

5-1-1971

Bull Frog Pond, Vol. III, No. 3

Grand Valley State College. Thomas Jefferson College

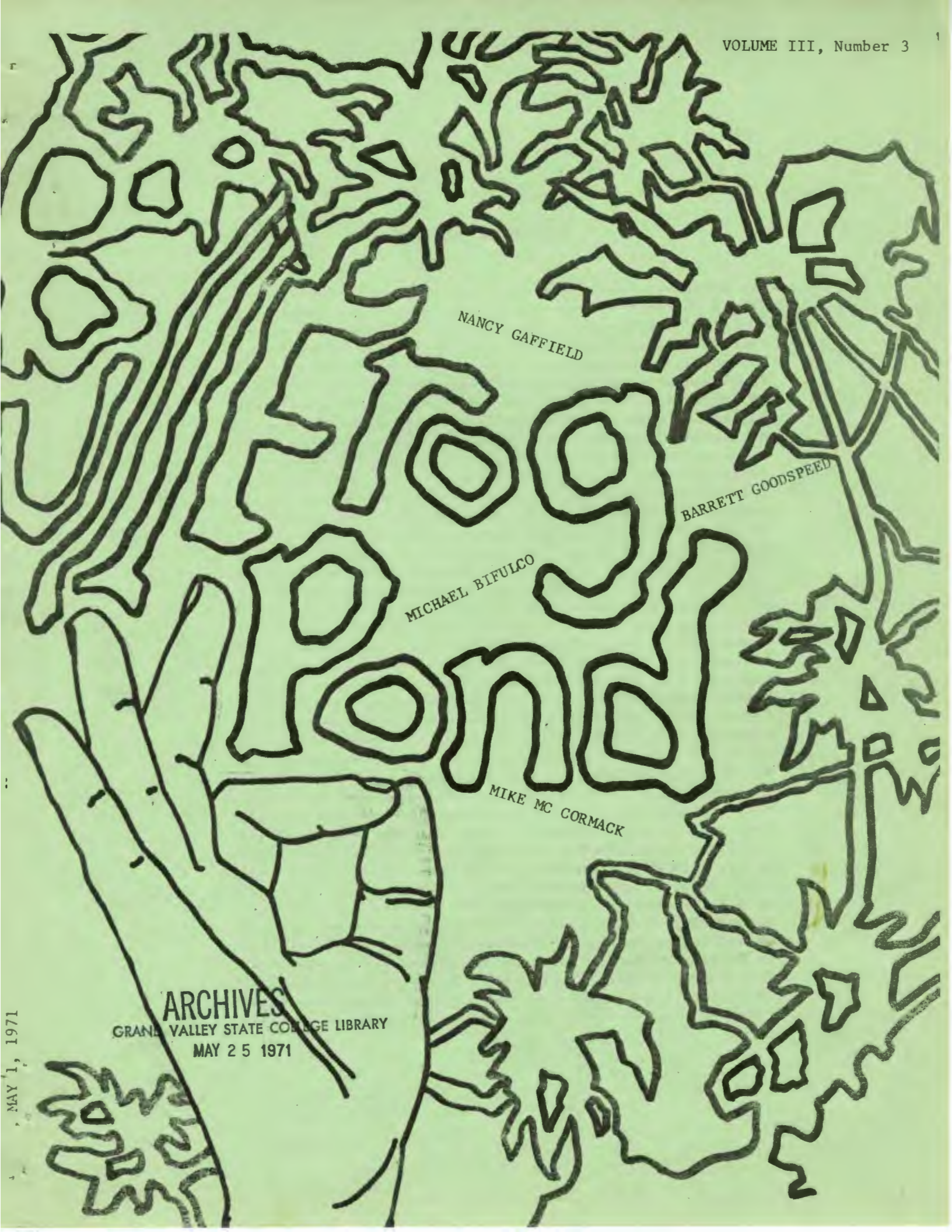
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NANCY GAFFIELD

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MIKE MC CORMACK

Log Pond

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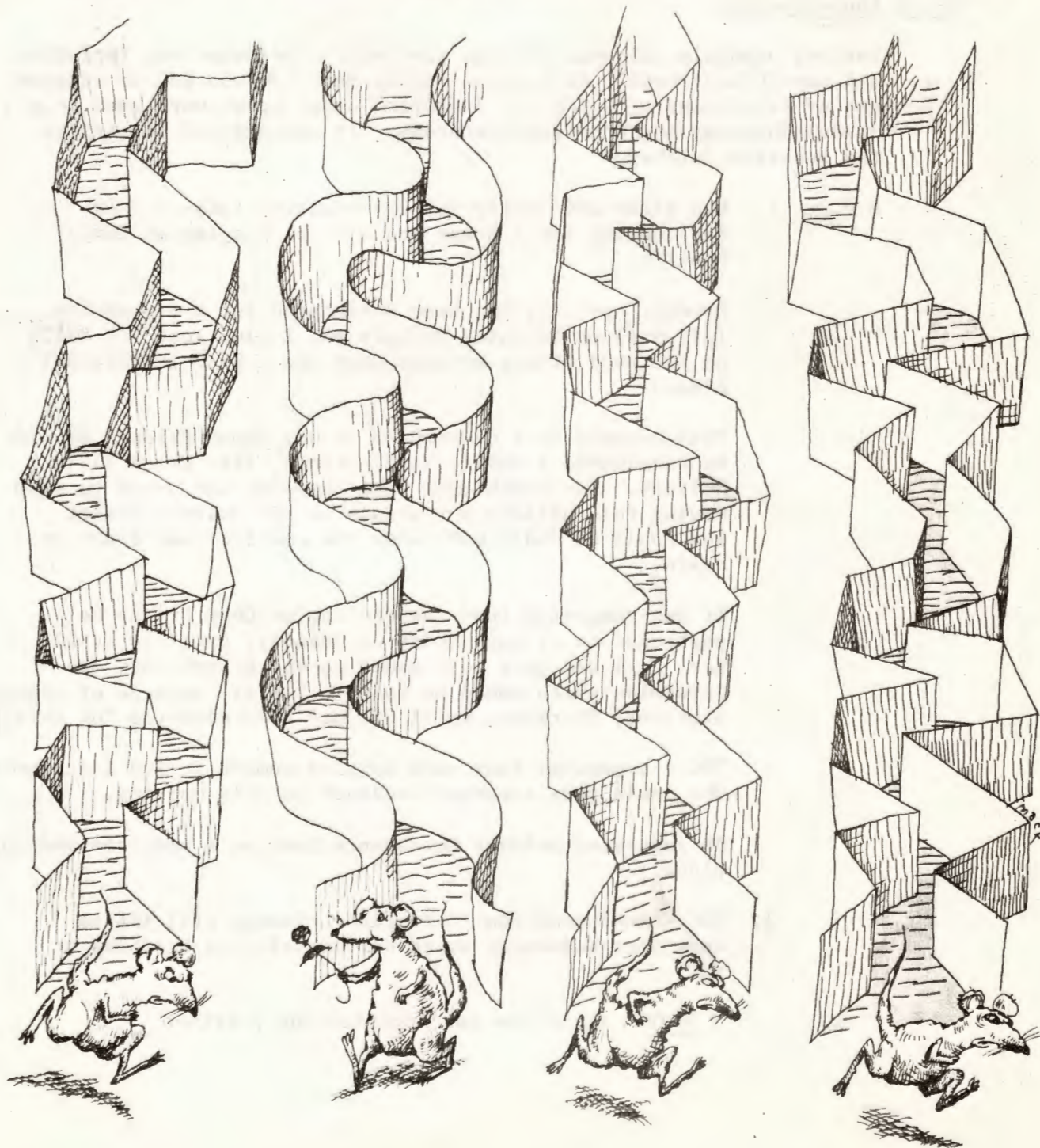
MAY 1, 1971

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ARCHIVE
1971 5 2 PM

60-Second Sex Test:



MINUTES OF FACULTY MEETING, April 7, 1971, 1:15 p.m., 161 LHH

PRESENT

Earl Heuer- Chairman, T. Dan Gilmore, Bud Haggard, William Z. Iron, Mary Te Pastte, Dan Andersen, Dan Clock, Gil Davis, Lee Kaufman, Don Klein, Cam Wilson

19.01 Minutes Nos. 16, 17 and 18 approved as written.

19.02 Announcements

Various academic calendar reforms are under consideration, including a 4-day 40 hour week. This would enable both TJC and WJC to stagger use of facilities with CAS, if different 4-day weeks were used, e.g., Monday-Thursday and Wednesday-Saturday. It was decided to explore the question further.

- E.H. -
1. Ron Efron and family will be visiting today. They are looking for a house and will be staying at Earl Heuer's.
 2. Friday, April 9, has been designated for a discussion (all-day) on Teaching Methods and Evaluation. It falls on the Good Friday holiday when the school is officially closed.

This brought up a discussion on why "Good Friday" should be considered a public institutions', like Grand Valley, holiday. Dan Clock said that the AAPC had voted to stop having this holiday but it was in the union contract and would be dealt with when the contract was drawn up again.

It was suggested that the meeting on Good Friday be postponed to either Monday or Tuesday, April 26 or 27. Lee, Earl and Mary were asked to check into this and determine which would be best. [Note: Because of scheduling problems, Thursday, April 29, has been selected for this.]

TDG - suggested that each faculty member invite 2 students who could give accurate feedback to this meeting.

EH suggested Seidman Conference Room as a possible meeting place.

3. TDG - Announced that Christine Loizeaux will let us know next Wednesday as to her decision on teaching at TJC.

/ NOTE: Christine has accepted the position ___/

Merrill Rodin has another interview scheduled and will contact us as to his decision on accepting a position at TJC. [Note: He has accepted the position.]

4. A report on development plans for TJC was distributed previous to the meeting and it was moved, seconded and carried that it be approved with revisions suggested and approved at the meeting.

The report on proposals for salary, promotion, retention and dismissal determinations had been circulated and was presented for further action.

After consideration, the Task Force was instructed to go over both proposals and make revisions in accordance with the faculty's instructions and to distribute copies appropriately. The report was approved if incorporating such revisions. Both revised reports will be distributed at a later date.

5. It is noted that an early fall 1971 Personnel Committee is to consider academic rank and related questions prior to the issuance of faculty contracts for 1972-1973.

19.03 Adjournment

Meeting adjourned at 4:30 p.m.

On Generating Seminars:

It is time again to generate seminars, this time for Fall, 1971. Too far ahead, you say? Well, we're going to try something. Post the seminars you would like to see. If there were some in the past that were good, try them again, remember there can be small seminars--like our Modules used to be--for three weeks or five weeks; credit may vary from two on up. Look over the ones posted and sign up if you are interested. Keep in mind that signing does not constitute registration; it indicates interest so that the Curriculum Committee can make approval decisions. There will be some from our new faculty too. On April 30 they will all be taken down and the Curriculum Committee will approve some, which will appear in a partial time schedule by May 5. The remaining seminars will be re-posted; additional seminars can be posted and new names added. Final approval will be made early in June, and a full time schedule will be published.

20.03 Calendar Revision

DK - has been asked to write an addendum for the All-College Task Force on advantages or disadvantages in Semester, Tri-Mester, 4-1-1, 4-4-1, 5-5/5-5/5-5 and quarter types of college calendar scheduling. The consensus was that the 5-5/5-5/5-5 scheduling would be best from the TJC standpoint. Students could register four times a year (as at present) and could start at any 5 week modular period. It was felt that the 4-4-1 and 4-1-4 times would not fit in with the TJC program, and the faculty asked Don to convey these thoughts to the task force.

20.04 Curriculum Committee Proposal for interdisciplinary seminars

Don Klein referred to the Curriculum Committee minutes for April 15, which he read. He mentioned with regard to item 1 that Cam Wilson seemed to be the only one willing to do the agreed upon 1st year program during the fall.

On Item 2, (interdisciplinary seminars) there was discussion about making our program too rigid by demanding particular forms of disciplinary seminars. In some instances these did not fit in with particular faculty member's field or style of teaching. Further, several TJC offerings were usually interdisciplinary studies in any case. In answer to a request for a definition of, interdisciplinary, Don Klein stated it was interdisciplinary when two people from different disciplines join in teaching and present a subject using their expertise, in a fruitful way. TDG commented on the lack of academic type talk or discussion outside the classroom and said students had mentioned this to him. This type of approach would encourage this type of discussion which would be enjoyable and stimulating and foster broader and more informed points of view in a variety of fields. Cam suggested that those faculty interested in being paired with another faculty member for this type of seminar should let it be known.

GD - suggested that action be deferred on Item 2 (interdisciplinary seminars) in the Curriculum Committee minutes until we see how it works out.

DK - stated that faculty members should be charged with encouraging interdisciplinary seminars where feasible.

Item 4 (faculty load) revised to read: Faculty members are encouraged to carry three seminars/quarter, one of which should be student generated.

20.05 New Business

G. Davis brought up the question as to why TJC had abandoned granting the B.A. degree. He said the B.A. was much more catholic in scope and interest for the student body, that dropping the B.A. discriminates in favor of students in teacher preparation, and that the B.A. student, even if he

spends 40 to 50 hours in CAS, still has enough hours left for interdisciplinary studies and a variety of the courses available in TJC.

DK - suggested we should wait to offer further B.A.'s until we are able to develop our own majors in TJC.

DC - would not encourage all students to go for the B.Phil. degree.

BH - thought it was decided to go to B.Phil. in accordance with the TJC goals we approved.

EH - the question of the B.A. did not directly come up in the discussion of the goals.

TDG - The action to date is: The Curriculum Committee made a recommendation that we eliminate the B.A. The TM Representative Committee voted for this. It was decided to eliminate all majors except as far as certification of teachers and we would keep the B.S. degree for this.

GD- moved that the Faculty Meeting rescind the Curriculum Committee Proposal to abolish the B.A. and reimplement it limiting it to those disciplines decided on after a canvas of our strengths. Seconded.

DC - Many people are against concentration in one field by a student. However, there are instances where this is advisable and good.

DK - Each college should be able to offer a distinctive degree. The B.Phil. seems suitable for TJC. We have to avoid having TJC students taking all courses (for the most part) in CAS and TJC just certifying them as teachers.

BH - opposed to B.A. and majoring since we want students to have a broad academic experience and majors tend to work against this. Also this would be in contradiction to the goals we adopted so painstakingly and would just muddy up the issue of what TJC stands for.

DA - It is possible to have diversity as well as concentration on a students chosen field of study. He mentioned several examples. The B.A. might encourage such people at TJC.

TDG- I am 60% against giving B.A. and 40% for. We should look carefully at our goals and determine compatibility of the B.A. with them. Also, the school catalog now says we do not offer a B.A. and we have printed other new literature with this information. When we develop the four autonomous units of TJC we would afford a broader spectrum for major fields of concentration within TJC and we could reconsider the B.A.

DK - If the B.A. were reinstated now we would have to set requirements and limits. Also, we would have two conflicting statements on B.A., one from TM Representative and ours.

Students as mentioned by DA would not be left out. Further, not having a B.A. steers people towards diversity but doesn't eliminate concentration on a field of interest.

CW - A student can easily carry out concentration under B.Phil. and be just as apt to qualify for graduate school if that is his intention.

EH - The question is called: The motion was defeated 5 to 4.

20.06 Contract Studies

Reasons were offered to justify having all contract studies channeled through the Academic Affairs Committee, but it was pointed out that the last meeting of the Academic Affairs Committee lacked a quorum and therefore lacked validity.

20.07 All-College Senate action on tenure, implications for TJC.

Dan Clock reviewed the All-College Senate action in setting up a task force to study the problem of tenure. Earl H. will appoint a person to the Task Force from the Personnel Committee. The CAS tenure document should be reviewed in TJC.

20.08 Adjournment

The meeting adjourned at 5:13.

Faculty and Personnel Committee Meetings

Agendas

Spring 1971

April 23, 1971

April 28, 3:30 p.m., Room 161 (Faculty)

1. Consideration of minutes of the April 7th and April 21st meetings.
2. Approval or correction of Task Force Report on TJC Expansion Plans as revised.
3. New business.

(Personnel)

1. Approval or correction of Task Force Report on Tenure, etc., as revised.
2. New business.

May 5 Open

May 12 (Personnel Meeting)

1. Retention of Don Klein
2. Retention of Bud Haggard

Note: April 29 - all day Teach-In (faculty discussion of teaching).
Seidman Conference Room, starting at 9:00 a.m.

EVALUATIONS AGAIN...AGAIN

After some observing of the paper flow involved in our latest evaluation procedures, a decision was made that considerably shortens it and, hopefully, provides the desired factors.

If a student initiates an evaluation, he does so by filling out the draft evaluation form and gives it to his instructor. The instructor completes it and gives it to one of the secretaries, who types the permanent evaluation form and distributes copies to the student, the permanent tutor, and the central file, the draft evaluation form also going to the permanent tutor.

If an instructor initiates an evaluation, it is sent directly to a secretary who handles it the same way.

Students may consult their permanent files at any time and have the opportunity to request evaluations that are not in and add their comments to instructor initiated evaluations. Should the latter occur, the amended draft evaluation form should be given to a secretary by the permanent tutor for typing and distribution.

When a student graduates or transfers, his evaluations will be compiled and shown or sent to him with an evaluation release form. He will then have an opportunity to remove evaluations. He may also request additional evaluations, although it may be difficult to obtain them at that point.

Once the evaluations are completed to the student's satisfaction, copies of the completed evaluation file are placed in his permanent tuttee file and sent to him and GVSC Records, from where they may be sent out.

J. Lee Kaufman

Admissions Committee Minutes, April 7, 1971

Present: Dan, Cathy, Earl, Tiny

1.0 Fall Applicants:

8 Admit
2 N.A.
1 Schedule Interview

2.0 One applicant appealing an N.A. decision was denied.

3.0 Summer Applicants:

4 Admit

4.0 Next Meeting: Wednesday, April 14, 1:00 PM

Admissions Committee Report on accepted applicants:

Summer 1971 -- 11
Fall 1971 -- 58

Admissions Committee Minutes, April 14, 1971

Present: Dan, Cathy, Chuck, Earl, Tiny

1.0 Eight Fall applications were acted upon as follows:

- 5 -- Admit
- 2 -- N.A.
- 1 -- Schedule personal interview

2.0 Next meeting: April 21, 1971, 1:00 p.m.

Walking back from lunch--across the big field--"That was really good" (a thought in reference to the conversation just left) = This is semi-bad (so-so)" as a verbalized expression of my current feeling walking across the field. The "opposite statement" technique as a way of identifying the feeling behind the first thought which arises, and then to feel directly (to act on) the feeling in the situation at hand without getting de-railed into more verbal elaborations (that is, without making the mistake of believing that the material described in the first thought is the "answer" to my feeling so-so, for example: by physically returning to the lunch conversation or by re-living it in my mind again). The thought is a verbal correlate of a now feeling and the "answer" lies in feeling directly, in seeing the feeling behind the thought (which is merely an indicator of existence, not the core of it) and then in acting on it in the situation at hand (that is: in walking across the field, feel so-so).

Thus a) awareness of the current situation, which includes the feeling that the sentences point to, and b) allowing it expression in face, gesture, directly and non-verbally. Scary. The deep habit of taking thought-content phantoms as absolute entities, as the situational essence which therefore must be followed out and settled. Dare I turn my back on thoughts-as-life? Dare I act the faith that the word-word can be looked behind and allowed to go? Heresy to let "figuring it out" go by. Heresy to listen for the here and now behind the thought's content (symbolic disguise for now!) and to feel it without "settling" the mental issue. Heresy, when walking, just to walk instead of conjuring up all kinds of imagination. Heresy, when eating, just to eat, without being hypnotized by all sorts of thoughts. Heresy to feel so-so instead of seeking (false) refuge from it in the mind.

--Cam

Curriculum Committee Minutes, 3 p.m., 161 LHH, April 15, 1971

PRESENT

Klein, Kaufman, Wilson, Gilmore, Reed, Cox, Peterson

1. The Preferred number of Season Seminars Fall 1971 is 2; Wilson will handle one; Kaufman and Haggard are being invited to handle the other one. Faculty should take no more than 5 special studies in addition to the seminar.
2. *We will attempt to generate* ~~There will be~~ four inter-disciplinary seminars; all faculty are invited to submit their own by April 21; further ones will be generated by random pairing of faculty who agree to such pairings
3. There should be a minimum of 2 cultural or inter-cultural seminars; faculty and students are encouraged to generate such seminars.
4. It is ~~expected~~ *hoped* that every faculty member will carry three seminars/quarter, one of which will be student generated.
5. Seminars will be approved in two groups, the first on April 30: seasonal seminars, interdisciplinary seminars, cultural seminars, and a maximum of 6 others. No faculty will have three seminars approved at that time so that each will have time for at least one student generated seminar. The remaining 17 seminars will be approved in June.
6. Advice was given to Records & Research on Group Special Studies; it was determined they should remain the purview of Academic Affairs, but that they should not be seminars under another name.
7. The Committee will meet on April 30 to approve Fall Seminars.

The following procedures were adopted by the Academic Affairs Committee at their meeting held on Thursday, April 15, 1971:

- 1) That Academic Affairs will, in the future, review all contract studies rather than simply those where the permanent tutor and the supervisor were the same person.
- 2) That, for organizational purposes, the Assistant Dean of TJC or the Chairman of the Records and Research Committee be designated chairman pro tem of the Academic Affairs Committee until the election of a chairman at the committee's second regular meeting.
- 3) That, the Academic Affairs Committee serve a reviewing function in the new graduation procedure.

Other action: The committee supported Phil Bertland's request for credit in the Core Program at Franconia, Spring 1966.

4/22/71 rc meeting 1.p.m.

voting members present:

d. schuchman
n. peterson
r. harley
e. heuer
j. pongones
f. bodenmiller

v-m not present:

m. leubke
s. brown
j. deegan
b. ryan
b. giddis

non-v-m- present:

j. mcnaughton

non v-m- not present:

k. fox

there being a quorum, the meeting was called to order at 1:07 p.m. by moderator d. schuchman.

committee reports were given.

motion (s.b.) to try and break contract re camp cohana and may 6,7,8,9, advance.
2nd (m.l.)

eyes: 4 nays: 5 abst: 1.

motion is defeated.

suggestions: viable alternatives to serve those not going

transportation for those able to go for only part of the advance

call forum WED APRIL 28, 1 p.m. for feedback. TOWNMEETING RE ADVANCE

t.f. reports given.

lanni hill (by consensus) is on tjc admissions committee.

motion (b.g.) solicit records and research committee and a.a. committee volunteers (d. schuchman to expedite this)

2nd (s.b.)

motion passes; unanimous.

announcements: ALL-COLLEGE DANCE SPONSORED BY SAF AND TJC IN TJC COMMONS FRIDAY, APRIL 30, 8 p.m. until 2 a.m. DANCING, JAMS, AND MOVIES. ALSO, FOOD....

motion: (b.g.) r.c. to allow b.g. \$75 for purchase of film for advance, with the extra 50¢ from advance price (ceiling of \$75) to be used for developing.

2nd (s.b.)

eyes: 8 nays: 1 abst: 1

motion is passed.

there being no further business, the meeting was adjourned at 2:05 p.m. by moderator schuchman.

TJC ADVANCE MAY 6, 7, 8, and 9. IF YOU DON'T GET A COPY OF THE APPLICATION PLEASE USE THE ONE IN THE BULLFROG OR STOP IN AT THE TM OFFICE. FIVE DOLLAR DEPOSIT MUST BE IN BY MONDAY, MAY 3.

TJC AND ALL-COLLEGE DANCE THIS FRIDAY, APRIL 30, 8 p.m. TJC COMMONS.

mlv

Spring 1971 - The TJC Town Meeting Representative Committee Office

I. Schedule:	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
9 - 10	Nub	Nub	John	Nub	Closed
10 - 11	Nub	Nub	Closed	Nub	Closed
11 - 12	Nub	Nub	Closed	Nub	Closed
12 - 1	John	Closed	John	Nub	John
1 - 2	John	Closed	John	N & J	John
2 - 3	John	Closed	John	N & J	John
3 - 4	John	Nub	John	Nub	N & J
4 - 5	John	Nub	John	Nub	N & J

II. Services

- A. Secretarial - taking of minutes at meetings, typing and filling correspondence to and from the RC.
- B. Information Research - specific, task - oriented, factual information, or general background information on any available, requested subject.
- C. Message Center - for telephone, spoken, or written messages.
- D. Other Clerical - other than A,B,C, above; e.g., typing for students, preparing azograph copies of minutes, etc.
- E. Other: whatever other needs are felt or expressed by the RC or members of the community that can be best fulfilled by utilization of paid staff.

III. Procedures

- A. Secretarial - (1) for meetings: notify Nub or John as far ahead of the meeting as possible so that one of them can alter their schedule so as to accomodate the meeting time. Normally minutes will be available in azograph form within one week. (2) for correspondence: will be typed and mailed with copies appropriate to content within the text as soon as possible after receipt in the office. Normally, Dean Gilmore, the Chairman of the Faculty Meeting and the Moderator of the RC will receive a copy, as well as those indicated by the writer of the message, of all correspondence originating in the office.
- B. Information Research - define task as completely as possible and submit a written request to the office containing desired date of completion and name of requestor so we will know where to forward the information.
- C. Messages - will receive and record all messages coming into the office for anyone in TJC community. Check with staff, the bulletin board, or the South wall of the office for messages. (Phone: 616-895-6611, ext. 407) (address: TJC Town Meeting Office, 169 Lake Huron Hall, Grand Valley State College, College Landing, Allendale, MI. 49401)
- D. Other clerical - ask, we'll try to do it.
- E. Other - come in to the office, we'll talk about it.

In the apple tree
 I smash my thumb.
 Howls and surprise:
 So this is blood!

Every school these days has elaborate plans for dealing with that moment when a group of students decides to take over the main school corridor or occupy the principal's office. But a longer, more challenging occupation of school space -- students in classrooms -- often goes almost unnoticed because teachers think the real challenge comes from their subject matter, not from their pupils.

STUDENT-ORIENTED TEACHERS AND HOW TO FIND THEM

Janet S. Cross

John M. Nagle

Those who assess the present and predict the future tell us that knowledge now is doubling every seven years. During a single week, the world production of new books and periodicals totals 40,000 items. It is now anticipated that the average man will change his occupation three times in his lifetime. And it is predicted that by the year 2000 scientists will be able to create life in a test tube, computers will monitor and influence nearly every aspect of our daily activities, and the world's population will have at least doubled.

In a world characterized by continuing explosions of population, knowledge, science, and technology, it is mandatory that a child's education be devoted less to the accumulation of scattered bodies of content knowledge and more to the development of skills and processes necessary for coping with this continually changing world. Consequently, those responsible for preparing, hiring, and supervising teachers for the nation's schools will have to become increasingly attentive to the dichotomy between what, in the parlance of educators, has been described as content-centered and student-centered styles of teaching. Though artificial, the dichotomy is a useful way to distinguish between teaching oriented to subject matter and teaching oriented to the process skills of thinking and behaving.

Contrasting Teaching Styles

The teacher who exhibits a content-centered style of teaching can be characterized as follows:

1. He sees the teaching-learning process mostly from his own point of view, from his adult world of values and interests. He is not really in tune with the world of students, nor does he evidence much desire or skill in eliciting from them information which will put him in touch with that world.
2. He regards his role primarily as that of organizing subject matter and presenting it to students. He expects students to regard him as a competent relater of knowledge which is mainly factual in nature and thus indisputable.
3. He considers the subject matter he teaches to be part of a larger and more general field of knowledge. Though he argues that the subject matter has cultural and historical value, he often teaches it simply because it is part of the required syllabus or because it was taught to him when he was a student.
4. He relies heavily on the lecture method because it is an efficient way to present subject matter to students. Of necessity, therefore, he himself accounts for a large percentage of the oral discourse in his classes. His recitation questions usually seek recall of the subject-matter information which he has presented to students, rather than stimulate them to question and go beyond it.
5. And to facilitate his dissemination of information, the content-centered teacher regards classroom management and maintenance of discipline as essential. He, therefore, expects students not only to respect him and his knowledge, but to follow his directions and advice unquestioningly.

In contrast, the teacher who exhibits a student-centered style of teaching regards himself, his students, and their interaction from a considerably different point of view:

1. The student-centered teacher sees the teaching-learning process as an important interaction between teacher and students. He has already observed and thought about students' attitudes toward school, teachers, and the world around them, for he considers these attitudes as key ones to build upon in instructional planning. In addition, he makes a continual effort to elicit from his students information that will keep him in tune with their rapidly changing world.
2. He regards his role as a multiple one, and he includes within it responsibility not only for the cognitive learnings of his students, but for their affective and psychomotor learnings as well. Not only must he organize and present subject matter, but he must also develop skills, excite curiosity, stimulate creativity, and induce feelings. At no point, however, does he regard himself as the expert.
3. As a result, he envisions a curriculum which equips students with the knowledge, skills, and values they need if they are to deal effectively with the real world outside the classroom. He regards the thinking processes which students learn and practice and the values which they develop as being as least as important as the factual knowledge they accumulate.
4. He plans carefully to involve a maximum number of students actively in each lesson through a variety of both physical and mental activities, for he believes that student involvement increases student learning. In an effort to maximize learning, he experiments willingly with a wide variety of teaching methods and develops a keen sensitivity to express-and unexpressed-likes and dislikes of his students.
5. And he considers classroom climate to be a function of the various attitudes that students and teacher hold toward each other and toward themselves. Therefore, he sees as important the fostering of one-to-one relationships among the students themselves and between himself and each student. He does not, however, want all control and decision making to reside in himself, even though classroom order may sometimes suffer as a result, for he sees the development of self-discipline by both individuals and groups as one of his most significant responsibilities.

The underlying assumption in this discussion is, clearly, that teachers who maintain a student-centered attitude or perspective toward their responsibilities can most benefit students. In an article titled "The Interpersonal Relationship in the Facilitation of Learning," Carl Rogers offers considerable support for this assumption when he writes that the attitude of teachers who are unusually successful in facilitating learning is one of:

prizing the learner, prizing his feelings, his opinions, his person. It is a caring for the learner, but a nonpossessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy.

If my home is my
self, it is
error to
seek
elsewhere.

Thomas Jefferson College
of General Studies



GRAND VALLEY
STATE COLLEGE

THIS IS THE INVITATION FORM FOR THE TJC
SPRING ADVANCE.....WELCOME, WELCOME, HELLO!!

SPRING ADVANCE

DATES: may 7, 8, 9, 10
COST: \$11 for 3 nights and 4 days

bus leaving at 9 a.m. in front of lake michigan hall...BRING BAG LUNCH
(remind your mother to put your name on it)

it will probably be cold so bring a sleeping bag (and other good
times, frisbees, softballs, bats, guitars.....)

NAME _____
ADDRESS _____ PHONE _____

NEED A RIDE? _____

GIVE A RIDE? _____ TAKE THE ****FREE**** BUS? _____
NEED A RIDE OR GIVE ONE FOR SOME TIME OTHER THAN FRIDAY? _____
WHEN? _____

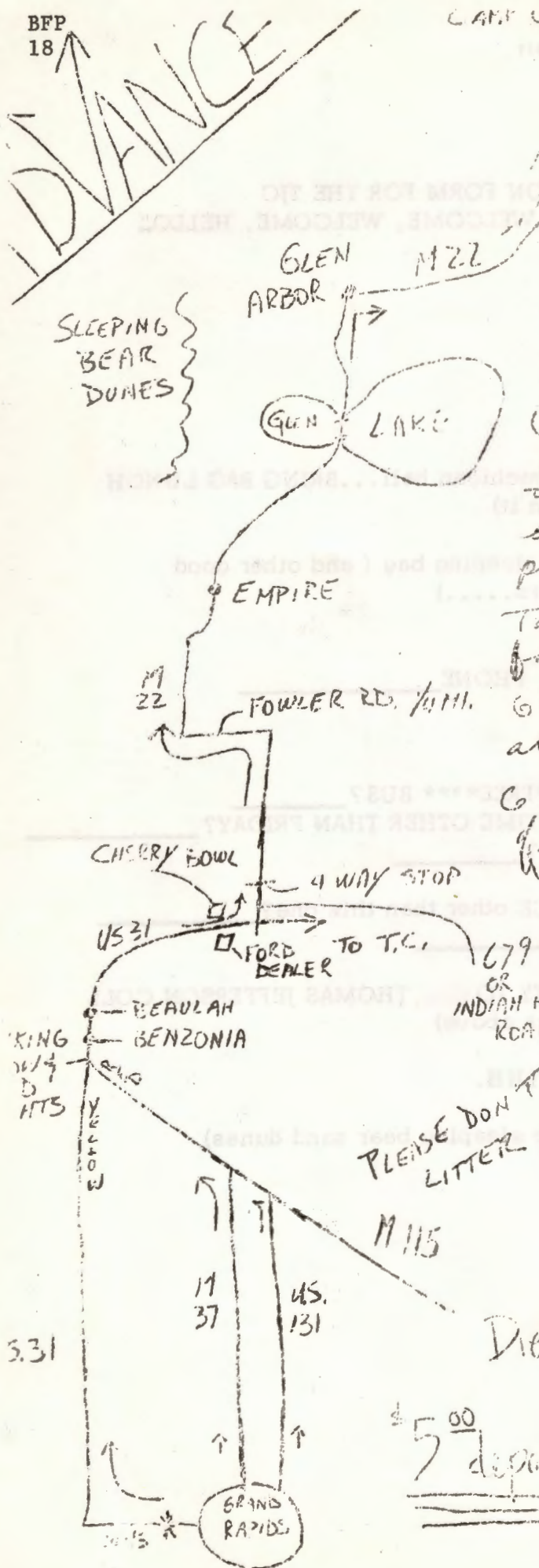
DO YOU WANT AN ADDITIONAL ADVANCE other than this one? _____
what dates are fine for you? -- _____

MIAL THIS INVITATION WITH YER MONEY TO THOMAS JEFFERSON COLL
(address above)

or give it to ****MARY TEPASTE**** in LHH.

(by the way, it's at camp cohana on the sleeping bear sand dunes)





END OF
PORT ONEIDA
ROAD
CEMETERY
1122

Go to Columbia any of the
three ways that you want to, just get on
31 before Benzonia. About 3 miles
of Beaulah there is a huge drive in the
Columbia Bowl. Take a left on the first road, the
one (677 or Indian Hill Rd). Go straight to the
4 way stop and go to 679's natural
end at a yield sign and some Tavern
place on the right. Go left there and
take a right on M 22 a quarter mile
further. Stay on 22 thru Empire, across
Glen Lake, thru Glen Arbor and
about 3 or 4 miles ~~from~~ north of
Glen Arbor just past a Dairy
Queen on a curve, turn left on
Port Oneida road. There's also
a cemetery on that corner.
Go to the end of Port Oneida
road and you're there.

PLEASE DON'T
LITTER

Dietary Restrictions (vegetarian, etc)

\$5⁰⁰ deposit by MAY 3

for info call GVSC
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Education

THE NEW YORK TIMES, SUNDAY, DECEMBER 27, 1970

Universities:

What Tearing Down the 'Walls' Can Do

To many college students who want to be learners and doers at the same time, much within the present structure of higher education is "irrelevant." They consider classroom and course credits as roadblocks to advanced learning.

With this kind of student in mind, the United States Office of Education last week cleared the way for a major experiment that will offer a new educational concept. The program, underwritten with a planning grant of \$415,000, is to be known as University Without Walls. Additional foundation support is expected early next year.

Under the program, 17 established colleges and universities across the country will allow a limited number of students — ranging in age from 16 to 60 — to work toward their degrees without any of the fixed requirements on any one campus.

Typical Pattern

Typically, such a student may take some of his academic work as a regular resident on the campus at which he is enrolled; switch virtually at will to one or more of the other cooperating institutions; serve a supervised internship in a school, hospital, museum, business firm or other place of work and service; complete part of his requirements in the Peace Corps or with the city planning department here or abroad; advance his knowledge by way of independent study or through courses taken via television or tape.



"Now, then—just which part of the kindergarten curriculum needs to be more relevant?"

Berry from NEA

Complaints of "irrelevant" are heard at nearly every level of education these days. Last week the way was cleared for an experiment called University Without Walls, which will offer more flexible conditions for learning. Dr. Samuel Baskin, the driving force behind the program, called it "an effort to develop new models and new forms for American higher education."

A few students will be enrolled in the program next February, but full-scale operations — with from 75 to 100 students enrolled at each of the participating colleges — will begin in the fall semester.

The schools that have agreed to cooperate in the University Without Walls project are: The University of Minnesota, the University of Massachusetts, Antioch College, New College (Sarasota, Fla.), Shaw University, the University of South Carolina, Roger Williams College, Bard College, Chicago State College, Goddard College, Howard University, Friends

World College, Northeastern Illinois State College, Stephens College, Loretto Heights College, Staten Island Community College and Skidmore College.

Here are some typical students who, in the view of the planners, might take advantage of the options:

•A 35-year-old housewife, interested in elementary education, might serve as a recreational therapy aide at a children's hospital and as a teacher's aide in a nursery school, while taking evening courses in psychology and the sociology of childhood.

•An army veteran, without previous college experience, but interested in psychology, might spend his first year or two in a seminar on learning skills, some regular courses in psychology and computer use, a televised course in beginning Spanish and a part-time job in a state mental hospital.

•A student who has already completed most of her work as an undergraduate literature major could transfer to the University Without Walls in her senior year, get an American literature reading list, an assignment to write a magazine article, a college-based seminar in liberal education and a part-time internship with a magazine or a literary review.

The driving force behind the movement is Dr. Samuel Baskin, professor of psychology at Antioch College and president of an organization called The Union for Experimenting Colleges and Universities. "The University

Without Walls is an effort to develop new models and new forms for American higher education," Dr. Baskin said last week.

There are strong elements of what used to be known as Progressive Education—John Dewey's "learning by doing"—in the experiment, but without any downgrading of intellectual scholarship. There is also an implication of strong professionalism, particularly in the requirement that, to be eligible for a degree, each student must produce a contribution in his field — a research study, a work of art, an identifiable community service, a publishable article or book or some other work.

Adjunct Faculty

The participating colleges must agree to the use of an "adjunct faculty," composed of government officials, business executives, community agency staffers, scientists, artists and writers who may do their teaching in their own offices and studios, rather than on campus.

Following are some reasons for initiating the experiment:

(1) With the huge expansion of undergraduate education, the student body has become too diverse to be accommodated by the standardized collegiate pattern. Most action-minded, and particularly older, students seem repelled by that pattern.

(2) Many observers believe that an infusion of older and more career-experienced students would help reduce peer pressures and immature attitudes among the younger students. These experts point to the maturing influence exerted on the campuses by the post-World War II veterans.

(3) The resistance by traditional academic departments to any major changes in established patterns makes it necessary for reform movements to strike out independently, creating entirely new models rather than merely tampering with the existing ones.

(4) The advent of a technology that promises — through television, cassettes, computers, etc. — to extend the options for independent study makes the present time conducive to such departures. Thus, the fact that the New York State Education Commissioner, Ewald B. Nyquist, has already pledged his support to the expansion of "external degree" programs (allowing students to take tests to demonstrate proficiency without the traditional college attendance or course credits) indicates that the old restrictions are becoming more flexible.

(5) Everywhere — from Yale to the Carnegie Commission on Higher Education — the old assumption that four years of classroom attendance, to follow immediately after high school, is the best road to a bachelor's degree is being questioned. The University Without Walls will make its judgment based on the student's background and his individual progress, not on years in attendance or chronological age.

Risks Involved

These departures are not without risk. Unless students can demonstrate commitment, maturity and independence, they could easily slide into dilletantism. Students without a sense of intellectual integrity might become so impressed with the practical that they would downgrade scholarship and theory. This could create an anti-intellectual outlook.

There must be careful selection and even more careful supervision. The freewheeling approach, which is inevitably more demanding of the student's time and judgment, will not appeal to those students — probably in the majority — who want their progress mapped out and defined.

The dual promise of the experiment thus is that it will release the "freewheeling" minority from the confining structure devised for the majority; and it may in the process even soften the mold of tradition for that majority. This is precisely what happened in the elementary and secondary schools in the wake of the Progressive Education experiment of the 1920's, even though it proved too extreme in its pure form to be an acceptable pattern for everybody.

—FRED M. HECHINGER

"The question is not: do we believe in God? but rather: does God believe in us? And the answer is: Only an unbeliever could have created our image of God; and only a false god could be satisfied with it."

--Kenneth Patchen

Admissions Committee Minutes...
4/26/71
One summer 1971 applicant was admitted.
Admissions Report (applicants admitted):
Summer 1971 14
Fall 1971 80
Fall 1971 2 re-enter

Quixotic

The solution lies,
if indeed there is a solution,
over, under and round a quise,
spontaneous and genuine retribution.

I have a feeling the seed is there,
the action rests on me.
An ingredient called aware,
I can do nothing more than be.

-- Jim Pongones

Admissions Committee Minutes

4/21/71

Present: Dan, Cathy, Chuck, Earl

1. Nineteen Fall 1971 applications were acted upon as follows:

11 Admit

1 N.A.

7 Admit contingent upon completion of application details (see transcript etc.)

2. One summer 1971 applicant was admitted.

3. Next meeting: May 3, 1971, 3:00 p.m.



'If seven maids with seven mops/Swept it for half a year,/Do you suppose,' the Walrus said,'That they could get it clear?'/ 'I doubt it,' said the Carpenter,/And shed a bitter tear.

Our apologies, good friends, for the fracture of good order, the burning of paper instead of children, the angering of the orderlies in the front parlor of the charnel house. We could not, so help us God, do otherwise. For we are sick at heart, our hearts give us no rest for thinking of the Land of Burning Children. All of us who act against the law turn to the poor of the world, to the Vietnamese, to the victims, to the soldiers who kill and die for the wrong reasons, for no reason at all, because they were so ordered by the authorities of that public order which is in effect a massive institutionalized disorder. We say: killing is disorder, life and gentleness and community and unselfishness is the only order we recognize. For the sake of that order we risk our liberty, our good name. The time is past when good men may be silent, when obedience can segregate men from public risk, when the poor can die without defense. How many indeed must die before our voices are heard, how many must be tortured, dislocated, starved, maddened? How long must the world's resources be raped in the service of legalized murder? When, at what point, will you say no to this war?

Daniel Berrigan, "The Trial of the Catonsville Nine"



1971-A REPORT ON EXPENDITURES OF CSSM¹ MONIES²
Bud Haggard

NO. DESCRIPTION	JANUARY		FEBRUARY		MARCH		"ACCOUNTABLE" "We're in the:
	BDGTD	EXPND*	BDGTD	EXPND*	BDGTD	EXPND*	
18 ADP Services	\$ 49.81	\$ 27.25	\$ 46.64	\$ 39.31	\$ 52.47	\$ 39.31	BLACK
19 Advertising	145.81	34.20	166.64	34.20	187.47	34.20	BLACK
27 College Mtgs.	116.62	31.03	133.28	74.11	149.94	74.11	BLACK
30 Consultants	.00	200.00	.00	200.00	.00	200.00	RED
33 Eqmpt Maintenance	14.56	89.68	16.64	89.68	18.72	89.68	RED
40 Graphic Arts	87.50	18.01	100.00	18.01	112.50	56.51	BLACK
42 Honoraria	1166.62	795.00	1333.28	915.00	1499.94	1415.00	BLACK(CLOSE)
43 Instr. Mat. & Serv.	1166.62	542.22	1333.28	388.36	1499.94	775.31	BLACK
51 Multilith	350.00	244.50	400.00	321.06	450.00	446.63	BLACK(CLOSE)
54 Office Supplies	472.50	1273.29	540.00	1332.68	607.50	1398.83	RED!
56 Permits & Licenses	.00	4.00	.00	4.00	.00	4.00	RED
59 Postage	452.00	360.03	516.64	424.12	581.22	547.95	BLACK
62 Recreate & Social	131.25	18.00	150.00	18.00	168.75	18.00	BLACK
63 Remod. & Imprvmt	29.12		33.28		37/44		BLACK
67 Subscriptions	.00	25.80	.00	53.10	.00	50.85	RED
68 Tel. & Tel.	735.00	911.02	840.00	1061.51	945.00	1364.15	RED!
71 Transfers		30.00		30.00		130.00	RED
72 Travel & Sustenance	1857.87	399.41	2123.28	464.07	2388.69	656.07	BLACK
75 Vehicle Chgs.	233.31	463.05	266.64	466.76	299.97	480.83	RED
78 Xerox Charges.	583.31	196.91	666.64	227.68	749.97	289.99	BLACK
Other	500.00	432.00	500.00	432.00	500.00	432.00	BLACK
Total	\$7605.57	\$5663.40	\$8692.08	\$6161.65	\$9778.59	\$8071.42	B-L-A-C-K!

* EXPND = Charges Made AGAINST Each Sub-Budget, YEAR-TO-DATE. Early in this academic year the CSSM Total Budget of \$13,500. was averaged (each of the above sub-budgets) into twelfths (months) and a helpful device was provided thereby for checking the expenditures and for doing any projecting for immediate or future spending, as well as providing a record for use in preparing next year's budget. A quick glance at the "totals" will let you know "how we're doin'!"

¹CSSM = Contractual Services, Supplies and Maintenance.

²This is a quarterly report; the amount budgeted for the first six months was \$6750.00. The amount expended for the first six months was \$4715.01. BLACK!

THE EQUIPMENT BUDGET (as of 31 March 1971):

Budgeted	Expended
\$700.00	\$329.85

RELIGIOLOGY
DESCRIPTIONS OF THE SUB-DIVISIONS OF THE DISCIPLINE

INTRODUCTION TO RELIGIOLOGY

A study of the basic sub-disciplines, as well as the definitions of religious phenomena, i.e., descriptive, analytic, imaginative/speculative and synoptic.

- J. Dewey, A Common Faith.
- W.L. King, Introduction to Religion.
- J.B. Magee, Religion and Modern Man: A Study of the Religious Meaning of Being Human.
- J.H. Randall, Jr., The Meaning of Religion for Man.
- W.C. Smith, The Meaning and End of Religion.
- F.J. Streng, Understanding Religious Man.
- A.N. Whitehead, Religion in the Making.

THE VEHICLE

A study of the phenom/a, which is/are considered to "carry the meaning" (the object of faith and practice), i.e. the deity, the divinity, the emptiness, the holy, the nothingness, the numinous, the religious, the ultimate, the person, the ultimate, the sacred, etc.

- J. Baillie, The Interpretation of Religion.
- E.C. Brightman, Person and Reality.
- M. Eliade, The Sacred and The Profane.
- P. Otto, The Idea of the Holy.
- F.J. Streng, Understanding Religious Man.
- P.J. Tillich, The Dynamics of Faith.

THE PHENOMENOLOGY OF RELIGION

~~A study of the~~ descriptions of the essence of religious phenomena, i.e., the general application of general phenomenological methods to the whole spectrum of religious activities, customs, ideas, institutions and symbols.

- | | |
|---|------------------|
| M. Buber, <u>I and Thou.</u> | E. Husserl |
| M. Eliade, <u>The Sacred and The Profane.</u> | M. Heidegger |
| W.E. Kristensen, <u>The Meaning of Religion.</u> | J.-P. Sartre |
| G. van der Leeuw, <u>Religion in Essence and Manifestation.</u> | M. Merleau-Ponty |
| L. Feuerbach, <u>The Essence of Christianity.</u> | P. Ricoeur |
| J. Maritain, <u>Approaches to God.</u> | J. Wach |

THE ANTHROPOLOGY OF RELIGION

A study of religion as culture, which is the entire social heritage of man, as well as the tradition of a particular human group, a way of living learned from, and shared by, the members of that group.

- C. Dawson, Religion and Culture.
- E. Durkheim, The Elementary Forms of the Religious Life.
- A.W. Malefijt, Religion and Culture: An Intro. to the Anthropology of Religion.
- B. Malinowski, Magic, Science and Religion.
- P.J. Tillich, Theology of Culture.
- A.F.C. Wallace, Religion: An Anthropological View.

THE PHILOSOPHY OF RELIGION

A study of the fundamental issues with which any belief system is involved, i.e., the systematic criticism of the essential faith-claims of all religious traditions.

- Bellinzoni and Litzenburg (eds.) Intellectual Honesty and Religious Commitment.
- P.A. Bertocci, Introduction to the Philosophy of Religion.
- J. Hick, A Philosophy of Religion.
- P.J. Tillich, Biblical Religion and the Search for Ultimate Reality.
- G. Strunk, Jr., The Choice Called Atheism.
- H.N. Wieman, The Wrestle of Religion with Truth.

THE PSYCHOLOGY OF RELIGION

A study of the understanding, control and predictability of human behavior, which is perceived as being religious by the individual, and which is susceptible to one or more methods of psychological science.

- W. James, The Varieties of Religious Experience.
- P.E. Johnson, A Psychology of Religion.
- A.H. Maslow, Religions, Values and Peak Experiences.
- W.H. Clark, The Psychology of Religion.
- P.W. Pruyser, A Dynamic Psychology of Religion.
- G.S. Spinks, Psychology and Religion.
- O. Strunk, Jr., Religion, A Psychological Interpretation.

THE SOCIOLOGY OF RELIGION

A study of the ways in which society, culture and personality influence religion and vice versa...this includes the origin, growth and development of the religion through its beliefs, practices, groups, leadership, et cetera.

- H. Cox, The Secular City.
- E. Troeltsch, The Social Teachings of the Christian Churches.
- M. Weber, The Protestant Ethic and the Spirit of Capitalism.
- R.H. Tawney, Religion and the Rise of Capitalism.
- W.G. Muelder, The Foundations of the Responsible Society.
- M.J. Yinger, The Scientific Study of Religion.
- R. Robertson, Sociology of Religion.

THE HISTORY OF RELIGIONS

A study of the eleven extant world religious traditions, as well as major denominations and sects within them, from three perspectives: "a sympathetic understanding,...an attitude of self-criticism, or even skepticism, about one's own religious background,...and, the 'scientific' temper."

- J.M. Kitagawa, The History of Religions.
- M. Eliade, The Quest: History and Meaning in Religion.
- Eliade and Kitagawa, The History of Religions.
- R. Pettazzoni, Essays on The History of Religions.
- M. Muller, Natural Religion.
- F.B. Jevons, Introduction to the History of Religions.
- G.F. Moore, A History of Religions.

THE COMPARATIVE STUDY OF RELIGIONS

A study of the essential and existential similarities and differences among religions.

- A.C. Bouquet, Comparative Religions.
- J. Wach, The Comparative Study of Religions.
- L.H. Jordan, Comparative Religion: Its Genesis and Growth.
- C.P. Tiele, Einleitung in die Religionswissenschaft.
- J. Campbell, The Hero with a Thousand Faces.
- R.R. Marett, Mana and The Threshold of Religion.

SCIENCE AND RELIGION: EXPLANATORY DEVICES

A study of the various relationships existing between religion and science, "especially the prevalent portrayal of science and religion as 'alternative languages' serving radically different functions in human life" with an attempt to employ 'process philosophy' to elaborate a coherent view of the universe.

- I.G. Barbour, Issues in Science and Religion.
- J.C. Dillenberger, Protestant Thought and Natural Science.
- W.C. Dampier, A History of Science and Its Relations with Philosophy and Religion.
- A.D. White, A History of the Warfare of Science with Theology.
- E.A. Burtt, The Metaphysical Foundations of Modern Science.
- H.K. Schilling, Science and Religion.
- P.T. de Chardin, The Phenomenon of Man.
- Th. Dobzhansky, Mankind Evolving.
- L. Gilkey, Religion and the Scientific Future.

POETS ATTENDING THE NATIONAL POETRY FESTIVAL
July 6-14, 1971

<u>POET</u>	<u>RECENT & FORTHCOMING PUBLICATIONS</u>
Carol Bergé	<u>The American Romance</u> (Black Sparrow, 1969)
Ted Berrigan	<u>Many Happy Returns</u> (Corinth, 1969); <u>The Early Morning Rain</u> (Cape Goliard/Grossman, 1970)
Paul Blackburn	<u>The Cities</u> (Grove, 1967); <u>In . On. Or About the Premises</u> (Cape Goliard/ Grossman, 1968)
Robert Bly	<u>The Light Around the Body</u> (Harper & Row, 1968)
Gregory Corso	<u>Elegiac Feelings American</u> (New Directions, 1970)
Robert Creeley	<u>Pieces</u> (Scribner's, 1969); <u>St. Martin's</u> (Black Sparrow, 1971)
Dan Gerber	<u>The Revenant</u> (Sumac, 1971)
Donald Hall	<u>The Alligator Bride: Poems New and Selected</u> (Harper & Row, 1969)
Jim Harrison	<u>Locations</u> (Norton, 1968); <u>Outlyer and Ghazals</u> (Simon & Schuster, 1971)
David Henderson	<u>De Mayor of Harlem</u> (Dutton, 1970)
Robert Kelly	<u>The Common Shore</u> (Black Sparrow, 1969); <u>Flesh Dream Book</u> (Black Sparrow, 1971)
John Logan	<u>The Zigzag Walk: Poems 1963-1968</u> (Dutton, 1969); <u>New and Selected</u> <u>Poems</u> (Dutton, early 1972)
Jackson Mac Low	<u>22 Light Poems</u> (Black Sparrow, 1968); <u>Stanzas for Iris Lezak</u> (Something Else, 1971)
Joel Oppenheimer	<u>In Time: Poems 1962-1968</u> (Bobbs-Merrill, 1969)
Jerome Rothenberg	(Ed.) <u>Technicians of the Sacred</u> (Doubleday, 1968); <u>Poland/1931</u> (Unicorn, 1969)
Sonia Sanchez	<u>Home Coming</u> (Broadside, 1969); <u>We A BaddDDD People</u> (Broadside, 1970)
Armand Schwerner	<u>Seaweed</u> (Black Sparrow, 1968); <u>The Tablets 1-15</u> (Grossman, fall 1971)
Robert Vas Dias	(Ed.) <u>Inside Outer Space: New Poems of the Space Age</u> (Doubleday Anchor, 1970); <u>Speech Acts & Happenings</u> (Bobbs-Merrill, early 1972)
Diane Wakoski	<u>Inside the Blood Factory</u> (Doubleday, 1968); <u>Greed 5-7</u> (Black Sparrow, 1971); <u>The Motorcycle Betrayal Poems</u> (Simon & Schuster, fall, 1971)
Tom Weatherly	<u>MauMau American Cantos</u> (Corinth, 1970); (Ed.) <u>Natural Process</u> (Hill & Wang, 1970)
Philip Whalen	<u>On Bear's Head</u> (Harcourt, Brace, 1969); <u>Severance Pay</u> (Four Seasons, 1970)
Al Young	<u>Dancing</u> (Corinth, 1969)

MISTER FREEDOM

COLOR

MAY 6



A film by

William Klein

"A savage cartoon on American intervention abroad in the name of freedom. It hits home all too often. . . . The frequent resemblance to our role in Vietnam is more than incidental."—*New York Post*

"A sledgehammer spoof of American conservatism. Many of the blows land on target, aided immensely by imaginative art direction and costuming."—*Show*

Is it a plane? Is it a bird? It's Mr. Freedom, doing battle with the evil monsters of communism wherever they rear their ugly heads. Out of the myths of America's mass culture—Superman, Batman, the Super-comics—William Klein has fashioned a devastating satire of

"Silent Majority" America that can be viewed as a political poster as much as a flamboyant pop cartoon. Dispatched to save France from the Red Menace, Mr. Freedom acts out the infantile dreams of America's political, sexual and military omnipotence that views the final Big Bang as the fitting climax of a weekly television series. With Donald Pleasance, Delphine Seyrig, John Abbey, Philippe Noiret. A French film with English dialogue.

TJC FORUMS - SPRING 1971
2 P.M. 132-HURON

4-22 Movie, MR. FREEDOM

4-29 Movies

1. NORMAN O'BROWNS
BODY.

2. Short Play, THE
GREAT LIBERATION

5-6 Movie TITICUTT FOLLIES
US22 - PLAY

5-13 Educational Facilities
Lab. Films

5-20 Gerrit Hardin (Speaker)
TRAGEDY OF THE COMMONS.

5-27 Movies

1. THE MAN WHO HAD HIS
HAIR CUT SHORT.

2. Short movie by
TJC students.

UNITED FARM WORKERS

P.O. Box 130
Delano, Cal. 93215



Telephone:
(805) 725-9703

1971

Dear friends,

"PLEASE PASS THE WORD"

VOLUNTEERS are urgently needed to open numerous boycott cities in the United States and Canada. Write or call. P.O. Box 130, Delano, Ca. (805/725-9703).

VOLUNTEERS are needed to boycott lettuce at all Federal Base Installations; boycott Antle; boycott Dow; and boycott the hell out of them!!!

Peace and love from all of us,

Cesar E. Chavez
Director

Kindly reproduce the above and put it in your church, organizational or Labor Newspaper. Your cooperation will bring us victory in 1971.

Muchas gracias

TJC FORUM, , , May 13
2:00pm 132 LHH
4 films

- ELECTRONIC CLASSROOM Harry A. Price
- TO BUILD A SCHOOLHOUSE (outlines latest trends in school design)
- ROOM TO LEARN (on The Early Learning Center in Stamford, Conn.)
- A CHILD WENT FORTH (inner-city and ghetto school problems)



Faded vertical text on the left side of the page, possibly bleed-through from the reverse side.

UNITED FARM WORKERS

Eternal life
Fantasy lines of demented minds
Judas sold out an illusion
And gravediggers watch reality
without confusion

Prehistoric man trembled
Fear of the Gods
God-man trembles
Fear of himself
I tremble
because I'm cold

A top the highest mountain
I only could see
more things to see
In my room
I only could see
what others could not
I stopped a man
And offer a see
He was still climbing
to the mountain top

The Lion roared
Credits roled by
the movie began
Chaplin comedy
without sound
Called the story of man
I laughed till I cried

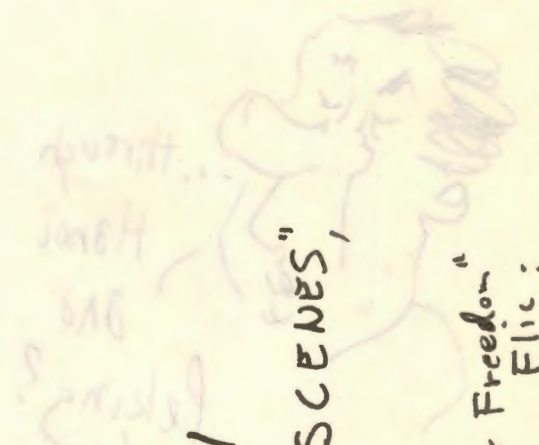
-- JOHN DOWLING

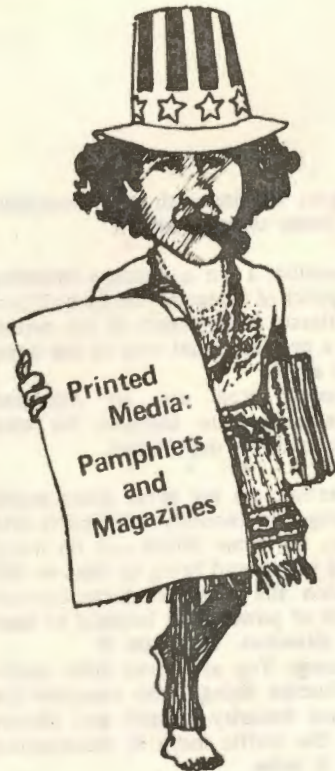
TJC Forum: May 6, '71

Spring Seminar will perform "OB SCENES",
an original play by gore!

2 P.M.

followed by "Mister Freedom"
Flic:





Outside the Net is a new magazine on education published in Lansing, Michigan. According to its editors, it exists for five main reasons: 1) to analyze schools and their relationships to society; 2) to explore alternate educational life-styles; 3) to review education-related media; 4) to publish articles, essays, pictures and Movement cartoons; and 5) to serve as a link to the Underground press. *Outside the Net* is edited from a radical perspective, but welcomes contributions from all viewpoints. Two-year subscriptions (six issues and maybe two summer editions) cost \$4.00. Send manuscripts, sketches, photographs, donations or subscription orders to P.O. Box 184, Lansing, Michigan 48901.

Colleges, universities, labor groups, communities and organizations around the country have mobilized around support for Angela Davis, 3540 W. 43rd St., Suite No. 104, Los Angeles, California 90008, will issue an Angela Davis kit which will explain background and proceedings in the case.

Coeds at the University of Maine are quietly taking advantage of a unique legal abortion assistance plan developed by student funds. The \$5,000 fund is aimed at helping coeds obtain needed legal abortions in New York through loans which they are asked to replace so that others may also benefit. The fund was established last month by taking 73 cents out of each student's \$12 per year activity fee at the university. The fund doesn't advertise or recommend itself, but helps only those seeking aid.

The program is reported to be the first of its kind in the nation.

Meanwhile, a freshman state legislator who is also a nurse and a Roman Catholic, says she'll introduce another abortion bill in the 105th Legislature. State Rep. Dorothy Doyle, D-Bangor, the mother of two, said that abortion is an issue of personal decision between a woman and a competent physician and not a matter of public legislation.

Mrs. Doyle is a part-time supervisor at the James A. Taylor Osteopathic Hospital in Bangor. Her husband works for the human relations division of the Roman Catholic Diocese of Portland.

The National Committee Against Repressive Legislation, 555 N. Western Ave., Los Angeles, California 90004, has issued a pamphlet that gives a breakdown of all the repressive acts Congress has dreamed up for us, and the voting records of all Congressmen on each piece of legislation. An indispensable guide.

Ready for May? A *Training Manual for Non-Violent Direct Action* for spring activity against war, racism and repression has been prepared for the People's Coalition for Peace and Justice. Copies are available from the Chicago Movement Non-Violent Training Center, 542 S. Dearborn, Room 1403, Chicago, Illinois 60605.

May 3 11:30 am. near IRS office GR
[dante's guide to the internal revenue service] - taxes
should be used for more important things than napalm + bullets.

Lubricate Here



By RUSSELL BAKER

OBSERVER

WASHINGTON, March 20—Machine riddles:

Question: For years now I have wanted to be a big wheel. What am I?

Answer: An American male human being, over 40, who wears a suit to work.

Question: I want to be turned on and tuned in. It makes me extremely unhappy to be turned off. What am I?

Answer: An American human being under the age of 30; or, an American human being with no self-critical faculty, over the age of 30.

Question: I pick up vibrations. I can tell good vibrations from bad vibrations. What am I?

Answer: An American human being under the age of 23, who has never taken a physics course.

Question: In the big red machine I get good wood on the ball. What am I?

Answer: You are a young male human being who plays baseball for the Cincinnati Reds and bats .285 or better.

Question: I have wheels tonight and mean to burn rubber. What am I?

Answer: You are an American human being who may destroy your father's automobile this evening and will, almost certainly, throw an empty beer can on my lawn at about 2 in the morning.

Question: I have a steel-trap mind capable of computing the trade-offs in

any given input and giving you a read-out that cuts to the bone. What am I?

Answer: You are one of those brilliant male White House staff human beings, believe it or not, and it would be a great help to the President if you would start adjusting your thinking to take account of this fact, as there are still more human beings than machines left in the United States.

Question: I have aged prematurely and desperately need medical treatment which, I am given to understand, I cannot have because of its prohibitively high cost. I smoke effusively and usually need a bath. What am I?

Answer: You are an American machine; to be perfectly specific about it, an automobile. An automobile with an almost human capacity for self-pity, apparently. Why do you try to act like a human being at a time when humans are trying to become dehumanized? This is the way to remain a miserable automobile all your life. Think about it.

Question: My high rate of efficiency has made it possible to achieve new productivity levels without significant increases in labor costs. What am I?

Answer: You are a workingman, which makes you a human being, male or female. Obviously, you are not an American workingman. Or an English workingman. You may be

German; to find out, say something and listen to your accent.

Question: I am a dynamo throwing off sparks of fantastic energy as I bore relentlessly to the heart of the matter with a precision that cuts to the bone. What am I?

Answer: You are an American businessman who believes his own public-relations department.

Question: As my great gears mesh, bringing my smoothly oiled parts into action, my arms thrust out on many varied fronts and bring to bear on the situation the most fearsome concentration of power ever brought to bear on a situation. What am I?

Answer: You are those male American human beings who compose the National Security Council and cannot make the traffic move in Washington when it rains.

Question: Consuming the cheapest of fuels, I am capable of running for weeks, of steam-rolling all in my path, of bringing to the great American people fresh and keenly honed insights to bear on the . . .

Answer: You are either a campaigning politician or a recorded announcement. If you want to know for certain, ask for a vote. You may get elected. If you do, it will no longer make any difference whether you are a politician or a recorded announcement.

Question: I do not want to be a machine. What am I?

Answer: Well, you are certainly not an American human being. What you are is peculiar.

When I feel anxious, let me behave anxiously.
No fear of getting stuck:

"Nature says few words.
Hence it is that a squall lasts not a whole morning.
A rainstorm continues not a whole day.
Where do they come from?
From Nature.
Even Nature does not last long (in its utterances).

In the bathtub--cold room, cold skin. Hot water from little hose. Ouch! My skin warms if I will just stay (g^o) with it. Though the water keeps its temperature, I lose the ouch.
What if that's true for agony?

The following was printed in the last Bullfrog edition (April 1971) but alas and alack! a complete section was inadvertently omitted. We are reprinting it in its entirety with apologies to the author, Roger Despres.

Madison to Chicago from LaCrosse

I'm in a bus, Madison to Chicago,
four lanes and a median, 70, smooth ride and barbed fence.
There are people, usually one to a window;
One absorbed in comics - no, he throws it overhead and falls asleep.

Only a few doubles, ah but spring
robins and winter sparrows could sing more.
And, it is, Spring, Cloudless, Sun, and Warm,
Laboring mother nature to the birth of new summer life.

The girl beside me, young and sleeping,
arms folded, head turned away; Rejoice!
Tomorrow's Easter Sunday too. And harken. I
hear a faint voice filtering back, that
It could be a nightingale.

Thoughts of morning:

"I like your hotel. The rooms are
So nice here, all remodelled and large."
We had a double picture window overlooking
The Main thoroughfare, the Mississippi hardly three blocks.
'Greyhound please.' We start, plenty of time.
'Driver, could we go down along The River.'
It's Al's first trip since his stroke; he
Has trouble, "but it's damn better than giving in."
Reality, it's quiet on the bus.

Black Earth, Coon Crk. (or was it Coon Valley?)
Rugged as Appalachia, country folk.
Complexions and clothes and dialects as rough; but full of
Vitality!
And talk!
Still quiet on the bus.

Madison; new office buildings and lawns, dense
College apartments, aged houses:
Blighted remnants of an old lady with a new face lift.
We've stopped, all college kids but a few,
And nearly full, new people but old quiet:
Wait, the girls across from me,
Routine questions, but it sounds good.
Wait, girl beside me, stirring when the
bus stopped, please stay awake.

Handwritten note:
I wish I had a
copy of this

As
 Thoughts of TJC
 And spontaneity
 Swell up in me,
 Like crashing waves
 And thunderous roars;
 The sand and pebbled, jagged shores
 That swell an old man's head,
 Enslaves
 His sluggish self to calling that yet is free:
 Such are the swells in me!

Such is the swell in me;
 And strong as it, too, is that grip on life
 When the Black of unconscious Fainting
 Rises up and slams upon the continent of mind,
 A black more black than a galaxy of unlight stars.

Oh such it is I feel sitting next to this girl,
 Head back and turned away,
 On a warm Spring day
 That not even Black Bears
 In deep hibernation could stay unstirred, unmoved;
 When I would like to say, in a sure voice not unlike the
 first warm day that brings a thaw.

- young people are not bears -
 'Are you scared riding on this bus?'

Rodger Despres

ONCE
 GANTY IS REALIZED
 IT IS REALIZED
 GRAND DAY
 ANY MORE.

Attn.:

The sheets in the commons windows
 with the BFP stuff on them by lots of us
 were tossed by the paint people, college
 policy. Sheets are now on the opposite
 wall on a bulletin board.

Do what you like.

Jim P.

2 before i
 except after t



In jest, I recited a poem (so-called) to Jim Pongones, which I had written at the age of 10, in response to a National Safety Campaign which featured a poetry contest in schools all over the country. Would you believe this contribution won a prize in the school I attended in New York City? Jim insisted I submit it to the "Bullfrog", so being and feeling rather foolhardy, here goes!

With apologies to Vas Dias and poets generally.

There was a little boy by the name of BCC,
Who tried to cross the street before the cop told him too.
He didn't see the whistle and he didn't hear it blow,
So now he's up in heaven singing "Old Black Joe".
Way up in heaven, to way down below,
He keeps on a 'shoutin', "Oh please, please, be slow".
On the above is a moral both tried and true,
which if you don't obey, you will surely rue.

Mary Teraste

Mary T. and God thanks youse people who helped get the stuff out for the
National Poetry Festival out of the goodness of your hearts. This is the
best of all possible worlds. du Thanky, Thanky, Thanky.....

and...the world...backed up...on me...and i...stopped..to think...
planes...flying overhead...cars...moving left and right...
a 10 year old...child...died a personal death...
...he had...to go out...and fight...
...the radio says...the tiger...loses another game...
...newspapers...headlines shout...victory is now...in sight...

a bird glides...aimlessly along...across a now quiet..soft blue sky.
a worm pokes his head...out from a mound of dirt...
a plump phasant...walked arrogantly...with military bearing...
across...a freshly plowed field...of upturned black..rich dirt...
a bird starts to sing...and i...turn...my head...

people yelling...revolution now...in the streets...and the big...
the business man...sits in his soft...cushioned chair...and makes
another buck...selling them...dope...through their own peer
group set...so the revolutionist after a...long day of work...in
the streets...take off his shoes...smoke a joint...pat himself
on the back...and telling himself...that he has done his part...
to right...the worlds wronges..today...and the...words...seem hollow
and for some...explainable reason...your chest..feels tight...and you
want to go out and pick a fight...so you go to the bar...and hope some
cool will be there...to mess with you...and you have one...continious
drink...that somehow...takes all...damn night...
spirits...at..a brand...new...low ebb...

and a priest says...peace of mind...will come...when you join the
church...
and another human beings says...lets discuss...i read this book...
lets intellectualize...about life...politics..race-relations...
pollution...but lets...carefully keep it on...a fairy tale book level...
its...to damn...hard...to live life...out-right...
and a beautiful girl-women says...i want you...for my own...
and a self-proclaimed revolutionist...says...hey brother...join the
cause...and a store proprietor...says...buy this...
its the latest thing...and the educator says...here clown...
read this book...and great...great..knowledge...you will gain...
it will show you how to get along in this old world...and as...and
added attraction...it will make you a man...smile and give praise..
to your higher ups...and you too...will climb the big ladder...
of success...
.....

and a friend asked me..for help...in his special way...and i gave him a
can of beer...a book to read...to ease his troubled mind...and...
sent him on his way...evoking..the same old cop out plea...i got
troubles of my own...when the truth is...i didn't have a damn thing
to say...crack...a white softball skitters out across...
an open...manicured field...landily settling in a puddle of
muddy water...and i grinned...

and the gentle warmth...of the sun...warmed my outer body..as my...
insides froze...and i stepped down hard...non a dead..fallen leaf...
and i stopped...to ponder...and the world skipped..cheerilly...
nonrilly along...it had taken...the pound of flesh..for today...
and a wind blown dirt..hit me in my eyes...and i thought...things'll...
be better...in fifteen minutes...

Socrates as Teacher*

"Socrates philosophized by joining in a discussion with another person who thought he knew what justice, courage, or the like is. Under Socrates' questioning, it became clear that neither (of them) knew, and they cooperated in a new effort, Socrates making interrogatory suggestions that were accepted or rejected by his friend. They failed to solve the problem but, now conscious of their lack of knowledge, agreed to continue the search whenever possible. These discussions or "dialectics" whereby Socrates engaged in his question-and-answer investigations were, for Plato at least, the very marrow of the Socratic legacy. For those who had not heard Socrates at it, the "Socratic dialogue" was invented."

(What's this? Could you mean that even for Plato, as student, the process he learned was central, the content secondary?)

"He disclaimed authority on his own part, pleading the ignorance of the searcher; this did not prevent him from directing the argument, which is a different matter from feeding information."

(What's This! In Socratic dialogue both parties do not know. None of this modern education stuff of leading the student to discover the right answer via (so-called) Socratic dialogue.)

"Plato revealed the advantages of dialectic by contrasting the method with contemporary Sophistic education typified by the set lecture of dictated information or expounded thesis and the eristic technical exercise of outsmarting opponents. For Socrates, knowledge was not acceptance of secondhand opinion which could be handed over for a sum of money . . . but a personal achievement gained through continual self-criticism. Philosophy involved not learning the answers but searching for them."

--Cam

* quotes from I.G. Kidd, "Socrates" in The Encyclopedia of Philosophy, 1967. The Macmillan Co. New York.

"You'll never catch me answering
realities!" I wouldn't even know
where to look. — Barry heras

Summary of and Reaction to a Lecture by B. F. Skinner
(Brandeis University, April 7, 1971)

- (1) Scholars have become too preoccupied with causal "essences" when explaining human behavior on both the individual and group level. "Essential Humanity" and "Natural Man" are too idealistic concepts to be useful. Reacting within an undesirable cultural-social framework, humanity will exist in an unhappy state -- but that state is nevertheless "natural" in that it follows from logical causes. The solution lies in the reconstruction of environmental frameworks within which humanity would react in a happier expression of itself. "Not to change people -- but to change the conditions reinforcing and controlling their behavior." -- B.F.S.
- (2) Skinner is a frightful cultural determinist. However, he seems to also be a rather practical utopian--which I find refreshing.--M.S.
- (3) "Heaven is a collection of pure positive reinforcements, but Heaven is not productive." --B.F.S. Hmmm.
- (4) The question is how to design a culture in which there is happiness and productivity--that productivity being less consumptive and more regenerative than in our present society.--B.F.S.
- (5) He says "Freedom" is "escape from aversive control." I glean that B.F. does believe in non-aversive manipulation of the behavior of others.--M.S.
- (6) ON EDUCATION: "open classrooms" as often employed are non-productive. Doubt as to whether "natural reinforcements" always sufficient -- but old "contrived reinforcements (e.g. grades) must be replaced with better alternatives. "Contrived love" as a motivation in the classroom and elsewhere a "harmful fallacy." People should love one another "when they are loveable."--B.F.S.
- (7) ON TEACHING: Necessity of accountability of the teacher to students and colleges. An implicit belief in a definite role of "teacher"-- but a better role than the traditional one.--B.F.S.
- (8) Skinner appeared to me more practical but less impressive than I had expected. Note: Contrary to the image presented to me by some of his followers, he does not glow in the dark.

--Mary Sonneborn

Mother's Day in Indochina



"The mother and her two children were being held by a unit of the 196th Infantry Brigade, on 'Hawk Hill', Chu Lai, Vietnam. From what I could gather, they were 'detained' in 'enemy territory' which could mean their own village. The young mother never looked up, but rather kept her hopeless gaze on something no American in that bunker could see or understand. The little girl looked up into my camera and hopefully into the conscience of America."

James Caccavo, photojournalist

RITUAL IN WASHINGTON

The April 24 Demonstration in Washington D.C. struck me as being a cultural event over and above the political factors that brought it about. Not that it wasn't political; the speakers at the rally spoke the rhetoric and the political organizations distributed the tons of literature that ended up as garbage to be cleaned up by the city's sanitation department. "Amerika" was deposed as the "racist", "facist" and "imperialistic" country that many see it as. But as a novice filmmaker my interest in the event was on the level of it being a cultural phenomenon. Hundreds of thousands of people descending on the nation's capital for a march and rally that was, to me at least, anti-climactic to the fact that all these people, for whatever diverse reasons, made the journey to an event that lasted for less than half a day. What political impact did this gathering make? Not much I think, but the importance of the event, to coin an idea, originally conceived by Ben Beck, lies in its ritualistic nature. Most of the people came to do something, anything; to get that awesome burden of not being able to affect change off their chests. Any political factors were almost beside the point, none of the speakers said anything that people hadn't heard before; the government has its course set already and Nixon wasn't even around. I personally was more moved (physically) by the music of the performers and (politically and emotionally) by the Dewey Canyon 3 Veterans' protest the day before where a group of anti-war vets threw their medals, citations, and uniforms at the statue of Chief Justice Marshall standing in front of the Capital.

The April 24 Demonstration was a major ritual for a number of Americans who share many values. It fulfilled certain needs of these people; everyone went

WASHINGTON

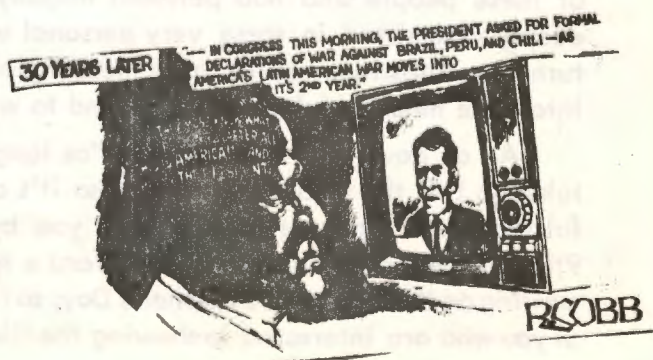
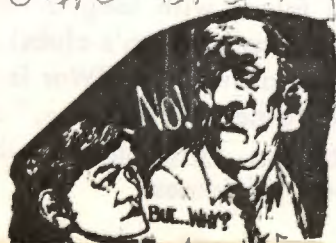
over 500,000 people (official police estimate at 2pm, and 'til four i could see pennsyl-
vania avenue still filled completely with marchers) came to d.c. last weekend to re-
mind" the president that not everybody wants a war....

it's very difficult to write impressions of the event. we (teresa, keith, me) had press
passes and got "up close" to everything. we were able to interview people for
the movie and also just rap with people from many coalitions - union, black,
gay lib, women's groups [including young and old, white middle-class america],
"establishment", radical, reactionary (??), freaks, and a 71 yrold suffragette..

veterans from vietnam, led by mothers whose sons were killed and by legless
young guys, "returned" their commendations and medals, tossing (that's not ex-
actly the word, 'lobbing' possibly) them back to the capital building and the
statue of justice marshall, with comments ranging from "these are from my
5 best buddies who died", or "my wife just divorced me for doing this" to
epithets or vorse-silence. it's impossible to talk about what it's like when a kid (i
speak with the cynicism of an old lady) rips off the purple hearts, bronze and
silver stars from his jacket and throws them, then removes his jacket to
throw that and you see he's only got one arm. or when he turns slightly and
has got an eyepatch - what is worth that? some economic stability for a
few big companies and president nixon's pride"...

mb

[ps. the president stayed at
'camp david' to have lunch
with juke and david...]



"Moving" picture...

As we go to press, we're awaiting a call from Donald MacDonald, the sensitive, talented young filmmaker our steering committee chose to make your Mother's Day film.

He and his crew of three (including Joan Churchill, whose camerawork is visual poetry) have been gone since the beginning of the month filming around the country. A look at the itinerary will give you some idea of the scope of the film...geographically anyway: LaPorte, Iowa... College Station, Texas...Duneden, Florida... Acton, Massachusetts...Albuquerque, N.M.

When we first talked to Don, we told him we wanted a picture of how war touches individual mothers...no preaching...no big rev-up to go out and do peace work. We simply felt that seeing the face of suffering would deepen all people's commitment to a world at peace.

We met with Don on his return from an exploratory trip to "see" what his crew would be putting on film. And as we talked, we all began to realize this was no longer the half hour film we planned. It was beginning to grow—not just in length ("How can we tell so many incredible stories in a half hour?")—but in painful depth. Don described the people he met out there (who had been mail and telephone friends to us) and we began to "see" as he did, that this film tells a bigger story. "It's Americana," explained Don. "It's not just mothers, or even families for peace; it's the people...all the people..."

We went to see the first long reels of uncut footage—the Willey family here in California—the Mullens on their hog farm in Iowa—the McCoys out there in College Station, Texas. And we saw what Don saw and felt. We had known the stories before. We knew we would cry. We didn't know we would sob. And we didn't know we'd look at each other, moved as never before, and yet (as Don had said) feel "strangely optimistic". Each of these people who had personal tragedy were deeply committed in some very personal way to turn the disastrous results of a meaningless war into some meaningful work for an end to war.

As of now, the film will be "as long as it takes to tell the whole truth", and so it's doubtful that we'll have prints ready for you by May 9th. But we're trying. We can't afford a special mailing on the film before Mother's Day, so if those of you who are interested in showing the film will

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Another Mother for Peace is a non-profit, non-partisan association whose goal is to eliminate war as a means of settling disputes between nations, peoples and ideologies. To accomplish this, we seek to educate women to take an active role in creating peace by re-establishing the dialogue between them and their elected representatives in Washington, thereby strengthening our Democracy.

Entire Contents © 1971 Another Mother for Peace

just send us a separate postcard with your name and address, and the word "film", we'll be back to you with all the facts the minute we've got them.

Your film will be premiered for Senators and Congressmen and their wives on Thursday, May 6th at the Capitol. We are trying to arrange for it to be shown on one of the television networks as a Mother's Day Special. A note from you now adding your pleas as viewers—could make it happen! Write now to:

Elton H. Rule, Pres., ABC-TV, 1330 Avenue of the Americas, New York, NY 10019.

Robert D. Wood, Pres., CBS-TV, 51 West 52nd Street, New York, NY 10019.

Julian Goodman, Pres., NBC-TV, 30 Rockefeller Plaza, New York, NY 10020.

And send your one dollar sponsorship in now, so we have time to get your name on film.

It's mothers' day everywhere!

Neighborhood and community groups of mothers are springing up everywhere...Broward People for Peace in Hollywood, Fla...the Tucson Mothers for Peace...Las Chicanas in Albuquerque, N.M...Missoula Women for Peace in Montana...American Mothers Unlimited in Great Neck, N.Y...Women Speak Out, Detroit... Nevada Women for Peace in Las Vegas...and hundreds of other groups in Rochester, Pittsburgh, Miami, San Antonio, Ann Arbor, Charlotte N.C., Acton Mass., Knoxville Tenn., Dallas, Portland, and everywhere.

In every state, community-oriented groups are mushrooming and (along with long-existing church and peace groups and women's clubs) are working actively to spread the word, "War is not healthy for children and other living things," and to get that mail in to Sen. Fulbright for public hearings on the offshore oil leases.

home happy and, if not with a sense of accomplishment, at least with the feeling that something , however small, had been done to rid this country of its vices.

What does a Summerhill Old School The look like?

Most of the time, the school is a place where the children are free to do as they please. There are no rules, no punishments, no rewards. The children are free to play, to work, to learn, to grow. They are free to be themselves. They are free to be happy. They are free to be old.

It is a place where the children are free to do as they please. There are no rules, no punishments, no rewards. The children are free to play, to work, to learn, to grow. They are free to be themselves. They are free to be happy. They are free to be old.

It is a place where the children are free to do as they please. There are no rules, no punishments, no rewards. The children are free to play, to work, to learn, to grow. They are free to be themselves. They are free to be happy. They are free to be old.

Keith Anderson

LOVE

CASTS

OUT

Fear

By Emmanuel Bernstein

What does a Summerhill Old School Tie look like?

Filled with such questions, I entered the large, vacant hall of the main building. I was shocked to find a series of bulletin boards filled with page after page of single-spaced, typed rules—with accompanying penalties. One 15-year-old boy told me: "There are more rules in a free school than anywhere else, even though we make them all for ourselves."

It was an interesting day. At one point I wandered into a tiny room where teenagers were playing pianos, guitars and harmonicas while seven- and eight-year-olds leaned against chairs and stared into space, apparently intoxicated by the music. Several of their contemporaries, who sat in overstuffed chairs, amused themselves by tipping each other over.

One girl of eight was dancing the twist with another girl, her face aglow with laughter. Someone whispered in her ear. She stopped dancing, her eyes filled with tears. Her parents had arrived to take her home—a week early. Several children quickly surrounded her, trying to give comfort. Earlier this girl had told me of her activities at the school: music, dancing, writing, reading, acting and painting—and of her boyfriend.

But for others the outlook did not seem so optimistic. Summerhill could be lonely. One group of teen-age boys told me they were bored; their lives had become centered around their tape recorders. There was the dark, thin boy with horn-rimmed glasses, who stared blankly out of a window. And the sad little red-haired girl alone on the front steps.

In the evening I attended the weekly meeting, where children air all personal and school problems, make new rules and abolish old ones. The hall was filled

with 75 children, sitting 10 deep on the floor, up the stairway, filling every inch of space. A. S. Neill's tall, stooped figure waded slowly through his children. Occasionally he took a large pipe from his mouth to exchange a word or two. The loud talking stopped as Neill took his place on a chipped, green kitchen chair.

A boy of 12 opened the meeting. Arguments began about bedtime hours. There were complaints from a group of teen-aged boys who said they felt like "zoo animals on display" for visitors. This was discussed in relation to the practice of one enterprising group that charged a shilling apiece to see their rooms. A committee to investigate stealing was abolished; perhaps 10 new rules were established; and just as many were liquidated or revised, all by "ayes" and "nays."

Later I asked Neill what happened to the children after they left the school. "They go into the arts," he replied. When asked if there was a "Summerhill personality," he said that his students came out well-balanced and sincere.

Back in London, I began my follow-up study in earnest. Officers of the Summerhill Society gave me a few names and these persons gave me more. There are no follow-up school records. I bought an old motor scooter and a large map of the London area and began visiting the household of one former student after another. By the end of the summer, I had seen 50 Summerhill products.

Because the interview took the form of an informal discussion, the study is a subjective one. I gave no tests of any kind. But I was able to find out how former students feel about their experience at the school and just what had become of 50 children who attended Summerhill.

Most interviews lasted about four hours and took place in the homes of these former Summerhill students. I talked to 29 men and 21 women, from 16 to 49 years of age. The median age was 23. The average number of years spent at Summerhill was 4.3; the median was seven years. (Children may enter Summerhill as early as six and they usually leave before they are 17. No one "graduates" from Summerhill.) Most of the group had attended the school within the last 20 years, though their entrance years ranged from 1924 to 1963.

In the following weeks my initial impressions were strengthened. Some students found Summerhill ideal, but it failed to meet the needs of others.

If there is a quality that could be said to make up the Summerhill personality, it would have to be *tolerance*. This characteristic was mentioned spontaneously by 24 of the former students as most typical of a Summerhillian. Their definition of tolerance was accepting people as they are, without regard to race, religion or other label. Twelve mentioned *sincerity* as the outstanding characteristic of a Summerhillian.

My analysis showed that 10 former students—according to both their own feelings and my observation—had benefited most. They felt strongly that Summerhill had given them confidence, maturity, and had enabled them to find a fulfilling way of life. One felt the school had helped him to break away from an overdomineering mother and to think for himself. Another former student, who recalled having been a bully at Summerhill, said, "It got the hate out of me, somehow." Others said typically: "It helped me to grow out of the need to

play continuously," and "It led me to explore and be curious about things." Three stressed that the school had given them a healthy attitude toward sex.

These 10 who had nothing but praise for Summerhill talked of the free environment that helped them develop into more complete personalities through following their natural bent. They were highly communicative people who usually had definite ideas and direction before they came to Summerhill. The average age of this group was 27.

On the opposite side, seven felt that Summerhill had been harmful. They charged that the school had not helped them to grow, but instead had led them to find more difficulty in life than they might otherwise have experienced. Most of these complained of the de-emphasis on academic subjects and the lack of good teachers. Most complained of the lack of protection against bullies. One said, "It made me lose the little self-confidence I had." Another, "I think it gave me the habit of not following through, giving up too easily." These were the more dependent, shy people—both before and after their Summerhill experience. The average age of this group was 26.

Thus, the gregarious, aggressive people seemed to benefit the most, while the school seemed to have a negative effect on the more withdrawn, quiet ones. There were a few exceptions: occasionally Summerhill triumphed by suggesting to some shy pupil the pleasant rewards of becoming gregarious.

Perhaps the most striking finding of this study came out of interviews with the six who left before they were 12 and returned to traditional schools. A shorter stay seemed more beneficial than the completion of schooling at Summerhill. These children had spent at least three years at Summerhill. All but one were enthusiastic about how the school had helped them. Five felt that there were no adjustment problems to the ordinary local schools and were enthusiastic about having learning presented in an organized way. Although usually "behind," they were easily able to catch up to the other children, learning the required academic skills within the first year.

Typical of this group was Connie, now a 27-year-old housewife, who left Summerhill because of the financial difficulties of her parents. When asked about her adjustment to the regular state school, she replied:

"I loved the way learning was presented! It was something new and fresh! And, you know, it was

strange; I couldn't understand why all the other children stopped working when the teacher left the room."

To Connie, the teacher was an instrument for learning. When I talked to Connie's mother, she told me how surprised the teachers and headmaster were, for Connie "soaked up knowledge like a sponge."

The single exception to the record of successful adjustment by this group was, interestingly, Connie's brother, Henry, who attended Summerhill from the time he was seven until he was 12. He was the only person I encountered who ever ran away from Summerhill. Nor did he adjust to the local school.

Henry, a thin, shy 24-year-old, said he was immobilized by the sudden rigid discipline when he left Summerhill and tended to stay in the background, afraid to ask questions. He was difficult to talk to; his mother was in the room, and she always answered for him, even interrupting him when he did start to speak. Henry felt he had lost two years when he entered the regular school and that only sheer effort and determination had brought him to his first year of post-graduate physics at London University.

When I compared the statements of the eight who entered Summerhill after their twelfth birthday, I discovered that the four who stayed the least number of years claimed to have benefited most. Two who stayed for one year felt that Summerhill enabled them to find themselves, as did the two who remained at the school for two years. All but one of those who entered as teen-agers and stayed three or more years had been in continuous personal and vocational difficulty since leaving Summerhill.

A country doctor who entered the school in 1925 when he was 13, easily passed his examinations for university entrance when he was 16. He summed up his feelings about Summerhill:

"The freedom was a wonderful thing," he told me. "It was a good experience for me. But I must say there was very little direction from adults. I taught myself what I knew I should know."

Jane, a housewife who married another Summerhill student, left a strict girls' boarding school when she was 12 to enter Neill's school.

"I feel Summerhill saved my life," she said. "I was a nervous child and probably ready for a nervous breakdown . . . Naturally I went wild with the new freedom at first, playing outdoors continually and never

opening a book, but I gradually settled down within a few months. For the first time in my life, I was enjoying comfortable, matter-of-fact relationships with boys."

Those who attended Summerhill the longest appeared most likely to have difficulty and tenacious adjustment problems. Of the 14 who spent over 10 years at Summerhill, five felt they had "fairly severe" problems adjusting to society for at least a year after they left. Four still were definitely unsettled and having personal and job problems. They were in their mid-20s.

Yet half of the 14 had little or no trouble adjusting and considered themselves adjusted at present. My observations confirmed this. Most of these ex-students were in their 30s or 40s.

When the replies of the other ex-students were added to this group, I found four additional students who complained of fairly severe adjustment problems lasting more than a year; six who had minor problems that were resolved in less than a year; eight who said either their adjustment to the world was easier because they attended Summerhill, or denied any problem at all. In addition, 20 were not sure how their life at Summerhill had affected their later adjustment to society.

A lawyer who spent the years between six and 16 as a Summerhillian said he had no adjustment problem at all. When he thought about his years at the school, he recalled the happy times at Summerhill and went on to say that "some never wanted to leave that little paradise."

The son of Corky Corkhill, one of the few teachers unanimously acclaimed by his former students, grew up at Summerhill. He said that he had rarely attended classes, but instead spent his time taking Neill's car apart and working with his hands. After he left Summerhill in 1939 when he was 17, he served a three-year apprenticeship in skilled metal work. He worked for the same company until three years ago, when he opened his own highly profitable repair business.

A young man of 20 who spent 10 years at Summerhill told me that procrastination was an attitude easily picked up at Summerhill.

"You know," he said, "I think one can stay at Summerhill too long. It was easy to be led astray by new students who did little or no studying."

He did point out that his entire group passed the 11+ exam with above average grades. This crucial examination de-



OCCUPATIONS OF SUMMERHILLIANS

- HOUSEWIFE [6]
- SECRETARY [3]
- STUDENT, UNIVERSITY [2]
- ARTIST [2]
- SALES CLERK [2]
- PHYSICIAN [2]
- BOOKKEEPER-SECRETARY [2]
- SALESMAN [2]
- TRUCK DRIVER [2]
- LAWYER [2]
- TEACHER [2]
- RADIO TECHNICIAN
- CABINET MAKER
- UNIVERSITY PROFESSOR
- TAXI DRIVER
- ZOOLOGIST
- MUSICIAN
- RECEPTIONIST
- BUILDER
- RECREATION WORKER
- ELECTRICAL ENGINEER
- STUDENT, PREPARATORY SCHOOL
- CONSTRUCTION WORKER
- BUSINESS ADMINISTRATION
- INTERIOR DECORATOR
- SHOPKEEPER
- CATERER
- INSTRUMENT REPAIRER
- DANCER
- APPRENTICE BRICKLAYER
- ODD-JOBS
- SPEECH THERAPIST
- PUBLISHER/WRITER

- UNEMPLOYED [1]

icides an English child's future; he cannot enter a university unless he passes.

When the positive remarks among the 50 former students were tabulated, five items were mentioned more than any others. Leading the list of benefits were a healthy attitude toward sex and relationships with the opposite sex; a natural confidence and ease with authority figures; and a natural development, in line with personal interests and abilities. Close behind was the feeling that Summerhill helps in growing out of the need to play continuously and makes it possible to settle comfortably into more serious pursuits. The tabulation showed the belief of former students that their Summerhill experience had helped them to understand their own children better and to raise them in a wholesome way.

Most of the former students I interviewed seemed able to cope with authority effectively. This ability to handle authority continued into adulthood. At the age of 24, one Summerhillian was promoted to a junior-executive position despite his lack of college education. The president of the company told him: "You're the only one on this staff who is not afraid to tell me what you're thinking and how you really feel about things."

The majority of Summerhillians had only one major complaint against the school: the lack of academic opportunity and inspiration coupled with a dearth of inspired teachers. This was stressed by 26 of the students interviewed. I discovered that the school attracted a variety of teachers. Some padded about in sandals, growing long beards, content when the children cut class. Others ran about the school grounds, plucking children from trees and trying to lure them to their lessons. One former student told me that when he first learned to read and write it was in German—because he liked the German teacher so well.

In spite of the complaints that Summerhill was academically weak, 10 of the 50 former students interviewed had passed university entrance examinations. Four of the 10 felt they had lost two or more years cramming to pass. Eight had graduated from universities.

An electrical engineer who had spent eight years at Summerhill told me:

"Summerhill is good for children up to about the age of 10. After that it's too weak academically."

Although Neill has stated that his former students left Summerhill to go into the arts, less than 20 per cent of those I interviewed could be placed in this

category. There was a Sadler-Wells dancer with top billing who learned his first ballet steps and Nijinskilike leaps at Summerhill. There was a young musician who played his piano and composed. And there were two artists, an interior decorator and a writer. But there were two truck drivers, an apprentice bricklayer, two salesmen, a radio technician and a construction worker as well. There was a noted zoologist who has pioneered in research on the Nigerian snail-disease problem. Six were housewives. Two teen-agers were unemployed, although one of them found a job driving a taxi the week of his interview [see illustration, bottom left].

Although three of the 11 couples interviewed had been divorced, most seemed happily married. Two of the divorced group had remarried, apparently with success.

Without exception, former Summerhillians were raising their own children in a self-directive way. Their interrelationship was warm; the children appeared happy and spontaneous. I found a free and easy kind of relationship in most Summerhill homes.

Of the 11 former students who had become parents, all but one felt that their children were unafraid of them. Most of the parents had conflicting feelings about discipline, and all but two had felt guilty at some time when punishing their children. (This is rather typical of all parents.) None of the parents customarily used corporal punishment, although three mentioned an occasional situation when permissiveness had led to physical punishment.

"I believe in giving as much freedom as possible," said one mother, "but I have had great conflicts. For example, I don't believe in hitting children, but I have lost my temper and 'poshed' them a bit or yelled. Then I felt terribly guilty afterwards."

Only three of the parents had sent their own children to Summerhill. Two others said they would seriously consider sending their children at a later time. Most of these parents offered a belief in freedom as their reason for sending their children to the school, as had most of their own parents.

Those three Summerhillians who had entered their own children in Summerhill had removed them before they reached the age of 13. The removals were almost wholly due to the conviction that not enough emphasis was placed upon academic learning and that Summerhill

Summerhill

lacked fine teachers and good equipment.

One second-generation Summerhillian who had spent three years at the school was now preparing to study law.

"I hardly opened a book at Summerhill, especially at first," he told me. "Guess I learned to hate learning at the strict ordinary school and that's why Dad sent me to Summerhill."

At the end of his third year at Summerhill, he decided himself to go back to the regular school in his neighborhood. His reason was simple:

"I was ready to learn."

Of the six parents who did not plan to send their children to Summerhill, five felt that children should be with their parents. Three of these said they enjoyed their own children too much to send them away.

The 11-year-old daughter of one former student told me:

"I go to a Quaker boarding school.

I don't think Summerhill would have agreed with me. It sounds a little too loose and unorganized."

The ages of the parents among the group of former students ranged from 25 to 49. The average age was 33. Their children were as young as two and as old as 21. The average age of these 14 children was eight.

Upon completing the five weeks of interviews, my feelings were mainly positive. Almost all the former students were working, raising responsive children, enjoying life.

Yet I felt that something was lacking in Summerhill's completely free approach. Neill has said that the goal of good education should be *happiness*. And he has said that happiness is *interest*. It seemed to me that this is where Summerhill's philosophy could be improved. A child cannot be interested in anything until he succeeds. Then he can find satisfaction in anything—even in arithmetic.

(The Summerhill experiment does not stand alone. Between 1933 and 1941, some 1,500 graduates from 30 experimental schools across the United States were compared in the Aiken study with 1,500 graduates of control schools, carefully matched with the experimental group. Students were matched not only for age, grades and I.Q., but for social and economic status, community size and geographical area.

Three hundred colleges — including the Ivy League's Harvard, Princeton and Yale — accepted students from these ex-

perimental, sometimes gradeless schools on the basis of the school's recommendation. Students from the experimental schools did better in college by every measure of academic success: grades, academic honors, participation in activities, orientation toward occupational choice. And researchers found that the more *experimental* his secondary school was, the better the graduate performed in college.)

When, the next fall, I faced my ungraded New England class of seven- to 12-year-olds with reading and emotional problems, I began to apply some of the lessons I learned in England. Don struggled for hours over a single page of arithmetic. When told he did not *have* to do any arithmetic, he left the workbook in his desk for a month without opening it. Suddenly he began doing 10 to 15 pages of problems each day, racing with another student. In less than two months he had mastered a year's work.

But not all children can handle complete freedom. Frank just wanted to draw. With new confidence, I told him how good his picture was and asked him how high the school building was. He guessed wildly, as he did when I asked him the length of our school room.

Others in the class began wondering, and rulers began to appear from desks. The room was measured. At recess, Frank and a friend climbed down the fire escape to measure the height of the building in yards. Now they had to learn division in order to change the yards to feet.

Frank was told he could draw, but only after the division problem was done. If Neill were observing, he would surely say, "This is certainly not a Summerhill classroom." But if he came back an hour later, he would find Frank busily drawing, his division mastered.

And Jimmy, who wanted to spend all his time on scientific experiments! I ordered him to write up all his experiments, giving the date, the procedure and the results. He struggled, but within a week he began to see the importance of recording what day the mold began to grow in his test tube filled with yeast and sugar, and how it became fuzzy and changed from day to day.

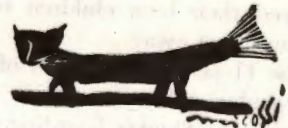
Would Neill say that Jimmy was not self-directed, that he wrote only for me? Or would he see a child learning new satisfactions, finding new horizons open? I would hope the latter, for there is a middle ground. A compromise with Summerhill, a guided freedom, might bring together the best of both approaches to education. □

Help.....
Need a babysitter for my 3 month baby 10-1:00pm Mon.-fri. \$15.00/week
If you know anyone who could dig taking care of Annah, put a note in Jac
Smith-B. Swain, etc. mailbox. Cathy

1953, 650cc TRUUMPH, good chopper
material...\$150.00, or best offer;
rigid frame...call:842-2945

OLDSMOBILE-98, 1963,
Good condition, reasonable
GL6-6435

Canvas Tent, 9x12 with poles \$50.00
Coleman stove \$10.00.
459-3811



Yashica Super 8 50 camera (moving) (not me, the camera).....ele. telephoto
lots of other gadgets on it too.. wide-angle
Plus Holbeiywood Tripod both for \$65.00
Jim Pongones 895-4207

May 5-stop by Garry
FORD's

office: 425 cherry s.e., g.f.
and tell him what
you think....



of course
were
thinking
of with drawing
from Indo-China...





b) in fact i've been working on a suitable route....

TO ALL INTERESTED PARTIES;

I am planning on starting a limited duration Co-op (commune with a different context) during the summer and fall. If you are interested in possibly being part of it, please get in touch with me.

Joe Louis Jr.
1235 E. Fulton
458-7181

Grand Valley students interested in sharing home in East Grand Rapids. Reasonable rent. Own room and use of entire house.

Anne Prince. If interested call,
2217 Hall SE.
ph. 243-3488

WANTED: PIANO (USED) 669-6658

110 Grand N.E. Needed now
Grand Rapids. (includes utilities)
call Jackie 456-7082
Lisa
Ann

Needed badly - fourth female for house in Grand Rapids. Rent \$47.00/mo. Have your own room - Rent \$47.00/mo. thru it too. Need in the summer, thru it too.

Zenith solid-state Stereo with AM-FM tuner,,, it's only 3 months old but I must sell immediately....\$125.00 or best offer.
THIS IS A GOOD DEAL
Need roommate for apt. in GR on Crescent NE have own bedroom. \$67.50/mo. call:454-7079
call Dave: 458-8049



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