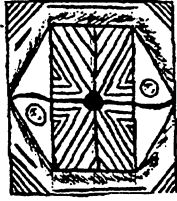


# Contents

<b>Introduction</b>	1
<b>1. The 7 Doorways Model: A Glimpse</b>	6
Doorway 1	6
Doorway 2	7
Doorway 3	7
Doorway 4	7
Doorway 5	7
Doorway 6	8
Doorway 7	8
The Complete Model	8
The Embellished 7 Doorways Model	9
Teacher Perceptions Questionnaire	10
Introductory Activities	12
Conclusion	15
<b>2. Causation</b>	16
Language	16
Causality Defined	16
Consequences	17
The Four Causes	17
Individuals and Classes	17
Logic	18
Analysis	18
Key Words	18
Critical Skills	20
Values and Ethics	20
Doorway 1 Activities	21
<b>3. Intuition and Imagination</b>	30
Intuition	30
Imagination	35
The Art of Inner Space	37
The Art of Outer Space	41
Inner Space Meets Outer Space: Shaping Metaphor	46
A Smorgasbord of Suggestions	47

<b>4. Automation</b>	50
Our Bodies' Knowledge	50
An Activity to Shake Up the Locked-up Information	52
The Natural Wisdom of the Body	52
Proprioception	53
Computer-assisted Energy Field Readouts	55
Setting Up a Sound and Musical Classroom	58
Singing the Body Postured	59
Implications of Postural Readings for Learning	60
Curricular Conclusions from Postural Readings	60
Construction of a Doorway 3 Reptilian World	61
<b>5. Relation</b>	66
Gender	67
Self-esteem	74
Bonding and Empathy	77
Memory	82
<b>6. Administration</b>	84
The Notions of Order and Neatness	84
Closed and Open Systems	85
Equilibrium	86
Doorway 5: The Doorway Out of School?	91
Recommendations	93
Negotiation	94
<b>7. Motivation</b>	97
The Role of the Frontal Lobes	98
Affective Investment	100
A Sense of Control	102
Coplanning	102
Honoring the Intrinsic	103
A Brief Summary	104
Discipline	105
Teaching Motivationally vs. Managing Motives	105
Willed Not-Learning	106

<b>8. Motion</b>	<b>108</b>
The Quantum Key	108
The Three Quantum Paradoxes	109
All Is Motion	110
Play	112
Motion as Intelligence	112
The Body Carrying the Mind through Space	114
Peripatetics	115
Motion and Rest	117
<b>9. The Doorways and Other Models</b>	<b>118</b>
Myers-Briggs and the 7 Doorways Model	119
Multiple Intelligences and the 7 Doorways Model	122
Conclusion	128
<b>10. The Doorways to School Reform and Restructure</b>	<b>130</b>
Individuals	130
The Paideia Proposal	131
The Coalition of Essential Schools and 7 Doorways Model	133
The Key School	134
An Activity by Which to Part Company	135
<b>Bibliography</b>	<b>137</b>
<b>Copyright Acknowledgments</b>	<b>141</b>
<b>Index</b>	<b>142</b>



# 1. The 7 Doorways Model

## A Glimpse

*Of Magic Doors  
there is this:  
you do not see them  
even as you are  
passing through.*

—John Pearson, *Magic Doors*

**T**he duality I have described has been observable in humanity since the dawn of awareness. In recent years the neurosciences have contributed to our understanding of that duality, providing the basis for an absolute model of human learning that transcends culture and circumstance.

Although the 7 Doorways model has its conceptual basis in the neurosciences, one need not be aware of neuroscientific research to understand the model; we can observe in people's behavior the processes with which the model deals. Whether or not neuroscientists shift their understanding of the neural locus of brain functions, the 7 Doorways model will remain legitimate. The doorways describe thematic ways we learn, and both brain function and observable behavior legitimize the doorways.

Many teachers pass through these doorways daily. Others have tended to open and close just a few doors in their pattern of teaching. But the model is a natural process; teachers find themselves on the other side doing what they do best. What the 7 Doorways model offers is the opportunity to plan according to a model that arises from an "inner blueprint" and centuries of observation of human behavior.

### Doorway 1

Doorway 1 leads to a large neural area popularly referred to as the "left brain". The left brain processes information that is time bound, analytical and fragmented, and that requires a syntactical, logical flow of words. Systems of written, oral and auditory language are grounded here. The left brain structures reality into sequential bits and step-by-step arrangements according to a sense of time, causal chains of "before" and "after". The sign that hangs from Doorway 1 is *causation*.

## Doorway 2

Doorway 2 leads to a large neural area popularly referred to as the “right brain”. The right brain processes images, spatial relationships, synthetic and holistic perceptions, and nonlinear, time-free information. It has rich connections with both affective and memory systems in the limbic areas. Because it processes globally, it may derive results and solutions to problems without laboring systematically through a series of carefully-designed logical steps. Sometimes it seems to pluck data out of nowhere as do “autistic savants”. It acts with a psychological radar, detecting all manner and species of nonverbal cues in the communication process. And, again because of its global motif, it makes associations that are the basis of rich metaphor. The sign that hangs from Doorway 2 is *intuition*.

## Doorway 3

Doorway 3 leads to a neural awareness network that controls brain-body, system-wide alertness. This network filters out and selects the information coming into Doorways 1 and 2 that requires immediate attention and processing. Without this “waiting room” function there would be too much data for the brain to deal with, and the whole system would lose its focus (as is the case with people who have attention-deficit disorders).

This doorway modulates attention between two polarities: rest and agitation. Its gatekeeper function legitimizes information that is new and unusual. It also acts as a kind of sixth-sense detector of the vibrations in the environment and tends to process ritual and familiar behavior as well as imitative, mimetic activity. It houses long-term physical memory, such as bike riding, and participates in homeostatic functions such as pulse, heart beat, blinking and anything else that takes place automatically beneath consciousness. The sign that hangs from Doorway 3 is *automation*.

## Doorway 4

Doorway 4 opens to a neural forest in the right limbic region filled with all manner of emotional life and the affective elements in human communication. This region codes all learning with affective labels of like or dislike, love or hate. The region’s primary focus is on self and others. The value it places on self and others colors our disposition to learn. Children who have low self-esteem or who dislike their teachers learn little. The teacher must resolve any conflicts before children can learn.

Doorway 4 participates in the gatekeeping function begun by Doorway 3. Doorway 3 will not admit for higher cortical examination any information Doorway 4 codes negatively unless Doorway 3 is highly motivated in other ways to do so. Energy becomes intensified in the limbic region, resulting in the well-known “fight or flight” response. Because this area is at the crossroads of neural circuitry, it contributes to associational memory and associational learning. The sign that hangs from Doorway 4 is *relation*.

## Doorway 5

Doorway 5 opens to neural operations that occur in the uppermost left limbic area of the brain. These operations are kin to those of Doorway 1 and govern maintenance of an orderly environment, ranging from the neatness of a desk or a room to the balancing and harmonizing of the demands of one’s personal or professional life. We might easily label Doorway 5 the clerical doorway, but for our purposes the sign that hangs from Doorway 5 is *administration*.