

**William**  
**Doill Jr**



## Wandering through the halls of Cornell

“my first day at Cornell I fell asleep in the front row as the Dean was lecturing on the challenges we freshmen faced”

## Teaching is for me

“on Friday afternoons when we “played with” mathematical relationships, often using Cuisenaire Rods, with middle school youth. These were glorious communal sessions, all of us working together, infused with the spirit of serious play”

“In Bruner’s terms he was working at a symbolic level, I at an iconic one. I began to rethink my methods of teaching, which at that time revolved around what might well be called “teaching as telling.”

## Science. Spirit. Story

“My work now is focused on developing an epistemology that integrates Science, especially the new sciences of chaos and complexity, with Story, especially narrative inquiry, and with Spirit, that ineffable quality which gives vitality to any situation.”

“Story, with its origins deep inside a culture, represents that culture in a way science with its more formal, rational, and logical way of seeing never can attain. Story has a personal truth to it, it strikes one not as provable but as verifiable in one’s own experience”

## Hopkins in the 1960’s

“To receive government monies, yearly I swore an oath that I was not a Communist (I was not) and regularly I protested the government’s actions in Vietnam”

“The Hopkins experience of immersing oneself in the study of a subject and also roaming throughout the university (with its scholars and multiple disciplines) had a definite effect upon my subsequent career as a teacher and curricularist.”

“My dissertation at Hopkins was on John Dewey’s Concept of Change”

“Spirit is the hardest to frame, At a somewhat superficial and elemental level, one can associate science with the quantitative in education and story with the qualitative. This dichotomous split, lacks a sense of spirit. It is Spirit as the breath of life, that gives force, passion, and commitment to an event. It is something one feels, not something one defines or frames.”

“The new sciences of chaos and complexity show us a different world, indeed a different universe, from that seen by these past thinkers. Order is no longer seen as set, simple, imposed; rather order is seen as being entwined with a bit of chaos and emerging from the interactions of elements present in any situation, especially a dynamic, on-going, changing one.”

“I finally found a frame for bringing forth my ideas on curriculum, which up to this time had been fermenting, but not coalescing”

## The New Sciences

“I became serious about studying the emerging *new sciences*, particularly as represented in the works of Ilya Prigogine”

“I found the courses narrow, based on research that seemed artificial and stilted, and quite removed from the work the teachers, I, and the students were doing in school. ”

## First taste of graduate work

“At school, working with students from kindergarten to ninth grade in both mathematics and literature was a continual joy and full of surprises. By now the notion of a learning community (one which created and explored) was ingrained in my psyche”



I had expanded the 4 R’s to include the 5 C’s of curriculum as: currere, complexity, cosmology, conversation, and community. [Obviously one can think of curriculum in a number of ways, I chose 5 to produce a 3:4:5 right triangle, most Euclidean and modernist, hence reminding me of the arbitrariness of my own work].

“The 4 R’s, like much in my career, came from a union of necessity and playfulness. The editors wanted practicality. I thought I had suggested such throughout the text.”

## The Curriculum Theorist

“the 4 R’s of Richness, Recursion, Relations, and Rigor — designed not to produce a model for others to follow but to act as a guide for each curricularist (teacher, supervisor, developer) to use in his or her own idiosyncratic and situational way”

“The 4 R’s, most popular in China, have kept the book alive for 15 years now”

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**"I am an aging post-modernist with an interest in  
complexity. Dewey. and spirituality"**