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A togetherness school

By PAULA BROOKMIRE

Paula Brookmire, a journalism graduate student specializing in education writing, is editor of today's Daily Cardinal Monday issue on education.

THURANA means "together" in the language of the Australian aborigine. And if anything expresses the philosophy of Thurana free school, it is togetherness.

Spending their school day together in the spacious, one-room facilities at the university YMCA on N. Brooks Street are 15 children ranging in age from 3 1/2 to nine.

"From tiny Michelle, who climbs eagerly into your lap and beg you to read to her, to nine-year-old Danny, who can be seen brooding over his newly made telephone or road map, the children are as varied in personality and temperament as any group of human beings," say Carol and Rich Spiegel, Thurana parents. "Each child tries in his or her own way to deal with the complications, frustrations and joys of learning to live in the world."

Indeed, one of the reasons the free school was founded was to avoid some of the unnecessary frustrations in public schools. Thurana parents asked themselves, "How can we protect our children from the arbitrary and often degrading judgments pronounced early on their minds by the average public school, and at the same time provide them with every opportunity to learn?" said the Spiegels.

A parent-teacher cooperative school was their answer, and so Thurana was founded last June.

THERE ARE OTHER REASONS for dissatisfaction with public schools, explained Becky Stickgold, one of Thurana's three regular teachers. The politics of public schools, for one thing. "Many Thurana parents are involved in a lot of political work

and have ideas of how the world should be," said Stickgold. "When their kids go to public school, they come home with a different world view."

At Thurana, however, the adults try to "serve as models of cooperative behavior," she said. "They want their kids to know other families and to understand that people can help each other."

Parents and teachers collectively run the school, meeting every other Monday to deal with "the unending problems of money, curriculum, etc." "Since Thurana is a cooperative," said the Spiegels, "all parents and teachers are expected to spend time and energy not only on fund-raising, but also on participating in making the decisions that affect the lives of the children and, therefore, of themselves."

"There is no set tuition, and parents contribute the most they can afford," they said. "A great deal of time is spent on fund-raising, since contributions do not cover the school's regular monthly expenses and the amount needed for the continuing purchase of new educational equipment."

"RECOGNITION of the inimitable individuality contained in each and every child at Thurana is perhaps the overriding guide to all of the teaching that goes on there," explained the Spiegels. "Each child comes to the school with his own variety of what he deems as successes and failures. If he has spent time in the public schools, his feelings of failure frequently outweigh any feelings of success."

"In fact, the teachers at Thurana can predict the public school child's initial rejection of academic subjects when he comes to our school. Arithmetic and reading, in particular, seem to connote tyranny, and the child, by rejecting those subjects at first, is actually preserving his own inviolability, his own freedom."

Take the case of strong, blond-haired Eric. "He spent the whole summer telling us he couldn't read," said Becky Stickgold. "In the fall he started peeking over the other kids' shoulders when they were reading. By Christmas, he had a reading workbook. Now he has a reading list and can actually read, though still slowly," she said.

Nevertheless, she added, "You always worry until they learn. But they do. Everybody's learning to read, everybody's learning to add."

The Spiegels consider Eric's case an example of the stifling atmosphere in most public schools. Eric's now burgeoning interest in "the magic of letters and words should have been natural and spontaneous in our literate society," they insist.

They point out that children at Thurana who have not been in the public schools tend to demonstrate this very natural and spontaneous interest in learning. For example, one of Thurana's five-year-olds who had been tested by the public school system for kindergarten readiness and was turned away is already reading books and completing basic arithmetic problems here.

"Another six-year-old child, coming to Thurana for his first school experience,



(continued on page 7)



ACTIVITIES at Thurana Free School include Knitting, as Elaine Wooten, 7, demonstrates above, reading—Stephen Gurney, 5, looks up temporarily from his book above—and blowing bubbles as Sean Ardagh does above right.



open and closed

They're called free schools, family schools, open schools, independent schools, but perhaps the best description is alternative schools. They are alternatives—alternatives to public schools and to a philosophy of education which rests on "the implicit assumption that learning must be imposed on children by adults, that learning is not something one does by and for oneself, but something designated by a teacher" (B.B. Stretch of Sat. Review).

In a fresh attempt at democracy in education, these new schools present learning for the people by the people, that is, the people who are to be educated, the children. Suddenly the children are awarded the freedom and responsibility for their own learning.

And, in another sense of democracy, these schools offer choices where there has been no choice for many. In a country where children are forced to attend school, and where only those with money can afford the "alternative" of traditional private schools, the new free schools provide an alternative education at a cost even the poor can often afford. Most free schools have tuition based on the ability to pay, which sometimes amounts to no tuition at all.

The term "free," however, generally refers to the open, or free—almost chaotic appearing—atmosphere of the schools, where structure has been replaced by flexibility.

The basis of this alternative education is a concept largely imported from Britain and best referred to as the open classroom, or open education. The open classroom means just that: open space. There are no rows of desks or tables with subdued pupils sitting at them waiting for a bell or a lady in the front of the room to direct their next activity. In the open classroom, children flow through space, time and knowledge at their own speed, as their interest beckons.

But alternative education is actually only a part of an alternative culture, or lifestyle. Dissatisfied with the competition and materialism—plus the racism and chauvinism—of U.S. schools and society, free schools are trying to create that warm, personal community that has been lost in so much of mass education.

Many of the ideas of the open education date back to the founding of Summerhill over 50 years ago or to the Progressive movement in education in the 1930s or to the post-World War II development of the informal British infant schools.

Yet the current movement has been introduced in the United States only in the last five years, with the great mushrooming of free school across the country occurring only in the last three years.

As of last October, there were 13 independent free schools in Wisconsin, according to the New Schools Directory. Eight of these were founded only in the last two years, three were founded in 1969 and the oldest in 1967.

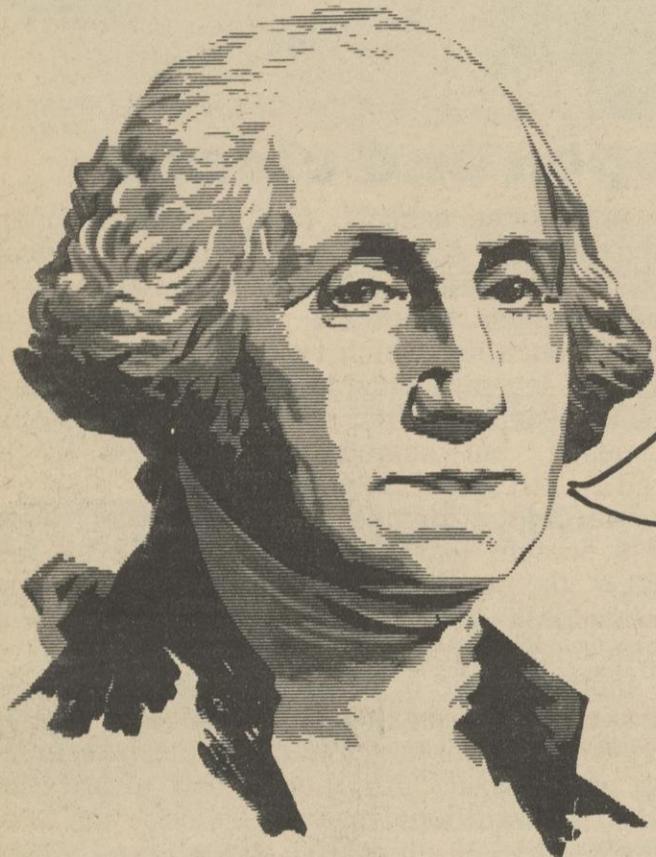
Five of these schools are located in Madison: two elementary schools, Thurana and Wintergreen, and three high schools, Freedom House, Madison Community School and Humanities Tech.

In this issue are views of two of these schools and perhaps a more detailed look at their representations of open education.

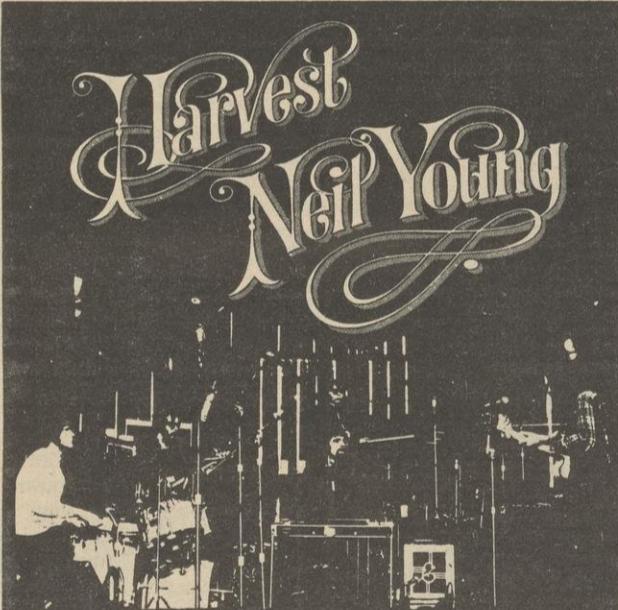
By PAULA BROOKMIRE

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By PHILIP G. ALTBACH,
HERBERT S. LAUFER &
SHEILA McVEY

This article is an excerpt from the prologue to a just-published book *ACADEMIC SUPERMARKETS* in which the University of Wisconsin is used as a case study for an analysis of the university in crisis. The book, a series of articles by various authors, is up to the minute and particularly relevant for the Madison campus. Editors Philip G. Altbach, Robert S. Laufer and Sheila McVey wrote the prologue.

The explosion which caused damage of more than a million dollars to several UW buildings and killed a postdoctoral fellow in physics on August 24, 1970, was the culmination of a series of crises on the Madison campus since 1966.

The death at Wisconsin was not the first casualty of the academic crisis that developed during the 1960s, but it was different from the tragedies at Berkeley, Kent State, and Jackson State in that the death of Robert Fassnacht was the result of a calculated risk by saboteurs rather than a death stemming from the heat of battle between police and protesters.

Perhaps the bombing of the Army Mathematics Research Center (AMRC) made such an impact on the Madison campus, and on the student movement in general, because the incident illustrated the logic of confrontation politics carried to an extreme.

The student left, both at Wisconsin and nationally, was unable to accept this final step in the escalation of protest. Although it had been exposed to brutality and even death throughout the late sixties, the movement balked at the acceptance of terrorism and sabotage. As the national cry of outrage over Kent State and Jackson State indicated, death was beyond the limits of confrontation politics...

It is probably not an exaggeration to say that the bombing, within the context of the student movement, could only have occurred at the type of institution that Clark Kerr has christened the "multiversity."



SHEILA McVEY

The multiversity is characterized by its variety of interests and purposes; it is a series of communities and activities "held together by a common name, a common governing board, and related purposes."

It is more a mechanism than an organic whole, "a series of processes producing a series of results—a mechanism held together by administrative rules and powered by money."

Although it was not his intention, Kerr has defined an institution that has lost its sense of community; in the absence of any overriding purpose or goal, the various elements that compose the multiversity engage in constant battle with each other.

The combination of a very large, cosmopolitan student population, a distinguished graduate school, and the tradition of radical student activism at many of the major universities has proved to be a volatile mixture. Furthermore, the growth of militant student activism in the mid-sixties was complicated by a general growth of conservatism in the broader society.

Fiscal and enrollment crises in the latter part of the decade heightened tensions between militants and the campus establishment by clearly revealing financial priorities. This combination of factors proved to be more than the traditional means of university governance could handle effectively.

The breakdown of university governance is widespread, and the multiversity—California, Columbia, Wisconsin—seems to be hardest hit. Although the attack on the AMRC at Wisconsin was certainly not a typical outcome of the breakdown of academic governance, it

Academic Supermarkets

University in Crisis

graphically symbolized the dangerous possibilities of the failure of the university to function as a viable community.

THE MULTIVERSITY has attained its present size primarily during the years following World War II. The growth was a response to an economy based increasingly on technology; skilled manpower was needed in post-industrial America. The most practical way to secure a reliable source of expertise was through government sponsorship of research in the universities. Thus, the federal government became a major underwriter of higher education.

The financial role of government in the multiversity is so great that the prestigious universities of the sixties were referred to as "federal grant universities." The increase of federal spending for research and development provides a rough indication of the major universities' growth rate: In 1940, the universities spent approximately \$1 million dollars for scientific research, of which the government contributed half. In 1962, the federal government spent more than a billion dollars for research and development in the universities or 70 times the amount spent before the war...

The national crisis of higher education has impinged directly on UW. This is most dramatically seen in fiscal difficulties and leveling off of enrollments. During the regime of President Fred Harvey Harrington (1962-1970), a successful effort was made to attract federal and other outside funds and to quickly expand both enrollments and new programs. Relatively little thought was given to the long-term effects of the sources of funds or of the new academic programs. At the same time, extremely high out-of-state tuitions and the state legislature's quota on non-Wisconsin undergraduates has decreased their proportion in the student body. The leveling off of the birth rate has meant that in-state students have not filled the gap. In 1970 the Madison campus enrollment actually dropped for the first time since World War II, and the budget, which is in part linked to enrollments, suffered...

The financial problems the multiversity currently faces, which Wisconsin in many ways typifies, are not the only costs of too rapid growth. Another cost of overexpansion, the disappearance of a sense of academic community, stems largely from the expansion and diversification of faculty and was an unforeseen outcome of the transformation of the university into the multiversity.

Rapid growth created an enormous institution able to deal with the undergraduate student only on a level of bureaucratic impersonality, since the primary function of the multiversity had changed from teaching to research, from imparting knowledge to producing it...

IN ORDER to understand the crisis of governance faced by the university, it is necessary to examine the elements of the academic equation within the institution—students, faculty, administration, and regents—that have been critical both to the crisis and to the response which the institution has made...

Students at Madison have a long tradition of activism and social involvement. The progressive movement in the early years of the 20th century relied on student support, and many of its political conventions were held on campus. Madison was a center of student radicalism in the 1930s and was one of the few bastions of student radicalism during the apathetic 1950s.

The student movement, however, has undergone substantial changes since the middle sixties. Although students are very much concerned with broad social issues,

especially the war in Viet Nam, they are increasingly dissatisfied with the academic environment of the Madison campus. Many undergraduate students have been concerned about large classes, about what they perceive as overly rigid course and other requirements, and, perhaps more importantly, about a university administration which they feel is unresponsive. Various campus surveys indicate that the proportion of dissatisfied students has increased dramatically. For example, distrust of the university administration has increased during the various crises on campus (according to the 1971 doctoral dissertation of M. Lyons)...

Although it is certainly true that the Madison faculty and administration have not given up any of their basic power to students, since the late sixties students—usually token students—have been placed on virtually all the many Madison campus committees. In addition, the university has moved slowly to liberalize regulations concerning dormitories and other aspects of nonacademic life and has, despite hesitation from some Regents and many alumni, moved away from the idea of *in loco parentis*.

Undergraduates, however, generally have not been impressed with this gradual involvement and liberalization. A mass exodus from university-owned dormitories, which has caused something of a fiscal crisis for their management, is an indication of the growing detachment of many students from the whole institutional environment.

It is significant that students have, by and large, not been impressed with the fairly modest curricular changes that have been recently made in the College of Letters and Science. In the 1970-71 academic year, for example, language requirements for most undergraduate degrees were modified, the pass-fail system was extended and the grading system was somewhat changed. The overwhelming response from articulate students was that these changes were mere tokenism. Even those relatively moderate students who served on the various curriculum committees which proposed more sweeping changes were dissatisfied with the final outcome...

THE FACULTY is the second key element in Wisconsin's crisis....The excellence of Wisconsin's faculty is related to what is generally known as the "Wisconsin Idea." This ethos combines the notion of academic autonomy for departments and for individual faculty members with a very large measure of faculty self-government under the very broad aegis of the regents...

Another facet of the Wisconsin Idea stresses commitment to making the university relevant to all elements of the state's population. The Wisconsin Idea dates to the Progressive Era, when the university was intimately involved with the state government and built its reputation for both relevance and scholarly achievement...

Beginning in the late sixties, the Wisconsin Idea has come under major attack, and neither faculty nor administration has been able to restore the balance in terms of morale, power, prestige or, importantly, salaries. The faculty has lost a good deal of its internal autonomy to the regents and, to a degree, to the administration. Its prestige in the state has been substantially diminished, in part because of its "inability" to deal with student radicals.

And in a period of financial stringency, highly paid professors who, according to the press and some legislators, spend little time teaching, are naturally the subject of controversy...

naturally the subject of controversy...

In a period marked by overproduction of doctorates, by student discontent, and by demands for better undergraduate teaching, the traditional research orientation of the Madison faculty has come under attack. The faculty, especially its senior members, have not been willing to relinquish any of the very real power that professors have over the educational process and over their own professional lives.

As was indicated by a national survey of faculty sponsored by the Carnegie Commission, faculty members are notably conservative on issues of university reform and change, with senior faculty holding the most conservative positions. The Wisconsin experience supports these national findings. The usual faculty response to crisis is to appoint a committee to study the matter and, usually, do little to change the status quo. This response is increasingly rejected by both students and Regents, who demand solutions that can be implemented.

The faculty, in part with greater knowledge of the intricacies of academic governance and a commitment to Wisconsin's traditional values, and in part as a result of its own vested interests, has refrained from suggesting major changes...

THE MADISON CAMPUS administration has been under tremendous pressure in recent years and has a difficult time simply responding to recurring crises. Between 1967 and 1970, student agitation and its implications occupied a major portion of the time of academic administrators. In the 1970-71 academic year, severe budget cuts and an impending merger of UW and the Wisconsin State University system were imposed on the administration by the state government. In its internal functioning, the administration



PHILIP G. ALTBACH

is severely limited by the immensely complicated system of faculty governance and by the innate conservatism of the senior faculty and of most of the departments. The university is in the unenviable position of being unable to implement change from the top because of internal governance while at the same time no longer having funds to ensure expansion and improvement from the bottom. Thus, administrators live from crisis to crisis with little scope for creativity and growing frustration.

Given these constraints, it is not surprising that the administration has not responded in a very creative manner to any of the crises which it has faced since 1965...

According to law, the Regents have final authority over the university and its staff and are empowered to use this authority in almost any way they wish. At Regent initiative, a committee to re-examine the tenure system was established in 1971. The Regents have used study committees on such topics as drugs, student and faculty discipline, buildings and other subjects to stress their authority and initiative. When these study committees have arrived at conclusions different from those of the faculty, in most cases the Regent opinion has prevailed. This increased involvement and broadened jurisdiction are looked upon with great fear and mistrust by the faculty and administration, which are used to acting autonomously, and are quite unhappy with the undebatable loss of power.

In 1970 the Regents involved themselves more deeply in faculty affairs by refusing to grant a salary increase to sociology professor Maurice Zeitlin because of their

(continued on page 9)

The territorial imperative

Staking out space in the wilds of bureaucracy

By ROBERT P. MOSER

Taking the lead from Robert Ardrey The Territorial Imperative, let's look at "man as a territorial animal" in the domain of education, particularly in school administration.

To Ardrey, man's "territorial imperative" is his inborn disposition to establish territory, or rights to his own "personal space," and to defend it.

Doesn't bureaucracy (educational and otherwise) nurture this territorial imperative? Bureaucratic organization has developed an easily identifiable system of sanctions. The negative ones are designed, apparently, at least, to penalize those who would infringe upon the territory of superordinates. The positive sanctions are used to reward those who conscientiously guard and show deference to the territory of the school board or the superintendent.

Each superordinate at each echelon of command has developed a system of sanctions which serves to reward or punish those subordinates whose behavior is supportive or threatening to the territory of the "leader."

IN OUR OWN FEDERAL government the system of checks and balances is a means devised by man to protect and defend well-defined territory. The President protects his prerogatives, but the Congress and the courts likewise have territories to protect.

Who shall declare war? Who shall make and confirm appointments? Who shall lead the party? These are concerns even at such high levels. Historically, the War of Independence, the Civil War, World Wars I and II, states rights, desegregation, off-shore oil rights, Cambodian escalation, and Supreme Court appointments—each has been a manifestation of a basic struggle for preferred territory, the territorial imperative.

What kind of symbols do we observe daily in the educational enterprise to indicate that the territorial imperative is operating? If we are in an elementary or secondary school, we will observe, for example:

1) The teacher who lays in a supply of construction paper to last a whole year to protect it from those marauders out there—presumably other teachers;

2) The teacher who resists

getting a teacher aide, ostensibly out of patriotic devotion to duty, but really to protect his own territory from invasion by another adult;

3) The principal who will carry out his own curricular development program without help from those "central office know-it-alls," ostensibly to demonstrate his professional competence, but really to protect his bailiwick from invasion by someone who might undermine the security of his controlled territory.

IN THE MACHINATIONS of the board-superintendent dyad, for example, the school board becomes disenchanted with the school superintendent when he becomes too strong, ostensibly because he no longer is attuned to the values of the board members, but really because he is a threat to their perceived sovereignty.

In the local arena we note the board of education budget that is slashed by the fiscal body, ostensibly because the taxpayers can't stand any more, but really because the board has become too much of a threat to the territory of the "superior" fiscal body.

Higher education, the alleged seat of the most esoteric learning and the bulwark of basic research, is not immune to displaying the special instinctive behavior of territorial protection. There is the familiar effort of department faculties jealously guarding their prerogatives against marauding deans and chancellors who would invade their "academically free" territories.

Another example is found in the tenured professors who insist on scholarship, teaching and service in carefully calculated amounts to protect the territory of the academic world from those who would subvert or sabotage its scholarly atmosphere by too much effort on good teaching and dedicated institutional service.

TEACHERS IN WISCONSIN really had no operating territory which was exclusively their own

until 1959, when this state passed the first state law permitting public employees to engage in collective bargaining. Until very recently school districts were territories controlled by boards of education, citizens and superintendents. Teachers were permitted access to the territory, but they were kept in egg-crate compartments and generally denied protective interaction with their peers or their environment.

Admittedly, territory is not the only factor responsible for the advent of the new negotiation game which might be called the "territorial expansion" game. In the years since 1959, there is increasing evidence that teachers have, in fact, moved into once sacred territory.

For example, as recently as 1965 it would have been preposterous to contemplate teachers exerting some clout over decisions concerning the school calendar, pupil-teacher ratio or job specifications for principals.

EMPIRICAL DATA REPORTED by Ardrey would indicate that the so-called lower strata of the animal kingdom has done a more efficient job of accomadating the differences between the sexes than the purported occupants of the top rung of the evolutionary ladder.

Men and women may love one another in the union of matrimony, but they do poorly in the union of professions. Is this a myth or a reality? Human female-male behavior would suggest the hypothesis that is a reality.

Why are there so few women in professional ranks in departments of educational administration? Why has the percentage of women elementary school principals gone down so dramatically in the last decade? Is there any viable rationale for so few female principals in elementary schools—a world dominated by women? Is it logical that leadership, research and service are the exclusive domain of the positioned male?

Isn't it time that the male half of the species, hypothetically the most rational and intelligent, face up to the reality of the territorial imperative and use its intelligence to create a climate in which both males and females can contribute their expertise to the total enterprise on the basis of competence rather than on the flimsy justification of sex-related attributes?

THERE IS INCREASING evidence that fragmentation within the educational establishment, within the educational associations, and even within the male-female divisions of the educational profession is, in part at least, an explanation of why the educational enterprise does not get a larger proportional share of the gross national product at the federal, state, or local level.

It is suggested that those who are concerned genuinely with the future of the American ideal should use their intelligence and ability to think logically, to take a lesson from the animal concept of territorial imperative, and to proceed forthwith to de-emphasize the debilitating aspects of protection of territory.

The decade of the 70's, in the development of administration as a field of study, will be identified historically as the decade of "accountability," "management of objective," "behavioral dynamics," etc. In this search for viable alternatives, it just could be highly productive if the human animals both in and out of administration, would engage in some insightful introspection.

They might take cues from the precise observations of biologists and look for answers to a very basic question, "Just what does make us so superior to the creatures in the wild kingdom?"

IF WE CONTINUE BEHAVING like the baboon or the African kob and allow ourselves to be fragmented by our protection of territory, the educational enterprise will limp along without reaching its full potential.

If, however, we can learn a lesson from the biologist and rise above the animal instinctive defense of territory, then—and only then—the educational enterprise can make its rightful contribution to the improvement and perpetuation of the American ideal.

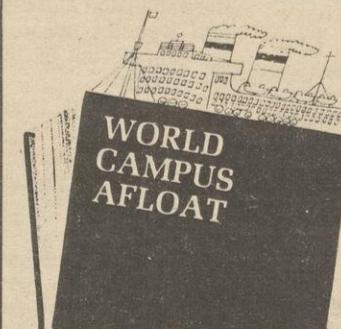
Then, and only then, will the educational enterprise at all levels have a rendezvous with greatness.



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By JOEL HIRSCHHORN

Joel Hirschhorn is an associated professor in the department of Metallurgical and Mineral Engineering. Calling himself an "atypical engineering professor," he talks here about a personal discovery he made about human behavior last semester and how it has affected him as a teacher.

I speak as an individual—would you believe a person—something that has not been easy during the 6 1/2 years I have been a professor here. The past semester was my best one.

For perhaps the first time, I really feel like a teacher. I think I have touched students in both an



JOEL HIRSCHHORN

What if we don't want to make rain?

Buel N. Bowlan is a graduate student in Educational Administration.

By BUEL N. BOWLAN
of the Cardinal Staff

The visualization of education as a ritualistic process in American society is easily accepted when one views the university network of rites. If an anthropologist reported his observations, they might well be as follows:

Most cultures have rites which establish an individual as a member of the tribe, as privileged to take certain positions in the adult world. One of these, for us, is the college degree and the four-year program which accompanies it.

As this passage through the great hunting grounds has become more and more the proof of a warrior, so has there been increased pressure to permit all the tribal members to learn how to hunt with a great chieftain and produce an acceptable deerskin scroll. Those who cannot achieve the creation of the deerskin scroll and receive the new name to which they would be entitled, may be content with a BA shield or an MA feather and so be allowed to hunt with others of similar tribal rank.

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experiential and cognitive way.

For a long time, I felt I should be doing more than just giving students engineering knowledge and acting like an omnipotent authoritarian figure controlling their destinies. But how to do it?

How do you allow students to see you as a person? To relate to you? To speak with you? To think of you as someone who really cares about them as feeling, human persons?

By being a person yourself! By being a person first and a professor second and an engineer third.

So I tried to create an informal atmosphere in my classes (yes, I do something besides research) where students could say anything they wanted to, where they could feel free, where they could be themselves, where they didn't have to be competitive or better than the other guy to get a better grade, where they could challenge me, the system—all of it!

PLUS ONE more very important thing. I got them to read books that they would not ordinarily read; in fact books that they were not even aware of (even though most of you are if you're not the "typical" engineer).

Books that could be integrated into the substance of the course. Books that, more importantly, could help open minds to the myriad wonders of life. I think you have to be a good person if you want to be a good engineer.

I wanted books that would help

students think about their own goals, their values, the way they think, their social and moral responsibilities, their society and their fellow men and women.

They had choices. And the choices could be quite unorthodox. In one class most of the students read the book *Cat's Cradle* by Kurt Vonnegut Jr. and used it to answer an open-ended, take-home exam question.

The answers were great. They used ideas and knowledge from the course and applied them to an imaginative situation. For example, is Vonnegut's hypothetical Ice-9 really possible? And if so, what are the implications of a substance that stays ice at room temperatures and also turns any water it touches immediately into Ice-9 itself?

Reading the book was a fantastic experience. The students loved Vonnegut, and they were exposed to his penetrating, satirical and comic treatment of the contemporary problems of the individual and society.

For example, the question: Should Ice-9—which has the capacity to destroy the world—be discovered at all?

IN TWO classes the students read one of the following: Charles Reich's *The Greening of America*, Vonnegut's *The Sirens of Titan* or B.F. Skinner's *Walden Two*.

Their final exam was a term paper from an open-ended question about one of the books. L&S (letters and science) students wouldn't believe some of the far-out, creative and imaginative papers received.

Get this one, titled "Eat Shit—Five Billion Flies Do It Every Year." It turned out to be a dialogue between two engineers.

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one of consciousness III and the other of consciousness II (after Reich) considering the problems of materials selection for a consumer product, namely toilets made by the B.M. Company.

Two finals were taped productions utilizing music from the Moody Blues and Graham Nash.

Another student wrote an exam entitled "From Putty to Diamond, or, The American Dream." It was a discussion of another of Vonnegut's hypothetical substances, *Titanic Peat*, a putty-like material which soon becomes hard as a diamond after being dug up.

THE STUDENT who wrote that paper said to me, "You're the first professor who had a real live outlook on the world and course he was teaching. That ain't no B.S."

Hey! I'm not on an ego trip. My point is that the students dug what I was doing. I acted like a person and they responded likewise. Given a chance—a choice—they took it. They were creative. They were individuals.

In addition, I think they learned some engineering. Perhaps more than they would have had the course not had an informal atmosphere and a real, live, personal teacher-student relationship.

And I think the students found out that there is more to life than engineering. Engineering is problem-solving and applying accumulated knowledge for the benefit of people. Its value is

always less than the people themselves.

And perhaps the students found that a professor can love his students and that they can love him. Exams and term papers don't have to be acts of violence. They can be an exciting part of the learning experience.

I KNOW what I am doing is good—for them and me and you—because it's these future engineers who will have to help solve all the damn problems of our society.

P.S. This semester I am using the following books in my courses: T. Roszak's *The Making of a Counter Culture*, John Barth's *Floating Opera*, Alan Watts' *Nature, Man and Woman*. A. Toffler's *Future Shock*, R. Brautigan's *In Watermelon Sugar*, L.M. Andrews and M. Karlins' *Requiem for Democracy*, and R.D. Laing's *The Politics of Experience*.

The next time you meet an engineering student, you just might have something to talk about!

Prof. Hirschhorn taught "Introduction to Material Science," a first-level course in the M & ME department, and "Material Science: Deformation of Solids," a required course for M & ME students, last semester. Hirschhorn said he is not doing away with the technical side of his engineering courses but that "I think I'm presenting a more balanced view of reality." He is a tenured professor.

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Thurana: A togetherness



Studying, playing games and making friends are all part of the life at Thurana. Above, teacher Donna Lippman helps six-year-old Eric Guy. Individual teacher help is possible—and frequent—at free schools because there are always plenty of adults to go around. At right, Sean Schur shows how friendly he can be with his blonde-haired sister, Ellen, 2, and Michelle Geden, 3.

3. Things are not always as peaceful at Thurana, however. Fighting sometimes breaks out, although often it never goes beyond screaming or swearing. Danny and Mikey were only "sort of" fighting one Wednesday morning, pretending they were using karate on each other. Most of the fight consisted of loud, yelled threats. When teacher Becky Stickgold told the boys, "You never see real karate guys screaming at each other," Danny responded, "Then I'll kill him but I won't scream."



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For further information & registration materials, write: Education Today Conference, 723 State Street, Madison, Wisconsin 53703

ess school

(continued from page 1)

mased the basics of reading within two months.

teacher explained that one of the teachers' tasks is "remove obstacles" to learning. But the biggest job, said Becky Stickgold, is to pose the children to as much as possible.

This is possible partly through numerous excursions into the city. Almost every afternoon the children leave their homebase for a trip to Tinney Park for ice skating or to the Neighborhood House gym on Mills Street or the public library. Or they may coordinate their field trips with their lessons at school. When they learned about printing, they visited the University of Wisconsin art department to see how lithography is done. They combined an electricity lesson with a trip to an electric power plant.

"Children don't spend more than an hour and a half a day at academic work," explained Stickgold. "It's not necessary to spend those hours like they do in public school. The kids run around a lot, but when they want to read, they really focus on a book on material they're interested in." Thus learning is focused and concentrated, and it's only when a child's interest makes it worthwhile.

IN ADDITION, Thurana has the advantage of many adults to serve as teachers. Instead of the usual public school ratio of one teacher to twenty or thirty children, the ratio at Thurana is one teacher to every five children. And this does not even take into account the many unpaid volunteers from the community and the parents who come in to teach on a regular basis.

The Spiegels call this "individually responsive teaching, where both teacher and pupil have the time and freedom to react naturally to each other."

These are the "natural human relationships" Thurana perhaps the most heartening of all. At this school there is no mechanistic filling in and out of rooms or desks. The day starts in a flurry of the exuberant voices of adults and children, and passes with the spontaneous interactions of these big and little people working together.

But the Spiegels point out that "working together is not as simple as it sounds."

"ORIGINALLY, when the school began experimentally last summer," they explained, "there was little structure put on the learning process. This led to a rather

chaotic condition which lasted into fall. By then it was universally agreed that children do not enjoy chaos for long.

"A schedule was set up which is loose but also very effective. Every morning math is offered to the children. Ideas in arithmetic and geometry are presented to the various age or interest groups. The children participate in reading and language activities on and off throughout the day. Science, music and gym are also regularly offered.

"The children are never coerced, explicitly or covertly, to learn. Alternatives to what others are doing are always available. Enough teachers are there to assure this."

Another goal of the school is to teach kids to "be cooperative and to get along with other kids," explained Stickgold. This is a difficult task since children can sometimes be very violent.

"Fighting is a problem," said Stickgold. "When they get angry, they often start waving sticks and someone always gets hurt. And at times they really want to hurt each other."

"You don't want to repress it, but you don't want them to hit each other, either."

The answer has been to intervene at times and generally to have the adults serve as models of cooperative, non-violent behavior.

MORE ON THE LOVING side, Lee Ravenscroft explained, is the stages the children have gone through in terms of their relationships with each other and with the adults. "Before they came here," he said, "They weren't touching and hugging each other as they do now. Now, also, they have more confidence with adults. The adults have to earn the kids' respect. The kids know what we know—it's very clear to them what we're competent in."

At this point in its existence, Thurana has two main needs, the Spiegels explained. "The first is for a few more children in the seven to nine-year-old age bracket." Danny is the only nine-year-old, and the average age is six.

"The second need is money," they said. "Fund-raising films are presented most weekends at the YMCA. The school also belongs to the Madison Sustaining Fund."

Thurana is a legal, private elementary school and a non-profit organization. Thus, it is a legal alternative to public schools, and at present would welcome more students. For information on admissions, call 257-4993, for general information 231-3155. People who would like to volunteer their services at the school can call 241-2873 for information.

Eng. 200

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(instead of our own—

for you the classroom is not the place

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we can't stop the merry-go-around of Ed.

for people who refuse to

participate in our anti-cussions.

Little people (my ever bloating ego

splurges on such types)

i have seen you before.

Running a good race, but the

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By ERIC PARFREY



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JURGEN HERBST

Prof. Herbst is chairman of the Educational Policy Studies Department. He is also a professor of history, and his specialty is history of American education. Herbst has researched the legal history of the University.

The most promising development in American education over the last five years has been the growth of informal education in free schools, free universities, neighborhood associations, churches and a multiplicity of non-institutionalized settings.

This development suggests the growing awareness of the difference between education as training and education as growth.

The demands in our technological age for education as training are enormous. Specific skills, techniques, and knowledge are at a premium. Given the growing complexity and interrelatedness of all of our systems, be they technical, political, social or economic, demands for precision and expertise must be made with the greatest rigor and insistence, unless we all want to commit suicide. Hard-headed, demanding training with high standards for evaluation and certification are necessary.

At the same time, the increasing

demands for expertise have made it apparent that not all education falls into this category. Education as a learner's exploration of his interests and a teacher's attempt at stimulating and exposing students to a variety of human experiences is just as necessary for our survival as human beings as our technical expertise.

In this area of education as exploration and exposure, however, there is no need for the objective standards of evaluation and certification. Indeed, graded performance criteria have no place in this kind of education.

To me, the most encouraging trend in contemporary education is that we are beginning to realize the difference and the complementarity of these two types of education.

* * * * *

SOME IMPLICATIONS of the trend I have described are:

1.) The recognition that neither for education as training nor for education as growth are schools and universities the only places that learning can take place.

2.) The abandonment of the idea that only professionally trained educators may function as teachers of others, and the concomitant recognition of the technical expert and the poet as teachers.

3.) The necessity of separating teaching from examining and certifying by freeing education from the latter task and placing it in the hands of examining boards in technical fields for which training is requisite.

4.) An anticipated expansion in the next decades of continuing, or adult, education.

The two largest obstacles in the path of these developments are the school myth and the contemptuous belittling of expertise, craftsmanship and pride in performance.

The school myth refers to the common notion that everyone must go to school in order to learn, and the belittling of expertise appears to be an unfortunate by-product of the current alienation from education by so many of our young people.

* * * * *

TO ASK whether education should be mandatory is to ask whether growth should be mandatory. In my experience, people either grow or don't, and if they don't intellectually and spiritually, one may try to stimulate growth but certainly not compel it.

Compulsion makes sense only in training which leads to certification. It is, then, a matter of standards. A decent respect for the welfare of those who are ex-

posed to our expertise demands that we compel performance before we certify.

On the question of financing, I think education should be federally funded through the income tax. In this way everyone will pay back the debts he or she owes for the education received from society.

All institutions or individuals, meeting minimum standards and contributing to the education of young people should have the right to ask for federal funds.

On the merger of UW with Wisconsin State University, anything that increases or makes more efficient the bureaucracy of a multiversity is fatal to education, both as training and as growth. The university needs decentralization rather than merger, and greater campus autonomy rather than a streamlined central administration.

* * * * *

THE EDUCATIONAL PROCESS has not seen any basic or structural change since the 1890s. Reform is not the issue; change is.

The change that is necessary ought to be derived from a re-thinking of what education can be in an age of technology, boredom and leisure. Take the distinction I

make between training and growth. Arbitrarily assign 60 of the 120 credits necessary for graduation to training and 60 to growth.

Allow the student to specify for him- or herself which 60 credits of his 120 ought to be counted towards training and which toward growth. Allow the professor to announce which of his courses he or she offers for training, which for growth and which for either.

In the area of training, let there be state and professional boards to examine and certify students. In the area of growth, keep any kind of compulsion—whether attendance, grades or exams—out of the classroom. Start with or go back to something as simple as this.

Maybe we shall rediscover the joy of learning.

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Learning vs. schooling

How many years make an education?

By PHILIP PERRONE

Prof. Philip A. Perrone is chairman of the department of Counseling and Guidance. His specialty is vocational development.

Q. What is the most interesting, and perhaps fruitful, idea-trend-program to hit U.S. education in the last five years?

A. The most hopeful sign I see is the differentiation between learning and schooling. Public education and the American society have relied on "years in school" or "degrees earned" as indices of one's occupational competency—and quite probably—one's personal competency. I believe we are moving into a day when we will be measuring a person's adequacy by his behavior, not his years in school.

The problems are to establish valid measures of competency and provide learning resources throughout the community and yet provide public education for everyone. We have, in the past at least, relied on process to tell us the "mark of the man" because we couldn't or wouldn't find economical means of evaluating individual accomplishment independent of the learning source.

I have little thought about funding—or concern. When our values as a nation and a world become less defensive (or offensive), there will be ample resources for education. Until then there won't be enough regardless of how it is "handed out."

Q. What do you think of the merger of UW with Wisconsin

State University?

A. Merger at the top won't work. It must be done across departments and be designed to meet manpower and geographic needs. Obviously certain programs—and obviously professors—must be moved to other campuses. The structure at the top is irrelevant. What happens in the trenches determines the programmatic and fiscal success of merger.

Q. Is UW too big now?
A. UW is not too big—people may be too small, however.

Q. What are some innovations, or changes you would like to see UW make?

A. I think there is too much emphasis on process and not enough on product. The English system of higher education would make a vastly superior model to

what we now have, but it takes a small student-professor ratio to achieve.

UW could benefit from more "problem-oriented centers" around which faculty could function for both the service and research aspects of our job. The teaching, in our department at least, seems to provide adequate opportunity for faculty and students to know and learn from one another.

Q. What do you think of the state of the UW School of Education, particularly your department?

A. Having just returned from a trip to several institutions in New England prior to responding, I'm tempted to say everything is beautiful in the School of Education. Compared to other institutions throughout the United States, this is true.

I have former students on the



PHILIP PERRONE

faculty of 30 or so institutions throughout the United States and the world, and it is obvious Wisconsin is ahead of the pack. The problem is whether we should continue running the same race.

We are trying to establish goals and move toward them, but in spite of what people may think, professors have minimal time to think and plan for the future. Some of us must be a little less concerned with the problems of the present if the future is going to be different.

Q. What current issues in education are most relevant to UW?

A. Measuring competency regardless (well, almost) of how it is obtained. Charting a meaningful future for our society as a whole and its children in particular.

Academic Supermarkets

(continued from page 3)

displeasure with his controversial public statements and his antiwar activities. Only after a major campaign by the faculty were the Regents forced to back down on this issue, perhaps indicating that a united stance by the faculty still influences those with formal power in the university. The point, however, was made and it is likely that faculty will be more careful in their statements in order to avoid the ire of the Regents...

THE LEGITIMACY of academic governance has traditionally been sustained by the myth of the university as a community of scholars. As long as the assumptions on which the myth rested remained unquestioned, authority went unchallenged. The existence of the myth was supported by subscription on the part of the university members to an idea of a diverse community harmoniously united in the pursuit of truth. As long as truth went without need of definition, the consensus upon which the myth depended held. But the pressing social problems of the sixties demanded a clearer definition of ends, and that attempt at definition shattered the

myth by revealing the university as an institution composed of a multitude of competing interest groups, each seeking its own end...

The University of Wisconsin has obviously been subject to the very serious pressures facing American higher education generally in the sixties. Despite this fact, it is clear that the university has not truly responded to many of the challenges which face it. The symptoms of failure are evident: A faculty senate was organized in 1969-70 with neither the consultation nor the participation of students, although at other universities, such as Columbia, students were involved in similar changes in governance. Despite a great deal of deliberation and some conflict, no basic reforms in the curriculum have been made, and the administrative structure has remained unaltered, although there are some indications that this situation may be changing.

The university has not been able to move far or fast enough to meet demands on it from undergraduate or graduate students, from teaching assistants, or occasionally from junior faculty. While it is very likely that some student demands should be

rejected, UW has met almost none regardless of merit...

Thus, UW enters the 1970s without direction and in a state of substantial crisis. Budgetary crises have forced administrators to spend much of their time

on belt tightening while students demand that more attention be given to undergraduate instruction and other expensive proposals.

What is more, the will to adapt to what are clearly new situations does not seem to be dramatically evident.

Education Today: A Reappraisal and Revolution

March 10-12, 1972

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Screen Gems

Harry Wasserman

Feb. 21-22—**Duet for Cannibals**—This film, an apt choice to commence the Play Circle's female director series, is one of the finest examples from a sadly small genre, and illustrates once again the ease with which most film critics have crossed the bridge to filmmaking. **Duet for Cannibals** is a demonic demonstration of the sinister, sensual, and psychological cinema of Susan Sontag. Matinees and Evenings at the Union Play Circle.

Feb. 21—**Each Dawn I Die**—Another of the many fine action/social dramas coming from Warner Bros. in the '30's, **Each Dawn I Die** has the distinction of being one of the most realistic and exciting prison pictures ever made, thanks to the tough, no-holds-barred direction by William Keighley and a great cast headed by James Cagney and George Raft. Free, 8 p.m. in the Union Stiftskeller.

Feb. 21—**Oh! What a Lovely War**—British thespian Richard Attenborough takes a fling at directing perhaps the first anti-war musical comedy, and hopefully the last. Conveying such profound messages as War is Bad and Death is Worse with the subtlety of a sledgehammer, the film is self-defeating, for by juxtaposing music hall numbers with gory battle scenes, it ends up wallowing in its own bloodshed. 8 and 10 p.m., B-10 Commerce.

Feb. 21—**Cul-de-Sac**—Roman Polanski has a knack for taking established film genres—the psychological horror film **Repulsion**, the monster movie **Fearless Vampire Killers**, the Shakespearean tragedy **Macbeth**—and turning them inside out, with his fine sense of the grotesque, the cynical, and the cyclical. In **Cul-de-Sac** he tackles the tale of criminals-break-in-and-terrify-inhabitants, adding his own brand of grim, Pinteresque comedy. 8:15 and 10:10, B-102 Van Vleck.

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A Frank Perry Film

Madison community school Making connections in a freer atmosphere

By RICHARD BROWN

Richard Brown is a regular writer on the Cardinal Staff.

The pulpit is gone, and in place of hymns are the sounds of students pounding nails or playing guitars or singing or rapping or thundering over the floor in a football game. Or maybe the somewhat chaotic harmony of all these sounds.

Some would consider football games an unlikely tool in the educational process, but the people at Madison Community School might just as easily consider most public schools as equally unlikely tool in that process.

Forty-five students attend Madison Community School (MCS), housed in the former Gospel Tabernacle Church at 1925 Winnebago Street. They range in age from 12 to 18. Most of the students come from middle-class homes, with a few from other economic levels. At least half come from broken homes, and some are what society would call "problem children." At present there are no minority group members.

Education at MCS is a "collective process toward individual self-realization," one student said. Another student explained that the purpose of MCS is to "enable us to make an impact upon society so we don't just fit into forms of oppression."

In other words, the students want to "be able to deal with society and not be intimidated," added another student.

However, MCS students don't always feel a sense of shared purpose. "At times I feel we share nothing," said one girl.

PLANNING FOR MCS, now a non-profit, incorporated school, began in late winter of 1969. The school was finally founded in March 1970 through the collective effort of students, parents, intern teachers and others.

The staff of MCS includes a Harvard graduate who has been both a junior high teacher and a UW teaching assistant, several

UW dropouts, and UW graduates in music, philosophy and history. Two of the staffers have teaching certificates.

Ranging in age from 22 to 29, the five full-time staffers and two part-time volunteers join at least 12 parents and UW students and faculty who serve as resource people. Only the full-time staff are paid, and only at bare subsistence salaries.

Four members of the present staff were among the founders: John Diehl, Cathy Roma, Johnny Burack and Steven Freedman. Becky Levin, who along with two others joined the staff shortly thereafter, said that some of the staff who started with the school have since left, because of dissatisfaction, conflict of ideologies, personal problems or simply other opportunities.

FINDING SUITABLE quarters, in fact any quarters, for the school was both a frustrating and educational experience, Levin said. The school was held in many different locations before the search ended with the present address last October.

Inside the large, two-story building, changes are underway. What was once the church nursery is now the library. A communications room houses a printing press loaned by a friend of the school. And an art room is in the planning stage.

Other rooms include a biological sciences room, music room, and a "quiet" room with mattresses, soft light and music.

The rent MCS pays applies toward the eventual purchase of the building from a group of parents and others who originally raised the money to buy the building, Levin said.

Finances are a problem, she added. Tuition is \$70 a month per student, but varies according to ability to pay. About half of the students claim they can pay when they enter the school, but of these only three-quarters do pay.

FOR ONE USED to public schools, MCS appears

disorganized with little routine. Classes are held only as the need and interest arise. Most of the activities that take place are spontaneous, including the football games both students and staff describe as "great tension and energy relievers." Camping trips are also a part of the school's activities.

Regularly held classes include creative writing, mythology, creative movement, madrigals, and "connections." Connections is a free-flowing course in which students write about and discuss their own lives and experiences, particularly family experiences.

The connections course is one of the activities that has been the most successful at MCS, Levin said. It's a type of learning together which at the same time gives students a feeling of control over their own lives.

It exemplifies much of what the school is trying to accomplish: a sense of community and happy, self-confident human beings.

Student writings, she said, represent "a slice of our own reality."

For instance, in answer to the question "How did your father's or mother's job affect you?", one student wrote:

"My father and I have never really touched very much. We get into logical intellectual chess game duels with each other, maybe the closest we have come to analyzing love. His work was a mystery to me."

Another student said, "It (father's work) was a way of controlling me intellectually—making me feel stupid because he seemed to know so much."

NOT ALL OF THE PARENTS support their children's involvement with MCS, and a few would rather have them back in public schools. But some parents are active in the school, teaching classes, fixing up the building or raising money.



Girl reads in Madison Community School's "quiet" room.

One of the purposes of the school is to involve the whole family. Attempts are made to have regular monthly meetings for everyone, but are not always successful, partially because many are turned off by meetings. Impromptu meetings are held to settle disputes, which do occur.

There are no set rules at MCS, but some are implied—like no smoking (dope). Even implied rules are not always followed, however, and students and staff alike agree that rules are hard to establish, even through collective effort. One reason given is that the people at MCS are "all different."

NOT EVERYONE WHO comes to MCS stays. Twenty to 25 students have come and left since the school started. According to Levin, some students leave because of dissatisfaction with the lack of structure. Those who do

stay, for the most part, say they would not go back to a public school. MCS may not have the elaborate facilities of public schools, but its atmosphere is considered far superior by its students.

A few students at MCS, however, are taking courses in public schools, also.

MCS issues diplomas and is considered a legal alternative to public schools, although it is not accredited. At least 12 students have graduated from MCS.

Some of the students do look to college after MCS. Student Rachel Tabachnick said "MCS has prepared me better for college, but I'm not all that enthused about it (college)." Rachel added she thought college was really not necessary for doing the things people at MCS want to do. To her, she said, "Learning is living."

Right to Read is key issue

By DALE D. JOHNSON

Dale Johnson is an assistant professor in the department of Curriculum and Instruction. His field is reading, and he has done research on the variables involved in acquiring that ability.

Q. What is the most interesting, and perhaps fruitful, idea-trend-program to hit U.S. education in the last five years?

A. Certainly one of the most potentially significant actions in U.S. education is the RIGHT TO READ campaign first articulated by former Commissioner of Education, James Allen. About one-fourth of the school children in this country cannot read well enough to succeed in school. In some locations nearly one-half of the school population is experiencing failure because of the lack of ability to read.

Allen proposed devoting as much time, energy and resources to eradicating reading deficiency in the decade of the 70s as we did in reaching the moon in the decade of the 60s...

Learning to read is probably one of the greatest intellectual accomplishments anyone ever achieves and without the ability, success in our schools is virtually impossible and a great deal of pleasure is lost...

Q. Do you think education in the United States should be mandatory (as it is now for about the

first 10 years of school)?

A. Yes, but I think alternative routes to "an education" should be widely available. Until recent years, three principal types of schooling were available: public, private and parochial—though there are few differences in basic design. Recently the open, or free, school movement has begun to become popular and is providing an alternative as well as having an effect on older agencies.

But however one achieves an education, it seems essential to do so in order to function in our vastly complex world.

Q. How do you think U.S. education should be funded—privately, federally, by the individual states or by some other means?

A. A big handicap in U.S. public education has been its dependence on local property taxes. This

source seems to have been about bled dry as evidenced by the increasing number of school bond issues which are defeated.

It seems essential that other sources of revenue be tapped so that property taxes can be held constant or possibly lowered. Another problem with the property tax is that a generally higher quality of education is found in the more affluent areas. An alternative to this could possibly be an increased amount of corporate taxes, instigation of state lotteries and some form of property tax sharing.

I believe that private, independent and parochial schools should also receive some portion of the tax dollar. If all such schools were to close their doors, public education would virtually grind to a halt. The question of church-state separation could be avoided

through the use of tax credits, I think.

Q. What do you think of the merger of UW with Wisconsin State University?

A. The merger was not necessary and could create more problems than it solves. The larger an institution, the more bureaucratic and the less personal it becomes. If the merger becomes a reality in 1973, great care will have to be taken to see that students, staff and faculty are not lost in the maze.

Q. What are some innovations or changes you would like to see UW make?

A. UW has done much recently to "loosen up" lock-step requirements for undergraduate students. At the graduate level a great deal of freedom in course selection, etc., exists. In line with this I would like to see more un-

dergraduates enrolling in independent study courses, pursuing in-depth areas of interest to them.

I believe an emphasis on research and publication is healthy. Scholars should be expected to seek knowledge as well as to impart it. Good teaching should be a must as should be good scholarship.

A thorough study of the concept and impact of grading needs to be undertaken, also.

Q. What do you think of the state of the UW School of Education, particularly your department?

A. The UW School of Education is, in my opinion, exceptional. Since its inception it has encouraged innovative programs and experimentation in education. In a recent study of schools of education across the country, it ranked fourth nationally.

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