th school finished and Panball was promoted to the 11th grade, and all his marks were As. During the summer Panball ~~pr~~ practiced basketball, and did a lot of studying. The 11th grade was going to be much harder.

Panball was still going with Giovanni. Giovanni was so proud of Panball's marks, but Panball was even prouder. He was so happy that he gained courage in his work.

The summer went by real fast for Panball.

School started much earlier this year. It started Sept. 6. Panball is now 18. He doesn't really mind having been left back, because he knows more now. He is smarter.

School was going to start tomorrow for Panball. Panball wasn't nervous about school starting. He was ~~dieing~~ dieing for school to start.

finally Monday came. Panball knew nearly everybody in his class. It was good. Nobody bothered Panball about his height, because Panball was somebody. They couldn't bother him about his clothes, because he only wore clothes that were in style. Panball played basketball even better this year. He scored 25 points each game. He was always good in basketball no matter what high school they played against. Panball didn't hear from Red for a while. But Panball was still supposed to play for the Knicks when he got through college.

Panball still was going with Giovanni. They loved each other so much. They were really serious about their future together.

Panball's school work improved even more this year. He always did extra work in every subject. He did very well in math. His math had mostly to do with basketball. He had only one more year in Clinton, and then he would have to go to college.

During Panball's last year he was so busy. First in the beginning of the year he had a lot of work to do, and a lot of things to learn before he could go to college. he also had to decide what college he would go to. Panball called Red Holzman up. Red said that Pace College would be a good college to go to. Panball said, "O.K." He had to play basketball. Panball didn't want to play basketball while his last year in Clinton, but they made him play no matter what. Panball was still doing a great job at basketball. Soon graduation practice came, and there were a lot of activities that Panball was in. He had to write a book of 50 pages. He wrote a book of 60 pages. It was about Giovanni and Panball. Panball was busy with Giovanni. They were planning on getting married. But they gave it a lot of thought first. They decided to get married after Panball finished college, and when he was settled with the Knicks. Giovanni didn't care how long she had to wait. She really loved him, and he really loved her. The first time they met they knew they were made for each other.

Panball was graduating on June 18. He had such a beautiful suit on. His cap and gown were blue. That was Panball's favorite color.

On June 18 his new family, the ones he is living with, were all at the graduation which was held at St. John's University auditorium. But in the auditorium there was a surprise for Panball. His brother Frankie was there. Panball didn't see Frankie for 2 years. There was also Vivian there. She came to visit Panball often. Frankie was dressed with a pair of torn blue dungrees, with a yellow, dirty, shirt.

Frankie was shocked when he saw how nice Panball looked. Before the graduation Frankie went to Panball, and said, "I am so sorry that I just forgot about you. I knew that I should have respected you. Please forgive me." Panball said, "I knew you were going to come to me some day. I will accept your apology." Tears started to come out of Frankie's eyes.

Panball left, and came marching in the auditorium with all the other people. They sat down in their seats. The principal went on stage and started giving out awards. The first person he called up was Panball. The principal gave a speech. He said that Panball was such a great student. Panball was awarded for the best book, and was given a trophy for the best student, and a trophy for the good job he did for the Clinton basketball team. All Panball said was, "Thank you very much. I never dreamed that I would have ever gotten anything like this." Panball had tears in his eyes. He walked off the stage, and went to his seat. We were taking so many pictures of him. We took

20 pictures of him while he was on stage. Panball was so happy, and especially happy because his brother Frankie was there to see what happened through the years that Frankie didn't have any respect for Panball. We were so proud of Panball that we insisted on him going to the prom with Giovanni, who was also graduating. We rented a Cadillac for them. We brought him a tuxedo for the prom. We also as a present bought him a 1975 car. Panball was the happiest boy in the whole world. He cried so much from being happy. He didn't know what to say to us. He tried to say something but he couldn't talk. Giovanni stayed with Panball the whole day. They were both crying of happiness.

At 8:00 P.M they were on their way to the prom. They were having such a nice time. Panball got home the next day.

Red Holzman kept his promise on paying for the college. Red payed 1,000 dollars each year. Panball decided to go to college for only 2 years because it would be too much money for Red to spend on him, plus Panball needed the money. His family was going broke. After all, we spent a lot of money on the presents we bought him. Panball had a promise in his mind that he was going to help take care of his family once he made some money.

During his first year in college Panball did a lot of work. He was an excellent student, but Panball also played basketball for the school he went to. It was much harder basketball. Panball scored only 18 points for each game. Sometimes he scored more, but there were some days that he scored less than 18 points, but it was always more than 10. He was a guard for the team, and boy he did a good job. After the season was over the team had won the championship. The most valuable player award went to Panball.

Panball's work was still great. He always did all his homework and class work.

Panball was also still going with Giovanni. Giovanni didn't go to college she only worked. With the money she is making she saved so when they get married they would have some money to buy things for their house.

Panball got paid in some of the games he played. That money was put in a bank, and it was saved until they were both married.

Through the summer Panball did a lot of practicing, since this was going to be his last year at Pace college. This year Red would really be looking at the way he is going to play.

School started and Panball was now 21 years old. This year was even greater for Panball. His basketball career was going to be real good. Now he never scored less than 20 points. He was even better on rebounding, and defense, and offense. He was just doing great.

His work was getting harder, but no matter what, he always did it. He learned so much that year.

While the basketball playoffs was still on, the team almost lost the championship. Panball had sprained his ankle. That game they lost, but Pace college only had to win one more game, and that would be it. St. John's had to win 3 more in order to win. There was 3 days before the next game. Panball was still limping, but he decided to play. They were losing by 10 points in the first half. But then during the second half Pace college beat St John's by 10 points 90-80. Panball scored 25 points. They won the championship, and they had a big celebration.

There was only 2 months left to school, and then Panball would

be graduating. During the 2 month months, he went to a lot of practice. They taught him some plays. Panball was really ready to play for the Knicks.

Panball was still doing great in school. The 2 months finished, and Panball got a diploma. We gave him a real big party. That's all we gave him, because we didn't have any money.

Giovanni and Panball had planned to get married in one more year, after Panball had one season with the Knicks.

All Panball did was practice with the Knicks. On October 8 the Knicks had a game against Milwaukee. Panball was so nervous, but he made it through with scoring 13 points. They won the game against Milwaukee 100-95.

During the season the Knicks won 57 games and lost 20. The playoffs were on. They beat Milwaukee 4-0 games. Then they played Baltimore 4 games. The Knicks won 4 and Baltimore won only 2. Then came the final game against Boston. The Knicks won all 4 in a row. That was it for the championship. The Knicks had it.

Panball played so well that season. His defense was just great and he played great offense. His rebounding was amazing. He got at least 5 rebounds each game. His total points for the season was 900.

As soon as the season finished Panball got married with Giovanni. They had such a beautiful wedding. They were the happiest couple in the whole world. They had such a beautiful private house. It had 3 floors. Panball and Giovanni lived on the first floor, and Panball's family on the second, and his sister Vivian, and his brother Frankie lived on the third floor. Panball gave them the apartment because for the past few years they had so much respect for him. Frankie and Vivian were always close to Panball.

During the summer Panball had a baby girl.

When the season started Panball was playing against Cleveland. Panball was doing a great job until when suddenly Panball was pushed to the floor at Madison Square Garden. He tried to get up but he couldn't. They called timeout. Panball leg was sprained. Panball felt like crying, and cursing the s__t out of the guy who knocked him down. Panball was so mad. He was hoping he would be o.k. They rushed him to the hospital. The doctor took xrays. He said that his leg would have to be cut off, or Panball must never play basketball just take it easy. He could walk, but he couldn't run or play. He had to have 5 kinds of medicine everyday for his leg.

Panball now was the saddest person in the whole world. Most of his happiness finished.

Red Holzman went to visit Panball and said, "Would you like to do some kind of work for the Knicks?" Panball said, "I would love to, but what is there that I could do for the Knicks?" Red said, "You can help me coach the team." Panball was so happy he didn't know what to say.

Panball was able to walk. He did a really good job at coaching the Knicks with Red Holzman. The Knicks won the championship that year.

All of Panball's family were all very happy, especially Frankie and Vivian.

Giovanni and Panball had a happy life. They had 5 kids all together. It really worked out well for both of them.

THE OPEN CORRIDOR WEEKLY NEWS

CHIP IN FOR CAMP

We are going to camp. We don't know what camp yet. If you would like to go to camp, please chip in 25¢ or more money and you have to bring it each week. And we will have a record of what you put in.

LB

A DRUG ADDICT BOY

One time I knew this boy named Greg and he was 20 years old. He was a drug addict. So then one time I saw him on the roof and he was taking a fix, so I went up there and I said, "Greg, no, it can't be you taking drugs." So he said, "Yes, I am taking drugs, and I don't care." When I ran into my house I went into my room and started crying because he was a good friend to me and he never used to do bad things in his whole life. And then the next day he came to my house and he needed a fix, so I didn't know what to do. So he ran out of my house and grabbed a lady's purse and he went on the roof again and when I came up, he was dead, and I was crying for days, because he was a good friend to me. I wish when I grow up I hope I don't come out to be nothing and especially a junkie.

JV

THE ELECTION

President Nixon won again and he's going to be President for 4 more years. He promised that he would stop the war, but did he stop it? Promises, Promises, Promises. That's all he did. And he raised the rent and he raised prices on food and we have to pay more taxes. Whoever voted for Nixon must be nuts. Nixon is going to make us broke. McGovern lost but he's a good man. Nixon is Republican and McGovern is Democrat.

LB

KNICKS COME HOME HAPPY

The Knicks played at Portland for their last game on the road. In the start of the game the Knicks were a little rusty from what happened in Oakland against the Warriors. Willis Reed had such a good game. Willis played 33 minutes for 17 points. The Knicks really needed Willis and he did a lot to help the Knicks win, 11-95. The NY Knicks went off to a 20-9 lead. The Knicks kept on making baskets. By half time, the Knicks had 70 points and Portland had 54 points. There was no way Portland could catch up. Morroe got into foul trouble in the 3rd quarter, but Manning came in and made 12 points. He stayed in for 31 minutes. Bradley was the high man for the Knicks with 24 points, but he had a fantastic game. Frazier made 23 points, he also had a good game.

Debusschere chipped in with 21 points. The Knicks are 1 wins, 2 losses in the Atlantic Division.

DC

NEWSPAPER OF THE GIRLS

The newspaper is three girls who work together to make up a nice newspaper for the Open Corridor. The girls are Dora, Lourdes and Judy. Well, Dora is in charge of sports. Lourdes is in charge of current events. And I'm in charge of the TV programs. Well, I guess we are doing good, cause a lot of people read the newspaper. I enjoy reading it too. It's exciting to write about the things that are going on. I hope that you enjoy reading the newspaper too.

JG

THE FUN WE HAD

At 75 W. Mosholu Pky, at the Rosen's place, we ate lunch. Mrs. Rosen's class and Mr. Rosen's class went there to see Lucy's puppies. One is light brown and white. That is a girl. And the other two that are black and white are boys. We ate lunch and then played with the puppies and then went across from the house to a park called Van Cortland Park.

There was a lot of leaves. We were playing with them and throwing them at each other, while the boys played football. On the side of my sneakers there was do-do. They looked awful. We went back to school and we had a great time. Miguel got a boy puppy and Miss Jones got the other boy and Joanne got a girl puppy.

LB

WIN A PIZZA!

THERE WILL BE A PRIZE OF A PIZZA LUNCH FOR YOU AND YOUR FRIEND IF YOU WRITE THE BEST STORY ABOUT Puerto Rico. Give the stories to Mrs. Horowitz by TUESDAY.

IF YOU WRITE AN ARTICLE ABOUT NEWS OF

TV OR RADIO OR ...

Willis Reed returns to the New York Knicks after missing most of last season's games. The reason was because he had tendonitis of the knee. He is playing very well so far and getting better all the time.

In the 1969-1970 season the Knicks won the championship and Willis Reed won the most valuable player award and he was selected for the top player in the playoffs.

He is 6feet8 and weighs 240 pounds. He is a very important man for the Knicks. Maybe he will lead the Knicks to another championship year. Willis gives the team a lot of courage and that's what they need to win.

DC

November 7, 1972

Last night the Jets were playing the Washington Redskins. It was incredible that the Redskins won. The Jets only scored 2 touchdowns. Joe Namath was the quarterback. He scored one of them. It leaves the Jets one game back of first place. The Jets showed little offense in the second half. The Jets were overcome by fumbles. When they had a chance they fumbled, that put the ball over to the Washington Redskins. There were only 2 1/2 minutes left when Joe Namath threw a pass and the Redskins took over and went all the way for a touchdown and the ball game was left to the Redskins.

WR

WARRIORS KILL KNICKS 127-104

The New York Knicks tried to continue their 8 in a row streak, but they couldn't. The Knicks led 4-0 in the start of the game but then Rick Barry gave the Warriors 2 points. By the first quarter the score was tied 21-21. When the 2nd quarter started Rick Barry made the score 22-21 but then Frazier and Bradley put the Knicks up 5-22. After those points the Warriors started getting hotter and hotter and the Knicks couldn't manage to get some baskets. At half time the score was Warriors 59, Knicks 46. In the 3rd quarter the Knicks were very close, 80-72 but NY couldn't do it. Knicks are 10 wins and 2 losses. They are still in 2nd place.

DC

KNICKS SCORING

	G	FG	FT	R	A	Pts.	Avg.
Frazier	13	117	35	99	76	269	20.7
Bradley	13	110	35	36	49	255	19.6
DeBusschere	12	83	30	115	41	196	16.3
Monroe	12	72	25	42	44	196	14.2
Lucas	13	62	13	137	80	137	10.5
Reed	8	31	5	67	11	67	8.4
Jackson	13	40	16	96	20	96	7.4
Neminger	12	39	6	84	23	84	7.0
Bibby	12	21	19	61	16	61	5.1
Barnett	11	9	6	24	9	24	2.2
Riker	7	7	9	23	0	23	3.3
Gianellis	8	6	3	15	3	15	1.9

DC

Who is your favorite Sports player? Why do you like him(or her)? We will put some answers in next weeks paper. Give them to Dora or Mr. Rosen.

TV FOOTBALL

- Saturday
- 10 AM (11) High School Football
 - 1 PM (7) College Football
 - 4 PM (7) Coll. F. Ball LSU vs Alabama
 - 7 PM (9) The Week in Pro Football
- Sunday
- 1 PM (2) Giants vs. Redskins
 - 4 PM (2) Lions vs. Vikings
 - 4 PM (4) Colts vs. 49'ers
 - 11 PM (11) Grambling football
- Monday
- 9 PM (7) Browns vs. Chargers

OTHER SPORTS ON TV

- Saturday
- 8 PM (9) Nets vs. Colonels
 - 10 PM (41) Boxing
- Thursday
- 8 PM (9) Islanders vs. Flames

KNICKS BEAT SONICS

The Knicks did it again-their 8th win in a row. The Knicks led the game all the way. The Knicks are 10 wins, 1 loss. The Seattle SuperSonics try to forget the trade they made (Lenny Wilkens). Without him, the Sonics play horrible. Lenny was a backcourt man and he kept the Sonics moving. Seattle is 4 wins, 7 losses. They are in 4th place in the Pacific division.

The Knick defense is getting better in every game they play. Bradley and Monroe had 18 points apiece for their victory 105-80. Frazier and Debuschere also contributed 14 points apiece. The Knicks are in 2nd place in the Atlantic Division. If they win Saturday they will be in 1st place because Boston is 10 and 1.

DC

Saturday, November 11, 1972

- 9:30 AM (7) Cartoon movie starring Lassie!
- 1:30 PM (11) Movie "The Big Wheel" Car racing
- 3:00 PM (2) Emergency -drug overdose&cliff rescue
- (7) Kung Fu
- 8:30 PM (5) Movie "Each Dawn I Die" Jailbreak!
- 9:00 PM (4) Movie "Giant" Pt. 1.
- (7) Streets of San Francisco-young man on parole.
- 11:30 PM (2) Movie "Cat Ballou"
- (7) Movie "Joe"
- 12:Midnite (9) "The Bride of Frankenstein".....

Sunday

- 1:00 PM (9) Movie "Brute Force" Another prison breakout.
- 5:00 PM (11) Movie "Inherit the Wind" A teacher on trial
- 7:30 PM (4) Flip Wilson Cartoon Special
- 8:30 PM (2) Mash
- (4) Snoopy's Int'l Ice Follies-Skating
- (7) The FBI
- 9:00 PM (7) Movie "TRUE Grit"
- 9:30 PM (2) Mannix
- 10:00 PM (4) Night Gallery

Monday

- 8:00 PM (7) The Rockies with 2 policewomen

10:00 PM (2) Bill Cosby Show

Tuesday

- 8:00 PM (2) Maude-she gets pregnant.....

- 8:30 PM (2) Hawaii 50-the Hawaiian Mafia

9:30 PM (13) Black Journal

Wednesday

- 7:30 PM (4) Police Surgeon
- 8:00 PM (7) Jacques Cousteau The Walruses.

- 8:30 PM (4) Banacek!!!

10:00 PM (2) Cannon (Fat Power)

Thursday

- 8:00 PM (4) Flip Wilson
- 8:00 PM (7) Mod Squad
- 9:00 PM (2) Movie "In Cold Blood" True murder story.

Friday

- 8:00 PM (4) Sanford & Son
- 9:00 PM (7) Room 222

This show was about this guy who was crippled and couldn't walk unless he walked on his knees. Well, he really loved this girl named Bess. She loved him too. Well, there was this real ugly guy who used to go out with Bess and I guess she used to like him too. Then one day there was a wind and rainstorm and everybody had to go into the biggest house, so they did. Then that guy who was bothering Bess came back to look for her to take her away. But he didn't. Then another guy took her and Porgy went to look for her and that's the end. Everybody should watch this when it comes on again.

JG

EDDIE'S FATHER

Well, this program is about this little boy named Eddie who lives alone with his father and the maid. Well, the program was that Eddie's father had to go and get some tests, so Eddie thought that there was something wrong with his father. Eddie's father kept telling him that there was nothing wrong. Eddie still didn't believe it, so he came to the hospital to visit his father. So downstairs they didn't let him come up to his father's room, so then Eddie really thought that there was something wrong so he got worried. Then Tina made up this raffle and put Eddie in it and brought him upstairs to the room where his father was. Then the doctor came up and saw a bump on Eddie's father's bed and it was Eddie. So he ordered a cheeseburger and a soda for Eddie. I think that everybody should watch this show, it is very funny.

JG

THE BIG QUESTION??

What career would you like?

Work in any office, because I like to write a lot.

I want to be a secretary because they make a lot of money.

Nurse! Because you have a nice uniform and you work with doctors.

I like to be a fireman cause I like to turn off fires.

I would like to be a policeman because I like working with a gun.

Football Player, because I like the game.

Tractor Trailer Driver.

Secretary, because you get more money and it is not so hard.

WHAT'S YOURS, IF YOU DIDN'T ANSWER LAST WEEK?

???????

What is your favorite meal or food?

NAME THE PUPPY CONTEST= Miss Jones wants you to think of names for her boy pup.

=Lourdes DC-Dora JG- Judy
Beltran Coppa Guzman

WR-Willie JV-Juanita Vanterpool
Richard

CORRIDOR WEEKLY NEWSPAPER

Volume # 6 - Published by the Open Corridor of IS 162- December 15, 1972

The MUSEUM

A group of students from the Open Corridor went on a trip. We went to the Museum of Modern Art. We got off the train at 59th St. and walked to 53rd St. There were four teachers that went; Mike, Mark, Terry, Mr. Rosen. Mr. Rosen said to pick a teacher to stay with until 11:00 because we got there at 10:20 because Mike didn't know what time the museum opened. Well, Avis, Lucille, Dora and me picked Terry. At first we went across the street. And across the street was a library. We were going to see the Arts in the library but it was closed. So we walked around the block and then it was 11:00. We went into the museum. The people under 12 paid 75¢ and over 12 paid \$1.75. Well first we saw some things that the Africans wore. Then we went to see the pictures on the walls and we saw nude people who looked like Adam and Eve and we saw a picture of a woman who had a transplant to a woman. Then we went to the second floor and went back to school.

LB

A MEETING

December 11, 1972 at PS 25, at 7:30 PM. At night there was a meeting. The meeting was about the business of school District 7. But the thing is that most of the teachers went and the most important people didn't come. So all the teachers went for nothing. They just sat down and talked to each other. What a meeting!

LB

KELLEY INJURED

On Thursday, December 14, 1972, Mr. Kelley was injured. He was out of school with a class and he fell on his ankle. It was very painful and Joe and Nelson had to carry him back to school. When he got back to the office, Mr. R. Griffiths, who is a trainer for CCNY, put an ice pack on the ankle, which had started to swell up. We had to wheel Mr. Kelley outside in a rolling chair, and then put him in the back of Mr. Goldenberg's car. Mr. Goldenberg took him downtown, and then he went home. The leg isn't broken, but Mr. Kelley is on crutches and might not be able to walk for 1 or 2 weeks. This will make it harder to get math work done, but most of the good students will do it anyway. You can send Get Well Cards to Mr. K. Kelley, 403 1st. St, Brooklyn, NY 11215.

SJR

THE CAKE SALE

December 7, 1972, on Thursday there was a cake sale in the student lunchroom. Mrs. Horowitz was in charge of it. Mrs. Rosen helped, so did some of the kids in the Open Corridor. There was cookies, cake, candy and other things. The cookies and etc. cost no more than 25¢. The Open Corridor made \$30, thanks to Mrs. Horowitz. The reason for the cake sale was to buy books for the Open Corridor. Now that is sweet.

LB

HELD IN HEIST AT FIREHOUSE

An 18 year old Bronx youth was arrested after allegedly looting a firehouse at 2928 Briggs Ave. near E. 199 St., and making off with a department panel truck. The youth, John Kelly, of 265 E. 181 St., was booked at the Bx. Park Station on charges of Grand Larceny and illegal possession of burglar tools. Police said Kelly broke a window to enter the firehouse while it's members were at a fire shortly after 6:30 AM. He allegedly took a typewriter, and a lamp and a television set. Several blocks away police said he hit a parked car at Fordham Road and Marion Avenue.

AM

3 IN BRONX STAB MURDER

A Bronx man forced his victim to choke down beer and kicked and pushed him down 4 flights of stairs before one fatally stabbed him. An assistant district attorney said the victim, Donald Monahan was found dead of stab wounds all over his body in a 16 floor stairwell in the Mitchell Houses, a low income project across the street from the 40th PCT. Housing Ptl. R. Santiago was led to the body by one of the suspects.

AM

ALL ABOUT THE OPEN CORRIDOR

Well, Ada Lopez and Judy Guzman had a meeting with the following teachers; Mr. Alpert, Mr. Kelley, Mr. Katz and Mrs. Horowitz. Well, these are the questions that we asked them:

How was the Open Corridor formed?

Two years ago we taught at IS 38. We were unhappy with the kind of work that we were doing. The five of us wanted to work together.

What is the Open Corridor?

It means instead of traveling as a class the students can go anywhere and do the work they're interested in and not the work the teachers think they're interested in.

What is the future of the Open Corridor?

We hope that the Open Corridor will improve and that there will be more Open Corridors in the Mini-School.

How did you teachers get to IS 162 and get these 5 rooms and to do what you wanted with them which was the Open Corridor?

We had a meeting at IS 38 and talked about the idea of the mini-school so we got the mini-school and the five teachers, who were Mr. & Mrs. Rosen, Mr. Kelley, Mrs. Horowitz and Mr. Alpert decided to have an Open Corridor and they did.

By the way, don't think that the people in the Open Corridor are different from any other students in IS 162. The teachers said that we were all equal in all rights.

Author's Opinion

Well, my opinion about this meeting with the 5 teachers of the Open Corridor is that I really like what's going on in the Open Corridor and I hope it'll keep on and never fail.

AL & JG

THE INQUIRING REPORTER

QUESTION: Would you like to be one of the astronauts to go to the moon?

Angel Morales: "Yes, so I can have a ride in the rocket and wear a suit."

Alberto Padilla: "Well, I like to go to the moon and I don't like to go because I don't know what happen to me."

Jimmy Rivera: "No, because I don't want to go to the moon because it is ugly up there."

Dwain Winborne: "No, because something might go wrong."

Darryl Brown: "No, because I might get very sick and then I would might died."

CC

The Open Corridor Weekly Newspaper is published every Friday by Lourdes Beltran (LB), Carlos Cascho (CC), Judy Guzman (JG), Dora Coppa (DC), William Byrd (WB), Miguel Nieves (MN), Angel Morales (AM). Teacher in Charge is Mike Crawley (MC). Guest contributions by Steve Rosen (SR), Gail Jackson (GJ), Ada Lopez (AL).

THE TRIP TO CLINTON

On Thursday, January 4, 1973 the Open Corridor went on a trip to DeWitt Clinton High School. We went to lunch at 11 cause if we didn't we would be late getting there. The girls couldn't go cause it was a boys school. When we finished lunch we had to meet Mr. Alpert in front of the school.

When we got there we went ~~in~~ into the Auditorium. A man started talking about the school but he was hard to hear. Then we saw all the trophies and broke up into groups.

They took us to see a class working- then we saw this little zoo. They had a lot of animals. We even saw a half a body. Then we went to the 3 gyms. We ran on the track and we climbed a big rope. We saw the pool. It was cool, just up to 9 feet. It might be good, but I didn't like it. Then it was back to the auditorium and the man said some things to us and we went home.

AM & MN

EARTHQUAKE AT NICARAGUA

There was an earthquake at Managua, Nicaragua and around 12,000 people died. It must have been terrible cause just imagine all those little kids dying. Roberto Clemente died bringing supplies to the people where the earthquake was.

I think that those people should get out of that country cause they're just going to all die, thousands of them are going to die. They should have shelters or something for when the earthquake goes on.

JG

THE HOLDUP

One day I went shopping for my mother. I went to buy some food for dinner. About 23 minutes later 2 men came into the door. They shot 2 bullets to the wall. Every one ran to the back. The men took the money and ran out the door. After they left the police came and they told everyone to go out of the store. Then I ran home and gave my mother the food.

EM

THE NIGHT HE FELL FROM A ROOF

On Monday, December 25, 1972 he was playing hide and seek so he hid on the roof. He was the only one on the roof. He was worried that a man might come out and one did. A man came out he was drunk. He saw my friend. He ran and there was the end of the roof. And the man came running and the two of them died. I was looking for him and then I saw the two of them down in the street. I ran and took the other guy. We said to ourselves, we ain't going to play hide and seek no more.

AM

JEALOUSY MOTIVE IN QUINN KILLING

Miss Quinn, a 28 year old teacher of deaf children was murdered last Wednesday. The police found out that Miss Quinn had 2 boyfriends. So it seems that her 2 boyfriends found out that they were going with the same girl, so one of them ended up killing Miss Quinn. Miss Quinn was found naked and she was stabbed 18 times by a kitchen knife. The boyfriend who is accused of the murder is John Wayne Wilson. The police didn't arrest him because they didn't have enough evidence, but they have enough evidence to take him to trial now. He was found in Indianapolis.

DC

MR. ALPERT AND MRS. HOROWITZ

On January 8, 1973 Mr. Alpert and Mrs. Horowitz were absent the same day. I think that there's something fishy going on cause this never has happened. Could they be together? Or is Mr. Alpert sick, or what? We'll soon find out what's going on.

Mrs. Horowitz claims that she was sick and still is. I don't know whether it's true or not but I guess I can take her word. Now I asked Mr. Alpert why he was absent and he told me that he was sick, so I started to laugh. And he asked me why I was laughing.

And I told him that he had the same answer as Mrs. Horowitz and he asked what was he supposed to say, that he was absent because he was healthy? Well anyway, that's what they all say.

JE JG

The Open Corridor

I think the newspaper is not coming out right. Because what is a teacher? The teacher is supposed to check the work before anything. So I would like the teacher to correct the work before putting it in the newspaper. LE

If Teachers Are Absent, Who Does It Affect?

I think that if teachers are absent it affects the students because when their homeroom teacher is absent or any teacher all they're going to do is fool around and get nothing done. Because when Mr. Kelley is absent hardly anybody goes to math because the sub that they put doesn't know how to teach math. All she does is wander around thinking that she or he is helping somebody. I'll tell you who they're helping, themselves. But if a student is absent all the teachers have to say is "One less" and they feel like having a party. True or false JC

School - School is important to everybody. It's important to me because I want to work with a magazine or a newspaper when I am old enough. I don't go to school I won't ever learn how to write or read. Then I won't be able to get a job. A lot of people that are on the streets never finished school because if they did finish school they wouldn't be on the street. If you don't go to school you won't be able to get a good job. So it is very important to go all through school. It might be tough but when you are all finished you will be happy you went through all that trouble. DC

THE INQUIRING REPORTERS

QUESTION #1 WHAT DO YOU PLAN TO DO FOR THE NEW YEAR? (JG)

*For the new year I plan to keep going to school and try hard to do good work. I also plan to stay away from boys for awhile cause when I go near the boy I like I just can't get him off my mind and then I can't do my work good enough.

*I plan to continue teaching. I also plan to go to Europe this summer with my sons to travel and to visit my mother who lives there.

Mrs. Howowitz

*I plan to go to New Jersey to spend a night at my cousin's house and I would play with his Christmas toys.

Timmy

*I plan to do harder work in school.

Vivian

*I plan to stop smoking, keep on teaching (which means making life miserable for the students), become filthy rich and stay happy.

Artie Alpert

*As little as I can.

Al Katz

QUESTION #2 WHAT WOULD HAPPEN IF THE TEACHERS OF 162 WENT ON A STRIKE? (LE)

*It would affect us because if they went on strike and we had to go to school we would not learn something.

Ana

*Well, it would affect us because then we will not learn anything and grow up dumb (?).

Iolanda

*It will mean that the teachers will have to stay home and watch Monte Hall's Let's Make a Deal, which would make them crazy, so I'm against it, whatever.

K. Kelley

*Strikes aren't happy things for anyone. Strikes have been used in the past when all discussions have failed. Before a person goes on strike he must realize that it is the last thing to do after everything else has failed. Everyone is hurt by a strike-children, teachers, parents and the community.

H. Goldenberg

*It would be bad cause I'd miss the kids and I'd have to spend all my time with Mr. Rosen and you can imagine how bad that would be.

L. Rosen

SOUNDER

The Open Corridor went on a trip to see the movie Sounder. Whoever went had pay \$1. Not everybody went, a lot stayed back. I went with William. When we there we had to eat our lunch. After that we went in. The movie was about a man who had a family.

His family was poor, and they had to go out and find food. So one day he didn't get food, so he stole from the store. The ate, and the next day the police came and found the meat that was stolen from the store and they took him to jail.

The boy went to look for his father. He went alone and he found a teacher that helped him. He never found his father. Then he got back and his father was there. The teacher had written to him saying that she wanted him to come and stay but he didn't want to.

I think that the story was a good one. The boy thought right about staying with his father.

MNTHE MECHANIC

The ~~name~~ name of the movie was The Mechanic. The movie was given in the Kent. We had to wait outside because the movie didn't start. So then it started-we went in and it was on.

He was walking with a suitcase and ~~XXXXXXXXXXXX~~ then he got to this house, opened the suitcase and it was a gun. He looked through it and he saw this other house inside real close. He went to this house-he went to the stove and put a bomb in the stove and in the tea box he put sleeping tea and then he put a bomb in a book. Then the man came home and the mechanic blew up the house. Then he had to kill three men.

The movie was good. At the end he died, it was sad.

AMTHE FUZZ

The Name of the movie was Fuzz. The movie was given in the Kent. The movie was good, it was comedy.

I liked the part that they were in the sleeping bag and when she was in the bathroom and ~~XXXX~~ when the man took her in the park. That was the best part. This man called the Fuzz and he said to leave money in the park. Then one of the Fuzz went to the park with a box for the man. And he didn't know that two fuzz were following. He opened the thing. There was nothing but wood and then this bald man put a bomb in the house under the bed. They went to buy whiskey but they were shooting in the store and the Bald man got shot in the back and then the fuzz shot the man in the car and the car crashed in a store and the bald man fell into water and died.

The movie was good. That was the best movie I ever saw.

AMI Dream Of Jeannie

On Tuesday, the 9th I Dream of Jeannie was all about her master Major Nelson who was supposed to go on a moon flight. He couldn't go because of his vision. To go on the flight his vision was supposed to be 20-20 but it wasn't. Jeannie tried to help her master but she just made a mess out of everything.

I like this show very much because all the time Jeannie tries to help she always gets up in trouble.

DC

KNICKS WIN BY ONE 116-115

On January 9, in Kansas City, the Knicks won by one point. They were playing against the K.C.-Omaha Kings, but they have won only 12 games out of 21 on the road so far.

The Kings took the lead first by 14-9 but then the Knicks got together and got 4 points in a row, that made it 17-14.

The Knicks continued to lead the game but the Kings got closer and closer. In the last quarter, it was very close, but the Knicks won it. The Knicks are 35 and 10.

MN

BRADLEY HIGH SCORER

While Bill Bradley on the Knicks was playing at Buffalo on January 5th, he scored 38 points. He was high man for the Knicks. But these 38 points were the most Bradley has ever made since he has been with the NBA. Red Holzman couldn't believe his eyes when he saw Bradley play so well. The part nobody can believe is that he made 38 points in only 35 minutes. That's more than a pint a minute. The Knicks played a good game. They are 1/2 a game behind first place.

DC

DEAN MEMINGER

Dean Meminger has played with the NY Knicks for only 2 years. He plays as if he has been in the NBA for 5 years. He makes 10 points a game, but sometimes he makes even more. He also plays only 20 minutes a game and sometimes less. He is 6'1. He is the shortest player on the Knicks.

He went to Marquette College. He played basketball there. Marquette turned Dean into a pro. He did pretty good with them - that's why the Knicks drafted him. He is also called Dean the Dream.

DC

CONTRIBUTORS TO THE NEWSPAPER

Angel Morales MN-Miguel Neves CC-Carlos Cancho DC-Dora Coppa JG-Judy Guzman
Ernest McCray LB-Lourdes Beltran SJR-Steve Rosen

ROBERTO CLEMENTE

Clemente was a Pirate ballplayer. He was one of the best men in baseball. The people that had the earthquake needed food and money, so Roberto went on his own plane cause he wanted to help out the people who almost died.

As the plane went off it was acting funny, so they tried to come back but then the plane went down. It exploded and they died. There must have been a lot of sharks. The sharks probably ate them except for the pilot who they found. A lot of people really like Roberto Clemente and feel hurt. I don't even want to think about how Clemente's wife and children feel about it.

MN & JG & CC

SPITZ TO WED

On January 4, 1973 Mark Spitz, the guy who won 7 gold medals in Olympic swimming announced that he was engaged to Susan Weiner, a 20 year old girl, an English Major at UCLA. Susan, who graduates in June, has appeared in several TV commercials. The couple were introduced by their fathers in October. They plan a wedding in May in the Beverly Hills Hotel. I am happy for them.

LB

MIAMI WINS SUPERBOWL

On January 14, 1973, Super Sunday Miami beat Washington for the NFL championship. The Dolphins dominated the game. The Skins didn't even get on the scoreboard until late in the game when Ypreonias mess up a field goal attempt and fumbled to Bass, who took it all the way for a TD. The Miami defense bottled up Kilmer and Dawson, while Griese was finding Twilley for a TD, and Kiick and Ceonka gained a lot of yardage on the ground. The winner of the Corridor pool was

SJR

THE CANDY SALE

There's a candy sale. Only the Mini School will be able to sell the chocolate bars. It will last until February the 13th. There is a chocolate crunch bar, and a chocolate almond bar. They are 50¢ each. Whoever sells 12 bars of chocolate will receive an inflatable pillow, or a thing that has a funny looking face on it. For 38 bars you will receive 2 glasses to drink out of. For 48 a panda bear. Then whoever sells the most chocolate bars gets a choice of a radio, or a camera or an alarm clock and radio together. The one who has the most candy bars sold will get a 12" black and white TV set. The money will go for books and other things that the school needs.

THE WAY THE OPEN CORRIDOR HAS BEEN REORGANIZED

Mr. Rosen, Mrs. Rosen, Mrs. Horowitz, Mr. Alpert, and Mr. Kelley have decided that the old way they had the Open Corridor didn't work well enough. Some of the students wouldn't do their work. But now there are two teachers working together in one room, and the other two teachers are working in another room.

Mrs. Rosen and Mrs. Horowitz work together. Mrs. Rosen has half the health group, and the newspaper and the basketball group. Mrs. Horowitz has half of the health group and works with the students on animals. They study about animals and put models together of what they are studying. Mr. Alpert and Mr. Kelley teach media, and Housing and Money. The students learn math and science and writing from what they are studying.

They also teach social studies and reading in the projects. Mr. Rosen has Cars and part of Basketball. He goes into classes when he has time. He helps the students. Everyday we have class meetings also, and a test once a day. There are also new electives, which will be written about in next week's paper.

BURT REYNOLDS IS BEST DRESSED NUDE

There were 3 men who were picked to be in the centerfold of the Cosmopolitan magazine. There were Burt Reynolds, Sen. George McGovern, and Doc Severinsen. The man who made the centerfold is Burt Reynolds. That magazine comes out once a month.

VISITS TO HIGH SCHOOLS

Mr. Goldenberg has arranged a lot of trips to high schools for the Open Corridor students. There are 3 coming up in the next 2 weeks - to Haaren High School, The High School of Printing, and Morris High School. 25-30 students will be going on each trip. The Haaren and Morris trips are all day-students will go to classes with a high school student. Later in the year there will also be trips to the High School of Music and Art. Here is the schedule of trips so far:

Thursday, Feb. 15 - Haaren HS
10 AM - 6 PM Boys only, bring lunch. This is a mini-high school

Thursday, Feb. 22 - School of Printing - 12:30 PM Boys and Girls

Friday, Feb. 23 - Morris H.S.
9:30 AM - 2:30 PM for Boys and Girls - Free Lunch, and a special program for the Open Corridor.

PILOT IS 1ST US PEACE CASUALTY

At 9:45 AM Jan. 29, Anthony Dal Pozzo, who was flying a helicopter to the southwest of Can Tho, the capital of the Mekong Delta, was wounded. It was known that he was fired at by fire arms from the ground. He was found dead. There was also another man in the helicopter. His name is Lt. Col. Daniel Rickard. He only has minor wounds.

Betty Dal Pozzo said that her son had called her up right after Pres. Nixon had made his announcement about the ceasefire. Mrs. Dal Pozzo's son said that he was on a dangerous mission. Mrs. Dal Pozzo said "I wish that he wouldn't have tried to be a hero because he had already had a Bronze star." He could have been home with his family now but he is dead and that is a very sad thing for the Pozzo family.

Fire is made of oxygen, heat and fuel. This was found out in 1783 by Antoine Lavoisier.

One way that fires can be stopped is by there being a law that all apartments should have sprinklers in them. Sprinklers are placed on the ceiling and when the apartment gets on fire, the wax that is in the pipe that is holding the water will melt and the sprinkler would go on. Then there would be an alarm that would go off, and that alarm will get the firemen to come where the fire is. This way there won't be that many firemen around. Another way to stop fire is by never letting a little kid touch a match. Or if a kid under 9 is found alone, that mother won't have her child back for 1 week. That should teach her not to leave her child alone.

The firemen are doing very good work. The people aren't helping the firemen do their job. If the people wouldn't be pulling so many false alarms all the fires that would start would be put out right away. And there wouldn't be a lot of damaged buildings around.

Some time in March, 1972 there was a fire at 153 St. & Melrose Ave. There wasn't anyone in the apartment. They think that it was some drug addicts that broke in the apartment and put the bed on fire. Nobody was hurt. Given the one who saw most of the incident said, "It took a long time for the firemen to come but when they came they did their job."

THE INQUIRING REPORTER

Question: What do you think of the firemen?

Mr. Kelley: "I have a lot of admiration for the firemen. It's a tough job, imagine fighting a fire in 10° cold like we had recently. I think, though that all firemen should live in the city, not in Nassau or N.J. Then they would have more interest in the neighborhoods."

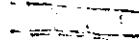
Nelson N.: "He has a good job and does a very good job putting out fires. If we didn't have firemen many lives would be lost."

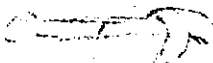
Mr. Rosen: "I think that firemen are the most underrated people in the city. They have the most dangerous job there is, and there are an awful lot of lunatics who make it harder."

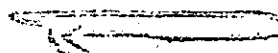
Mrs. Herovitz: "I guess I don't think of them very often except when there is a fire! Then I am really glad that they are around. Last year an apartment in my building burned. The fire department came so fast and did such a good job that only one apartment burned. I think you have to have a lot of courage to become a firefighter."

Mr. Alpert: "I think they're hot stuff. Sometimes they're all wet. But on the whole, they're doing an alarmingly good job."

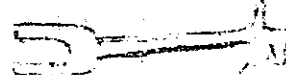
INSTRUMENTS THE FIREMEN USE

LADDER 

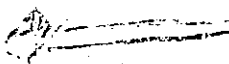
TIN CUTTER 

HOOK 

CLAW TOOL 

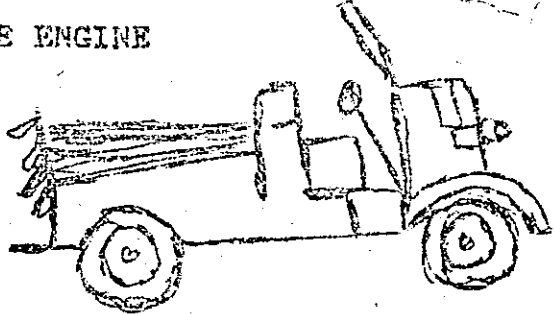
HALLIGAN TOOL 

CROW BAR 

AX 

PIKE AX 

LOCK BREAKER 

FIRE ENGINE 

NEVER SMOKE IN BED. IT IS A VERY DANGEROUS THING. YOU CAN JUST BURN THE HOUSE UP. IF YOU SMOKE IN BED, CHECK THAT THE CIGARETTE IS OUT:.....

A LOT OF PEOPLE ARE GOING TO BE HAPPY NOW

I am so glad that now there isn't any more fighting in Vietnam. So many young men were getting killed. And their families are going to pieces just thinking that they lost a son, or if he's married he has left a family. But now a lot of parents are happy because they will have their sons back. They don't have to worry about them getting killed. It looks so nice when they show that the soldier sees his family and then runs to them. I have a brother but I don't have to worry about him because he wouldn't be able to go to Vietnam. I am really glad that everybody is going to be going home. Soon there won't be anybody left in Vietnam. It will be a deserted place compared to the way it was during the war.

A COMPLAINT ?????????

I am in the newspaper. Only Dora and I work on it. It seems to be that we're not here. Nobody even checks on us to see if we're OK. One thing I know. Dora and I will not quit the newspaper. We are going to work hard on it.

MY BROTHER by Dora

My brother is 20 years old. His birthday is August 28. His name is Joseph, but people always call him Jos. He is around 6'1". He has black hair and brown eyes. He dresses OK. He goes to college now. The college he goes to is St. John's University. He has only 1 year to go to complete his 4 years. He is studying management. He works part-time at Franklin Savings Bank. He is a teller. He doesn't make that much money there but he stays there because he likes it. He goes to school at 8:00 AM and his classes finish at 1:00 PM. That gives him enough time to get to work. He works from 2:00 to 7:00. Then he comes home and he starts to order me around. Like "change the channel on the TV set" "get my feed for me". Then he settles down on the sofa and then he says, "Empty the ashtray," or "Get me a soda," and he orders me around many of other times too. If I don't do what he says, I will end up in some kind of trouble. Sometimes I get him in trouble too. But sometimes my brother is nice to me.

One of the subjects that Mrs. Rosen teaches is health. Vivian Pantoja is in Mrs. Rosen's class. She is studying health so that when she is around 16 she will be able to get a job in a hospital. She wants to be a pediatric nurse. There is a nurse who only takes care of children. Vivian would like to work in Montefiore Hospital. She says that she is planning to get married to a doctor.

There is this girl named Yolanda. She is studying about dogs. She hasn't started yet. But Yolanda has read a lot of books about dogs. She said, "I like dogs. They're my favorite pets." Yolanda once had a dog named Tarzan. The dog isn't with her anymore. This dog was left in a place where Yolanda's brother works. The dog was put there so that he could watch the place so nobody would try to rob it. The dog is a German Shepherd. If Yolanda gets herself a dog, she wants a German Shepherd only.

NEW STUDENTS IN THE OPEN CORRIDOR TO REPLACE OTHERS

This week a group of students came to the Open Corridor from the 7A team. This was because one of the teachers resigned and they had to change all the classes around. It's also because some of the 8th graders from the Open Corridor will be going to the Alternative School soon. The new students are in different projects now, and they seem to be doing pretty well. It's a lot more crowded now in the classes, but since it was reorganized, everybody knows where they should be so it's more orderly than before. It is not known exactly when those 8th graders will be leaving.

The Open Corridor Weekly News is published every Friday. Editors and Writers are Lourdes Beltran, Dora Coppa and Steve Rosen. Contributions are welcome -- they should be in by Wednesday at 3 PM to appear in the Friday paper.

13



C

M O U T H

THE BEST WRITING FROM THE OPEN CORRIDOR March 7, 1972

The Mini-School by Darrian (Big D) Walker

The mini-school is a very good program and the best thing I like about it is the contract. It is something like a game or a contest or like a race but a very careful race. But the best thing is you don't have to go from floor to floor for every subject and everything is in one corridor except gym, shop and art but I don't mind going out of the corridor for that and the teachers and students teachers don't yell at you that much and they are always glad to help you in your work and that is my story of The Mini School.

What is your opinion of the mini-school, the contracts and the Open Corridor? Write about it...

If I Could Stop The Contract by Gail Jackson

If I was a teacher I would stop the contract because I think a contract is so bad. I don't like contracts because you have to do everything that the teacher says to do. I don't like contracts because if you don't get the whole thing done the teacher says that you have to do better or I know you can do better than that, so next week do the whole thing. Some of the teachers in the Open Corridor get me sick because they try to be the boss. They are the boss and they act like the boss. That's why so many people today don't like these teachers. But sometimes the people get on the teacher.

The Fight Between Guns by Michael Mercado

There once was a fight between guns. This was the year of 2000. The sides were the rifle and the .45 pistol. These were the bad guys. The good guys were the two machine guns. It was a very bad war. It was located where 665 used to be. Well, this is how it all started. The two machine guns were having a nap on the grass when the rifle and the pistol came over and started to push them around so they both got up and said, "Stop pushing us around," and the other two said, "No", and that's how the fight started and never stopped.

Who do you think won the fight? What do you think about guns&war?

Growing Up Black by Godfrey Beckwith

Growing up Black is a good feeling but when you get older the white people come up to you and then they want to start fights and they start calling you "Blacky" and when you beat one they go and get their brothers. and their brothers want to take your money and beat you up. Then they go away and start laughing. That is why when a white person says something like a bad word to me I just walk away and if I could beat them then I would hit him in the lip and run away. Some of the white people snatch your hat and run and never give you any mercy at all. That is why I hate some of them. It is not only the white people and it is the colored people too. So everytime I walk near a gang of boys I always hold my hat and sometimes I be real scared, so scared that my knees be chuckling together.

How do you feel about growing up Black, or whatever you are?

Hair by Lilly Carbonell

Sometimes I wonder why people have to have hair. How come people just don't go around bald and they don't have to be jealous of "Oh you have longer hair than I have," or "Ha, ha I have better and longer hair than you." And maybe you don't have to worry about when you have to wash your hair and you're too lazy or something. And combing your hair and making you late for school or to go to work. And you won't have to waste your time in combing hair and can use time in important other things.

What do you think about hair and jewelry and clothes and other things that people make a fuss about?

Wilbert and the Girl by Carlos Ramos

One day Wilbert was walking down the street and Wilbert said "Hello" to the girl and the girl said nothing and Wilbert got mad because all the girls didn't say nothing so Wilbert went to his lab and tried to get beautiful so the girls could like him so when he went out he tried to act like Rock Hudson and Wilbert saw the girl and Wilbert said, "Hello," and the girl said, "Leave me alone," and Wilbert felt sad and Wilbert never got a girl in his life.

So you have any suggestions to help Wilbert in his miserable life

The best writing of the Open Corridor will be published every day. If you want to say anything about what you read here, or write your own compositions, you can use the rest of this page and even the back if you are a real BIG MOUTH!!!

BIG MOUTH

THE BEST WRITING FROM THE I.S. 162 OPEN CORRIDOR
MARCH 13, 1972

If I Won A Million Dollars in the Lottery by Debra Coker

If I won a million dollars in a lottery, the first thing that I would buy is a wood shop where Mr. Rosen can get it because he needs it bad. Then I would buy Mr. Kelley a big king size present and it would be a station wagon for his family if he has one. Then I would have another room put in Mrs. Horowitz' house for her pets. Then I would buy Mrs. Rosen a real puppy dog. Then the rest of the money I would put me a white rug and new furniture for my room. Then I would buy me some new clothes. Then I would buy my mother some new furniture for her house. Then I would talk to my mother and father about letting me have my room as a house. Then they would say yes. Then I would say that I would pay half of the rent. Then in my room I would have a telephone. Then with the rest of the money I would put it in the bank and take some of it out every week, to pay half of the rent. Then I would put some in the bank for my education. Then some of the money I would give to the needy. Then with the rest of the money I would buy candy and other good things with it. I would buy five dollars of candy and cookies. But most of it will be cookies.

5 Thousand Feet in the Air by Darryl Brown

I was 11 and I lived by myself. I heard two men talking outside my window. They wanted somebody to jump from a plane 5,000 feet in a parachute. They would give the person that does it \$5,000. I came down and said, "I will do it." Then they took me to the plane. I put the parachute on and went into the plane. The plane took off. The pilot said, "Jump when you see and white circle." At 5,000 feet I saw a circle and I jumped, pushed the bottom on the parachute and I landed safely. Then they gave me my \$5,000. I asked them why they did this. They said it was Top Secret. So I went home back to bed.

What If We Were Married by Maggie Avila

Well, if I was married I would like to have 2 babies and I would like that my husband works and if the kids ask him for money to give it to them. And if they say, "Daddy, give me money to buy candy and ice cream," to give it to them. And if they say, "Take me to school," I would like him to take them to school. If they say, "Help me with my homework," I would like him to help them and teach them how to do math, S.S. and science and everything they do not know because I want them to be very, very smart so they could go to high school.

CORRIDOR NEWS by Superman

Last week we started three new things in the Corridor. One was the Breakfast Club, another one was the electives on Thursday morning and the third one was tutoring at PS 27. How do you feel about these three things? Write to BIG MOUTH with your opinions and give them to Mr. Rosen or Mrs. Rosen. Don't forget that there is no school on Tuesday afternoon because it is Parents' afternoon!

The Contract That Walked by Michael Mercado

One day this contract that belonged to Michael Mercado was in the box and he was too tired to be staying in the box and he got up and he fell right off the table. It did not hurt him because he was paper, so he walked off and slid under the door and walked all around the school and he came back and he was exhausted so he went right back to the room and he had nothing to do so he went to the bathroom and there was nothing to do there so he went downstairs and he went outside and when I came back to my room, I said, "My contract isn't here."

All About Gangs by Pat Torres

Gangs think they're tough. Everyday they would start begging for money like, "Do you have a dime?" Sometimes they would go around checking people's purses or pants in case they were lying. That's why sometimes people get scared to go out with their money. They think gangs are going to kill them for their money. And I believe them. I remember one day when me and Gladys and Yolanda from Mr. Kelley's class were walking around and two girls came over and told Yolanda if she had money. And Yolanda said, "No." So the girls took Yolanda's scarf and went away.

I Am The Best Reader In the World (I Wish) by Lourdes Beltran

I am a girl. The age of 12 and very funny and read a lot. If you ever in your life gave me a book of 5000 pages I would write a review of it and not only touch it I would read it. I can read a book in 3 or 5 minutes. One day Mrs. Rosen gave me a book and I read it and before she had given it to me I said I had read it and I read the book and understood what I read. I understood because I am the best and if you ever in your life had a book of 1,000 or more pages I would read it.

The Day The Cops Took Me Away by Steve Rosen

The other day I was on my way to school with Mrs. Rosen. We picked up Mrs. Horowitz and started down this big hill. As we were going down the hill, a police car came up behind us and started putting on his lights and honking his horn, so I pulled over. Me and the cop got out and I said, "What's wrong?" He said, "Your license plate is expired" and I said "Oh, no it isn't, I have the little sticker right here in my wallet." So he said, "Well, why don't you put it on the license plate, you could get a \$15 fine..." I said, "I will, thanks for telling me." Then he got in his car to drive away and I bent down in the back of the car to put the little sticker on. I got in the car, and Mrs. Rosen and Mrs. Horowitz were laughing because Mrs. Rosen had looked all around and didn't see me because I was bending down so she thought I was taken away by the cops!

The best writing of the Open Corridor will be published every day. If you want to say anything about these articles, or write your own, you can use the rest of this page or even the back if you are a paper BIRD MOUTH!

Going to Camp by Superman

I can't wait to go to camp this year with the whole Open Corridor! We are going to go in June for a week from Monday to Friday, and it will be great, especially if everybody can go. I June nobody feels like doing their work in school because it's so nice outside, but when we are in camp everybody will feel good and friendly to each other. We went to camp 2 years ago with our class. It was a beautiful place - there was a big lake and a ~~farm~~ down the road a basketball court right in front of where we were staying. We went on a hike that was about 10 miles to the top of a mountain and we went swimming in this lake up there. The food was great everyday, and one night the boys were going to sneak over to the girls bunks but we found out about it and we told the boys that some killers had escaped from jail and were around the camp and they got really scared and didn't go out that night!

Helping The Little Kids by Steve Rosen

Yesterday I talked to Mrs. Boyd about some of the kids from the Open Corridor helping the little kids who she teaches in St. Mary's park. They are only 4 years old and they are not in school yet. She said that a couple of people could do that as their elective on Thursday morning. If anybody wants to, let me know soon.

Write your own story or article for BIG MOUTH. You can write it here or on your own paper.

The Day We Got Locked In The Open Corridor by Carly

It was this last Wednesday afternoon. It was about 3:15 and all the teachers and some of the students who didn't leave right away were still in the corridor. Then someone went to leave, and they couldn't get out the doors! They were all locked, and we were banging on the doors and tried to call the man downstairs, but nobody came or answered. We were going to call the police, or the fire department to let us out. Everyone was joking that we might have to stay all night, but it wasn't so funny because everybody wanted to leave and it was kind of scary too. Finally this guy came with the key and let us out. We went downstairs and the man who runs the school heard about it and he thought it was very funny. Wait until he gets locked in his office some day, and wants us to let him out! Ha Ha Ha.

TRIP BY Joseph Sierra

Today we went on a trip. The trip was good, but it was cheap, but I did like it. Then this woman who worked there she told us about the pictures. Then she told Mrs. Horowitz, "I don't feel good." Then she went. Mrs. Horowitz said, "Let's go down there." Then we saw this picture of this woman with no clothes on with a lion. Then we saw this man's sex. You could see his behind and his front. Then we went home. We got lost our teacher said, "This train," then we went on it. Then the teacher said, "It's that train." We got to take 5 trains.

IF I WAS A CHAIR by Melinda Santos

It wouldn't be funny because the kids would bother me and step on me. What I mean of bother me is that the kids throw me to other kids and that's only playing around and then what is the worst thing is that I get tired of people sitting on my lap and you'll never know when somebody is sitting on you and the ~~xxx~~ person throws something on your lap, you know what I mean? I don't like it when I was in 161 because the kids over there used to spit on my friends, the chairs, and they used to stand on them and throw them on the floor or break them but what I really don't like is that they write on my face and they swing back but one of these days if they sit on me I'll go back and fall so the kid won't sit on me again and when somebody ~~xxxx~~ else does I'll do the same thing but I better watch them because they might kick me in my face. You know what's dangerous? That some kids jump over me and they fall and break their heads or bend their ankle but I don't do it. It is them. They ~~xxxxx~~ shouldn't be dumb and jump around on me but there is a game I like and it's called musical chairs.

MR. ROSEN GETS A SHAMROCK by Salvador Rodriguez

One day Mr. Rodriguez went out to get Mr. Rosen a gift. It was a shamrock. A shamrock is a flower that people use on St. Patrick's day. So Mr. Rodriguez gave him a cup a hat and apron that had a shamrock and said Kiss Me I'm Irish. Then Mr. Rodriguez went out again and got Mr. Rosen a shamrock. It was so green you wouldn't believe your eyes. The shamrock was given to Mr. Rosen and he just loved the plant. So did his wife Mrs. Rosen. Then Mr. Rodriguez was invited to a good party and dinner.

TELLING IT LIKE IT IS by Hector Cortez & Co.

If a man does not keep pace with his companions perhaps it is because he hears a different drummer. Let him keep step to the music which he hears, however measured or far away.

The Dancing Radio by Michael Mercado

There once was this AM-FM radio who will always dance to a song. One day American Pie came on and he started to jump around. He would always turn on the radio by himself and I used to peek through the door and look at him dance and everytime I used to come in I used to say, "A-Ha!" and he would stop dancing but ~~xxxx~~ one day I was sneaking up on him. I opened the door slowly and crawled to the bureau and when that radio turned on I got up and he kept on going because he did not hear me so I grabbed him and from now on he wouldn't dance anymore.

BIG MOUTH

The best writing by people in the Open Corridor.
March 14, 1972

Published Daily

That Night by Maggie

Once upon a time there I was going to the store to buy some candy for my sister. It was about 10:00 at night. I did not want to go alone because I was scared. My mother told me, "You go before I hit you in your face."

So I went and when I got to the store it was closed. When I was coming back a man called me, and I said to myself, "I am scared." So the man came to me and pulled me to the car. I was crying. When I screamed, he let me go, and I went running to my house and told my mother what happened. And then I told her, "What a good help you are."

Drugs by Hector S.

Drugs are no good for you. You could die using drugs. People use drugs because they have a problem. They think using drugs will solve their problem. A lot of people use drugs.

The people that sell drugs are called the pushers. The head man never gets caught because he tells his helper to get five guys and give them drugs to sell, and pay them, but tell them if they get caught not to tell no one. I am glad that I don't hardly know somebody who uses drugs. The only thing you could get in drugs is killing yourself. When you take like a pill you say, "O WOW I could fly like a bird in the sky." So you go out the window and try to be like superstar. But then when the person jumps out he finds out that he can't fly or don't know how to land. He starts saying, "Someone help me." Soon the mayor and governor and President are going to let people take pot. They don't care.

There I Was In The Jungle by Carlos Ramos

One day I was flying an airplane and I was flying over Africa and I went down fast. I jumped out of the airplane. I landed on top of a tree and I had a big hole in my pants and I tried to climb down. After I was down I saw a big gorilla and he was running after me so I ran for my life. I tripped over a piece of a rock. He ripped off my pants. I got up and ran and ran until I saw another gorilla and I said to myself, "I better get out of here before I won't have any underwear anymore." I climbed a tree. The two Gorillas climbed up too. I could not climb down. I was TRAPPED. The two gorillas were pulling my underwear and I spread out my legs and my underwear went off but the gorilla went with the underwear and I stayed there naked for the rest of my life.

Please Come Back by Yolanda Montalvo

One day I was walking with my father and he tells me that he will not come back. "I am going to get a divorce from my wife and I will leave you children." I hope that he returns. I said to him, "Daddy, please come back, don't go, I just don't want to be without no father. I like to have a father. Please come back."



The Lock that was Scared of People
by Michael Mercado

One day I was in Mrs. Rosen's room doing my homework when I saw one of her boys playing with somebody's lock, and he [not did any number and it opened.] said, "Oh wow!" I was really surprised. I asked him the number and he said, "6, 9, 26" so I tried it and the lock said, "Please don't open me." It was unbelievable when I heard that. I almost died. So I tried it again and it opened. I asked him why does he let people open his [it] he said, "I let people open me because I'm scared of them."
We kept on talking until lunch time. I came back and I went to talk to him again, and Mrs. Rosen said, "Why are you here again? You been here all morning." She said that in a screaming way. I was so mad that I went out and came through Mrs. Rosen's room and went to the lock. I told him that I would take his lock and keep him there and he was happy. So I took off ~~the lock~~ the lock put him in my pocket, and when I was alone I thought he couldn't breathe so I took him out of my pocket. It was like he was home. The lock was very happy.

My Will by Edwin Santana

I will write a will and I will write to give my brother my car and my house but I will give my house to my wife, and give my wife to my friend

(Put in the underlining. What do the girls in the corridor think about what Edwin said? Should he be able to give away his wife?)

The Story of My Family by Maggie Avila

My father and mother are always fighting. One day I was at my house with kids because we went Friday, and when we came back to my house, my mother did not sleep in my house because my father was going to hit her with a belt. I went to my house to talk my mother and father. When I opened the door my mother was crying, and my father was shouting at me to do something to help them from fighting and I said I would do something for them because I was in a way to make them stop fighting. I went from fighting and they hit me and pull my hair, and they push me so I could fall. I wish somebody would help me and my family.

The Hungry Stranger by [unclear]

Once there was a boy so poor that the people called him "the boy who was so poor". They called him "the boy who made 7 blueberry pies and gave them to the children. He had one that was for them and there were 6 children, a girl and five boys. Willie, Lorraine, and Skinny. She asked "how you did?" and she was very poor.
"I was very poor" he said and she asked "how you did?" and she was very poor. She had one that was for them and she gave them the pie. She was very poor.

Big Mouth by Melinda Santos

I don't agree about what the boys say because I know how girls feel when a boy don't pay attention to the girl because sometimes a boy goes out with a girl and he plays the girl dirty. When a girl likes a guy and the guy don't like the girl that's bad because when the boy sees the girl he tries to make her suffer. That happened to me once before. I'm not going to mention no names but once I used to go for a guy and that guy was a nice guy. At first he didn't like me, he used to like my best friend and it was at three o'clock and my friend told him that I went for him so one day he asked me out and I said yes and then he quit me because I had a problem and he thought that it was my fault and then I was going to explain to him that it wasn't my fault and then the guy found out that it wasn't my fault. So anyway we didn't talk to each other for a long time and now we talk to each other. I think that a girl needs a guy but that doesn't mean that a guy has to make a girl feel bad.

Girls, do you agree with me? Write how you feel about what I say.

Drug by Lydia Adorno

Once upon a time this guy was in the hallway and I said, "Ira, ira, it smells terrible," and they said, "It is good," and I said, "What is good?" and they said, "We want a little," and I said no because I don't take nothing from nobody and they said, "But you know me" and I said, "You I never know your name," and they tell me, "Let's go to the roof" and I said, "No I am not going. I am going home and I never want to see you again, your hear?", and they said, "Let's rap on her" and I went home and they didn't do nothing.

BIG MOUTH ESSAY CONTEST!!!

THE EDITORS OF BIG MOUTH ARE STARTING AN ESSAY CONTEST. EVERY WEEK THERE WILL BE A TOPIC TO WRITE ABOUT. THE ESSAY MUST BE 250 WORDS OR MORE. ALL ESSAYS MUST BE IN BY 3PM ON THURSDAY. THE WINNING ESSAY WILL BE IN FRIDAY'S BIG MOUTH. A PRIZE WILL BE GIVEN FOR THE BEST ESSAY. THE TOPIC FOR THIS WEEK IS:

THE OPEN CORRIDOR OF I.S. 162

All Entries must be clearly marked "Big Mouth Essay Contest". You may use the ~~me~~ back of this paper, or your own paper.

Why Do I Like to Write Compositions by Judy

I think it is fun to express ourselves. Also it is fun to write how you feel also it helps me fill out my contract because without compositions I won't finish my contract. And if I don't finish my contract I would get a real bad letter home and that won't be funny, not at all. I would really get it. Also I love to see everybody trying to get in all hungry and everything. They would be trying to get in when they could be in class getting finished so that they could come in and have fun.

BIG MOUTH

THE BEST WRITING OF THE OPEN CORRIDOR - MARCH 16, 1972 Volume # 9

The Pencil That Talks by Melinda Santos

One day I was writing to my pencil and he told me, "Get your dirty hands off me", and I was looking around to see who told me that and then he said, "Look down here, you monster", and I saw him and I said to myself, "Bless my soul, I never saw a pencil talk to me," and he was scared cause I thought that that was my imagination. So I threw him on the floor and he told me, "Why do you have to be so stupid?" and then I picked him up and I told him I'm sorry and he said it was OK but to watch it next time cause I almost broke his leg. Then we were best friends and I wasn't scared no more and everytime I had a problem he used to tell me what to do and I never wrote with anything else. I carried him everywhere I went. Then one day I forgot that I left him in the desk and then we went home and I came back the next day and I saw him on the floor in pieces and that was the end of his life, but now I have a new friend, his name is Stitchy and he is nice to me. He lets me write with him a little.

Flip Wilson by Ronald Matthews

I wish I was Flip Wilson because he has a lot of good people on his show, like the Jackson 5 and Stevie Wonder and the Temptations. Flip Wilson is a lot of fun when he talks to people like when he puts on the wig and stuff and dress and he looks like Geraldine. Geraldine's a lot of laughs on TV. I like the television show when he plays preacher with the Temptations.

The Mystery About The Baby Rabbits by Lilly Carbonell

On Monday, March the 13, Socrates had baby rabbits. She had 3 baby rabbits and they all died and some of them had their legs chewed up and one was perfect except it died and Mrs. Horowitz and Mr. Rosen say that there was no male in the room. Can you solve this mystery????

We The Spy by Darryl Brown

I was coming out of spy school when they gave me an assignment to do. The assignment was to see what's happening around I.S. 162. I put on a mask and dressed like a kid. They put me in Class 6M12. I got a good view of evsrything from the window. So I put my desk next to the window and I can see anything. Then me and a boy named Randy made friends. He told me about a gang called the Bachelors. He said, "They rob, steal, kill and they pickon children." So I said in my mind, "I got to stop those Bachelors!" I made a girlfriend named Denise. When I looked out the window one day, I saw a Bachelor hit Denise. I called in the other spy and we arrested the Bachelor and there is no more crime around IS 162.

Corridor News by Dirty Steve

Today is the last day for this week's BIG MOUTH ESSAY CONTEST, so get your entries in by 3 PM. The Mini-School is going to have a Big Book Sale next week - there will be all kinds of books for sale so get your money ready. There is now a Graffiti board in the hall where you can write your opinions, and lies about the teachers.

About Books by Norma Bonano

I like to read books because they got something that I like. They show beautiful places and they look really beautiful, and that's something the people like. Some people don't like to read and I don't know why because it's good and we could learn more and I like that because if you don't like to read, when you get big and you have to read in a meeting in the place where you work they could be lying about you and that is really true and I want to learn more because when I am going to be big and I have to read in a meeting, I will read and I will know what is going on. When I was little I like to read and people won't laugh about me because I learned.

The School by Miguel Nieves

The new school is on an island, and only smart people can go there and they have to have a test on everything, even gym. Only good people in sports can go there too because you have to be good in everything in everything in your life that you have learned. You have to get more than half to go there. I mean you have to have more than half of the tests good. That's why I'm the man to give in the questions, because I have had the highest, most best grades in the life of any person that has come to take the test. I'm the one that has had the biggest grade. That is why only a few boys in this new school, because the test is hard. No girls allowed in there because it's only for boys, but if the girl is different than other girls, that changes the rule.

If I Was Paper by Deborah Bemby

If I was a paper, I would have a lot of trouble because the kids would dirty me up and tear me, but the best part about being a paper is when people write love letters and I like to read them. Here is a love letter I read:

Dear Jimmy,

I love you and I hope you love me. I miss you last week. When I come back from the country I will kiss you. I met a boy his name was Timmy. I like him but I love you, so don't think I am in love with him.

Love, Dana

And there was much more but I can't tell you all. And if I had a choice I would pick Lorraine because I know she will not tear me and she will keep me ~~and~~ in good health.

Swimming by Carlos Cancho

In the summer time when it gets ~~ga~~ hot I like to go swimming to ~~g~~ cool off. The best place that I like to go swimming is in a pool. The swimming pool I go to is St. Mary's Park. Once on a summer day all of the guys went swimming. One of my friends name George was swimming in 10 feet. Suddenly George was drowning. And all of a sudden my friends named Johnny and Jimmy went to save him. But George was choking my friends. George was struggling in the water with my friends. My friends gave up and left him here. One of my friends got help and the teenager saved him. After George was ~~ex~~ saved my friends were laughing. That was day I will never forget.

The Day I Visited King Edward the VIII by Carlos Ramos

One day I invented a pill that can take me to anyplace I want so I swallowed the pill and wished that I meet somebody special and I did, I met King Edward the VIII. I was surprised and he said, "Arrest him," and I said, "Arrest me, Oh no, why?" And he said, "Because you are a spy," and I said, "No I ain't." And he said, "Why did you come in here without knocking?" and I could not tell him because I forgot and they never let me out until I was 100 years old.

Going To The Pool by Tyrone Spence

One day it was a hot day. It was boring so we went to the pool. I went swimming in the 3 feet and I went from the high board and I swam all the way down and came back up and I went and had a race with my 4 friends and my friend was winning the race. And I went like lightning and I caught up and won the race. I had a race from the diving board and my friend won this time and I went back to the 3 foot and I went home.

Me And Bobby Murcer and the Yankees by Henry Cruz

When I went to Yankee Stadium I saw Bobby Murcer. I asked him for his autograph. He gave it to me. I saw Bobby Murcer practicing. I saw him hitting good shots. He got two homeruns and about 5 hits. He went to the field, they started hitting the ball to him -- he caught all of them that went to him. I asked for the whole Yankee team autographs. The Yankees team gave me their autographs. I saw Danny Cater practicing at first base. I told him to teach me how to play first good and make pickups good because I play first base for my team. My team is the Junior Steets. I saw Hal Lanier at third, Allen at short, Frazier at second and Danny Cater at first. Roy White in left, Bobby Murcer in center, and Renny Stenberg in right field and Mel Sottlemayre pitching and the other Yanks batting. The Yankee relievers are Jack Aker, McDaniel, Closter & Bright and the rest of the Yankees like the great Mickey Mantle.

The Jackson Five by Major Deegan

The Jackson Five is a nice group but when they sing the girls go up on stage and they try to rip off their clothes and the girls are crazy over them so that is why I hate the Jackson Five and if they are on TV the girls come to school the next day and start bragging about them so that is why I like the Osmond Brothers better than the Jackson Five.

If I Met Bobby Sherman by Luz Figueroa

If I met Bobby Sherman it will be a secret because then no one will believe me. Bobby Sherman is a nice and lovely man. Mr. Sherman is a singer. I really dig his music. Because he sings nice and makes songs of all kinds and it wants you to be with him right next to him. One of Bobby Sherman's songs I really dig was Hey Little Woman because it gave me action. Bobby Sherman made a film with David Cassidy on TV on Partridge Family. It was a smash hit. Bobby was really fantastic on that screen. I wish Bobby never gets married because if he does he would destroy all his fans and no one will like him, or they might even destroy or burn all his pictures and destroy the records because then he will never become a star any more.

My House by Yolanda Montalvo

I have a house that is a very big house. I like my house but I don't like it around my block. It is dangerous. I will tell you what happens around the block almost every day. WELL, everytime I open the newspaper and I start reading it and I turn to different pages I see the pictures that really interest me and it says, "In 152 St they stole a little 6 year old girl by the name of Clarabel Medines." So I read that article and I even get scared to go out of my house alone, even at daytime just to go buy a container of milk or to buy candy for my sister.

My mother tells me not to go to the store, me, a girl, because something might happen to me and then what. So I hope that no mothers send a girl alone to the street or better not send her at all because something might happen, you never know what. So I just be careful if I go outside by myself. Anyway my mother is not dumb to send me out alone or at all. I like my inside house, but I don't like the the building or the block.

If I Was 18 Years Old by Hubert Lewis

If I was 18 years old I would buy me some clothes and I would live by myself. I would buy me a car and then I would get a job of being a cop. I would have a cop car and buy me two guns and 1 cop suit and anybody that bothers me I will kill them and leave them wherever they are. I will get into my car and go to the police house and if they want me to go to somebody's house and they don't listen to me I will not kill them I will take and put handcuffs on them and put them in the car and take them away to the police house and tell them to put him in jail because he did not listen to me.

What I Am Going To Do On Easter by Gail Jackson

On Easter I am going to Coney Island for the night. Then I will come back and change into a pair of pants. Then after that we might go to a dance or to the Apollo if somebody good is there. But on Easter we will never stay home. I don't like some places where my cousin takes me or where I take her on Easter. But last Easter it was very boring, so we stayed home and dressed up the little kids and ran from house to house. But this Easter will not be boring like last Easter because me and my cousin made our own plans to go out and have a very nice time.

I Was A Policeman by Freddie Gives

When I was 20 years old I wanted to be a cop. So I went to the police station and asked them if I could be a cop. So I was a cop. I had to guard the diamond that was in the bank. The bell rang and I had to catch the criminal. I was catching up. I was going 90 miles an hour and he was going 60 miles an hour. I caught the criminal. I took him to court. He was guilty. He was sent to jail. Then I got a medal I was proud of myself. I was very brave.

GIVE YOUR OPINION!

Should Dirty Steve shave off his beard? Yes NO

(circle your answer and give this
part of the paper to Dirty Steve)

You must put your name on the paper!!!!

because but site is good too...
circle, because better in a...
things. That's what makes...
in my head and boy but still...
the house's class I am good...
be the top and...

When I Am Happy by Denise McClellan

When I am happy I feel glad and I walk through the park and I sing a happy song and I go all around people and say, "How do you do today and why" and they say, "Very well," and after that I play with people like little kids and babies and after that I sing with them, play ball with them, and they play with me and when I see the ice cream truck I buy myself an ice cream and feel like a very happy girl.

If I Were a Dog by Robert Louis

If I was a dog I would like to be a German Shepherd. I would like to eat three cans of food a day and I would like to be walked three times a day. I would like people to like me and anybody that I don't know I would bite them hard on the shin. I would be in a dog contest and I would win first prize. I would be the best of the year, and everybody would love me, and the judge would say "the best dog of the year" and the owner would say "the best dog of the year."

Friday Afternoon at the Mall by Elsie Bove

On Tuesday, March 27th the whole school went to the Mall. I was there the day... above 10 o'clock... all over the side... where we played ball... and basketball... and handball... to the field to... there and almost everybody... the field and walked down to the lake... one found a little crayfish in the lake... the Olympic stadium... there was another... after the Olympic... the hall and... and the hall...

My Best Friend by...

My best friend is...
... in the...
... write something...

CONTESTS !!! There will be a prize for the person that writes the best answer to the question.

MAY 4, 1973

THE GREAT OUTDOORS MONTH

TEAM REPORTS

The Rangers by Roberto Gutierrez

The Rangers are studying about the outdoors. And this week the Rangers will make packframes and learn how to make different knots. And also we may make a tower. Now I will tell you something about the group. First of all we have our new captain, Manny. Nelson quit because he was too lazy to face all of us. OK, now here is good news. First is our dumb captain, mophead, who is always doing something, but not his work, who we all know as Manny. Then there is the PhotoArtist with the very long hair, who is always looking for something cool, who we all call Nelson. Then there is the Librarian and Supplies Kid, who is always combing his very big Afro and putting hair in his work, who we all call Tiny for the big size he is.

Then there is the nothing doing kid, who has not done nothing like the other guys in the group, who came in for SourHead as we all know him as Alfredo. And back to the flappy hair. Since I call everyone a good name who is a hard worker on very easy work.

And now is the last one as you all know is me myself. The very good reporter who is doing all this good thing for you to read. Well I am the one they called Santana who is good. In the group they call me short hair, who digs on girls and their sex too. Well that is all for now.

Debra's Group by Debra Coker

In my group we are studying the same thing- endangered species and different kinds of animals. I am working in different books that discuss animals, that come from all countries. Gail has to read a book and she has to pick out 3 stories to read. When she gets finished reading she has to write about it.

Lorraine won't be in for awhile cause she is suspended for 5 days because of a fight. Juanita hasn't gotten nothing to study because she was absent a lot this week. Renee is here mostly every day, but she just doesn't do her work that she is supposed to do. In our group I am the captain and Gail is the supplies monitor and Juanita is the reporter. Renee is the librarian, but Lorraine doesn't want to be a monitor.

Norma's Team by Ana Medina

This week we started to do the task work and we worked on task 1, which was "Why Man Cannot Live Without Plants." Me and Judy discussed it with Mrs Rosen about Photosynthesis that describes it with a formula. And what made the flowers green. We talked about if we don't have plants we die because plants make food and we need food to live. Then we worked on renaming Fractions Greater than 1. Fractions is easy math- the only thing you do is you say with $12/6$, how many 6 go into 12 and you say 2 because $6 \times 2 = 12$ so the answer is 2. So we had more fractions but this one was mixed numbers. It's easy to do. The only thing you do is like this number $2\frac{1}{2}$ you multiply $2 \times 2 = 4$ and 1 is 5 so you put the 5 on top and it's $5/2$. It's easy. This morning we did Task 4 about Plants. We had to do an experiment. We had to do 2 apples, tomatoes, peas We had to read the story and if they said to cut the apple we had to do it and look at the seed and we answered the questions, the whole group did it. And we handed in our compositions, and they are very good stories. And Judy made a play about Love Affairs. The people who are in it are Judy, Ana, Tito, Luise Jose made a cartoon about population, ecology, pesticides. And we had some exercise- we did run around, situps, touch a toe and the other things. And I had to do all this work. Boy I'm glad I'm not doing this everyday.

Lilly's team, Salvador's team, Dora's team and Vivian's Team did not hand in their reports on Wednesday so there is nothing about what they did for this week.

Today, Thursday April 26 we went on our first hike. The day was terrible to go, it was raining windy and cold.

At first it was very nice-no mountains, no hills, no nothing, just walking straight. After awhile we started getting into the woods and collecting things. It still wasn't bad but after the first few hills it began to get harder all the time.

One of the first things we did was measure a tree. Carmen and Beatrice measured it and it was $11\frac{1}{2}$ feet around. That was the biggest tree I have seen. As we were going along we collected leaves, flowers and clovers. We also saw where raccoons and rabbits like to make their holes to live in. Mr. Rosen said they have a lot of back doors in case of any animal that likes to bother them is around. All they do is get out of one of the back doors before the animal gets inside.

There is a bird called the blue^{jay} that sounds like a nice bird but is very mean to the others. The bluejay goes around taking away the other birds' eggs. There was also a different bird called a red wing blackbird. They said it was pretty but I didn't get to see it. The bad thing about it was the garbage and water pollution. But the worst thing was falling down.

I Like My Class by Ana Medina

I like my class because we have our own captain and we work a lot and then we go on hikes and everything. I think I am doing more work than last month and I like my captain a lot because she is nice and helps me a lot. I think I picked out the right teachers and the right project. I hope we are going on more hikes and more work.

Death For the Outdoor's Group Boys by Nelson Nieves

Well it all started when Mr. Rosen took the Outdoor's Group boys to a hike and we all walked about 20 miles and every mile we would walk we would eat a lunch. So we ran out of lunch and we were starving. Manny, me, Tiny, Raymond and Mr. Rosen. So we saw a Kentucky Fried Chicken store with a little old man as the guard and three nice girls. We didn't have no money so we had to rob the store. We walked in. Mr. Rosen hit the old man so hard, his eyes came out. Then all of us grabbed the girls and started stripping them. Manny got one and Tiny and Raymond. A lady came in. I hit her with a club. I knew she was dead because her tongue came out. We were eating and drinking. We were so tired and full that we couldn't move. The cops got us and we knew we were in trouble. We were in court. They charged Manny with rape and robbery, and also Tiny and Raymond with rape and robbery. Mr. Rosen with murder and robbery, and me murder and robbery. Then a couple of days ago the judge saw the girls, the old lady and the man. He got so mad he hung us. Mrs. Rosen was arguing because hanging is not a punishment any more, but the judge said, "Too bad."

The News of the Week in Review by Wonder-Hiker

A lot happened this week. It was the first ~~ex~~ full week since vacation. On Monday we all went out to the park at 2 PM because it was a beautiful day. Then on Tuesday we worked all morning and we started our exercises. Tuesday afternoon everyone went to see Cotton Comes to Harlem. ~~After~~ It wasn't a very good movie but everyone was glad because they cut out the nasty parts... After school Lorraine got into a fight with Lucille and Lorraine started to go after her with a broken bottle, so the next day she was suspended for a week but Lucille's mother was nice about it since she didn't have Lorraine arrested. On Wednesday there were class meetings about raising money for our trips and hikes. The boys got a lot of ideas to raise money, like washing cars, and having a raffle a bazaar. And also having the lunch service for teachers. The car washing will start this week. On Thursday the hike was to Central Park. You will read more about it next week. We also got 2 new students, Zonia and Patricia. The other Sonia is not in the Corridor anymore-she is in Staten Island. Some people were supposed to go upstate this weekend, but they punked out.... This week was also the school board election, on Tuesday. Team plays are due today...

The Overnight by Nelson

We left as soon as me and Santana came from getting our stuff. We had fun driving over there. Santana and Raymond's hair was all blown up like a lady. We were going so fast, the car went over a bump and almost turned over. Then we started hearing music.

We stopped at the office. Rosen went in to get a cabin for us. While we were in the car, a guy and a nice girl passed by on a motorcycle and Jose whistled and said, "Bring her over here." Everybody said, "If he comes we'll say it was you." We got our permit for cabin 15.

Raymond went to see if a cabin was 15 and we left him. He started chasing the bus. We found it—a beautiful cabin with water and everything.

We ate macaroni and cheese and Kool-Aid. Me, Tiny, Santana and Raymond ate a little, but Rosen and Jose ate two plates. Then we had beef stew and threw the rest away.

We went to these swings you had to pump in and out. Tiny bumped his head 5 times. We rode around a couple of times and then set up for bed. Everybody was tricked. Rosen made us sleep in cabin 21 but we didn't know.

It started to rain. All of us were fighting—Raymond in underwear and the rest in pants. We fell asleep and were getting soaked. Cabin 21 was messed up. We went to sleep at 1:00 and woke up at 1:30. We were soaked up. We went back to sleep, but soaked. We woke up and ate breakfast and cleaned up. Everybody was mad because we got so wet. We were looking at cabin 15. It was as dry as the inside of the car.

We wanted to go to the nature museum, but we couldn't. It was closed.

We got back to school. At lunchtime I left and didn't come back. I was not feeling good.

WARNING- DO NOT SLEEP IN CABIN 21!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

The Weekend We Went to Visit the Rosen's House
by Judy

We left Friday from school. On the way upstate we stopped to have dinner at this place where they sold chicken. After that we had to stop at the supermarket to buy groceries. We had some fun picking out what we were going to cook. We decided to make red rice, pork chops, and salad. But what happened was the rice got burned.

Friday night we unpacked and then Mr. Rosen took us to get some wood. Well while I was carrying some heavy wood, I saw a shadow and a flashlight turning on and off. I threw the wood on the ground and ran to the house. Mr. Rosen started laughing like it was a funny joke but of course it wasn't.

Well Friday we had some fun talking and making plans to beat up Lilly in the night. But Ana didn't want to jump Lilly because she was too tired. I thought that was some stupid excuse.

Saturday we made breakfast for the teachers. We made them scrambled eggs, toast, juice, and chocolate. After that we went outside to ride Mr. Rosen's bike. We also played ping pong and catch. Then we went to the house of this old lady who is Mrs. Rosen's neighbor. She bakes a lot and everytime somebody comes to her house she stuffs them with cookies. So we didn't want any but she made us eat them. Ana and me had to really laugh when she used to make us eat them cookies.

We went back to the house to play ping pong. We really had fun. Then we went to ride the bike. I almost fell down because the bike was so high. We had a lot of fun. After, Mr. Rosen took out the tractor and I was sitting on it. Then Mr. Rosen began to teach Ana how to drive it so Ana had a lot of fun. Then it was my turn to learn. I was so scared it wasn't funny. When I got on, I was shaking. I got scared and put on the brake until Mrs. Rosen turned it off. When Ana got on, Mr. Rosen put all the gas and she crashed into a tree. I got scared but Ana was laughing.

We had Chinese food for lunch and played around. At night we went to see a movie that was a waste of time and money.

That night we had fun because Lilly washed my hair and did some funny looking rollers. Well that night I couldn't sleep because of those rollers.

Sunday morning we went to the lady who bakes. She stuffed us with cookies and we said goodbye. After lunch we took a picture together. Sue took that picture.

GOSSIP by Mary

Did you hear about Vivian's lover Pedro? Someone in the Outdoor Group likes Giovanni. Did you hear about Lorraine's new lover Mickey? Giovanni never had a fight in school at all and she said she is not going to have one. Did you hear about Vivian? In elementary, she was a fighter. Can you dig it? Mrs. Rosen is quitting in June. Ain't that sad? Did you hear that Nelson's a great lover in the outdoor group? He always comes to Giovanni's group to talk love, and someone (no names) said he likes to look at a certain person's legs.

...the outdoor group almost all the captains that they picked out the first...
...is taking the place of Larry and Nelson, and Nelson is in charge...
...has changed since the master vacation was over. Boss, Salvador and...
...still captains since they picked us. Evelyn is a co-captain in my...
...team. On Tuesday we went to a hike to Inwood Park in Manhattan. It was a...
...sore trip but most of it was boring. Besides that the week has been terrible...
...for the team because since the week went fast we didn't have time to do any...
...thing.

Giovanni's Team by Mary

Vivian-She did all her math, reading logs. She is working on her writing. She is working on different kinds of oceans.

Giovanni-work on writing. She did all her math. She has done her reading on rivers and streams.

Maria P-She did her math. She is working on the hiking trip work. She did the reading logs for the week.

Mary-She did all of her math. She did all of her reading. She is working on her writing and reading logs.

Maria R-I did my reading log about the cat sat on the mat. I did math and reading.

Debra's Team by Juanita

Now for today only Lorraine, Debra and me came to school. Now I am doing the report, but this morning I did 3 stories but now we are at dying on plants and all last week I was absent because I was sick but I did bring in my reading logs and some pictures and I also wrote about it too. But for now I am here. Lorraine was writing some stories and most of them are very interesting to me. Debra was doing 20 pages of pictures but now she is doing the story composition but Renee isn't here today and so isn't Gail because she is very sick.

Salvador's Team by Godfrey

Sal-So far Sal has done 2 pages of writing. And he has done 3 divisions in math and has done 4 reading logs and 1 math in fractions.

Godfrey-I've done all of my writing. 1 math on fractions and 1 reading log.

Johnny-So far Johnny done 21 fraction in math and 1 reading log and 1 composition.

Kevin-The only thing Kevin has done was 1 composition and 1 math.

Alfredo-Alfredo was absent almost all week so he has done nothing. Everybody almost is doing their work.

Yesterday, May 14, we went to Inwood Hill Park. The hike was like nothing to me because we waited something like 15-20 minutes waiting for the car to come. When he did come, we went to the trees where the Indians used to live before the cops or the city took it from them. They showed us where there used to be a whirlpool and everytime it would be out the swirl and the water of the water would make like a hole in it. The stuff that was on it looked like the side of of an glazed donut.

Berna's Team by Berna

My team isn't doing any work. Yeah, they do work, but not as much as they could. We haven't won all the other teams yet. We are in 2nd place, and sometimes 3rd. Everybody does their work, but Jerry doesn't do anything. If he finishes 1 thing he thinks that he did all his work. Gladys is doing fine, she does all her work, and extra. Nelson is doing all the work he gets, and so does Pat, and I do my work too, but not as much as I used to. This week we are working on ecology. So far it's alright. Everyone in my group did a little on Ecology. We all find it interesting. If more people would study it you would learn how bad pollution and everything else is.

The Rangers (Lourdes' Team) by Roberto

This is our very good group we have on our hands. First we have all done very good work. But the best one that had done almost everything is Lockheed. He has done a lot of stuff this week. He is the number one in doing work this week. Then we have our man called Shon, who has done very good work. He has done a very good picture about animals. Then we have Clapp, who has done very good work. He had played a little or fooled around on his work. Now I will tell you about Lourdes Lane who has done some good work. She has been telling us to do a lot of work. Now the last person who we know as big Afro. He has done very little work so I don't have nothing to tell you. This has been the latest news of the Rangers. I am sorry for a small report, but I was all messed up.

Berna's Team by Ana

Today our team did well. Zonia did a story about pollution - 2 pages long, and a 3 page story about the hike. Judy is still studying pollution and she is answering the questions. Jose was doing the play but now I will try to finish it. Jose did nothing except the play. I didn't do my work but I am going to do it tonight. I only did that hike sheet and the composition. My whole team saw...

Debbie Joseph was a very nice and kind girl.

One day her mother sent her to buy milk.

She was walking down the street and then she saw this blind man at the corner of the street.

She kept looking at him.

He had a black suit on and sun glasses and a white cane.

Debbie went into the store and got a container of milk.

The man that owned the store watched Debbie to see where she would go, then he saw her go straight to the blind man and he saw her talking with the man, then he saw the man take Debbie's arm and the both started walking, Debbie leading the blind man.

He was taking him to Elton Ave. because he said that he got lost coming back home from where he went to.

She knew that Elton was a bad place, but she really wanted to help the man.

When they got there, Debbie didn't know which building it was that he lived, so she asked him what was the number of the building that he lived in. He told her that the number was five. So she started walking toward that building.

When she got inside the building the man grabbed her by her arm and took her down to the basement. He opened the door to the basement and Debbie couldn't believe what she saw, there were many teenagers smoking and taking drugs like crazy. They had many different kinds of drugs, almost every kind you could think of. There were also some people who were on the floor, some of them had been dead.

Then the man took her and threw her on the floor, he then asked one of his friends to give him all the different kinds of drugs.

While the man was over there with her, her mother was getting worried. She knew that she didn't take Debbie that long to buy a container of milk, so she called the police.

Meanwhile, Debbie was getting all messed up. The man had taken all the drugs and forced Debbie to take them. She didn't have any plans to run because the place was surrounded, and the man had a knife on her.

The man kept forcing her, and he wouldn't stop, and a long while after that the police were searching for the girl.

They asked Debbie's mother where had she gone to, and she told them that she went to the store to get milk. So the police went to the store, and they asked the man there if a little girl came in there to buy a container of milk. The man from the store had told them exactly what he saw, and that he saw the girl walk the blind man toward Elton.

When the cops heard the place where he was in they rushed over there fast. But when they got there they didn't know which was the building that he was in. So they started from 105.

Debbie was all dizzy, and throwing up, she felt as if she was one of the addicts. The man started kicking, and cursing at her, and she was getting sicker and sicker by the second.

After a while the police had come out of the building, they had searched all over, but they didn't find Debbie. Then they went into this to find Debbie. They decided to go first to the basement since they did the same with the other building.

Meanwhile, in the basement the man was still at Debbie. Then he had taken a needle, and stuck it into Debbie's heart, and he took the milk, and poured it all over her. At that minute the cops came in and quickly the man put his glasses on and acted blind. They saw Debbie on the floor and lots of other bodies on the floor. The cops then took every person that was there and they put them into a jail wagon.

When the police got to the station one of them called Debbie's mother to tell her the bad news.

And when she had heard it she didn't say anything but just hung up the telephone.

All the man kept saying was that it was all a game and the game was called "Blind Man's Murder".

THE END

BIG MOUTH

The Best Writing from the Open Corridor Volume 2 April 19, 1972

SOMEBODY LOVES ME by Maria Polanco

Once upon a time there was a father and a son. They were very poor, but the father was very bad. One day the father of the little boy kicked him out. He said, "Get money from the people."

So the boy went, and people passed him and it was raining. He stood, but nobody would give him money. At last a man came and gave him a penny. The boy was very happy. He went to his house with the penny and went to his father. When he saw one penny he was so mad he took a bat and started to hit the boy. He took the boy and kicked him out.

The other day the boy woke up and started to walk. He went to a box of garbage and he went to sleep. The wind blew a piece of paper to him where he was. He took it and read it. It said, "Somebody loves you." He was staring at it. A little girl came to him and said, "Jesus loves you!" He read the paper and he said, "Jesus loves Me!" and he went to sleep and he gave his hand to God and he died and an Angel came to get him to heaven with God.

FRIENDS by HECTOR

I like all my friends because they are nice. I'm glad I've got friends. Sometimes me and my friends fight, but we make up. Some friends talk things bad about me, but I don't mind because they are good to me. Sonia Novas wrote she doesn't like friends, but one of these days she is going to need her friends. Write about your friends and put it in the contest or Big Mouth.

PUERTO RICO by Judy

I like Puerto Rico because my family is down there and when I go there, they all fall in love with me saying, "What a beautiful American girl." I say, "Why thank you." I like to go to the beaches. They are so clean with fresh water, not filthy like here. They have Puerto Rico so clean. I wish they would have New York as clean as they have Puerto Rico. I wonder why these people are such pigs. They don't care about their country, about their people. They just care about themselves nobody else. I get so mad.

THE FIREMAN by HUBERT

Once there was this fireman who loved to sleep. So one day I went to his house and I told him that I have a fire in my house and he said, "Good. I always wanted you to have a fire in your house."

I went to the manager and I told the manager what he said. The manager said, "I will take him and talk to him." and he asked him why did he want my house to always be on fire.

"Because he keep on bothering me."

So he said, "That's no way to talk to a person." So he went to my house and after he came the fire was out, and I told him that it was too late. He went back and got back in his little old run down bed.

THE LION by MIGUEL

Once there was a lion. The lion was nice, but ~~when~~^{when} someone bothered him, he got mad. Once a little mouse came to him and bothered him. He almost put the jungle upside down before he found the mouse. Another day he got mad was when an elephant came and put water on him. He got so mad that he went up a tree and jumped on the elephant's back. The elephant was sick for five months.

BLAST NEWS by Minnie Mouse

Are you cool? Do you want to know Juanita's hot gossip or read about Roberto's Romance? You can find out about Sonia's ~~boyfriend~~^{boyfriend}. And see cartoons, puzzles and stories. It's all in BLAST NEWS. On sale today. 10¢ for students and 15¢ for adults. Buy one today! The money we make goes to the Open Corridor.

BUY BLAST NEWS

BEFORE ELECTRICITY WAS DISCOVERED by Carlos Ramos

One day in the morning I woke up and there was no light and I tripped over my dog. When I was on the floor my dog got mad and bit me. I touched the ceiling. When I came back down I landed on my bed and it fell flat on the floor and that was discouraging and I had to leave it like that. Then I went to the kitchen, I stepped on my cat's tail and he scratched me on the same spot where the dog bit me and that hurt a lot. I jumped right in the sink and a rat was in the sink. He got in my underwear and I started jumping around like a Mexican jumping bean. And out on the street some Mexican music was on. I took the rat out and threw it out the window. When I was cooking I could not see what I was doing, then they discovered electricity.

STICHY'S LIFE by Victor Vallejo

Stichy is a nice guy because he lends me his things. And he has brothers that are nice to me and they lend me their things too. Stichy lets me go up his ~~house~~ roof because his brothers fly birds in my roof and Stichy flies birds in the other roof and Stichy has two friends from the Bachelors that fly in the last roof. Stichy and his brothers like to play hockey games and him and his brothers are all in a team of baseball. And they all were in a football team. Stichy lets me go to his house and I know his mother for a long time and my parents know his parents. They are very nice parents. Stichy goes to my block sometimes and we play in the elevator. Then we go to my house.

THE TIME I WAS A HERO by Cheryl Bethel

One day I did something real great for my brother. He was sick so nobody was home so I called my aunt and she couldn't help. So I called my grandmother and she said to tell her what happened. So we then went to Mrs. Thompson's house and we called my aunt. So then they came down and then we went to my next door neighbor and she took his temperature and it was 130 and then my cousin came over and then my brother had to go to the hospital and then he had to get a needle. He went to Frodham Hospital and I felt so proud to do something for my family and then after that he was alright. I felt good inside.

COPS by Robert Navarro

Cops are sometimes good and sometimes bad. Sometimes good because if you are getting robbed there might be a cop passing and you could call him and he will come and help you but if the man that is taking your money could have a gun, but all cops have guns. But if he shoots the cop will shoot. Sometimes they're bad because in IS 162 there's a cop and I was walking with a lot of guys then this other boy comes and pushed me. By mistake then I hit the cop and he called me a stupid jerk.

IF I WAS A MONSTER by Hubert Lewis

If I was a monster I will go to Mrs. Rosen and Mr. Rosen's house and take some of the cookies that they make and then I would go to Mrs. Horowitz's house and take some of her animals and steal them and that way I would have some money. Then I would go to Mr. Kelly's house and take some of his clothes. Then I would not steal them, I would wear them in the street like a man and then I would get a job on eating people like Mrs. Rosen and Mr. Rosen or else I would ~~get~~ be a typewriter and I would type Mrs. Rosen and tell the man that I have a Mrs. Rosen telegram and he would say what do I want with it I would ask him do he want it and if he say no, I would eat him and tell her husband that I ate ~~her~~ his wife and if he doesn't like it I'll eat him too and if he gets smart I would eat him to bites and then if he don't taste good I would take him out of my mouth and give him to a big fat cat and if the cat don't do nothing I will throw him to a dog or to a rat. If they still don't do nothing I will have to let the garbage man take him and let him get all sick from the garbage ~~on~~ and plus I would tell him, "See you no more," and tell the garbage man don't touch him so much because he is so stinky and so ugly that the rat and cats and the dogs would not eat him so they wouldn't even take a ~~bit~~ piece of him.

My Dear Students and Teachers:

I want to take the opportunity to thank each and every one of you for making my 38th birthday a memorable one. Thank you once again.

Marie Vincenty

WINNERS!!!!

THE WINNERS OF THE BIG MOUTH PLAY CONTEST ARE MARY SEMMONS, JUDY GUZMAN AND DARRYL BROWN. THEY ARE GOING TO MACDONALD'S NEXT WEEK!!!!

BIG MOUTH CONTEST FOR NEXT WEEK: MAKE UP A NEW MONSTER AND WRITE A WONDERFUL, SCARY, CRAZY STORY.

This comes out every day.

THE JACKSON FIVE

They are a really together group. I just dig the way they sing and dance. But I would not go crazy over them and try to tear off their clothes. Because I would not want them to think that I am stupid. I don't think that girls who really love them should do a thing like that. The Jackson Five will always be my top five.

by Lucille Ellis

MEAT BALL ROSEN.

One day Mrs. Rosen told me that she wanted to play a trick on Mr. Rosen. She said that she would give me a pack of cookies if I would turn Mr. Rosen into a meatball-head. I told her alright and to give me that pack of cookies and she would have the laugh of her life.

So when Mr. Goldenberg was talking to Mr. Rosen, I turned Mr. Rosen into a meatball-head. Mr. Rosen was fired and I was kicked around by Mrs. Rosen.

by Carlos Ramos

THE FLASH.

One day I was running down the hill and I saw the Flash. He asked me my name. I told him. Then he started running. Then I timed him. By the time the Flash came back his score was 1 flat. Then he asked me if I wanted to meet Kid Flash. I said yes and then we went to get Kid Flash. Kid Flash asked me my name and I told him. Then he asked me if I wanted to meet Captain America and I said yes. Then we went and got Captain America. Then we got the Spider Man. Then one day a gang wanted to have a rumble with us. We said yes. Then Kid Flash gave me a ring to protect myself from the gang. Then I took one of the gang boys and threw him up on the roof. Then Captain America, Kid Flash and the Flash threw the gang of boys to the police station. Then Spider Man came to give me a reward. Then Spider Man, Captain America, Kid Flash, the Flash and me went home. And that is the end of the story.

by Freddie Gives

When I kill I kill a man that was walking in the street, because he was looking at me. I killed him with a knife. After I killed him I threw him in the water so that people could not see me. I killed him because when I was walking home from school he followed me to my block too. I did not like it so I went into my building and he went in too. When he was going up the stairs I killed him because I did not like it. When the people found out they took me to the police station and I told them all about the killing and they put me in jail.

by Gladys Vasquez

THE BIG FIGHT WITH TIMOTHY AND STANLEY.

One day Stanley said to Timothy "I want to have a fight with you". Timothy said "Yes." But Timothy said to Stanley that he might knock his glasses off. Stanley said that if Timothy did that he would get his sister. But Timothy knocked his glasses off and Timothy and Stanley started fighting. Timmy got Stanley on the ground hard. So Stanley started crying. So his sister came and Timothy hit her in the mouth and she was bleeding very badly. Then they ran home crying. They never bothered Timothy again. Then Timothy ran over and kicked them again and they were really crying.

by Freddie Gives.

IF I WERE THE PRESIDENT OF THE YOUNG BACHELORS.

If I were the President of the Young Bachelors I would have all the boys reinitiated. because they might not be in the Young Bachelors and they could probably be lying or something. If I was the President of the Young Bachelors or the Vice President I would make sure that the boys in my division go to the rumbles.

If they don't I will make sure personally that they either get hit with the whip or all the other boys jump him or something. It is good to be the President of the Young Bachelors.

by Godfrey Beckwith.

Congratulations from the whole corridor to Mr. and Mrs. Badillo, parents of Melinda Santos, on the birth of Nadine, a ten pound girl last week!

CALLING ALL THE POETS IN THE CORRIDOR!

Mrs. Horowitz will start a group writing their own poetry on Wednesday afternoons. The group will put out a poetry journal at the end of the year. If you want to join this group see Mrs. Horowitz. By the way this can fulfill your writing in class assignments for the week.

BIG MOUTH

THE BEST WRITING FROM THE OPEN CORRIDOR- MARCH 8, 1972

THE DAY CARLOS SHOWED HIS BONY LEGS

One day Carlos came to class with shortshorts. Wilbert said, "Look at those bony legs, Henry."

"Watch out Wilbert."

"Pipe down bony leg Carlos," said Wilbert.

"Those legs look like a key, a closet key," said Henry. Then Henry sat down and said, "Those legs look like they just came from World War II."

When Carlos sat, The girls said, "What beautiful legs you have."

Sonia said, "You got better legs than me."

Mr. Rosen said, "Those legs look like a toothpick."

I said, "Go back home and get a long pants, bony leg Carlos."

He went home crying.

by ~~XXXXXXXX~~ JOSE

MY HAMSTERS

My hamsters are crazy because every time I put them together they start fighting. I have two hamsters, one boy and one girl. The boy's name is Ray and the girl's name is Wanda. The girl is having babies. Before Wanda and Ray were friends but now they ain't because the boy got the girl in trouble. The girl likes to get the boy in the water.

My hamsters eat a lot. They are brown. they look nice. My hamsters like to play on the wheel.

My hamsters get me sick because I have to clean the cage every ³ days. My father wanted to throw them out the window, but my mother said, "No," because that is not nice. Hamsters are all right sometimes but the other time they are not because you have to clean up the cage.

by Hector S.

Do you have a pet? Write about it.

I AM THE WORLD'S GREATEST HERO

I am a hero. I am going to tell you why and how.

One day just like any other day I was going to my locker. And all of a sudden there was a fire. Since everybody got scared, they ran out.

So what I did was get water and turn it out, but there was more fire and it was going to the library and the library has a lot of paper. When I was going to the library to turn it out, the firemen came and I say, "Give me your hose." And I put it all out. Then I found out who did it. It was a fat boy named Seven and then I went back and Mr. Goldenberg gave me a big kiss and I said, "No good! Woo-woo." Then I went to my class and they gave me a party. I am glad.

by Larry B.

Why did the hero say "Woo-Woo" when kissed by Mr. Goldenberg! Write about what happened when you were a great hero (or will be).

AT THE PARK

In the park I take my bike. I ride all around and when I go to the grass when my mother has everything ready and has my lunch. Then I eat my lunch and rest for a little time, then I go back. It feels good to be riding in the park with good air coming to your face, and you're in the sky. It feels good to be happy with a lot of food and drinks to eat and drink and when I am tired I could go to sleep on the blanket, with my father and mother. Then when I go up to my house I take my bike up and I had a big, good, hot bath.

by Miguel N.

THE STORY ABOUT LUZ AND A DOG

Luz lived in a big farm. There were no children to play with but Luz had a big dog called Golden Queen. Luz and Golden Queen liked to live on the farm. They played together every day. They walked over the fields and in the woods they went. Once when Luz was lost in a cornfield and the sun went down, and Golden Queen found the way out. Everyone has to learn to work on a farm. Luz helped her mother with the work. She learned to help with the corn. She learned to look after the chickens and the sheep and the cows. She learned always to shut the gate to the pasture where Maria the big black bull, lived. Maria was very big, and you could never tell what she would do.

by Maria R.

Would you like to live on a farm? Write about it.....

COMPOSITION

One day I was walking down the street and I saw a drunk man. He was drinking whiskey. He kept on staring at me. I started to get scared. Then he was chasing me. He was chasing me all around the block. I was gone with the wind, while the man was all the way back there. Then he was catching up to me, and almost caught me, but he didn't catch me. So I ran to the housing police that is around my block and told them what happened. They came out and caught the man. Then I saw Timothy. He asked me what happened. Then I went home.

by Freddie Gives

WHAT I WOULD DO IF I WAS JEANNIE

I would give my mother and father and brother everything they want. I would first give my father all the money and cars that he wants. Then I would give my mother all the dresses that she wants and also shoes and money. And now I would give my brother all the G.I. Joes and all the Hot Wheels that he wants. Then I would go to the rest of the family, my Grandmother and Grandfather everything they want too. Then I would give my aunt's and uncles what they want. Then I take anything I want and at any time because I'm the one with the powers. And if you want something just tell me and you will have it.

by Maria Polanco

What would you want if you had a magic doorknob to give you your wish?

THE PENCIL - PERSON

If I were a pencil and they would erase too much with my head my brains would waste and that won't be nice. OK I have been living with this boy one whole week. He has treated me nice but he sharpened me too much. My body is wasting - I'm getting shorter and shorter, dumber and dumber. My head is wasting. Now I only have a little bit of eraser. My brains ain't no longer brains they are just tiny little strips of nothing. I feel real bad. Everybody borrows me. They throw me all around. They pass me by throwing me around. I start to cry. People just laugh at me. They think that I'm just a piece of junk. But I'm not. Because if you don't have a pencil you have to write with your finger and you can't write with your finger. Instead you get a letter home asking why you didn't have a pencil today at school.

by Judy G.

How is being a pen different from being a pencil? How about a notepad?

BIG MOUTH

THE BEST WRITING FROM THE OPEN CORRIDOR March 8, 1972

Mrs. Vincenty, The Nice Lady by Lourdes Beltran

One day a girl name Mary came and asked a lady name Mrs. Perez for money and Mrs. Perez said no. And then since Mrs. Vincenty was on her coffee break Mary asked her and she said, "Can I have money? I will pay you back somehow." And then Mrs. Vincenty said, "Will you be a good girl?" and Mary said, "OK I will be the best in the Open Corridor. So Mary went to a playground and bought 5 plant seeds and then she grew a lot of plants and sold them and paid Mrs. Vincenty and if it wasn't for Mrs. Vincenty Mary would have gone away from school but Mrs. Vincenty is a nice lady and we love her for that.

The Best Dog in the World by Freddie Givens

I was going to the store and I saw a dog. So I went over to the dog and I said, "Hi." Then the dog went. On my way to the store a man was chasing me with a knife. I was cutting out. The dog saw the man chasing me, he came and jumped on the man and killed him. Then I was safe. Together me and the dog became a team. We went to a visit at the airport. There was a bomb in the plane. We ran to the plane and got the bomb out. Then we threw it somewhere safe. Then a boy almost got hit by a truck. He went to save him. Then we took him home. Then I went home and the dog went home.

The Fight in my House by Riskey Washington

It was on a Friday and I was coming home and I met my father and mother. My mother did not know that my father was drunk. We were in the elevator and then we went into the house. My father started to bother my mother and I do not like nobody bothering my mother. My father said to my mother, "Go to the store and buy something to eat," and my mother said, "Wait I only have 2 hands," and my father said, "Forget it I will go to the store." My father came back and he had two bags in his hands. The next day my father and mother was friends.

My Life As A Pencil by Jose Vallejo

One day I was with a group of pencils. My best friend was Wilbert. We all came out of the factory on a track. I went to sleep and the next day I found myself in a store. The storekeeper put me and Wilbert in a bag and was given 10¢ for me and Wilbert. Then the boy put me and Wilbert in his pocket. Later he put Wilbert in his book and me in his bookbag. It was a year ago that he was playing football and he broke Wilbert and lost me. I was in the mud, snow, rain wind. Then a beautiful girl picked me up and my life changed. Bye, bye, Wilbert.....

How I Feel About Dogs by Angel Morales

I feel about dogs that they should have a home and that they should have a master and that they are smarter than people. I like dogs for a pet and everybody likes one for a pet too. Dogs can help you. They can save your house and you can train your dog to do a lot of tricks. Mrs. Rosen's dog was in the animal center. Some dogs die in the street of food. I've got a dog, but I take care of him. He is fat and good and he don't do nothing and some people don't like him because he do shit in the house. That's why it's good to take you a dog from the ASPCA.

BIG MOUTH

THE BEST WRITING OF THE OPEN CORRIDOR March 10, 1972

It Is About Girls by Major Deegan

Girls are nice but girls like Florence, the way she quit Percy today it was pitiful because he said that if it wasn't for Florence he wouldn't be nothing. Because he said that she was all he had and he was going to keep her, but yesterday Florence quit Percy and he was a sad kid. Girls aren't that nice some of them because they go out with you for a sucker. They try to get their money from you then they quit you after they get your money. Then they desert you for nothing. That is how come I don't go with anyone. Right now I go out with some girls like one I don't mind going out with is Alice. She is the type of person I like but Florence, she is a dirty girl.

Do you agree about girls? What do you think about boys?

President Nixon by Sonia Colon

President Nixon real name is Richard Milhous Nixon. He is the 37th president of the United States. Mr. Nixon was born January 19, 1913. He served with the US Navy during World War II. I think that he can not manage his work, the way it should be. He only wants money to go travelling. Before he was a president he said that he is going to stop the war. But what is he doing? Travelling I tell you that's what he likes. My mother says that too.

What do you think about the President? How would you be as president?

The Cat by Deborah Bembry

One day I was walking with my brother and then I saw a cat. He was so pretty that I wanted it so I said, "Mother, can I have that cat?" My mother said, "No." I started to cry. I said, "Can I have it for my birthday?" My mother said, "No because you will have something that you want, wait until tomorrow and see." The next day I got up and opened up my presents and I had a bike, doll, and some more things and I started crying and then the doorbell rang and I ran to see who it was. It was the mailman and he had a big box and it said Deborah and I took it and my mother and father came downstairs and I read the card and it said, "To Deborah, to a 9 year old" and I opened it and it was a little cat and it was only 1 week old and my mother said, "That's why I wouldn't let you have that other one."

Eraser Head by Lilly Carbonell

Once upon a time there was a tree and from that tree someone came and chopped it down to make pencils out of it and I was one of the pencils. But I was a very unusual kind of pencil. I was extra tall and almost all the kids wanted me. So the salesman raise d the price to 20¢ instead of 2¢ and all the kids had to wait for the kids to get the money to buy me. So everyone had the money for me and everybody started fighting over me and made me in tiny little pieces and I wasn't famous anyare but it was a problem selling me.

About School by Horace Harding

School is nice but when the teachers hit you, you feel just like running out of school, then you know that your mother is going to beat you so you can't do nothing to them so you just go back and sit down. Then the good thing I like about school is gym and lunchtime. Then the next bad thing I hate about school is Mr. Goldenberg. He thinks he is bad and he ~~has~~ never picks on the girls, he only picks on the boys because he knows that the boys are strong some of them. That is the bad thing about school. Some of the teachers are nice. They treat you good and they take you out on trips that is the good thing about nice teachers.

BIG MOUTH

Volume # 10

THE BEST WRITING FROM THE OPEN CORRIDOR - MARCH 20, 1972

The Day I Invented The Time Machine by Freddie Gives

I was in the room making a Time Machine. At last it was invented. I wanted to test it. My friend said he will test the time machine. It was working beautifully. Then he went back to the year of 1777. He met George Washington. My friend was so scared that he went right back in the machine and went to the year of 1493. He met Christopher Columbus. He asked if he wanted to go to America with him. But my friend said, "No thanks." He was so scared that he ran back in the time machine. He went to the year of 2865. He met Abe Lincoln. He asked him if he wanted to be President. He said no. Mr. Lincoln became the President. He went back to the year of 1900. He met the Wright Brothers. He asked them what kind of airplane are they making. They did not know. He went to the year of 1972 and said that he was going to get rid of the Time Machine. He got rid of it and everything was normal.

Pat, the Big Basketball Thief by Pat Torres

This morning on March 16, Pat read in the newspaper that the First Frazier City Bank has a basketball that cost \$1,000 and that the policemen are guarding it on all sides. Next morning when Pat went to that bank to make a deposit she happened to see the basketball unguarded so she made believe she was only looking at it and she took out a knife and cut the glass. And the alarm in the glass started to ring. She ran as fast as she could with the basketball. Then she slipped and fell and the cops got her. They said, "You'll have 20 days for this." Then Pat said, "As long as I stay with this basketball in jail I won't mind staying for a hundred days."

The Fight of the Century by Carlos Ramos

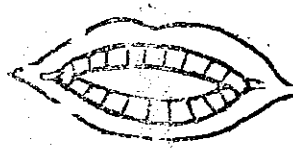
One day Henry said, "I want to fight you," and Jose said, "Yes I will fight you." So they were at the ring. Henry with his bony legs and Jose fat like a turkey. At the bell Henry's manager said, "Look out, you are only 75 pounds and he's 300 pounds." They came out swinging - POW! Jose knocked Henry back to his corner and Henry had 4 missing teeth in the front. His manager said, "Come on, hit him," and Henry said, "If I get close to him I will be lucky if he don't send me to the moon." Henry got up, he put his head down. Jose hit him again. This time Henry went down on the floor and the referee said, "That is all, Jose wins." And then Henry had his teeth missing, not just four, all of them.

A Friend is Not A Friend by Sonia Novas

A friend is not a friend because your best friend will tell you to do something bad. But not all the time. It is only sometimes when a friend tells you something bad but a lot of your friends are your friends in the front but not in the back. Friends are troublemakers - they only want to see you in fights, and if they take dope they want you to take it. Friends only want to use you, that's what I hate about it. That's why I don't believe in friends and I don't have friends. I hate people when they try to be nice only for your money or because they like your brother and they want to go with him and he doesn't want to go with them. Friends are only bullshit. That's why I don't like friends. I talk to people, but people only like money. They only talk to you for that. I hate friends, especially the ones that talk shit.

BIG

MOU**B**H



THE BEST WRITING FROM THE OPEN CORRIDOR - MARCH 1972

" THE TALKING TRASHCAN "

BY LOUIGES BELFRAN

Once upon a time a trash can was talking to a boy named Tom. Tom was so scared that his hair stood up. But the trash can said, "Please don't be scared. I would like to give you a Shakespeare X-15 camera because I am tired of it." So the boy took it and put it in his pocket. Then the trash can said, "I have a color T.V. Would you like it?" So Tom thought of taking it. He took it and put it in his pocket and on the way home he saw a man. The man went out to the trash can and said "You are talking to a boy. What is his name?" In a way the trash can was a magician. The trash can was full of magic. Everything was magic. He had a magic wand. He was talking to a boy. The boy was Tom. He caught the ball at the end of the string. They had a magic wand and the trash can was so scared that his hair stood up.

THE TOPIC FOR THE
NEXT WEEK'S CONTEST IS:
"THE ADVENTURES OF
A PERSON AND WRITE
ABOUT HIM OR HER"
GET A HEADSTART ON
CONTEST NEXT WEEK
YOU MAKE UP

"My Life As A Minnow"

BY CHERRY DUTHEL

If I were a minnow I would be a fish in a pond. I would be a small fish in a big pond. I would be a minnow. I would be a fish. I would be a minnow.

"Mrs. Brown"

Mrs. Brown is a very nice woman. She is a teacher. She is a woman. She is a teacher. She is a woman. She is a teacher. She is a woman.

Fran the Pro by Dirty Steve

Fran is the student teacher from room 402, and like everyone else from 402, she is the best. She is my right hand man(?!). Fran is in charge of the tutoring program at PS 27. Every morning she takes the tutors over there and then runs up and down the stairs about 20 times to make sure everything is A.O.K. All the kids in 402 really like her, especially some who I won't say their names.... Fran also works in math in the morning and she is helping set up the trip to camp for June. She is a soap opera nut, and loves chocolate(a terrible habit) and everybody misses her on Wednesdays. She wants to go to camp with us, and this summer she is going to be a counselor in a camp that travels all around.

WRITE TO BIG MOUTH ABOUT YOUR STUDENT TEACHER!

THIS IS THE WINNING ESSAY OF THIS WEEKS CONTEST. THE SUBJECT WAS

THE OPEN CORRIDOR OF I.S. 162 BY DARRYL BROWN

There is an open corridor in IS. 162 and I'm in it. The Open Corridor is a place where children can play and also work. The Open Corridor is in the Mini-School. I think they gave the Open Corridor that name because we only have 5 families. We are called the Open Corridor and the rooms across the hall are called the 6th grade team. I want to tell you about the Open Corridor. We had a lot of fun in the Open Corridor. I used to be in Mr. Alpert's class, but now I'm in Mr. Rosen's class. Now I'm going to tell you what happened.

It all started when I was in Mr. Alpert's class. One day Mr. Alpert told us that the teachers of the Open Corridor wanted to try something. They did this because they know some children wanted to be with a teacher that they liked to do their reading and logs with. I picked Mr. Rosen because I like him very much. When the children picked the teacher who they wanted to be with the teachers started to change their rooms around and they made a class with the children who did reading and logs. All the teachers changed their rooms. Mrs. Rosen changed with Mr. Rosen, Mrs. Horowitz changed with Mr. Alpert. Mrs. Rosen changed with Mrs. Horowitz, and Mr. Katz had his own office. The teachers even had their own subjects to teach.

I will tell you about the subjects later but now I want to tell what happened when we were changing classes and what happened the first day when we went to our different classes. Mr. Rosen gave us a paper that had what time do we go to the subject. It was different but before we went we had a class meeting about what the subjects are and what they are about. I went to all the subjects. Then the next day the teacher gave us a paper and it was called the contract. On the contract it had a number of things we had to do like we had to do 8 writing, 8 math, 6 language arts, 6 science, and reading homework, logs, electives and some people were doing ~~studies~~ tutoring so they had a different kind of contract. And at the end of the week the children who finish the contract went to a party in room 402.

I told you that some people had a different contract because Mr. Rosen asked some children in the Open Corridor because some children in P.S. 27 had problems in reading, writing, and math. So I wanted to do it and a lot more children wanted to do it, too. People were picked and I was one of them. Tutoring is fun because the child you have learns and you have fun teaching them. There are nice teachers in the Open Corridor. Now I'm going to tell you about the teachers and the subjects the teachers do, because every subject is good. First let me tell you the teachers in the Open Corridor. There is Mr. Rosen and Mrs. Rosen, Mrs. Horowitz, and Mr. Kelley and Mr. Alpert. Mr. Rosen is in charge of a different kind of social studies. It's called Urban Action. In Urban Action we learn about problems of our city and how we could solve them by planning a new city and now we are doing reports. Mrs. Rosen is in charge of language arts and writing. In language arts we make believe we are something and write how would you feel if you were that thing and we learn about vowels, verbs nouns and meaning to a word. Mrs. Rosen is also in charge of writing. If you don't know what to write about Mrs. Rosen had this box full of ideas you can write about and even you can put the story you wrote into the newspaper. Also Mrs. Rosen is in charge of the newspaper so if you want to join the newspaper see Mrs. Rosen and Mrs. Rosen is a beautiful lady. Mrs. Horowitz is in charge of science but she does water in science. If you want to learn about water see Mrs. Horowitz and she will give you words to understand about water and she will teach you where water comes from and how you can use it in the city and how you can get the water from a swamp and how you can get water from other things. Mrs. Samowitz works in science too and she is in charge of magnets in science. She will teach you about magnets but first she will give you some words to know. She will let you do experiments about can you feel the force of a magnet? And

if you need help in tutoring she will help you make a book about magnets and he or she can learn about magnets. So if you want to know what is a magnet and what it can do see Mrs. Samowitz. Mr. Kelley is in charge of math. If you know all your math Mr. Kelley will put you in a different group. He will not put you in group A,B,C, or D. He will put you in a group that does harder work than group A,B,C, or D. So if you don't know some of your math come see Mr. Kelley but before you get in any group you have to take a test so Mr. Kelley can see what you need to learn and what you are up to in math. Mr. Alpert is in charge of social studies but he doesn't do the kind Mr. Rosen does. He teaches the children about drugs and crime and the war. So if you want to learn these things go see Mr. Alpert about it. Mr. Katz has his own office but he has meetings with all the ~~xx~~ classes in the Open Corridor. He makes up things and tells us what would we do if we were that person and Mr. Katz teaches the corridor and he would put an envelope on the floor and would ask, "What do you think is in the envelope?" and what would you do with it.

The Open Corridor even makes a breakfast for the Open Corridor and the children in the Open Corridor could only eat the breakfast but we enjoy it too because the teachers bring good breakfast.

When the electives ended the teachers made up different kinds of electives and each are fun. We had film-making, cooking and other kinds of electives. I like to be in the Open Corridor because we do good work and I think other people like to work in the Open Corridor. I hope I'm in the Open Corridor next year and have the same teachers.

This Is The Second Prize In The Essay Contest:

OPEN CORRIDOR by Jose Vallejo

Talk about teachers. Start with Mr. Rosen. He is a rat. Last week I gave Mr. Rosen some Urban Action classwork and homework from the weekend and I still had to work. Cheap! Mrs. Horowitz' little room is the Bronx Zoo, with chicks and rabbits, hamsters, gerbils, guinea pig and an ant farm. Lilly is the nicest and the smartest in the corridor. I don't know how Mrs. Horowitz keeps up with these animals. She has three jobs - to take care of the little room, the science class and the kids there. I should give Mrs. Horowitz a medal for breaking her head. Mrs. Rosen and Sandy break their heads to help the kids in the Open Corridor. I don't know how they can stand up with all this.

Mr. Kelley and Juanita work hard to make the kids understand the work. This week Juanita took me to get a xeroxgraph sheet. I said, "It gets me sick, I know I have to start all over again." She wants everyone to work harder.

Mr. Alpert he wants you to get to the work and get to it fast. Besides that he is a bad man, a devil and a nosybody. Phil Cohen - he is another Mr. Alpert. Mrs. Vincenty is a nice lady. One day I was hiding from Henry and Wilbert. I was hiding under a table and some carboards and pushed the table. And Victor said, "I did not do it." Then Mrs. Vincenty said, "Don't put the blame on your brother."

Excerpt from Wilbert's essay:

....Mrs. Vincenty is the nicest teacher in the Open Corridor to me. Mr. Cohen is a nice teacher. He is my social studies teacher and I like him and I think he likes me. He is the second best teacher in the corridor.

A Basketball Player by Hubert Lewis

One of the greatest players is Lew Alcindor. Lew Alcindor is a 7 foot 2 inch center from UCLA. He is a great hookshooter from anyplace, but his best is when he is in close or in the corner. He plays for the Milwaukee Bucks. He is the best center in basketball history. He has a great deal of intelligence, and is very strong. He weighs 221 pounds. One day they played the Knicks. The Bucks won 121-111. Alcindor scored 44 points to Reeds 30. Reeds said, "How good can Alcindor be, maybe the greatest in three or two years."

Sandy by Stanley Williams

Sandy is nice. She loves me and I love her. She is cool and today she taught us some songs and we played the songs with a recorder and one song I LIKE TO TEACH THE WORLD TO SING. And she played her flute and we go with her.

The Creature From Mars by Hector Santiago

Once I was eating in a store around my block with my friends. My friend name Robert said, "Let's take a walk." So we were walking and a space ship came and took all of us. They were talking in bawie, that is martian language. They were two men. They said to me, "Or - tie - ilio - lagh." I said to my friend name Little man, "What did he say?" He said that he didn't know. The green martian was very ugly. He looked like King Kong's grand, grand, grandmother. I am not trying to talk about his mother. So the martian took us somewhere. It was far but we did not go out. They tied us with rope and they took us back where we were taking the walk. And no one believes us.

If I Could Stay Home From School When I Wanted To by Gail Jackson

If I could stay home when I wanted to I would like school. Because I don't like school because some mornings I'm not tired and if somebody says something to me we will get in a big argument. That's why when I'm tired I will not talk to anybody in the morning and until it wears off then I will do some talking. And on those test days I might come to school. But I'm tired I will not come to school because I will not do very well on it. I really think sometimes school is a drag.

Hey Black Woman by Juanita Vanterspool & her cousin Beverly

Hey Black Woman, color of the earth possesser of what we oppressor and dream of having. may I talk to you of all the beautiful things that I see in you. do don't stop we are Black Woman. For we are strong and we will not have failed his woman.
Let you not paint your face and turn your hair to yellow. You are not job you of yourself.
I beg thee Black woman take my hand and let me go. you are the light of this world. Start my mind with your wisdom. Do not let me be blind. Do not let me be turn. Stars and moon will be understanding with me. Do not let me be blind. Black Woman you'll take my hand.

The Dickie by Major Regan

Once there was a kid named Dickie. He was in the 1st grade. He was a Black because he would go on the roof and he would see the sun and he would do it and a brick fall and hit a lady. The lady was in the street and he got up and he tried to make some money by taking the lady across the street and he asked the lady for \$100.00. The lady said, "No." and she slipped him in the face and said "Dickie, you are a fool and you are playing in the building and you are said 'The Dickie' and I thought you were some boy."

The Waterfalls by Nicole Larens

The waterfalls is great and then one day I went to Canada and I went 127 feet to the ground and when I did go we had to run on a railroad. And then I saw a boat and I said to my mother I wouldn't want to go there because the boat goes to the side too much and I might fall. And there was many holes in the cave. And in each hole there is a bigger hole. And everytime you go into a hole you get closer and closer to the waterfall. And on the last hole you could touch the waterfall and people wash their heads and after that comes another group of people to see the waterfall.

Corridor news by Dirty Steve

The mini School book fair starts today. We will all be going. There is another Open Corridor in the room, at IS 148. If anyone wants to write to them and find out what they do, speak to me about it. If anyone wants a pen pal to write to in another country, talk to Sandy. The All Stars who finished 4 contracts are going to a Knick game with Dirty Steve!!!

BIG MOUTH

Volume # 19 - THE BEST WRITING FROM THE OPEN CORRIDOR - April 14, 1972

BEFORE ELECTRICITY WAS DISCOVERED by Carlos Ramos

One day in the morning I woke up and there was no light and I tripped over my dog. When I was on the floor my dog got mad and bit me. I touched the ceiling. When I came back down I landed on my bed and it fell flat on the floor and that was discouraging and I had to leave it like that. Then I went to the kitchen, I stepped on my cat's tail and he scratched me on the same spot where the dog bit me and that hurt a lot. I jumped right in the sink and a rat was in the sink. He got in my underwear and I started jumping around like a Mexican jumping bean. And out on the street some Mexican music was on. I took the rat out and threw it out the window. When I was cooking I could not see what I was doing, then they discovered electricity.

STICHY'S LIFE by Victor Vallejo

Stichy is a nice guy because he lends me his things. And he has brothers that are nice to me and they lend me their things too. Stichy lets me go up his ~~hams~~ roof because his brothers fly birds in my roof and Stichy flies birds in the other roof and Stichy has two friends from the Bachelors that fly in the last roof. Stichy and his brothers like to play hockey games and him and his brothers are all in a team of baseball. And they all were in a football team. Stichy lets me go to his house and I know his mother for a long time and my parents know his parents. They are very nice parents. Stichy goes to my block sometimes and we play in the elevator. Then we go to my house.

THE TIME I WAS A HERO by Cheryl Bethel

One day I did something real great for my brother. He was sick so nobody was home so I called my aunt and she couldn't help. So I called my grandmother and she said to tell her what happened. So we then we went to Mrs. Thompson's house and we called my aunt. So then they came down and then we went to my next door neighbor and she took his temperature and it was 130 and then my cousin came over and then my brother had to go to the hospital and then he had to get a needle. He went to Froedham Hospital and I felt so proud to do something for my family and then after that he was alright. I felt good inside.

COPS by Robert Navarro

Cops are sometimes good and sometimes bad. Sometimes good because if you are getting robbed there might be a cop passing and you could call him and he will come and help you but if the man that is taking your money could have a gun, but all cops have guns. But if he shoots the cop will shoot. Sometimes they're bad because in IS 162 there's a cop and I was walking with a lot of guys then this other boy comes and pushed me. By mistake then I hit the cop and he called me a stupid jerk.

IF I WAS A MONSTER by Hubert Lewis

If I was a monster I will go to Mrs. Rosen and Mr. Rosen's house and take some of the cookies that they make and then I would go to Mrs. Horowitz's house and take some of her animals and steal them and that way I would have some money. Then I would go to Mr. Kelly's house and take some of his clothes. Then I would not steal them, I would wear them in the street like a man and then I would get a job on eating people like Mrs. Rosen and Mr. Rosen or else I would get a typewriter and I would type Mrs. Rosen and tell the man that I have a Mrs. Rosen telegram and he would say what do I want with it I would ask him do he want it and if he say no, I would eat him and tell her husband that I ate ~~her~~ his wife and if he doesn't like it I'll eat him too and if he gets smart I would eat him to bites and then if he don't taste good I would take him out of my mouth and give him to a big fat cat and if the cat don't do nothing I will throw him to a dog or to a rat. If they still don't do nothing I will have to let the garbage man take him and let him get all sick from the garbage ~~on~~ and plus I would tell him, "See you no more," and tell the garbage man don't touch him so much because he is so stinky and so ugly that the rat and cats and the dogs would not eat him so they wouldn't even take a little piece of him.

My Dear Students and Teachers:

I want to take the opportunity to thank each and every one of you for making my 38th birthday a memorable one. Thank you once again.

Marie Vincenty

WINNERS!!!!

THE WINNERS OF THE BIG MOUTH PLAY CONTEST ARE MARY SEMMONS, JUDY GUZMAN AND DARRYL BROWN. THEY ARE GOING TO MACDONALD'S NEXT WEEK!!!!

BIG MOUTH CONTEST FOR NEXT WEEK: MAKE UP A NEW MONSTER AND WRITE A WONDERFUL, SCARY, CRAZY STORY.

SNAKES by Kate Bowman

Snakes are ugly animals. But they are a lot of fun to play with. Some people say, "Snakes are dangerous." But they aren't. In the pet shop you can buy friendly snakes to have in your houses. In U.S. 162, that I.S. in the Bronx, they have a snake. Most of the students learn by having that snake in their classroom. One of the subjects is a subject working with snakes. There are dangerous snakes like the python. It ate up a 14 year old boy. Would you like to have a python in your house? "No". Right! Because it can kill you. So be careful with snakes in the woods and don't be scared of the snake in #03.

THE LUCKY MAN by Bing Bertha

One day I was walking and this man came up to me and said, "What is your name?" I walked on and he pulled me and said, "What is your name?" I said, "Bertha." He said, "You know, I like you," and he tried to kiss me and I knocked him down and I ran like hell! And he ran after me. When I got home I told my mother and my brother was looking for him. Boy say that man is a...

WHY I DON'T LIKE ABOUT PARENTS by Robert Saverio

I don't like what parents do to you if you are in the hall and you are really going to go to a class, so the teachers will come and scream at you and when you give her three compositions and it's a page long they might say it is too short. Not me - a teacher says that to me, I will just go to another class and at home I do three compositions a page long and if they don't like it I tell my mother that they expect me to do it when you are supposed to do it as long as you want. If that happens to me one more time I don't do compositions again. Then they will tell your mother and tell your mother and I will prove to you that your mother will believe anything a teacher says. Then they will start screaming at you because they think that people don't say lies. That's what I don't like about parents.

THE TELEPHONE by George Vazquez

One day I was alone in my room and the telephone rang. I picked up the telephone and started talking to my mother. She said, "Hello" and I told the telephone to call my mother and I hung up the telephone. I went to the door to open it. Then my sister went to the door and the phone rang again and I look it up and it was the telephone that started to talk with me. Then the telephone had to go and I said to my mother, "The phone is gone." The next day she had said that she had hung up the phone because they took my telephone away.

WISHY WISHY by Simon Williams

I used to go out with girls. I wish I had a car.
But now I don't. I wish I had a palace full of girls.
I used to smoke. I wish I was rich.
But now I don't. I wish the girls could let me alone.
I used to sleep on the floor. I wish I was grown up.
But now I always sleep on the bed. I wish they would take off the contract.
I used to be weak. I wish I was never dead.
But now I am strong.
I used to drink. When I was in Puerto Rico I had a girl named Emily and she was nice. When I came back to N.Y. she started crying and when I came back I took a lot of love to my mother's house. Then when I took a taxi I got lost because I man didn't know where Central was. Then I asked a cop and the cop told us where Central is. When I went home and my folks saw me, they all started kissing me - I told them to stop, and that's all I could say.
But now I don't.
I used to have a lion.
But now I have a tiger.
I used to be a bully.
But now I am a decent guy.

MRS. HARRIETTE GODLEY by Jody Gordon

This lady looks like a nice person. She speaks the hard right. She knows what's going on honey. She also speaks for her friend. Her friend was ill and couldn't attend the meeting so she got up and said her vote for her and a lot of things. So everybody decided to leave. Then they decided they had to vote for Mrs. Emily Rivera. They were all leaving but they decided to have the vote. Everyone started screaming, "We want Mrs. Harriette Godley and Mrs. Emily Rivera." I think that U.S. 162...

316

MOU TH

Volume #32 - The Best Writing From The Open Corridor - May 17, 1972

THE DAY WE WENT TO THE PARK FOR THE LAST DAY FOR THE HELPERS BY
Ronald James

On the last day for the helpers we went to Pelham Bay Park. We were playing some guys that was there. Then we beat them by the score of 19-9. It was a good game. Then I went and I was playing some basketball. I was playing Dwain and I beat him by the score 30-26. It was a good game. When I came there the first time Mr. Alpert was playing a game and his team won, I think they won. Then it was almost time to go back to school and the helpers were going to go back to the school for their last day and I was glad to see some of them go.

CONTRACTS AND THE OPEN CORRIDOR by Carlos Ramos

I don't like contracts because there's too much work and I don't like that because I miss all my TV programs and I get tired of doing that. So when I go to school I have to do more work and in the afternoon you have to do more work before the week is over. You have to have a lot of homework, and you keep on thinking, "I have to finish my contract, I have to do that, I have to do this." Then you don't finish.

IF I WERE A SNAKE by Melinda Santos

If I were a snake I would be a pain in the neck cause like I see Patrick in that cage, I feel sorry for him. Let me tell you how I feel. "I feel that if I was Patrick I would bother a lot cause everybody bothers a lot. They always pick him up and put him around their finger. If I was in a dangerous place I would turn to a lot of places trying to go someplace good. I don't like to be a snake, cause if I was I'll bite everybody that puts their hand into my body. Any old way, I don't like fish."

MR. KELLEY AND MRS. ROSEN by Jimmy Rivera

Well, it all started like this: Mrs. Rosen and the other teachers were on the train, so me and Mrs. Rosen were talking about something cause I had the door open of the train, so Mrs. Rosen said to close it, so I did then Mrs. Rosen was next to a man. She was talking but I heard Mrs. Rosen saying something, so Mr. Kelley came and started to talk and kiss each other, so Mr. Rosen kept talking because he didn't like it. So they kept talking to each other. Mr. Rosen got mad and went and passed. When Mr. Rosen came Mr. Kelley stopped talking and went away from Mrs. Rosen. Mr. Rosen came sat down and then me and Robert N. told Mr. Rosen and he started fighting. Mrs. Rosen said, "Fight for me." That's all.

IF I WERE A SNAKE by Stephanie Rivers

If I were a snake I would be a very mean snake. I would strike back at anyone if they were only 2 steps away, even if they were 100 steps away. After we would have a lot of fun, we would have a rumble. I wish I was really a snake-the only person I would not bite would be my master. I would not be a nice snake. I would be a very mean snake. I would want to be a great big King Cobra.

THE DAY MRS. HOROWITZ WAS A MONSTER by Carlos Ramos

One day Mr. Goldenberg told Mrs. Horowitz that she was too old to work and she lost her temper and said, "Alright, I will go, but if I am too old to work, you're too old to be a principal," and he got mad and hit Mrs. Horowitz in the eye and broke her glasses in two and she got mad and kicked him in the leg and he started jumping around like a Mexican jumping bean. He had to go to the hospital but Mrs. Horowitz wanted more revenge so she went to Carlos Ramos the great and said, "I want you to turn me into a monster." She paid me some money and I turned her into a monster. But what she did not know is once you are a monster I can't shcnage you back. So she went to Mr. Goldenberg's house. She scared him to death and he had to go to the hospital and when she came back I could not change her and she got mad and gave me two black eyes and threw me against the wall, the crook.

March 22, 1976

Dear Steve and Lois,

I'm doing fine over here, and I'm glad you are doing the same. Last summer when Lourdes told me that you and Lois were around, I was hoping to see or hear from you. I'm glad Lourdes give you my address and you wrote to me.

Things are going pretty well in school now. I'm a junior at De Witt Clinton, and I'm in the mini school. The mini school over here it's almost the same way as when I had you in the mini school. When I had you it was the best time of my life. I will love to have you and Lois for my teacher's again and I really mean that.

I know that if you and Lois will come over here that you will never recognized me at all. I stand about 5 feet, 11 in and weight about 146 lbs. I've got a light mustache.

I see Jose Vallejo in school some time's, and I think that if you don't write to him that he will forget all about you and Lois. He has the same address as Lourdes but he lives in apt 20A. So if you don't want him to forget you and Lois please write to him.

I was very glad to here from you. I hope we can still get in touch with each other.

Your truly
Wilbert Maymi

P.S.

If you ever come to the Bronx please call me (665-3665)

W. M.

BIBLIOGRAPHY

- Curran, Charles A., Counseling-Learning: A Whole-Person Model for Education, New York: Grune and Stratton, Inc., 1972.
- Curran, Charles A., Learning: An Incarnate-Redemptive Self-Investment Process, Apple River: Apple River Press, 1972.
- Jourard, Sidney M., The Transparent Self, New York: D. Van Nostrand Company, 1971.
- La Forge, Paul, "Community Language Learning: A Pilot Study", Language Learning, 21, 1971.
- La Forge, Paul, Research Profiles in Community Language Learning, Apple River: Counseling-Learning Institutes, 1975.
- Moustakas, Clarke and Perry, Cereta, Learning to Be Free, Englewood Cliffs: Prentice Hall, 1973.
- Rogers, Carl, Learning to Be Free, Columbus: Charles E. Merrill, 1969.
- Stevick, Earl, "Review Article: Counseling-Learning: A Whole-Person Model for Education", Language Learning 23, December, 1973.