

Free University and Experimental College Conference  
March 6, 7, 8, '69, Manhattan, Kansas, c/o University for Man

The four members of S.E.E. who attended this conference dedicate this exuberance to: Murf, the car which after 17 hours of determined struggle gave its oil pan and drive shaft to the Cause; also to our last-minute decision, after entering sprawling Manhattan not to return home immediately; and lastly to the efforts of Len Epstein & Company for making the conference a realization. Due to the old E. Lansing "It can't happen here anyway" attitude, plus our ignorance of projects, proposals and programs happening everywhere, our hopes were pretty low as we sat down to the first convocation.

In the Little Theatre at K-State we were still waiting for somebody to come on stage and give a rap, when one by one members of the audience stood up and told what projects they were involved in: e.g., Centers for Change, Davis U.C., I.E.D., NSA, Vocations for Social Change, Reserve, S.F. State, Kendall College, Oberlin, and Brandeis -- YES! there really ARE others of us out there, and not only that, but they are involved in projects much like our own, and have much to tell us. We've got a whole file on them, so if you'd care to take a look, it's 301 University Drive in East Lansing (Phone 337-1585).

Not only was the audience becoming more and more real to us (we could actually speak with them, ask questions, and make jokes), but lo and behold! our three-week-old organization had as much to contribute to the general rap session in terms of creativity and planning as any of the rest of the groups from across the nation. . . Lots of kids came to us and asked to hear more of our plans.

The conference included three days of small workshops, and they enabled us to exchange ideas with and learn from all the people we had met at the opening scene. Together we talked about: how to work with administrations, how to set up a Free U., how to work with the community for support and resources, free highschools, funding, advertising, experimental universities, inter-university communication, summer training programs, cooperative living units, and games-action Theater, etc.

Besides these ideas, we were also hit with three outstanding impressions: the diversity, complexity, and number of student-run projects; the success of students who went directly to major administrators or trustees with their plans and received immediate cash go-aheads with large budgets to follow; and the fact that student governments were many times afraid of asking too much of the administration or took too long in achieving any results.

There is an inter-school competition and pride that can be appealed to, especially when the activities of other colleges are presented, (We've got to get one as good or better than theirs!). The general consensus was that the time is right for major change at MSU...when we asked major conference contributors about finding resource material, they couldn't believe that students from one of the leading sources of relevant research in the country today were asking them for material ("If you work on MSU for a year, we'll be coming to YOU for info!").

Over and over we heard pleas for material on what's happening, on new ideas, new plans, new projects... We are at about the same stage and are certainly as advanced as many of the projects already underway, so we have much to gain by keeping in touch with one another as much as possible. This means TAKING ADVANTAGE of the large files of information, to keep the word moving by printing and reprinting info and keeping it in circulation, sending all the news to everyone.

The reality of the organization, though, lies in its action: catalogues, files and conferences should be supplementary to the Free U., summer training projects, experimental U. and Summerhill school -- these and other similar action projects will represent the concrete realization of our goals and, hopefully, ourselves.

## A PROPOSAL FOR OUR FREE UNIVERSITY

Should the college curriculum include OPPORTUNITIES to increase our sensitivity to other people, develop our empathic skills, provide training in relaxation, and leisure time interests? Or is mental materialism and the salary the 'soul' goal? These are not separate -- just parts of the whole man.

The living-learning concept of MSU dorms has never been realized in its full sense. What if each dorm and/or complex could have an arts and crafts workroom complete with pottery wheels, easels, and other coop supplies funded by dues/university or individual rental? A music room with equipment to rent or borrow, for practice, jams and instruction given by qualified and interested students? An artist or poet in residence could be employed or receive credit for open-hour workshops and demonstrations. In effect, a creative hobby center.

Perhaps another room in the dorm could have rugs and floor pillows for groups working with sensitivity non-verbal communication, meditation and T-grouping. Trainers for all these areas are easily obtainable through work-study programs, departmental credit, or employment by the University to rotate among the dorms. A Complex Room could be set up with sensory environment stimuli for the purpose of increasing the awareness of our five senses. These rooms could be used at other times for language conversation groups, rap sessions, offering tea and coffee all night. The true origins of authentic community life will become visible as students organize, advertise and realize these activities, as well as providing creative interests and truly humanistic environments (parts of man we seem to neglect). Dorm ski trips, camping, canoeing, mountain climbing, art and museum tours in other cities -- these are other dorm or complex projects we'd all like to have.

Classes, the other phase of the free university, could be given in the dorms and sponsored by interested groups...for example, black-white dialogue, political assassinations, U.F.O.'s, sex, etc. These could be supplemented by informational films, video tape interviews, and reading lists.

Classes in areas such as crime, pollution, fall-out, penal institutions, mental institutions, drug addiction, cybernetics, novels, could be given by each department. Inter-disciplinary classes in utopian societies, ecology, war, etc., could be set up in an attempt to provide a total perspective.

Where professors and students are unable to form meaningful exchanges, or when it is not possible to prepare and hand out lectures the preceding week (e.g., in an area of math), then topic lectures should be used. Hopefully, more creative and imaginative alternatives would be implemented in the classes: seminars, workshops, independent study, panel presentations, students and student organizations giving classes in their own interest areas, etc.

This term, questionnaires to determine student interests, funding, administration help, faculty commitment, course material and methods of presentation will be prepared. By Fall, hopefully, all incoming freshmen will receive a brochure and pre-registration blanks. Possibly, registration for Free U. classes could be incorporated into registration for regular M.S.U. courses. Then we can begin to use these courses as models for both relevant content, organic presentation and student interest. This would be the basis for obtaining credit and introducing the concept of reality to education where needed, and expanding upon it where it now exists.

Hopefully, we could then begin work on an experimental college that would embody these concepts of educating the whole man. It would be the beginning of the ecological University, where the world's problems would be the study--not unrelated disciplines.

(More on this in next issue...)

This issue of Students for Effective Education NEWS

is a complimentary issue for your information and interest.

This first issue was solely to introduce

the reader to Students for Effective Education (S.E.E.)

Future Issues Will Include:

Articles dealing with theories and innovations in education

Critiques of the contemporary school system

New approaches to community education

Plus -

*a Film*

Book Reviews, News of programs and activities  
of S.E.E., and announcements of educational  
opportunities in the East Lansing area.

We are asking \$2.00 for a one year subscription to S.E.E. NEWS.

in order to cover costs of printing which would otherwise  
overtax our limited funds.

The \$2 entitles the subscriber not only to a year subscription  
to S.E.E. NEWS but also to membership in S.E.E.  
with full privileges.

Write To - Students for Effective Education  
301 University Drive  
East Lansing, Michigan 48823

Phone Number  
337-1585

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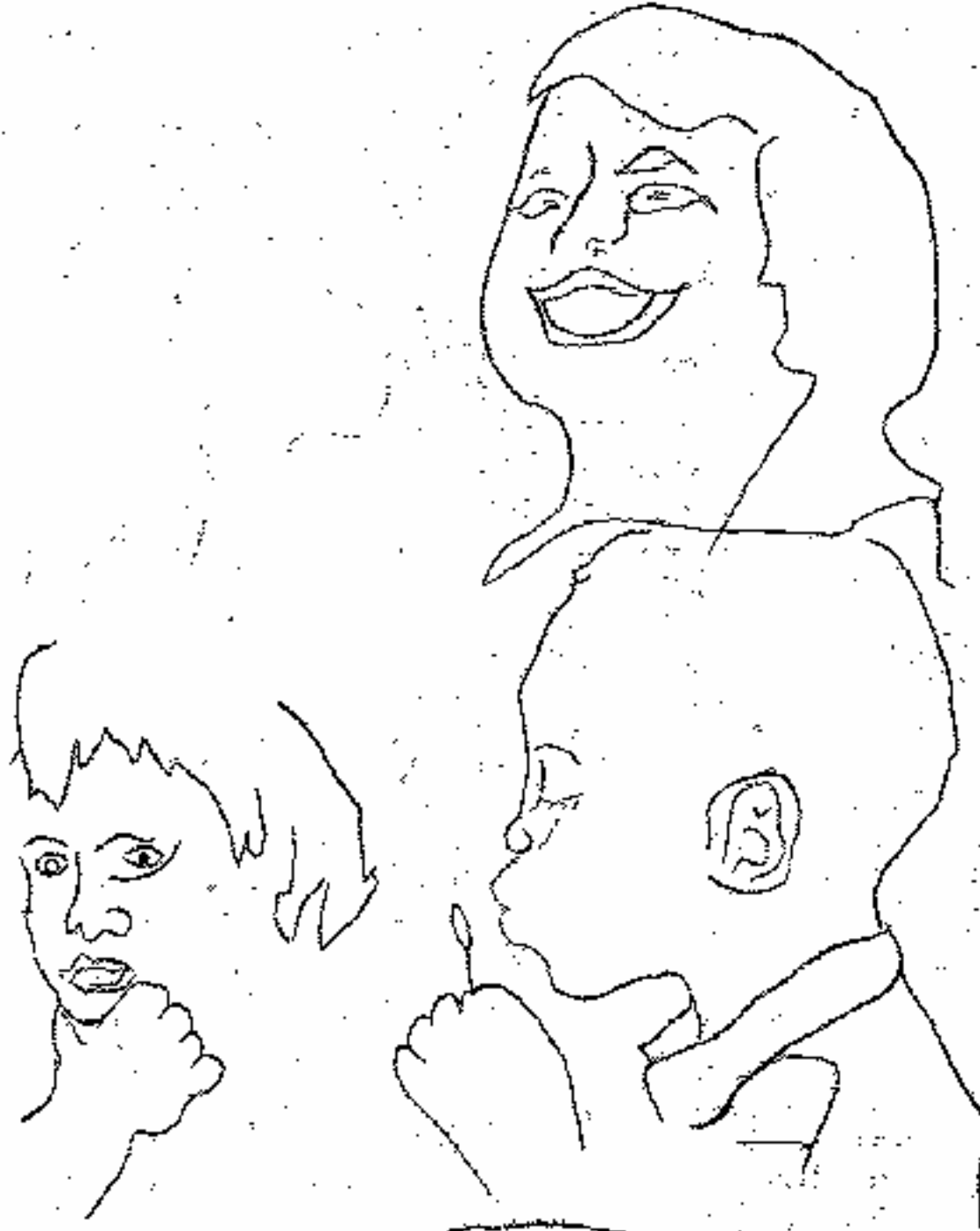
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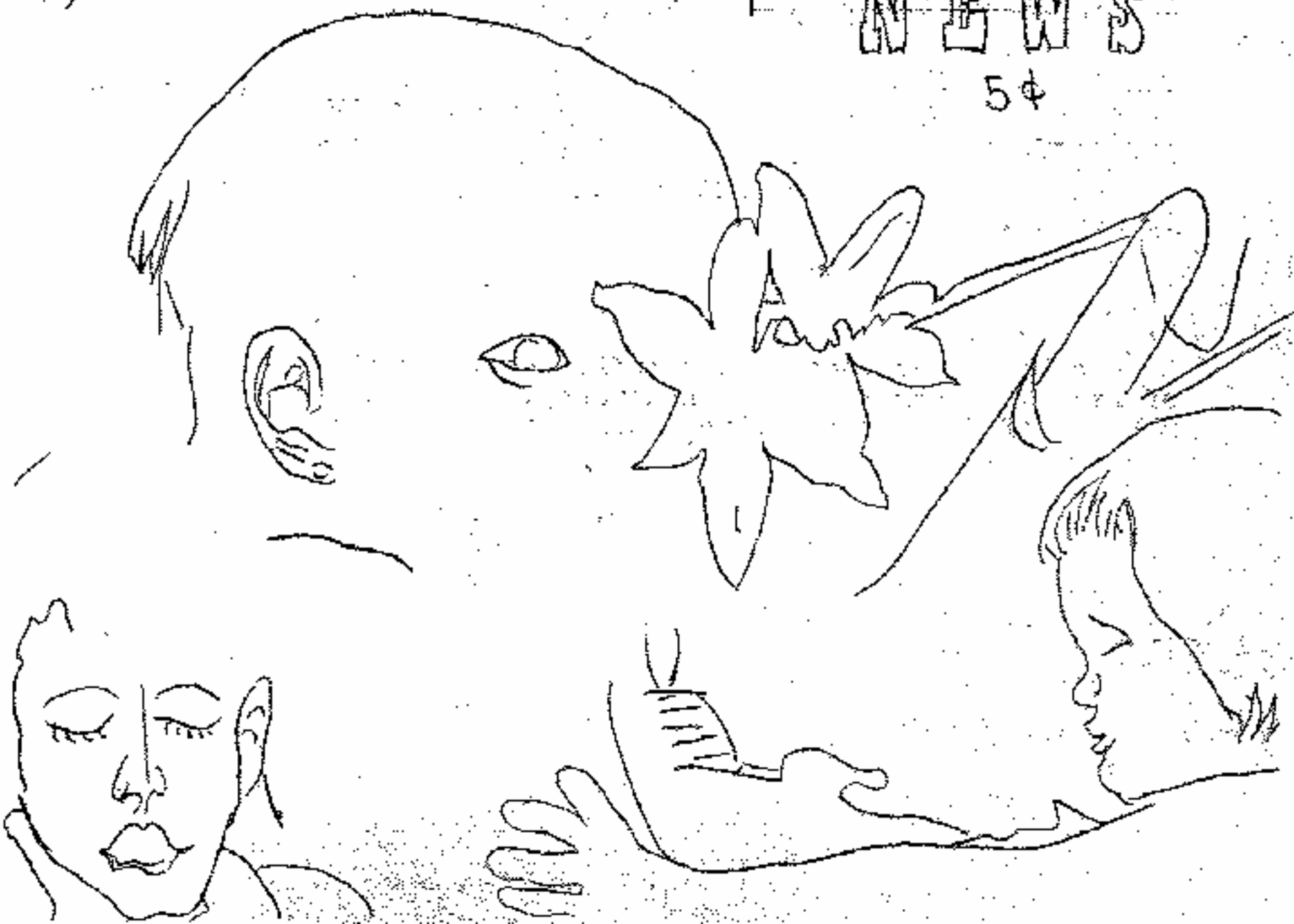
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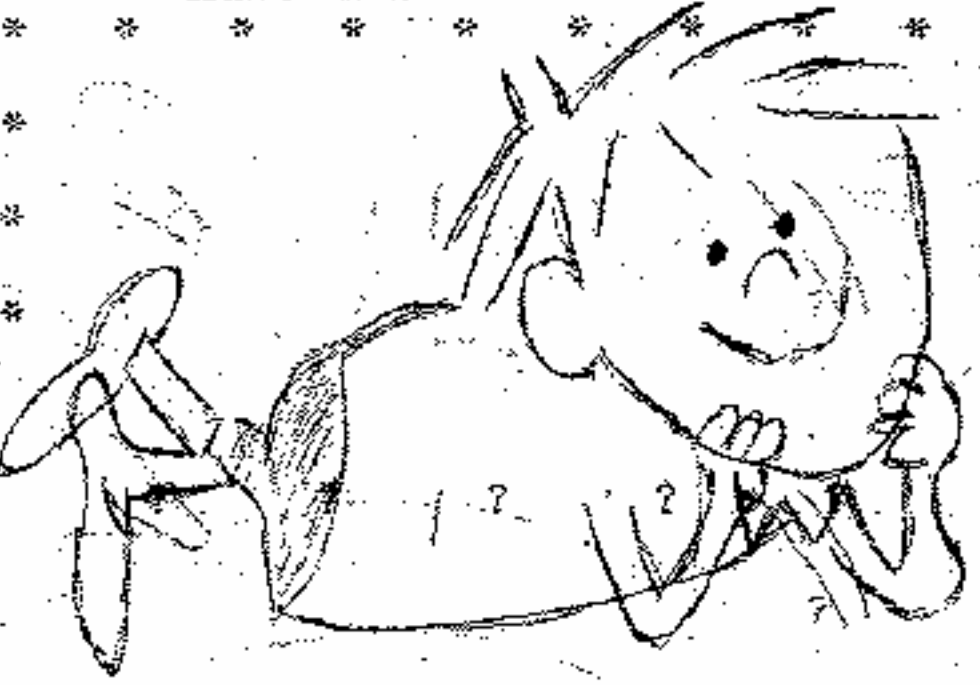


S.E.E. the Union  
 S.E.E. the room number  
 on the board  
 S.E.E. the clock, it is 7:30  
 S.E.E. the meeting were we will  
 be every Tuesday Starting  
 April 2nd  
 JOIN US THERE, PLEASE

For More Information On:

- the Learn-In -Ed, 351-5765
- the Ed. Course-Bill, 487-5366
- Research -Ed, 351-5765
- Psych. Course -June, 337-1585
- T-Groups -Ed or June
- the Pre-School-Joe, 337-1585
- The Book Store -Doug, 337-1585
- Kansas
- Crisis Clinic or just more  
about S.E.E. - 337-1585

- \* Students for Effective Education
- NEWS
- \* March 25, 1969, Vol. 1, No. 1
- \* News Letter Compiled with the Aid
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Alternatives in Education

THE STUDENTS ARE REBELLING IN OUR UNIVERSITIES.  
 THERE IS TURMOIL IN THE CITIES. THE COMMUNISTS  
 THREATEN US BOTH HERE AND ABROAD. WE NEED LAW AND  
 ORDER, LAW AND ORDER-- ELECT US AND WE WILL HAVE  
 LAW AND ORDER. DO NOT ELECT US AND THE REPUBLIC  
 IS DOOMED.

ADOLF HITLER, 1932

Free children are not easily influenced; the absence  
 of fear accounts for this phenomenon. Indeed, the  
 absence of fear is the finest thing that can happen  
 to a child.

A.S. Neill, 1966  
 director of Summerhill School

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Students for Effective Education  
 301 University Drive  
 East Lansing, Michigan 48823

Phone: 337-1585



"The aim of education--in fact the aim of life--is to work joyfully and to find happiness. Happiness means being interested in life; or as I would put it, responding to life not just with one's brain but with one's whole personality."  
--Erich Fromm

Students for Effective Education is a group that developed out of one section of Bert Garskof's Psychology 490 class. It consisted originally of students who were interested in changing the current educational system by creative research and experimentation. With the encouragement and assistance of Dr. Garskof the group selected appropriate reading materials and course of study. In line with its values, the group believed that it should put to use the educational material and ideas it had. Members of the group visited Everdale and Rochdale, two experimental schools in Canada, in order to get ideas about their own future projects. The group became a student organization because it felt what it is doing would interest other people who wanted change in the educational system. Although many people feel a desire to change the educational system, S.E.E. is ready to present creative alternatives to the present institution of education.

As a group, we are very critical of many aspects of the educational system. We believe: (1) that the educational system is structured in such a way that innovation and student criticism are not only not encouraged but for the most part actively suppressed or disregarded, (2) that, in many cases, the "educational" material and the way it is presented is irrelevant to the needs and desires of the students, (3) that too much of education is "answer oriented," and simply a process of feeding in and regurgitation of factual material, (4) that educational material is taught in a non-critical, non-reflective manner which only helps to indoctrinate the student into certain societal norms, so as to mold him to pre-established standards, (5) that the contemporary teacher-student relationship is frequently one of unilateral respect rather than one of mutual respect, a situation which retards rather than speeds up academic and personal development, (6) that competition for grades causes undue stress and anxiety and works against individual growth and development, (7) that success usually defined by grades is not an indication of academic and individual growth, (8) that academic failure attributed to the individual students, defined by low grades, may more accurately be an indictment of his academic environment.

In order to correct the deficiencies that we feel exist in the educational institution we are working toward these goals:

1. To establish teacher-student relationships of mutual respect, rather than one of an authoritarian type.

2. To promote an educational environment in which learning is enjoyable.

3. To select educational materials and methods which relate to the needs and desires of the student.

4. To promote an educational environment in which the student is enabled to discover himself and to like what he finds.

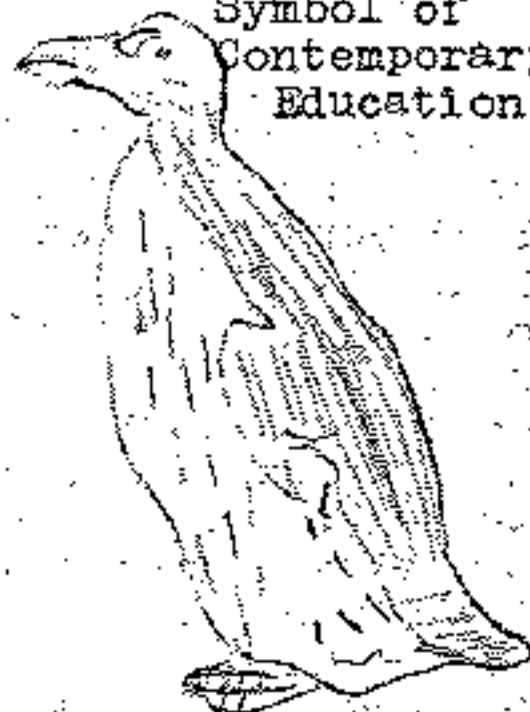
here we are again folks--waiting for all those groovy classes to start. you know, there is really nothing like those groovy classes, just nothing. some of us got tired of those groovy classes because they were not groovy enough. some stood around and hollered, some said to hell with it all, and then there was us.

We S.E.E. a need for a course and so we work on it. what will we have? we have a class this spring. we organized it. we got a sponsor for it. we are taking it. we are going to learn something about education while we are becoming educated.

in the course we are going to study alternative methods of education. integration of the various aspects of these methods will help us in our dealings with small children. while working with children we will be able to learn more about them and improve the method of education that we found and believe in.

for further information call bill at 487-5366

Great Auk-  
Symbol of  
Contemporary  
Education



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#### S.E.E. con't

5. To encourage development of open, appreciative, inquisitive and critical individuals.

6. To surround the student with educational material which is relevant to his life, and which faithfully represents the world in which he lives.

7. To recognize that intellectual development is to be only one aspect of the development of the human being in the educational institution.

8. To develop an environment which stimulates the student's natural desire to learn, rather than one that coerces him to learn.

9. To encourage and help create a teaching situation in which the teachers are self-aware and sensitive to the development of the student.

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#### BASIC BOOK LIST

Summerhill	A.S. Neill	Hart Publishing Co.	1.65
Compulsory Mis-Education	P. Goodman	Vintage	1.95
36 Children	Herbert Kohl	Signet	.95
How Children Fail	John Holt	Dell	1.75
The Vanishing Adolescent	Friedenberg	Dell	.50
Freedom--Not License	A.S. Neill	Hart Publishing Co.	1.65
The Authentic Teacher	Clark Moustakes	Doyle	around 3.00
Teacher	Sylvia Ashton-Warren	Bantam	.75
Growing Up Absurd	Goodman	Vintage	1.95
Children Who Hate	Redl & Wineman	Free Press	2.45



Where does dissent come from in the academic community? Often, it comes from a basic dissatisfaction with the educational system. Students for Effective Education is striving to correct the problems that result in rebellion in the academic community through a program of progressive revolution in the contents and methods of education.

### I. Changes in the Schools

Students for Effective Education is working hand in hand with the College of Education at Michigan State University to determine what changes in the field of education can be put into effect immediately. We are receiving cooperation and support from the College in injecting new ideas into the elementary and secondary teaching programs. New methods and ideas are expected to be taught to our future teachers.

Our goal is better teachers with better methods in better schools. Teachers that will have respect for the child, are more responsive to the needs of the child, more effective in bringing out the child's natural interest in and love of learning, be more responsible to the community, and, by their interrelations with the children, the parents, and the community, work to improve society.

S.E.E., with the College of Education, plans to introduce courses on new and innovative methods of teaching and working with children. Methods such as those of Madame Montessori, to increase the child's skills, other methods to allow the teacher to help the child develop an interest in his school activities, an ability to work with people and problems, and become appreciative, critical, and creative individuals will be considered.

The introduction of better teachers and methods should revitalize many of the stagnant school systems and provide the respective communities with an institution that will benefit each community in providing a better life for its citizens.

Students for Effective Education was formed to assist all people working for change in the methods and philosophy of American education. Effective education can make the difference between rows of non-responding students and students actively engaged in learning. The differences between effective and ineffective education are student-centered teachers, learning materials, classroom environments, and curricula.

S.E.E. plans to offer consultation based on experience from our own experimental school, field work in the evaluation of public school systems, correspondance with all organizations involved in the process of educational change, and our own research in the literature of education and the social sciences.

## II. Research and S.E.E.

Social action, if it is to be successful, must be methodically planned and evaluated. The research section of S.E.E. has been delegated with the problem of collecting and disseminating information on projects of educational change and our own experiments. The research section will do the ground work for a new philosophy of education in which education can become both student-centered and capable of efficient development of the individual's potential. The books now being recommended to our membership by the research section include Summerhill by A.S. Neill, Walden Two by B.F. Skinner, Teacher by Sylvia Ashton-Warner, Thirty-Six Children by Hermann Kohl, and How Children Fail by John Holt. These books are available as a special service to local people concerned with education at a 10% discount from S.E.E.

## III. Book Store

Our community noticeably lacks a book store which offers good service and undersells other bookstores. If a book store is really effective it will serve as a community education resource. A good book store would supply the customer with bibliography service, annotations on a published list of its inventory and a research service. In order to provide services like these and to supplement our income S.E.E. is planning to start a co-operative book store in the East Lansing area. We are very interested in receiving suggestions for services and reactions to the idea of such a book store. We will also be seeking the cooperation of the academic community in compiling and distributing these services.

## IV. Learn-In

In order to determine what effective education really means one must experience it. If we plan to help people learn about effective education we must do it not talk about it. Herein lies the concept of the learn-in.

Students for Effective Education has been interested in providing new methods and structures for education since its beginning. The learn-in is a constructive experience in the methodology and structuring of a learning experience.

The theme of the learn-in will be to simulate as exactly as possible the first two days of a effective university. By totally immersing students in an organic learning situation we hope to provide students with both an interest in and a knowledge of what effective education really is. This method would, if successful, serve three functions. (1) It would identify the people interested in providing alternatives to the educational system that we have presently in our community. (2) It would increase the number of people who have an interest in effective education by generating enthusiasm and support for such an interest. (3) It would provide the participants with both experience in and knowledge about free-form education.

## T-Grouping and S. E. E.

Last term several of S.E.E.'s members expressed some interest in T-grouping. The following is a short discussion of T-grouping for interested people. T-grouping has accomplished three major types of goals in my experience with it. 1) It has led individuals to perceptions about themselves and others which they might not have had otherwise. 2) It has made it possible for some individuals to deal with their feelings more openly. 3) It has made some individuals more capable of expressing physical affection. One of the main disadvantages of T-grouping is people's attitudes toward it. People either tend to believe that it is a magic cure-all to mankind's problems or that it is ineffective or actually dangerous to the individual. In my opinion it is neither a cure-all or a danger.

The effect of T-grouping is largely dependent upon the individual's attitude towards it. Major personality change is possible in a T-group if the individual desires such a change and believes that the T-group is an effective means of bringing about such a change. A T-grouping experience can also be very neutral for some individuals. In a few cases serious personality disorders are uncovered in a T-group situation and in a rare case an open personality split occurs. T-grouping is always most effective when conducted by a competent trainer.

The techniques of T-grouping are varied. Recently the trend has been towards non-verbal communication (communication without words). Non-verbal communication can be approached by pantomime, facial expression, or touching exercises, to name a few. This kind of communication has been shown effective in combating the sort of problems that are created by our societies almost exclusive use of talking, or a verbal orientation.

There are two popular books on T-grouping which S.E.E.'s research group recommends: Sensory Relaxation by Bernard Gunther and Joy by William Schutz. Persons interested in working with S.E.E. on a T-grouping experience should call June Jacobson, 337-1585.

Ed Steinmueller

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YEARS AGO I HAD MANY PROBLEMS! Pressure was on in school. Was doing and dealing lots of dope. Had problems with my chick. But I had no one to rap with. There was no one I could talk to about anything and as a result I flipped and spent 11 months in a State Hospital. Perhaps if I'd had a place to go such as a crisis clinic I might not have had to go through the pain and humiliation of an institution. Drugs are not the only problem. A lot of kids have emotional hang-ups--finals, chicks, guys. . . There is a definite need for a crisis clinic in East Lansing because there is a constant pressure on students: grades, etc; kids experimenting with drugs--doing fantastic amounts of speed, getting uptight on a bumper (trip) at 4 am. Where can you go at that hour? Down! The Clinic would be a 24 hour open house type deal where you could go for no reason other than being lonely. There are people who do get depressed and will talk to anyone who will listen.

Editor's Note: There seems to be many kids in the East Lansing area who need help. They sometimes need it now (even if it's 3 a.m.), and not during business hours when the doctor or counselor is in. S.E.E. is thinking of starting a full-time (24-hour) Crisis Clinic, but we need to know how other people feel about it. Would you support the clinic by endorsing it or contributing to its operation? If so, write to S.E.E. -- (address on page 2).

## College of Education Committee Report

We have opened up communications with many people in the College of Education, including professors and deans, and we are still in the process of making new contacts. We are arranging for meetings with these people spring term to discuss meaningful alternatives to the present curriculum for teacher training.

We have set up a course with two goals in mind: studying alternative systems of education, and training for the experimental school planned for this summer. The course itself is an independent study course, the structure of which will be determined by the students in the class, with options for group or individual study. There will be five professors in charge of the course, with many other professors contributing in their respective fields of concentration.

We are also making plans for additional courses concentrating on alternative systems in education, aimed at students of education, to be held fall term.

For information call Diame Oklejas 482-7716 or Ann De Chant 484-2768.

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## PSYCH. COURSE FOR SUMMER SCHOOL STAFF

S.E.E. is working with Dr. Gary Stollak in the Psychology Dept. to design a course for those people who hope to work with the Summer Pre-School (also conducted by S.E.E.). The purpose of the course will be to give some supervised experience in working with children and learning how to relate effectively to them. The content of the course is directed toward providing situations which are specifically oriented toward the growth of the child in his human relations skills. There will be practice exercises concerned with at least some of the following areas: how to help the child become more aware of his own feelings and those of others; how to cultivate in the child an acceptance of himself and others; and, how to help the child appreciate the differences between himself and others.

In discussions of what we hope to accomplish in the Summer Pre-school, the subject of "self-realization" has frequently been mentioned. It's a difficult concept to with in the sense that we must decide what it means to us and how we'll be able to identify the self-realizing child when we see him. One way we've been talking about it is in terms of an increasingly positive self-concept. This, therefore, will be the central focus of the course -- particularly if you plan to be in East Lansing this Summer and may want to work with the pre-school -- please call June Jacobson (337-1585), for further information.



James Brimhall

Some time ago, I received a call from a colleague who asked if I would be the referee on the grading of an examination question. He was about to give a student a zero for his answer to a physics question, while the student claimed he should receive a perfect score and would do so if the system were not set up against the student. The instructor and the student agreed to submit this to an impartial arbiter, and I was selected.

I went to my colleague's office and read the examination question, which was, "show how it is possible to determine the height of a tall building with the aid of a barometer."

The student's answer was, "Take the barometer to the top of the building, attach a long rope to it, lower the barometer to the street, and then bring it up, measuring the length of the rope. The length of the rope is the height of the building."

I pointed out that the student really had a strong case for full credit, since he had answered the question completely and correctly. On the other hand, if full credit were given, it could well contribute to a high grade for the student in his physics course. A high grade is supposed to certify competence in physics and the answer did not confirm this. I suggested that the student have another try at answering the question; I was not surprised that my colleague agreed, but I was surprised that the student did.

I gave the student six minutes to answer the question, with the warning that his answer should show some knowledge of physics. At the end of five minutes, he had not written anything. I asked if he wished to give up, but he said no. He had many answers to this problem; he was just thinking of the best one. I excused myself for interrupting him, and asked him to please go on. In the next minute, he dashed off his answer which was:

"Take the barometer to the top of the building and lean over the edge of the roof. Drop the barometer, timing its fall with a stopwatch. Then, using the formular  $S = \frac{1}{2} at^2$ , calculate the height of the building."

At this point, I asked my colleague if he would give up. He conceded and I gave the student almost full credit.

In leaving my colleague's office, I recalled that the student had said he had other answers to the problem, so I asked him what they were. "Oh, yes," said the student. "There are many ways of getting the height of a tall building with the aid of a barometer. For example, you could take the barometer out on a sunny day and measure the height of the barometer, the length of its shadow, and the length of the shadow of the building, and by the use of simple proportion, determine the height of the building."

"Fine," I said. "And the others?"

"Yes," said the student. "There is a very basic measurement method that you will like. In this method, you take the barometer and begin to walk up the stairs. As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of marks, and this will give you the height of the building in barometer units. A very direct method.

"Of course, if you want a more sophisticated method, you can tie the barometer to the end of a string, swing it as a pendulum, and determine the value of 'g' at the street level and at the top of the building. From the difference between the two values of 'g', the height of the building can, in principle, be calculated."

Finally he concluded, there are many other ways of solving the problem. "Probably the best," he said, "is to take the barometer to the basement and knock on the superintendent's door. When the superintendent answers, you speak to him as follows: 'Mr. Superintendent, here I have a fine barometer. If you will tell me the height of this building, I will give you this barometer.'"

At this point, I asked the student if he really didn't know the answer to the problem. He admitted that he did, but that he was so fed up with college instructors trying to teach him how to think and to use "scientific methods" instead of showing him the structure of the subject matter, that he decided to take off on what he regarded mostly as a lark.

Reprinted from US, June 1968, Ann Arbor High

"One had to cram all this stuff into one's mind, whether one liked it or not. This coercion had such a deterring effect that, after I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year. ... It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty.

"What is free-form education and organic learning?" This is the question that must be asked in our search for alternatives to the educational system. Many of us have read Summerhill by A.S. Neill, Walden Two by B.F. Skinner, or Teacher by Sylvia Ashton-Warner. Each of these books deal with a concept of free-form education. But two of them are accounts of actual experiments and the other is utopian fiction. How do we bridge the gap between the books and the reality of our situation? Obviously none of the books provides the only answer we need to discover what free-form education means to us.

In order to determine what free-form education really means one must experience it. If we plan to help people learn about free-form education we must do it not talk about it. Herein lies the concept of the learn-in.

Students for Effective Education has been interested in providing new methods and structures for education since its beginning. The learn-in is a constructive experiment in the methodology and structuring of a learning experience.

The theme of the learn-in will be to simulate as exactly as possible the first two days of a free-form university. By totally immersing students in an organic learning experience we hope to provide students with both an interest in and a knowledge of what free-form education really is. This method would, if successful, serve three functions. 1) It would identify all the people interested in providing alternatives to the educational system that we have presently in our community. 2) It would increase the number of people who have an interest in free-form education by generating enthusiasm and support for such an interest. 3) It would provide the participants with both experience in and knowledge about free-form education.

In order to facilitate understanding let's make a working definition of free-form education:

Definition- Free-form education is a learning process in which the individual is given the maximum freedom of choice between what he wants to learn and how he wants to learn it. The objective of free-form education is to assist the individual in thinking, deciding, and acting for himself. In becoming a mature individual the student should learn to be more perceptive of his own and other person's needs and desires.

Now that we have a philosophy and an objective in mind let's talk about methods. Hopefully we will be able to have the learn-in in a fairly large building that we can temporarily redecorate with art displays, informative bulletin boards, creative grafetti, and interesting class room lay-out. The object here is to provide a more human environment. The next step is to create a variety of learning experiences which the participant can choose between. The experience should be intrinsically interesting and varied in terms of amount and type of contact, kind and number of people, and degree and nature of structure. The third step is to create some sort of listing so that people are aware of the nature and type of experiences which are possible. Then finally we will want to make people aware of the nature and type of experiences which are possible. Then finally we will want to make people aware of what kinds of opportunities they can find for continuing to learn more about and participate in activities that relate to free-form education.

In order to make the idea of the learn-in more concrete let's explore a couple of examples of possible learning experiences. One possibility for the teaching of science is to make small discovery kits where a student is provided with a problem and a number of materials that might be helpful in the solution of the problem. This has been the approach of Chem Study and P.S.S.C. (Physical Sciences Study Committee) and it has not been altogether successful because labs are content rather than experience centered. The problem here being that if you have content oriented lab you still must deal with the problem of interesting students in the content whereas if the lab is intrinsically interesting the student will assimilate the content much easier by the process of experiencing it.

A second possible learning experience would be a sensory environment where the individual would be bombarded by sensations (by use of music, incense, a point light source, stobes, u-v lights, etc.) which would make him lose physical orientation. The objective here would be to sow the student that there is value in experience for its own sake.

Conclusion- In order to make the learn-in a success we will need from 75-125 people to work in various capacities on setting up new programs, contacting people, arranging for publicity, typing, writing, designing, and thinking. If you are interested in working on the learn-in or would like more information about it call---

Ed Steinnuellet 351-5765

#### SUMMER PRE-SCHOOL

One of S.E.E.'s major projects is the establishment of a school in the East Lansing area, after the model of Summerhill. We are planning to run a pilot pre-school this summer and, if the program is successful, we hope to add one grade each year until the school runs through the highschool level. For us, the school is an exciting challenge, and will be a sort of laboratory in which many of our ideas about education can be tested. We want to try to relate to children in a non-authoritarian manner, to attempt to provide an environment which stimulates motivation to explore, to present situations which develop the confidence of children that the world of adults is worthy of their trust. We are trying to supply a setting which is educational in the broad sense, where the learning process is developed in relation to something the child wants to know about himself, other people, and the world about him.

We have discussed our project with various people in the community and are assured that we will have a physical location for the school. It will be open during July and August of this year, and will include children in the 4- and 5-year old age groups.

If you are interested in working with the school this summer, contact S.E.E. as soon as possible. We hope to have our staff working together during the Spring term on sensitivity training, special readings, preparation of materials and equipment for the school, etc. If you would like to join in on the preparations even though you won't be here during the summer, we would welcome your help.



Free University and Experimental College Conference  
March 6, 7, 8, '69, Manhattan, Kansas, c/o University for Man

The four members of S.E.E. who attended this conference dedicate this exuberance to: Murf, the car which after 17 hours of determined struggle gave its oil pan and drive shaft to the Cause; also to our last-minute decision, after entering sprawling Manhattan not to return home immediately; and lastly to the efforts of Len Epstein & Company for making the conference a realization. Due to the old E. Lansing "It can't happen here anyway" attitude, plus our ignorance of projects, proposals and programs happening everywhere, our hopes were pretty low as we sat down to the first convocation.

In the Little Theatre at K-State we were still waiting for somebody to come on stage and give a rap, when one by one members of the audience stood up and told what projects they were involved in: e.g., Centers for Change, Davis U.C., I.E.D., NSA, Vocations for Social Change, Reserve, S.F. State, Kendall College, Oberlin, and Brandeis -- YES! there really ARE others of us out there, and not only that, but they are involved in projects much like our own, and have much to tell us. We've got a whole file on them, so if you'd care to take a look, it's 301 University Drive in East Lansing (Phone 337-1585).

Not only was the audience becoming more and more real to us (we could actually speak with them, ask questions, and make jokes), but lo and behold! our three-week-old organization had as much to contribute to the general rap session in terms of creativity and planning as any of the rest of the groups from across the nation. . . Lots of kids came to us and asked to hear more of our plans.

The conference included three days of small workshops, and they enabled us to exchange ideas with and learn from all the people we had met at the opening scene. Together we talked about: how to work with administrations, how to set up a Free U., how to work with the community for support and resources, free highschools, funding, advertising, experimental universities, inter-university communication, summer training programs, cooperative living units, and games-action Theater, etc.

Besides these ideas, we were also hit with three outstanding impressions: the diversity, complexity, and number of student-run projects; the success of students who went directly to major administrators or trustees with their plans and received immediate cash go-aheads with large budgets to follow; and the fact that student governments were many times afraid of asking too much of the administration or took too long in achieving any results.

There is an inter-school competition and pride that can be appealed to, especially when the activities of other colleges are presented, (We've got to get one as good or better than theirs!). The general consensus was that the time is right for major change at MSU...when we asked major conference contributors about finding resource material, they couldn't believe that students from one of the leading sources of relevant research in the country today were asking them for material ("If you work on MSU for a year, we'll be coming to YOU for info!").

Over and over we heard pleas for material on what's happening, on new ideas, new plans, new projects... We are at about the same stage and are certainly as advanced as many of the projects already underway, so we have much to gain by keeping in touch with one another as much as possible. This means TAKING ADVANTAGE of the large files of information, to keep the word moving by printing and reprinting info and keeping it in circulation, sending all the news to everyone.

The reality of the organization, though, lies in its action: catalogues, files and conferences should be supplementary to the Free U., summer training projects, experimental U. and Summerhill school -- these and other similar action projects will represent the concrete realization of our goals and, hopefully, ourselves.

## A PROPOSAL FOR OUR FREE UNIVERSITY

Should the college curriculum include OPPORTUNITIES to increase our sensitivity to other people, develop our empathic skills, provide training in relaxation, and leisure time interests? Or is mental materialism and the salary the 'soul' goal? These are not separate -- just parts of the whole man.

The living-learning concept of MSU dorms has never been realized in its full sense. What if each dorm and/or complex could have an arts and crafts workroom complete with pottery wheels, easels, and other coop supplies funded by dues/university or individual rental? A music room with equipment to rent or borrow, for practice, jams and instruction given by qualified and interested students? An artist or poet in residence could be employed or receive credit for open-hour workshops and demonstrations. In effect, a creative hobby center.

Perhaps another room in the dorm could have rugs and floor pillows for groups working with sensitivity non-verbal communication, meditation and T-grouping. Trainers for all these areas are easily obtainable through work-study programs, departmental credit, or employment by the University to rotate among the dorms. A Complex Room could be set up with sensory environment stimuli for the purpose of increasing the awareness of our five senses. These rooms could be used at other times for language conversation groups, rap sessions, offering tea and coffee all night. The true origins of authentic community life will become visible as students organize, advertise and realize these activities, as well as providing creative interests and truly humanistic environments (parts of man we seem to neglect). Dorm ski trips, camping, canoeing, mountain climbing, art and museum tours in other cities -- these are other dorm or complex projects we'd all like to have.

Classes, the other phase of the free university, could be given in the dorms and sponsored by interested groups...for example, black-white dialogue, political assassinations, U.F.O.'s, sex, etc. These could be supplemented by informational films, video tape interviews, and reading lists.

Classes in areas such as crime, pollution, fall-out, penal institutions, mental institutions, drug addiction, cybernetics, novels, could be given by each department. Inter-disciplinary classes in utopian societies, ecology, War, etc., could be set up in an attempt to provide a total perspective.

Where professors and students are unable to form meaningful exchanges, or when it is not possible to prepare and hand out lectures the preceding week (e.g., in an area of math), then topic lectures should be used. Hopefully, more creative and imaginative alternatives would be implemented in the classes: seminars, workshops, independent study, panel presentations, students and student organizations giving classes in their own interest areas, etc.

This term, questionnaires to determine student interests, funding, administration help, faculty commitment, course material and methods of presentation will be prepared. By Fall, hopefully, all incoming freshmen will receive a brochure and pre-registration blanks. Possibly, registration for Free U. classes could be incorporated into registration for regular M.S.U. courses. Then we can begin to use these courses as models for both relevant content, organic presentation and student interest. This would be the basis for obtaining credit and introducing the concept of reality to education where needed, and expanding upon it where it now exists.

Hopefully, we could then begin work on an experimental college that would embody these concepts of educating the whole man. It would be the beginning of the ecological University, where the world's problems would be the study--not unrelated disciplines.

(More on this in next issue...)

Summerhill- A Radical Approach to Child Rearing

by A.S. Neill

Hart Publishing Company, New York, N.Y., 1.95

Reading this book is an exceptionally gratifying experience, for it puts into words the deepest feelings of all who care about children, and wish to help them lead happy, fruitful lives.

A.S. Neill is one of the great pioneers of modern times in the education of the child. Summerhill is a fascinating account of his educational beliefs in action. Anyone who is any way concerned with the education of children should make this book required reading. One does not have to endorse everything Neill has to say to find him one of the most stimulating and courageous minds in the field of child education today. What Neill has to say is of vital importance.

Ashley Montagu

No other educator whom I know has as much that is stimulating and important to say to American parents and teachers at this moment. We, as a nation, are in the process of rethinking our methods of discovering, developing and disciplining our human resources. Many of the current proposals, earnestly espoused, can be destructive in the long run. Neill had the vision, courage, and practical skill, to explore another path. It is timely that his selected writings are now brought together in this one excellent volume.

Goodwin Watson

I know of no educator in the Western world who can compare to A.S. Neill. It seems to me that he stands alone. The only possible revolution, the only worthwhile revolution, must be created not by politicians or militarists but by educators. Rimbaud was right when he said that 'everything we are taught is false.' Summerhill is a tiny ray of light in a world of darkness. Its aim is to create happy, contented people, not cultural misfits dedicated to war, insanity and canned knowledge.

Henry Miller

Here is a man who has had the courage to be what he believes; and what he believes is that children best become self-regulated individuals in an atmosphere of love, trust, understanding and responsible freedom. Consequently he has dropped from his school all such concepts as coercion, compulsion, authority, obedience, assignments, examinations, punishment, and discipline. It is an exciting story of a man who is truly a pioneer. He has the boldness to hold and live his views clear to their logical extremes, an unusual thing in this day of compromise.

I wish that every person having to do with children- parents, teachers, psychologists, psychiatrists, social workers- might read this book. It raises profound questions about most of our ways of dealing with children. It pictures an exciting alternative to those procedures. It also gives us a most encouraging realization that when children are given a responsible freedom, in a climate of understanding and non-possessive love, they choose with wisdom, learn with alacrity, and develop genuinely social attitudes. I find that this corresponds with what I have learned in psychotherapy. I commend this book to every open-minded person who is concerned with the reduction of hate and aggression and fear in the world, and who is eager for children and adults to live full lives.

Carl Rogers

[This and other books on education are available from S.E.E. at 10% off]

Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you yet they belong not to you.  
You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow, which you cannot visit,  
not even in your dreams.  
You may strive to be like them, but seek not to make them like you,  
For life goes not backward nor tarries with yesterday.  
You are the bows from which your children as living arrows are sent forth.  
.....  
Let your bending in the archer's hand be for gladness.

KARLIL GIBRAN

Students for Effective Education  
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