

A PROFILE FOR THE FOUNDATION
AND DEVELOPMENT OF

THE NEW SCHOOL OF DAWSON COLLEGE

Submitted by Guy Millisor,
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Because we are, inevitably, creatures of the past, our tendency is to use each additional year of schooling as a mere quantitative extension of previous years, and to fit our schools into existing and familiar patterns. That habit was not unjustified in the nineteenth century, but the justification for it has disappeared. We are confronted, in planning for the new generation, with a demand for more radical reforms. We are required to reconsider the functioning of our whole educational enterprise...to look at it not so much in historical context as in the context of present and future requirements.

Henry Steele Commager
Universal Higher Education

Dawson College faces a burdensome problem with the increased enrollment required of it by the closing of the collegiate programs at the three English-speaking universities in Montreal. However, as is often the case, a crisis brings forth creative solutions to pending problems. Ideas of great merit are borne out of pressing need and courageous leadership rises to meet the challenge. We, together, have the opportunity to meet this new crisis of enlarged enrolment with a courageous plan for educational reform on the level of the C.E.G.E.P. We have the capital opportunity to try an experiment in education while yet remaining faithful to our public responsibility. We have the chance to make an advance on many levels so that we can also provide data on such innovations as small learning-living groups; social contracts; confluent education; synergic relationships; the inter-relatedness of affective and cognitive education; and

a host of exciting possibilities.

We are encouraged by this opportunity of increased enrolment to pose some of the most important educational questions that we can ask. For indeed, we are approaching the end of this century with great dispatch, and we simply can not answer our present needs by old solutions which daily demonstrate their ineffectiveness and resultant waste in human potential and material resources. "Men may refuse to move altogether for fear of being moved too far..." so that they may "not make when it is necessary, a strong and sudden effort to a higher purpose." (deTocqueville)

In this proposal, I recommend that Dawson College make that "strong and sudden effort" at this time: The establishment of a "New School" under the Dawson College Charter. The New School will emerge out of a profoundly felt and clearly articulated educational philosophy which is supported by the leading educationalists and humanists contributing to the vast body of literature available today. Its life will bring credit to its Mother College, and provide yet another alternative to the citizens of the Province of Quebec in contemporary education.

The New School's philosophy and life will be lived out by committed students, staff, and community animators along the lines drawn in the following profile. Much remains for us to learn and share. The task at hand is enormous in extension and complexity. With a great deal of help, good faith, and continual support, September, 73 can be met. Now we must be about the task.

THE PHILOSOPHY OF EDUCATION OF THE NEW SCHOOL:

PRINCIPLES

1. All members of the New School commit themselves to a concern for human needs before any others.

This statement of an obvious principle should not be surprising or shocking to educators. But however obvious, it demands restatement and on-going evaluation. It commits the New School to a style of operation on all levels that demands civility among the members of the community; a guarded concern for the well-being of each member of the community; interaction among the community hallmarked by honesty, compassion, and cordiality; and an assurance that efficient management or systems will never be of greater importance than the human needs they are meant to serve.

2. All members of the New School recognize that the primary questions of concern for all of us are: "Who am I", and "How best can I function in order to fulfill myself."

"One's self-concept consists of the thoughts and feelings constituting his awareness of his own existence, his conception of who he is, and what he is, involving both cognitive and affective realms of being." (Eupsychian Education, Kelly, p. 3)

These questions are not new questions but for each of us who asks them the discoveries are as exciting and challenging. The posing of the question is part of the process of self-actualization. In each of us, there is a "...fundamental all-inclusive need towards self-actualization involving both physiological and psychological metamorphosis. It is not a selfish need but rather a 'great driving force in each of us by which we are continuously seeking to make ourselves ever more adequate to cope with life.'" (kelly, p.3; Combs p.28)

The New School sees each member of the community as a "free person".

Such a claim cries out for definition. One may begin with the view of man as educable. He shares with all living things the ability to change in response to the demands of his environment; but uniquely among them, he can draw on the experiences of others remote from him in time and place. He can not only adapt to the environment but change it--again with the help of all mankind, now and for all the generations of his ancestry.

To a person's ability to learn, one must, therefore, add his interdependence with everything that makes up the spaceship with is his earth. His autonomy as a learner is always predicated by his membership in the intricately symbiotic system of natural processes. Thus human freedom must be understood as existing within a context of mutual need, not only of persons for each other but of an infinitely complex system for all of its parts, and of those parts for each other and for the whole.

A man's freedom is, for all of that, absolute. Absolute in that it is absolutely necessary that he choose his life moment by moment, day by day, and that he do so with nothing but his own intelligence to guide him. Such absolute freedom has enormous moral consequences; as Sarte has pointed out, when one chooses for oneself, one chooses for all men. Every human act has echoes, repercussions, and effects beyond number. Man is nothing if not consequential.

Since his choices carry consequences are dependent on his intelligence, and since he is educable, it behooves him to learn as much as he can that he may choose as wisely as he can.

(Education and Freedom
Goddard College
Catalogue Part One)

Adequately "coping with life" and "choosing as wisely as one can" are closely related operations, if in fact not

the very same thing. A sense of one's freedom arises out of a sense of self. The close inspection of that "self" leads one to a consideration of the other. Responsibility grows out of this interaction between "self" and "other".

A key element in our presentation is the point that attainment of individual self-actualization is a socialization process in which one is dependent on interactions with others for his own personal psychological growth. As a person grows older the self-concept expands to identification with significant others. (Kelly, p. 3)

In⁴/discussion³ freedom, responsibility, and the rights of others, Combs (1971: 218) stresses that 'man is selfish only to the extent to which the self has failed to grow by identification with others. The self-concept is learned largely from the behavior of others towards us, and the most significant satisfactions in life come from these human interactions. As the self expands, through identification with others, institutions, and society, one's self-fulfillment expands also. These dynamics are a precondition for for truly self-directed responsible behavior, which also satisfies the needs of the rest of society. Irresponsible behavior is a consequence of the breakdown of dialogue, interdependent relationships, and eventual lack of commitment to others. This theory points out the necessity of transactional or interdependent relationships between men, and tends to refute the concept of an "either--or" dichotomy between "inner" and "other: directed persons. Humans are social beings; the degree to which they are able to attain fulfillment is dependent upon how successful they are in working out effective relationships with other people who make up their society. Within this context, the self-actualizing individual's requirement for freedom does not mean his free to do just as he pleases. The moment he interacts with another person, his personal growth must take the other into account,-- which is a--higher order of freedom.

(Kelly, p.4)

Clearly, this second principle is a most difficult consideration for each of us. But when everything within our experience is used as material for this investigation, and when we are

each committed to the other, then that task is not one of insurmountable heights.

3. We all commit ourselves to share in an educational and human activity by assuming the responsibility of an active search for self, honest interaction among the community, and by sharing what we come to know and feel with one another.

The New School articulates this principle because we are certain that...

until we learn to respond to one another in authentic ways in our lives, in our work, or in our political confrontations, we shall continue to ride the absurd carousel of repeating over and over the same, wasteful, destructive mistakes.

(Brown, p. 17)

The "authenticity" we speak of above depends to a great degree upon the allowed level of "affective" knowledge we each possess of ourselves. The New School commits itself by principle to a "curriculum of affect" and an educational mode which is "humanistic" so that the authenticity of each person's experience is validated.

Maslow (1968: 393) points out that must accept the person and help him to learn what kind of person he is already. This means that energetic teachers will have to take their cues from the observed needs of their students, redeveloping the curriculum in the light of changing student's reactions.

(Kelly: p. 11)

And...Parker and Rubin (1966) state that no matter what curriculum is being followed, the individual must be considered if he is to realize his personal potential. (Kelly, p. 11)
And Tyler concludes that the learning situation must be such that the student will be motivated. (Kelly, p. 11)

Concerns, wants, interests, fears, anxieties, joys, and other emotions and reactions to the world contain the seeds of 'motivation'. Dealing with the student's inner concerns constitutes recognition of, and respect for, him. By validating his experiences and feeling, we tell the student, in essence, that he does know something. Probably this is the most important factor in linking relevant content with self-concept. For when the teacher indicates to the student in effect that the experience he brings with him has nothing to do with the 'worthwhile' knowledge that the school intends to set before him, he is, without realizing it, telling the student in effect that he is worthless, for he is his experience---

...A social studies class could be given great relevance if the teacher treated...the student's experience...not as a digression but as legitimate content in its own right. Information about the city's system of law enforcement could become personally meaningful if it could be tied directly...to the student's own concerns about powerlessness...

...their subsequent behavior is more likely to be affected directly by the learning that takes place. Relevance, then, becomes a matter of functionally linking extrinsic curricula to to basic intrinsic concerns and feelings.

(Toward Humanistic Education: Weinstein and Fantini, 1970. pp. 28-29)

The purpose of this third principle is to articulate the intention of the New School to encourage a student's affective development as well as, and not at the expense of, the cognitive mode. Contemporary education has placed greater emphasis on the cognitive development and most always at the cost of a poorly developed affective development. The prevailing assumption seems to be that by mastering the cognitive mode and content, the student learns to behave appropriately and

happily as a citizen of a democratic state.

We question the validity of this assumption that extrinsic subject matter alone can lead to humanistic behavior--that is, whether the cognitive man is necessarily the humanitarian man.

Our proposal is to reverse the direct of the prevailing cognitive emphasis. We suggest that knowledge alone does not adequately produce the behavior necessary to such a society. The chances of affecting behavior will be greater if the learner's feelings and concerns are recognized and made to direct the cognition that logically should follow and if cognition is used to help the learner cope with his concerns.

...Affect can serve not only to revivify elements of the old subject matter but also, and primarily, to open vistas for new subject matter.

(Weinstein and Fantini, pp.31-32)

And as George Isaac Brown stipulates in his book, Human Teaching for Human Learning: "The ideal pedagogical condition is where a learner, freely possessed of feelings of personal adequacy as an explorer in the universe of experience, finds the adventure of new experience a prospect of challenge and excitement. (op. cit., 233)

In the simplest of terms, this principle commits each of ^{us} to an educational adventure in which our personal feelings and concerns are as important as any other concern. And that the growing awareness of our own feelings and concerns will lead us to a more compassionate understanding and sensitive awareness of the feelings and concerns of others with whom we share our experiences.

4. We are committed to the principle of self-government and the assumption of that responsibility in order to experience the privileges of freedom.

We recognize that part of the process of becoming educated, feeling citizens/^{is}to experience the responsibilities of government as well as experiencing the privileges of the democratic state. Each member of the New School recognizes that by virtue of their commitment through social contract to the New School, they become active members of a governing body which is responsible for the development of the mode in which the learning groups will develop all elements of its cooperative and communal life; that the interaction on the social level of individuals within the learning group--the band--be developed by sincere attention to the well-being of each member; that the interaction of one band with another be developed along mutually satisfying and acceptably human standards; and the contribution of each band to the well-being of the entire college community be developed through the community council.

Each band not only develops its own governing methodology, but must also develop an on-going evaluative tool which will allow the band to expose itself to its own criticism and considerations. The commitments of each member of the band exacted by the broad educational principles of the college are the primary responsibility of the band to check. The commitments required by the band of its members also are the prerogative of the band to check. But if there is a failure

of the band in this responsibility, the sector council or the community council, or the Director of the School will assume this responsibility. Accountability is the responsibility of each of us. A failure in the area of accountability will not be judged harshly; but help will be given from any source that the New School has available. For example, if one member of a band has fallen badly in the performance of his commitment, the band itself is the agent of help to this person. The other members of the band seek to understand why such a failure is happening; and extends whatever support it can. It may turn to the Community Services Animators for help. It may ask the band and its sector council to help. If finally there is no other solution, the community council can be asked. The only failure which the college can not support is a consistent failure in the application of principle. Methodology and other similar areas of possible failure are not the cause for great alarm and possible dismissal. But if the person can not continue to serve and be served by the New School within the broad limits of its philosophical structure, then clearly that person would be better served in another educational institution.

Along with Goddard College we could stipulate four areas in which this fourth principle seems most applicable:

First, the college must help students realize that freedom arises within the act of making consequential choices. A person who surrenders to others the responsibility for making choices has nevertheless chosen; his choice is not to be free. At the same time, he has given up--at least for the moment--the possibility of education, for becoming educated is learning to make choices wisely, and learns to do that by trying.

Second, the people who make up...the New School...must continually present to each other the opportunity, indeed the necessity, to make important choices and evaluate their consequences; to choose among genuine options about what one will study or teach, and where and how, about the direction and quality of one's own continuing education, about how one will conduct one's daily life.

Third, ...The New School...must provide for or make available or serve as guide to various resources for learning and teaching--not only books, materials, meeting and study places, laboratories, and equipment, but opportunities for many kinds of educational experiences...

Fourth, persons in the college must be responsible for helping other persons who come to the college (as students, teachers, workshop or seminar leaders, scholars or artists in residence, administrators and those who work with them) to accept and use the freedom rather than escape from it, consider the options and make the choices, explore and in the best sense exploit the resources for learning and teaching.

(Goddard College
Catalogue Part one,
p.5)

To more explicitly state the implications of this fourth principle, we will quote from Gerry Kelly's paper on Eupsychian Education which was cited previously in this paper.

...it seems that experiences which call for choice and individual decision making, as well as freedom and responsibility, are foundations of the educational process. Certainly, Third Force Psychology makes it clear that such conditions are an integral part of the atmosphere required for the development of self-actualizing people.(p.8)

And clearly in line with Goddard's second principle as given above,...

Perhaps it is also a practical and essential skill required for coping with societal change as education itself becomes a constant process

of choosing what one needs to know.

...Students must have the opportunity to be involved in not only classroom decisions, but in larger organizational matters as well in that they will feel some sense of control over their environment.

..-What better, more meaningful experience could be provided than participation in the decisions about one's own life and learning.

(p. 8-9)

But, we as educators do not intend to abandon our responsibilities in the areas of providing direction and leadership.

But, clearly, the intention is one of help and concern rather than coercion or imposition. The leadership of another new college, Hampshire College, has this to say about the shared responsibility of students, staff, and administration:

Another Hampshire aim is to expect students from the beginning to share in shaping decisions about the college, and to take principal responsibility for making decisions about themselves as individuals....There will be membership in...the college...and participation in its affairs, by faculty and staff as well as students. It will be a mixed community in this sense, with a need for differing roles and responsibility in its governance. But it will be shared in by students as fully as a healthy balance of varying interests in the welfare of the whole community will permit.

(The Making of A College
Franklin Patterson,
1966, p. 56)

A close reading of this book, and especially this section, leads one to see that Hampshire College sees certain areas of decision making the province of one part of the community or another. The New School opens the entire operation of the

college to the community within the amplified principles of its philosophy of education. We commit each member of the community to these principles and ask that they, in the performance of their respective duties to the community, keep in mind their accountability to the whole. Tasks given to a member of the community are that person's responsibility to exercise in the name of the community. He is given that privilege in view of his competence and readiness to serve; he is held accountable within the same confines. We do not all expect to constantly do one another's jobs; but we do have the right to expect each member to be accountable. We ask teachers to be resource agents; to provide leadership through their education and experience; to be available to the needs of their bands; and to contribute to the total life of the college through their professional and personal commitment. Students have a role to play in relation to these demands upon the staff: To use them. Where one has something to offer, another must arise to accept. But there must be mutual satisfaction. There must be accountability.

Finally, we must keep in mind that...

...the development of our self-actualized individual must be done through meaningful, active, and responsible involvement by the individual in the activities of his environment, (Kelly, p. 16)

and that the individual we speak of is not only a student, but also a staff member and an administrator. The process

of self-actualization is one of becoming, and we are all becoming. So, in that sense, which is central to the New School, we are all sharing in the self-actualizing process.

Lastly, we will repeat our basic principles so that we can proceed from them to a detailed consideration of the actual plan of the New School.

1. ALL MEMBERS OF THE NEW SCHOOL COMMIT THEMSELVES TO A CONCERN FOR HUMAN NEEDS BEFORE ANY OTHERS.
2. ALL MEMBERS OF THE NEW SCHOOL RECOGNIZE THAT THE PRIMARY QUESTIONS OF CONCERN FOR ALL OF US ARE: "WHO AM I" AND "HOW BEST CAN I FUNCTION IN ORDER TO FULFILL MYSELF?"
3. WE ALL COMMIT OURSELVES TO SHARE IN AN EDUCATIONAL AND HUMAN ACTIVITY BY ASSUMING THE RESPONSIBILITY OF AN ACTIVE SEARCH FOR SELF, HONEST INTERACTION AMONG THE COMMUNITY, AND BY SHARING WHAT WE COME TO KNOW AND FEEL WITH ONE ANOTHER.
4. WE ARE COMMITTED TO THE PRINCIPLE OF SELF-GOVERNMENT AND THE ASSUMPTION OF THAT RESPONSIBILITY IN ORDER TO EXPERIENCE THE PRIVILEGES OF FREEDOM.

In this part of the brief, I am going to present an outline for the development of the New School. I have chosen to present these elements in the same order as I think they will have to be met in the next several months.

THE APPOINTMENT OF A DIRECTOR OF THE NEW SCHOOL.

This clearly seems to be the first order of business after the acceptance of the principles and outline of the New School has been accomplished by the Planning Committee. Along with my proposal and plans, I place myself in a position to be appointed the Director of the New School. I consider myself excellently qualified to lead the New School since its character and amplification has been principally my work; since I have shown since I have been at Dawson College and in other educational institutions/a good teacher, a willing and able committee member, and an administrator of various important departmental positions. I am persuasive and articulate; I know what the New School should be like in its broadest outline and would seek to create such a school by finding the appropriate people to populate such a school. I have boundless energy and would expend it in meeting this challenge. I have displayed a deep commitment to Dawson College and to my students. I desire this position in order to make the school that I deeply feel and know is possible.

My first concern upon being appointed will be to find three appropriately trained and proven people to fill the three positions of Administrative Director, Student (Community)

and
Co-ordinator, / Student (Community) Services Animator.

Each of these persons will have articulated and formulated a contract which commits him to the principles of the New School and a mode of operation commensurate with these principles. They will form the first planning committee of the New School and be responsible for the development of a program of development in their respective areas. Each plan will be discussed with maximum in-put from resource people from the larger community and approved by the four in the original committee. The Director of the New School has a primary responsibility to keep a sense of "over-view" in all areas of development.

THE DEVELOPMENT OF THE PEDAGOGICAL STYLE OF THE NEW SCHOOL

I suggest five hundred (500) students be designated as the population of the New School for the first year, 1973, and an additional five hundred (500) for the second year. I further suggest that three-hundred-and-fifty (350) of these students be first year entering arts students; and the additional one-hundred-and-fifty (150) be science students. This would approximately create eleven arts bands and six science bands. In terms of the problems confronting us in the creation of the small learning unit--the band, the arts band would be least difficult and more immediately managed. The creation of six science bands would allow for some limited student choices, staff recruitment, and space allocation.

During the first year, there will be no technology units simply because they will be the most difficult to create. But it must be understood from the start that the New School is committed to the principle of a diversity in population. One of the original concepts held dear by Dawson College was that such diversity is an educational asset for everyone involved. I believe that research in education supports such a position and common sense dictates it.

Technology Bands will be planned after we have had ample opportunity to evaluate the problems inherent in such a unit. The evidence that we will be able to amass during the first months of actual operation should make it possible for us to meet much more effectively the distinctive problems of the technology band. One would imagine that during the second year of operation we will be able to arrive at a population resembling something like this: 500 arts students in first and second year programs; and 250 science students in first and second year programs, and 250 technology students in first year programs.

Naturally, the technologies will of necessity have to be light technologies. In the areas of science, all required resources will be given ample attention and support. The fact that there are twice as many arts students does not indicate that the New School is not concerned with the areas of science and technology, but instead that the practical considerations inherent in these programs demand more than the New School can meet given the restrictions of this situation.

It should be stated clearly, that given the permanence and given that the situation demands it, this imbalance will be redressed.

THE DEVELOPMENT OF THE SOCIAL CONTRACT

One of the first tasks facing the New School's planning committee is the articulation of the social contract. This contract will set forth the principles of the New School and explicitly outline the responsibilities and privileges of each member of the community. Such a contract will be extended to students as well as staff and administrators. But before anyone is expected to accept such a contract, its terms must be perfectly understood. Whatever means is necessary to make such a contract clear, concise, and explicit--both in its terms and their amplification, will be done. And those terms and their amplifications will be known and accepted freely by each person who becomes a member of the New School. Each area of concern within the college, the bands, the councils, and the administration, will develop a self-evaluative tool to measure and exact accountability. It bears repeating that performance is judged along the lines of compliance and effective performance within the limits of the college's principles, not performance within the confines of methodology or competence. When the person was admitted to the college, or when he was hired to do a particular task, his competence was judged and found acceptable. But if a person consistently does not, or can not, effectively function according to the principles of the

college then he would be better off in a different type of educational environment. All of the research on this subject suggests that if someone knows what is required of them and if they agree in advance as to the validity of these expectations, they will then function more effectively, happily, and humanly. Whatever is asked of a member of the community, such as extended teaching responsibilities to include an on-going involvement with students, will be clearly stipulated before one assumes the responsibility/

One might say that asking a student to assume the responsibilities outlined in such a social contract is either unreasonable or unrealistic. But to every student in Dawson College to whom I presented such an idea, it seemed a perfectly reasonable proposition. In fact, almost every one of them said that if such a document with such clarity had been presented to them upon entry into Dawson they would have been happier and felt more a part of the life of the college in a very real way. They also suggested that since these New School students would be coming into a small learning group--band-- and would receive a pervasive sense of support and direction from that group, fulfilling the conditions of the social contract would not be such a "heavy" task. And since the band's responsibilities are more than academic and are rightfully social, such support and direction would be present to each member. And further, since each band has the very real responsibility to create an on-going self evaluative tool which would measure academic progress as well as social effectiveness within the band, the student will have an on-

going source of information and feedback to use in determining his own progress. We presently bring a new student into the large Dawson with its crowded spaces and over-populated resource centers and provide little or not support or real direction for the student just coming out of the traditional high school. It is no wonder that so many are lost and describe themselves as alienated, left-out members of the college. Thirty is a far cry from 5000. Certainly we will have our failures, but with effort and concern, the proportion will be much smaller.

The social contract lets you know what you must do and what your privileges are. It demands nothing from you that you have not freely given. It is a mutual contract providing mutual satisfaction. It is the bond of the band and the college.

THE DEVELOPMENT OF THE BAND

The 500 places available in the New School should be made available to any applicant who is coming out of high school or who has been out of school for some time. Well in advance of final acceptance, each applicant will have an opportunity to meet with a representative of the New School to inquire into and discuss the social contract and life style of the college. No one will be accepted who has not had such opportunities. It then becomes incumbent upon the Animator of Community Services and Co-ordinator of Community

Activities to plan a program to get into the High Schools of the area on a repeating basis; to provide an office or "drop-in" center where information is available and people are available to answer the needs of inquiring students. The actual task of recruiting students will begin immediately upon the completion of the social contract, the allocation of student spaces according to program, and information *when* created and available.

All that has been said about the social contract can be applied to staff contracts which are very similar.

2. The college will be organized into learning units called BANDS of 30 students assisted by 3 professional staff members. The band will be the actual central unit in the college and will be home for each student. Membership in a band will be for one academic term only.
3. The band provides each student with all six course credits. In actual credit terms, this means that each band provides 180 credits which constitutes two full-time staff members. For each band there will be one full time staff member who gives his undivided attention to his band. His particular academic speciality creates the band's character. Each of the other two staff members provides one band with one half their teaching commitment and another with the other half. In as many cases as possible, professional "growth people" employed in Community Services and Activities will also teach. This will insure that these services remain sensitive to the people they are intended to serve primarily. And it will also make

it possible for service people to be identified with a band and the academic life of the community. It will give them a more organic place within the community.

5. As given above, each band will have one full time staff member; two half time staff members; and thirty (approximately) students. The full time staff member's area of expertise sets the character of the band. This does not in any way make this person a figure of authority or power; but instead places upon him a greater commitment to serve the needs of his band. When staff recruiting takes place, we will have to keep in mind the needs of the bands to have such expertise and to make such people as varied as possible so that the bands themselves will vary, thereby providing for student choice.

6. Once the staff has been hired, they create individual professional and personal profiles which lists their areas of academic interest and competence. These profiles would be extensive and cover as many areas of concern as one might allow imaginatively. These profiles will be the material out of which band staffs are created. During the August Workshops, which are discussed in another part of this brief, the individual members of the professional staff who have been recruited, who have chosen to embrace the social contract of the college, and who have signed a professional contract, now come together with the entire staff and all support people (Community services and activities staff plus administrative staff) to concentrate on group work and college planning. The staff members then exchange profiles; and after reading the profiles, attempt to create groups of three

staff members. This group of three, in addition to work and encounter with the other staff members during the August Workshops, now create a BAND PROFILE. The band profile is a composite profile of the three individual profiles, but with a thrust arising out of the interaction of the three around the central, full-time staff member and character of the band.

The philosophy that will give rise to the concept of the individual profile is that the person who is a teacher, has more to offer than the mere limits of his chosen area of academic competence. And that in choosing to be a teacher, he seeks to exercise more than that limited area of academic speciality, but also his own feelings, attitudes, desires, aspirations, frustrations, and wide-ranging experiences with the world. In other words, we are really allowing what this type of teacher most fondly desires to do in the first place. We have sought this type of person and having found them simply given them the chance to do what they most want to do. And we not only provide them with an opportunity to do this type of humanistic-affect teaching, but we have also given him a community with which to interact.

Lest, however, you get the impression that this is a type of "do your own thing" teaching, let me simply quote the following: "He may claim that his freedom permits him to do exactly as he wishes, but he will have to make that claim in an environment in which the consequences of his acts are likely to be immediate and inescapable. Learning to deal with freedom in this context will constitute a vital part of his education." (Goddard, p. 13) The student, the

staff member, the community resource person, anyone related to the New School will know the conditions of that relationship and constantly have the familiar group reinforcing that commitment. There will be no statement without restatement; no evaluation without re-evaluation. We intend to continue to revitalize the life of the individual by making the life of the whole interacting with its parts. Connectedness is the best insurance against disconnected irresponsibility. If we mean what we say when we begin, then we must guard it as we go.

Lastly, these profiles will be the basis out of which the "curriculum" each band creates for itself grows. The profile provides areas of staff competence, interest, and concern. The individual courses that students will actually create along with their staff members will be the particular application of these general staff "thrusts" of competence, interest and concern. The student will know in advance the broad definitions of the areas of exploration and discovery that the particular band can take him. Where exact destinations will be and how they will get there is the work of the next step in the program!

7. Once the band profiles have been created out of the interaction of the August Workshops, the students are now introduced into the program. They have spent about three or four months exploring the New School through the services provided by the Community Services and Activities Department and the "admissions" people. These students come from any high school in Montreal or area and are possibly either

recent graduates or mature students. The New School will provide spaces for any student who can give evidence of comprehending the philosophy of the New School, who can find the courage to embrace the social contract, and who realizes that through the approach the New School offers, he has as much to gain as he has to give. We must not underestimate the ability of the kid coming out of the average high school. Even though he may appear to be "turned off" and "tuned out" he is yet prepared to reach out and to reach in. He seeks what any young person, or any person seeks for that matter; to self-actualize. To Become. But his experience is that such behavior is not reinforced by the system of education that he has met; instead, such self-actualizing behavior is punished. He is thought to be rude, assertive, opinion/^{ated}, opstreperous, or "out of hand." He has learned that the best way to succeed is to play the game and to go along. As much as we hate to admit such oppression, the average high school student would gladly inform us of the reality of that oppression. Through the services provided by the New School in advance of acceptance into the New School, the student is given every opportunity to know that what we offer is not "more of the same." Either from the school to him or from him to the school. What we will extend to him more than anything else is the challenge to become as much himself as he can within the amplified educational experiences which are human-oriented and affect-directed. We extend the opportunity to develop new concept of Power and

Authority.

Students must have the opportunity [and responsibility] to be involved in not only classroom decisions, but in larger organizational matters as well, in that they will feel some sense of control over their environment [as well as responsibility]. As a result, school structures will move from mechanistic, regulated structures, to more organic, adaptive orientations in which values will shift from selfish independence to interdependence, from extrinsic reward and control to intrinsic reward and control, and from academic achievement to academic [cognitive] and emotional [affective] achievement. New concepts of power and authority are likely to emerge where implementation of school objectives, which members support [social contract] because of their involvement in setting methods [profiles---curriculum---pedagogical methods]. Control in achieving objectives is increased as a result of a 'participative approach'. Power and Authority will likely become more a function of knowledge and perspective and not just roles associated with position. Experiences gained within the total school are viewed as critical. Self-direction and subsequent self-actualization is learned from experiences. What better, more meaningful experience could be provided than participation in the decisions about one's own life and learning? (Kelly, p. 9)

All of this is in partial answer to the person who might doubt that a student can achieve all that the New School's contract will exact. Given the opportunity, the challenge, and the on-going support of the band and the community, the well-intentioned, striving student will succeed. But the important element to keep clearly before you at all times is that the focus of the school's total resources is the individual. At all times, and especially when "failure" threatens, those resources will reach out to the student, the staff member, or the floor sweeper. For failure is not supportable except by each of us assuming some share of it. And by so doing, in that very moment failure turns to success.

8. Once the student has chosen the band that most seems to meet his immediate personal, social, and educational needs, as well as long-range educational-career plans, the band then sets about creating "curriculum." These band meetings revolve around the band's profile, around the individual perceptions of that profile, and the communal needs of the band in all areas of band concern. The band profile outlines the broad perspectives of the band staff revolving around the central character of the band. Now the students and staff approach these broad perspectives with particular needs, aspirations, and perceptions.

We believe in the necessity of providing a curricular-instructional program that promotes student-self-direction, student self-discipline, and student creativity. Students who experience this kind of program will thereby achieve a degree of self-actualization.

....Curriculum, broadly defined as all of the student's school experiences, includes the planned learning opportunities, i.e., instruction, of given learning groups, [etc.]
(Kelly, p. 10)

The operative word in the above is "learning opportunities", by which we can extend ourselves and fulfill ourselves. A learning opportunity becomes the daily business of the curriculum. Imagine a situation in which a group begins by exploring an idea instead of a book. The idea has come out of some need expressed by one or more of the group. And the idea is common enough to touch something "felt" in each of the group. The idea has arisen out of a need felt, but introduced by the "learning opportunity" of one of the staff member's area of concern. Once the idea "surfaces" and is perceived as important to pursue,

the staff member may suggest a variety of ways in which he would be interested in pursuing the idea, as well as ways in which he can be a resource person in the group. Several students may decide to pursue the idea as a group and by reading a book recommended to them by the teacher or one of the other band members. Several others may decide to approach the idea (as felt need) through a group discussion method using the staff member's special experiences or concerns as a starting-off place. Yet others may choose to do independent study for a time and come back to the central group once and a while to enlarge their experiences and to "reach in" by "reaching out." The idea, as felt need, can be met or encountered in numberless ways. The choice rightfully belongs to the student as long as he respects the others in his band and the resources available to him.

In the selection of the components of a curriculum, all three sources; the societal needs, the academic heritage of knowledge and the needs of the individual personality are important. No curriculum can afford to ignore any of the above. Individual needs are of primary importance with societal needs and the academic heritage of knowledge in subsidiary and complimentary roles.

Schools, in their factory-like approach, have tended to dehumanize education. There is often little place for individuality in the high school of 1400 students. Thinking and original thinking in particular, is given low priority in a system that emphasises facts. Knowledge of self [felt needs--as related to "ideas] has little place in the overall objectives of the modern high school. In these institutions, when the student "thinks" feels, and wills what he believes he is supposed to think and feel and will, "he" in this very process loses self upon which all genuine security of the free individual must be built.

Not only does he lose his freedom, but as well his zest for living and learning is gone. Too many high schools [and certainly colleges and universities are as guilty] particularly in the higher levels, are zombie-like in their performance. These students are not committed or involved. It is the teacher who does the talking, the performing and who has the greatest chance of being the only active learner. To leave out the student is to destroy his learning. If we share the process of education with the student, we help to ensure their learning.

...Bruner (1970:79) who has gained a reputation for the promotion of intellectual prowess, states that 'the objective is to produce skills in our citizens, skill in the achieving of goals of personal significance and of assuring a society in which personal significance is still possible.

...Maslow (1968: 393) points out that we must accept the person and help him to learn what kind of person he is already...

[The teacher must take the child from where he is and bring him as far as he can go! (Brown: 243)]

...This means that energetic teachers [who know what they are doing and to what they are committed-- their social contract and professional contract!] will have to take cues from the observed needs of their students, redeveloping the curriculum in the light of changing students' reactions.

[an important note here: the student is seen to be "changing (self-actualizing) therefore his learning opportunities, i.e., curriculum, has to change also. This is not a static situation. If in fact it seems to be, then one can be certain that the "curriculum" is not working and needs "rethinking" as well as reworking. Evaluation will keep the band "honest."]

[Finally]...curricular-instructional program has the potential to satisfy basic higher order needs. If it uses its potential, the energies of the alienated, frustrated, apathetic or bored student majority will be directed into meaningful human endeavour. (Kelly: 11)

In the fore-going there are several operative words: meaningful and directed. The second of these, directed, brings us back to the concept of teacher-as-resource-person who has a responsibility to provide leadership and direction. But that responsibility is to provide, not oppress. And the student has the responsibility to employ the resources of the band and the community since to waste them would be to obviate the social contract and to make the learning opportunity useless. Mutual satisfaction is the key.

"Meaningful human endeavour" is a bit more difficult to define, but I will try. This definition has its limits, but with your help, its amplifications.

Students have concerns about themselves, their world, etc. These concerns are linked to the business they are about at this moment. The business of being who they are and what they are doing. The link between those two questions is a very important one and in many cases it exists only barely and insecurely. What they are experiencing at any given moment in or out of school "effects or changes" those concerns.

As we have said, the teaching process should lead to certain behavioral changes in the learner. The outcomes the staff considers desirable are more congruent with the broad aims of education than are most specific subject-matter objectives. For example, if a learner say, "I see that I can do more things that I ever thought I could", we would conclude that the teaching process has met the general educational aim of fulfilling human potential. [responsible, meaningful human endeavor]

The behavioral changes to which teaching procedures should be directed are suggested by diagnosis of the learner's concerns, principally expressed in their statements. The desired

outcomes should be described in terms of behavior indicating that it has been achieved. Thus one does not teach "power" directly to a group characterized by feelings of powerlessness. Instead, the question is: "What would a person say or do if he felt more powerful than he isn't saying or doing now?" The [group] would then describe behavior that gives evidence of increased feelings of control--not only in the sense of power of others, but also in the sense of power to affect circumstances or to do something for people (the latter, of course, related to the concern for connection with others as well.)

For example, evidence of a person's sense of power is seen in his ability to plan and develop a variety of strategies for overcoming obstacles, in his knowledge of a variety of sources to tap, reorganize, and manipulate in order to get things done. He demonstrates feelings of control by trying and persisting through alternate routes. He makes statements such as "Let's try it this way" or "Let's figure how to do it this way" rather than "It's no use, nobody can do nothing."

...It is not enough for the teacher [group] to determine curriculum [learning opportunities] on the basis of his awareness of the [students] feelings of powerlessness or weak self image. He must also identify and work with the manner in which groups of students express the concerns even with their irrational and destructive ways of dealing with concerns. He must encourage constructive techniques; then he can go further and determine the kinds of information, the experiences and concepts, that could help them to handle the concern more effectively [and affectively].

This is somewhat the meaning of "Meaningful human endeavour."

The development of the "curriculum" proceeds until the band has found a way to provide a "confluent" curriculum which meets the needs (societal, academic, personal) of the students in the band. This curriculum is the basis for the six academic credits awarded each student by his band at the end of the academic term.

There is a very real "practical" problem here.

There are certain governmental requirements stipulated by the department of education of the Province of Quebec. In order to fulfil these requirements the following plan is activated. Long in advance of the band's creation, the administration has stipulated the number and kind of bands required by the New School. The band which is science oriented will have a thrust character: for example, biology. We know what the first term biology credit course requires; we have made those requirements known to the band member who will teach biology; he can approach it any way he and the band ascertains; the material is covered and the students get a credit in the course as numbered in the department's requirements. Meanwhile, our administration has also decided that in terms of actual numbers, this band will give five other credits numbered according to the department's requirements. These numbers will be applied to whatever work the student does in the band. That work will closely approximate what the requirements stipulate, but may vary as to chronology, methodology, sequence of the material, etc. We recognize a profound responsibility to provide the very best in academic staff who can teach the required material in the most imaginative, relevant, essential way possible. At least a staff committed to learning. Wherever there are constrictions, we will strive to be accountable to the requirements while yet going beyond those constrictions. Since the first year's operation will be primarily arts, with only

five ^{or six} science bands, we hope to explore this practical problem in great detail and solve it effectively by the middle of the first year so that we can enlarge our science numbers and our technologies. But, certainly, the admissions officer of Dawson College with whom I discussed this problem felt that with imagination and dedication, the problem could be met and solved.

9. During the "curriculum formation" period, the band also determines its space requirements. Each band should be given as wide a choice as possible as to the types of space available. The activity should dictate the space, not the space dictating the activity. If the space constricts, the space must be changed. We can no longer use the old saw that good school buildings are good schools. As Harvey Scribner, who is chancellor of New York City Schools says:

...fundamental rethinking is necessary on the nature and purpose of space for education. 'We've trained the public to believe that there is some direct relationship between good education and a fancy building. There isn't. And when there's overcrowding, ought we to keep thinking only in terms of constructing new buildings? I don't think so. We're looking into more extensive use of leased space. If we can lease smaller units of space throughout the city, it will be easy to organize smaller groups of students and to create linkages between the school and the community.' (Hentoff: 140)
[reach out and reach in!!]

Scribner's plan is to locate and rent areas in "office buildings, lofts, hotels, theatres, stores, catering halls, and apartment buildings which can be adapted quickly and inexpensively for what he foresees as 'many newly emerging educational programs, requiring new varieties of space, some

open, some for small groups, some of individual study. "New patterns of learning, notably independent study, and the utilization of the whole community as a resource suggest different...needs." (Hentoff: 141) Another excellent source of information on this subject could be the Beaver Report which stipulated on page 11: "By creating small learning units (bands) or experimental colleges and employing the team approach, a sense of involvement and participation could be achieved. Programs could be highly personalized; individual needs could be given priority; and inflexible norms could be abolished so that students could learn what they deem most valuable to them in their own situations." Over and over during the Beaver meetings people kept saying: "Rent space! Don't build anything."

Rented space could house one band or more. It could be of any type deemed appropriate. It not only provides a home for the band, but through the "reach out and reach in" concept the indigenous community becomes involved. In this sense, the space allows for and encourages a real inter-relationship with the community. For part of the work of the band goes beyond the academic to a community-oriented activity which flows organically from the academic work. The band reaches out into its community as a resource. And by so doing, encourages the outside community to reach into the band to use it as a resource. This reach in and reach out activity is integral to the life of the band and its significance. Such an activity is the hallmark of the New School/

In order to meet the needs for space , the administration will immediately begin a space search; create a space catalogue; place certain space under option; and have available furnishings of variable types and styles for use in these spaces. These spaces will be used by one band staff for one year; and then changed.

In addition to rented space, the New School should have a large Core Facility housing library, community services and activities, administrative offices, and assembly areas. This space should be central-urban; it should be easily accessible. This core facility could easily be shared by one or more "New Schools" as long as the two educational philosophies of these schools do not contradict. For example, one school could not decide to place the library under strict police control since we are certain that in the New School the problem of irresponsible use of community facilities can be beaten by the social contract and the on-going life of the band and its self evaluations. Individuals steal books because no one has effectively shown them that stealing is not only immoral, but also socially irresponsible and selfish; Not to be tolerated, unacceptable behavior in a community of concerned persons. The New School would rather risk the loss of books than the loss of freedom to steal or not to steal that is precluded by over-policing a library.

Shared space can be arranged in a large institution, like Montreal High School, as long as we can also positively provide alternate space to the band that required it.

10. Thus far, the bands have formed and created their learning opportunities (curriculum) and organized their space needs. The administration has numbered their courses in line with departmental requirements. Now, the band's character emerges in addition to the full compliment of academic and social work designed for the term. The question of internal governance must also be encountered. The band is the central unit of the New School. It is responsible for its own governance. It creates its own regulations; creates its own self evaluation system; and organizes its daily life style. It is almost an autonomous living-learning unit. Beyond itself, however, it has a responsibility to a sector council. For example, all arts bands will create a sector council. This council is composed of one elected representative from each band. Since there are no "constituencies" in the New School, it does not matter whether the elected representative is a staff or student member. But if it is a student, then the alternate representative is a staff member, and vice-versa. This elected representative has a vote; in case he must be absent, the alternate votes in his place. It is good if both can attend each sector meeting, but only one will be called to vote. The sector representative represents his band to the sector and the sector to his band.

The third level of government is the community council. The representation is one voting, one alternate from each band; plus ex-officio members --the Director of the New School, the Administrative Director, the Animator of Community Services and the Co-ordinator of Community Activities;

Of these ex-officio members, only the Director of the New School has a vote, with the right to exercise that vote only in cases of a tie count.

The Sector Council and the Community Council will be discussed in greater detail later.

In addition: to these matters, the band will be available to a person employed especially to do research on the band method.

11. The creation of curriculum, space needs and governance, at least as initially required should be accomplished as soon as possible in the first several weeks of the new term. The New School has the responsibility to employ those services of the "mother college" as effectively and co-operatively as possible.

PART THREE: ADMINISTRATION AND GOVERNMENT

1. I think that from the outset, administration should be seen as a function of animation and co-ordination. I think that the appointment of the Director of the New School must be seen as a commitment on the part of Dawson College to allow the New School to seek its autonomy within the defined extensions of this proposal. The Director of the New School must be given the mandate to create that school along with the help of countless resource persons within the community of Dawson College and the external community. At all times, he has the responsibility to report to the D.S.P. of Dawson College about matters which pertain to that role; and to utilize those services available through that person's role in the larger college. A contractual agreement setting out the exact lines of reporting and the areas of concern clearly set forward so as to avoid communication problems later. There must be a "reach in" and "reach out" relationship on this level in the New School and Dawson College as well as in the band level. We will have much to provide for one another, and this reporting level seems the most appropriate level within the present system.

Further, the Director of the New School has the major role of animation along the lines of this proposal both to the growing New College community and to the external community as well. His primary function will be to continue to refine and re-define the principles of the New School: To contribute to the development of school-wide policies and

procedures which embody in practice these principles; to be available as a resource person to anyone requiring that service; to maintain an overview of the community both for itself and for the external community; to be accountable for college-wide policies which extend beyond the concerns of any single body within the college; to be of whatever service is required. His accountability is first to his own community and then to The Board of Governors. His accountability is to be found within the limits of this proposal and its amplification in the reality of the New School/

He will maintain a position of authority in those areas which relate to a specific matter only until the appropriate body is created whose responsibility it will then become. He will at all times maintain a position of voting on the community council to be exercised only in cases of a tie count. He will be an ex-officio member of the hiring staff for all professional staff. He will hire all original staff (taking into account all representations on the part of the staff of Dawson College and whatever other resources present themselves) and thereby create the New School Development Committee who will then set about the task of hiring staff. This means that the first three persons would be hired by the Director. These positions would be open to any applicant: they would be appointment for one year only at which time they would be renegotiated for another year by the services for whom that person then works.

2. The Administrative Director serves the entire community in those areas specifically seen as non-academic. He will be the primary liason with those services of an administrative nature in Dawson College. His staff will include all non-academic staff--including academic secretaries. He will not have to concern himself with library staff or community services staff or community activities staff beyond those matters which relate to purely administrative matters. He will provide management or organizational operations for the college. He will expedite all matters which relate to space allocation and furnishings. He will be the New School's primary agent in affairs which relate us to the external community in matters of non-academic concerns.

Given the right person for this onerous job, the way the entire school intends to operate can become a reality. But given the wrong type of person, systems can take preference over people and the entire philosophy of the New School obviated. The degree of control must never exceed the need for instant flexibility in the face of demonstrated need. Creative management will be the hallmark of this service.

3. Community Service Animator and Community Activities Co-ordinator; These two positions are central to the social aspects of the New School. These two positions within the New School have been changed greatly in my mind from my original conception of them due to the in-put of numerous people from Dawson. The Community Service person should be a trained worker who has experience in "service" oriented areas. He or she must be demonstrably equipped to do "group work" and to provide real leadership in the

development of a service resource.

One of the services provided by resource people is the "in house worker". Three bands, joined together into a "tribal grouping" will share one "in house worker." This person will be retained by the college through the Community Services and will be the primary link among the three bands; the person to whom we hope students and bands will turn to for whatever help might be needed in order to "live together" most harmoniously; and who will be available for whatever needs emerge. The Community Services Animator should be a person to whom the in-house worker can always turn for guidance and help. He will create on-going in-service experiences to amplify the talents and energies of these workers. The Community Service will provide a reference service through the work of the "in-house worker"; this service will be mainly directed toward medical, psychiatric, or social references. The "in-house worker" will be available as a resource person; as a guidance person; as a friend; as a referent; as a liason from the Community Service and Community Activity Service; and finally a means of inter-communication among the elements he serves. These "in-house workers" must be seen as essential to the kind of college we hope to create. They will continuously remind us that we are by principle and design, a people-oriented college. They will bring to our attention the areas of need so that our efforts at service will not be wasted. They will be part of the administration's on-going evaluative team.

The post of Community Activities Coordinator can be most profitably served by a very young person who is demonstrably sensitive to the needs of students; who has given evidence of being compassionate, concerned, energetic, effective, and imaginative. I think that one of the ways in which to encourage students to become involved in activities that the college can provide is to have the leadership of that activities-service one of their own. In such matters, demonstration is more viable than any other type of encouragement. Having such a person also provides the rest of the directorship an available resource to a different point of view. If we can appoint the appropriate person, this job could provide very valuable leadership.

It is in the areas of Community Services and Community Activities that I believe the principles of the college can be given living reality as guidelines to the total college community. If the people who organize this service live-out these principles and help to keep us all honest in the day-to-day operations of the college, it will be of great value. These services are called "community" services advisedly. The college will be a community. All services will be community-oriented; there will be no chosen few for whom referral services are provided. The college will serve each member equally and humanly or it will serve none well. It will be through the efforts of these services that the "helping" character of the college is not only created & maintained, but also witnessed.

There must be areas of responsibility in the college and people accountable for an exercise of those responsibilities. And the lines of accountability must be clearly drawn; and an honest recognition that in fact "power" exists and must be exercised. Each person in this college must be made to understand the enormous power they have over their immediate decisions; that those decisions effect others and consequently they exercise power over others; that the individual's freedom includes the right to do wrong, but that one of the major goals of their education is to seek the right; and that to not exercise one's appropriate power is to diminish self and all those others who moment by moment interact with the diminished person.

The New School says to each that they must assume a "rightful responsibility" in the process of being a learner. The assumption of that rightful responsibility then allows that person to assume the privilege of interaction and interdependence.

In addition, we engage certain people with certain skills to do certain jobs. These people do not exist at any moment independently; but at all times have connectedness and accountability. Once their competence has been acknowledged, we expect the person to "do the job." It is not necessary for us to keep looking over their shoulder and telling them how to do their job. To get in their way is to make them impotent and to waste their time and talents.

It is imperative to acknowledge from the start that the decisions a person makes within the realm of his competence is the rightful application of his mandate. But, at any time, he is accountable for those decisions to the appropriate person or agency he served. For example; the college will hire teachers. Those teachers are responsible to the college, but through the band he serves. Retention is the band's responsibility. So, in order to meet this need, each band will have to create an evaluative tool; but that tool is not dusted off one day during each term and used "to evaluate" the teacher. The tool must be an 'on-going process' which serves the teacher, not something used to intimidate him. He is a learner, too, in the New School. He is a human being to whom each of us must act humanely. We are all of us "becoming". The evaluative tool employed by the teacher lets him know day by day that he is meeting needs; it allows him to express his needs and have them met. If after all that, the teacher simply does not seem happy and well within the college-band system, and has had ample opportunity to express his concerns to his band and to whomever he might turn, then it would best serve all concerned if that person resigned. For someone in such a position, no other choice would be a happy choice. The New School may not be everyone's "cup of tea." Or, circumstances may change and what a person was willing to do six months before is no longer possible. In such cases, and in all cases where institutional problems create person hassles, then the college will strive to meet

these changed conditions humanely.

But, clearly, this responsibility of providing the teacher with a body to whom he is accountable, is a very important one. If at any time a teacher feels that he is not getting a fair deal from his band, he can turn to the sector council, and then to the community council as a last resort. But, since no one will ever be given a surprise dismissal [in ordinary circumstances] and since the band must have an on-going evaluation, I find it difficult to imagine any real problems.

What I want to make clear is that people have jobs to do and sources to whom they are accountable. We have no intention of hiring someone to do a job and then turning around and either doing it for them or not allowing them to do it. But if they are not doing the job, or are doing it badly, they will have to be accountable. It is patently against the principles of the New School to allow continued irresponsibility. The privilege of office is to serve, and well!

Power exercised rightfully is a good service to the community. To act as though one has none or that one does not seek to exercise it, is to mislead the community. But power, badly used, will be re-directed by the community, and if it continues to be badly used--that is that it is in contradiction to the stated and embraced principles of the community--then that power will be resumed by the source and applied by a different agent.

The heavy task of the Director of the New School is to make certain that in his position of over-viewer, he bring to the attention of the community concerns such as the misuse of power of the irresponsible lack of the use of power. Finally, he is responsible that no one get cheated. But at the same time, he is not the person to whom everyone turns, as to a Father. Everyone will know to whom they are immediately accountable. Let them use that line of accountability. The final word must ultimately remain with in the community council. The Director advises and consents; he does not in any other cases than those within his own area of competence have more than a advising and consenting role. And he must consent to the expressed will of the community through the community council.

Areas of government: the Band. The band is the common denominator within the college community. It is home and school for each of the thirty plus three. It has its own life style and autonomous government. It is responsible for its day to day operations; self-evaluations; development; and staff retention. It seeks to interrelate in an 'reach out and reach in' with its community both internal [the total New School] external. It develops its community action programs. It serves the larger internal community through the sector council and the community council.

The Sector Council: Each band elects one voting member to the sector council and one alternate. The Sector is a collection of bands in the same academic area; so there are three such councils; Arts, Sciences, and Technologies. These sector councils attempt to meet the needs most indig- inous to the particular disciplines within the bands. It develops its own style of government by itself. It makes representation to the bands through its band members. The Director of the New School is a member of the sector council for each sector. But a non-voting member. He acts as a resource person to whom the sector council may turn for direction or information. But they are free to govern themselves within the amplifications of the principles of the college.

The third level of government and the highest, is the community council. Each band has one elected repre- sentative who has a vote. That person has an alternate who represents the band in his absence.

On all councils, if the elected, voting representative is a student, then the alternate will be a staff member and vice-versa. It is good to repeat that within the New School there are no vested interests to be served at the expense of any other interest. We will absolutely strive to be a learning community committed by principle to the best for all. Hopefully a good mix of opinion and leadership will emerge. If it does not, then the community will have to re-assess its operations and approach the problem.

The Community Council emerges as the body to represent the total community; it develops and maintains college-wide policies and procedures; it deals with matters which really relates to no band or sector. It should hear representations from those who administer its policies and be the prime source of accountability for the Director. It should set entrance requirements; admission policies; and academic matters of college-wide concern. It will be the final body available to the members of the college for redress of any real or imagined wrong.

The Director of the New School is *ex-officio* member of this council; he has voting rights only in case of tie count. He is the legal signee of business transacted by this council and makes all representations to the Mother college about such policies.

In regards all levels of government, the following principles are operative. First, each council will receive a direction from the Director in order to begin functioning, but has the responsibility to form its own mode of operation

as soon as possible. Secondly, involvement in government is a community, contractual obligation. Hence, no released time or academic credit is given for fulfilling a obligation which all have, but some few will have in a more immediate way at one time or another. Hopefully, in one way or another, each member of the community will seek to serve by being operative on a band committee, council, or community activity. Every possible administrative service will attempt to be provided the bands and the councils; budgets will be created which will make it possible for these governmental agencies to effectively meet the needs of those who are governing as well as those who are governed. In view of past experience, these operational norms are recommended.

a) All meetings should be organized and planned well enough in advance so as to allow the community to know the time and place of the meeting. Since all meetings on the sector and community council level should be open to any interested person, the time and place are essential.

b) These meetings should be held regularly at that place and at that time. Agendas must be published at least well enough in advance to allow anyone who might want to know the material of the meeting and to be able to study whatever material is available through information resources the matters to be discussed.

c) If a person, not normally a member of a particular council, want to address himself to a particular problem on the agenda, he should place his name on a roster

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of recognized speakers and given the time to address the assembly. He then becomes an additional resource from the community for those who have the special task to serve.

d) Meetings have to have a maximum length. They should begin on time and end at the time prescribed by the assembly. There is a threshold beyond which no business can effectively be accomplished. And if one knows in advance that a meeting will not go on forever, one gets about the business of getting what is necessary done.

e) Matters of urgency will be handled by temporary decisions by whatever accountable agency effected; that decision is to be known as temporary and only binding for the time until the appropriate body meets as regularly scheduled. .This principle will end the rule of crisis management. And if a decision can not be reached by a responsible agent, then it is not necessary to decide.

f) Each governing body must create an effective evaluative tool to measure its on-going effectiveness.

g) Each council and governing body must create an informational mechanism which is responsive to the informational needs of the clientele.

PART FOUR: CURRICULUM OF AFFECT AND HUMANISTIC EDUCATIONPRINCIPLES:

While we as a society devote much energy to teaching the student to think logically about such matters as solid geometry, number systems, etc, explicit training of the student in methods of processing information about himself and others in his interpersonal world is almost totally lacking. The development of a collection of hypotheses about oneself, the self-concept, is largely haphazard and the product of unexamined and un verbalized experience. Lacking the necessary skills' for seeking and processing information about ourselves, is it any wonder that few of us can construct relatively clear and unambiguous accounts of our goals, aspirations, values, traits, and abilities? And in the absence of learned skills necessary to the understanding of inter-personal skills necessary to the understanding of inter-personal interaction, is it any wonder that many individuals are confused about their relationship to self or to others? (Sechrest and Wallace, 1967, p. 223)

Clearly, all of the literature available about teaching and learning would direct us to concern ourselves more to the person being taught than to the material being provided. For the learned is dependent upon the learner knowing that he exists and is a learner.

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Our major value assumption/for self-science education are; that the more conscious one is of his experiencing, the more self-knowledge is accrued; the more self-knowledge one accrues, the more choices one has in responding to himself, to others, and the world; and finally, the more choices one has for responding, the better. (Weinstien and Fantini, Self Science Education, 1972. Unnumbered pages.)

And Rollo May says:

Counciousness of self gives us the power to stand outside the rigid chain of stimulus and response, to pause, and by this pause to throw some weight on either side, to cast some decision about what the response will be. (May, 1953)

It is just such a "pause" that becomes the essence of self science education.

Self-science education would involve clusters of planned intended learnings for training the student to acquire those skills, concepts, and attitudes for (1)' perceiving more accurately his relation to himself, others, and the world, (2) increasing his intentionality by helping him to more accurately anticipate the phenomena of his personal experience, and (3) expanding his self-knowledge concerning his own unique style of being-in-this-world. ((Weinstein and Fantini, op. cit. p. unnumbered.)

There are specific ways in which the curriculum of affect should function in order to fully achieve its goals.

These can best be seen by comparing the new expanded method to the more traditional teaching method:

Classroom Norms: Expansions in Support of Self-Science Education

<u>Observed Classroom norms</u>	<u>Expanded norms</u>
1. Learning about the world is the legitimate subject-matter for school	Learning about one's self (thoughts, feelings, and behaviors) is legitimate in school.
2. Remembering, planning and interpreting are important.	Experiencing the present moment, the here-and-now of students and teacher is important.
3. Learning words and concepts for and how to negotiate the world of things and ideas is important.	Learning words and concepts for and how to negotiate one's emotions is important.

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|---|--|
| <p>4. Critical judgement and evaluation (and earned respect for performance) are central in the learning process.</p> | <p>Non-judgmental acceptance and respect is central to the process of individual personal growth.</p> |
| <p>5. Talking, thinking, and reading about experience and ideas is central in the learning process.</p> | <p>Experiencing one's self and one's surroundings is central to personally important learning.</p> |
| <p>6. Well thought-out expression about subject matter is valued in the learning process.</p> | <p>Appropriate, non-manipulative disclosure of thoughts and feelings about self and other is valued and facilitates personal growth in self and other.</p> |

The type of educational style encouraged by the above expanded norms take into consideration the learner's need to learn actual skills, subject-matter, and information. The Curriculum of Affect does not exclude the necessity to provide our young citizens with whatever tools they need to meet societal needs and to reach academic expectations. But, as has been said elsewhere in this paper, this type of curriculum places one's individual unique self-hood above and before all other types of knowledge. In other words, the curriculum simply attempts to meet the individual's human need to know who he is and how he functions and then to be busy with whatever subsequent societal and academic needs emerge out of this newly discovered sense of self. For, is it not patently clear to all of us involved in education, that what I want to know is to great measure dependent on who I am and how much about my own desires, aspirations, and goals I have come to know. If I want to learn math, it is because I know that I want to learn math; hence I will learn math. But my learning math will be affected by some feeling that relates to the questions of math. The success I have

in learning math will depend upon how closely those desires to learn math are related to real needs and real feelings that I have. The more I know about myself, the more chance I have of doing a good job with the math problem. And what I do with the math once I have learned it will be more in keeping with human objectives if my wanting to learn it in the first place has come out of good human needs and personal goals.

The New School will be deeply committed to good scholarship by the very basic principles which are the fundament of the school. For to do less than the best that one is able to do is to diminish one's self. We are committed to a style of learning opportunities that will maximum^{ize} the human potential of each of us who are learners. For the science student, or the nurse, or the artist, or the technologist, the subject-matter is essential so that societal needs and personal career needs can be met; but most important for each of these persons and the world in which they live is the development of their human character and qualities. For what kind of world will it be when we are all very skilled technicians--skilled in dissecting a metaphor, painting a slide for microscopic study, testing a TV or hooking up some computer with its cards,-- but we can not care about ourselves or one another in a compassionate and empathetic manner?

"IF WE DON'T CHANGE THE DIRECTION IN WHICH WE ARE HEADING WE ARE LIKELY TO END UP WHERE WE ARE GOING." (Kelly, p. 23)

BASIC ASSUMPTIONS AND PRINCIPLES FOR A HUMANISTICALLY ORIENTEDCURRICULUM

1. Human beings have a natural potentiality for learning.
2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
3. Learning which involves a change in self-organization-- in the perception of oneself--is threatening and tends to be resisted.
4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
5. When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
6. Much significant learning is acquired through doing.
7. Learning is facilitated when the student participates in the learning process.
8. Self-initiated learning which involves the whole person of learning==feelings as well as intellect--is the most lasting and pervasive.
9. Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.
10. The most socially useful learning in the modern world is the learning of process of learning, a continuing openness to experience and incorporation into oneself of the process of change.
11. The teacher is only a helper or facilitator. The student should progress to the point where he doesn't need a teacher. The teacher's primary function is to become obsolete.
12. Active pursuit of knowledge requires dialogue with reality for understanding to occur. The student must actively search, inquire, organize and integrate if any lasting knowledge is to occur.
13. Curricular-instructional programs should be designed in conformity to the growth patterns of students with the needs of society and the demands of the disciplines in a subordinate role.

(Serfiovanni and Starratt, 1971: p. 261)

PART FIVE:
SOME QUESTIONS AND ANSWERS:

The Questions come from Paul Gallagher on December 5, in response to the original proposal for the New School. I attempt to take each question and answer it either in view of what has already been said or by adding whatever has been yet left unsaid. These questions represent only a few that could be asked; and the answers are on-ly a good beginning. We have but begun!

"The notion of a student contract: Most secondary school graduates seem to be in the process of "finding themselves" and their world, and accordingly express a need to explore. I wonder if a binding contract such as you describe is reasonable to expect from most applicants?"

Since the entire question of the "contract" has been discussed at great length in this paper, I will reply to this question briefly and in point fashion and in random order...

--the terms of the contract are perfectly understood in advance of acceptance.

--those terms are but articulations of what any serious student would articulate about what he wants from a collegial education.

--since one knows what is expected, and since what is expected comes very close to being what one himself wants, then it is possible and probable that those terms can be embraced.

--one is not alone trying to meet those expectations-desires, but is surrounded by people striving for the same goals who are supportive and caring.

--most students express a desire to have a meaningful challenge presented since the mere fact that it is presented shows some respect for them as powerful human beings who can meet such a challenge. This is especially true when the challenge is not only what they want, but what they have freely chosen to embrace.

--and the New School does not intend to be for everyone. Only those who want to choose this particular style of operation would be in the New School.

"To enter into a profound ideological, philosophical, methodological, and work contract--and to remain faithful to it even in adversity--requires a high level of maturity and self-discipline. The notion is mightily appealing, but even more mightily demanding. Have you known many first year students--or any students at any level--who could in good faith make and honor such a contract."

--The most direct and honest answer is, YES.

--Given that all the conditions of the previous question have been met by the New School, then I and all the present students to whom I presented the concept of the contract, think that it is reasonable and possible.

--The band is a small living-learning unit deeply committed to the well-being of its members. It must develop an on-going evaluative tool which will discover the problems and meet its responsibilities to solve those problems.

--I do not think it is either trite or dishonest to say that given the appropriate environment, students will respond with courage and integrity to honest challenges.

"The Notion of a staff contract: The contract proposed for staff members appears to be even more demanding of time and commitment. While I concede that some such staff members are available, my experience is that there is a constant potential conflict between institutional priorities and personal priorities and that the latter are subject to frequent and dramatic change. What assurances can be given that a commitment to the New School made in June will or can be honored the following December? What if a staff member 'is not up to it' in December even though he might have been so in good faith six months earlier? What do we do with or for 'disenchanted' staff or students?"

It seems to me that everything I have said in the first two answers apply as well here. But what I really hear is a concern that when a teacher fails to meet his commitment to the 'institution' because of some 'personal' problems, what do you do. A teacher would not fail any institution; he would fail people. The way in which he would fail these people is as important, if not more so, than the mere fact of failing them. If it seems to be a failure for a moment (be that for a day or a week) then his band will have to ascertain what is going on. If there are unavoidable conflicts, those conflicts have to be resolved for the mutual satisfaction of all learners--including the teacher who is 'failing'. Let us imagine that some problem has come up which makes the teacher consistently angry and difficult to approach. The band will have to help this person through such a crisis. It is not enough to simply say "shape up" but a responsibility incumbent upon all in the band to say "how can I help". But if the problem is one of a consistent disregard of the principles of the college; a dismissal of fundamental modes of operation which are sacred to the character of the college; and if after repeated attempts to clarify the problem and change the situation with no avail; then it becomes clearly the responsibility of the band to ask the person to resign.

There are no problems which can not be met with compassion and understanding where there is the will to do so. We must remember that all of us are learners. And we are all teachers. The potentiality of each of us eventually will

emerge if the atmosphere is supportive. The clearest way to meet this problem is to say that there are no guarantees. The best one can do is hope and then do everything possible to make the hopes become reality. If we could get rid of such "risks" I wonder if it would be wise to do so.

"The notion of diplomas for students: As long as students wish to obtain a CEGEP diploma, there are curriculum requirements to be met. What assurance can be given that 'profiles' will at one and the same time meet student need or interest and diploma requirement? Or would attendance at the New School make diploma requirements a matter of second-order business? If so, wouldn't that restrict your enrollment?"

The New School will provide the same diploma as any other CEGEP after satisfactory completion of the course work required by the department of education. That is to say, that the spirit of the law will be respected while the "flesh" will be amplified and broadened to include far more than is simply required. The actual course work of the bands will be given the appropriate numbers so as to satisfy the "numbers" people and to facilitate records and department requirements. But the ways in which the bands will go beyond those basic requirements will be the most exciting element in the New School. The practical problems can be met. The New School will have the excellent help of Dawson's administration and history to meet those material demands. The way it will go beyond those material demands will be its reason for being.

We will be limited the first year to mostly arts students and fewer science students. But we will grow as we learn. Whatever problems we meet as we go will be the ones we solve first.

If diplomas are "first order importance" for

students, the New School will help them discover a more appropriate priority order. But when the proper place for diploma concerns has been encountered, the New School will concern itself with that problem. Diplomas are necessary. We will do as much as any other institution to see that the ones we award are representative of what they are meant to represent.

"The Notions of profiles; Such profiles are appropriate to a free school where basic assumptions are different, but seem unuitable to a college which has a public accountability. How do we assure that the collective abilities of the staff of a band are sufficiently complimentary and comprehensive?"

The assumption that there are different "basic assumptions" in a 'free school' and a college that has "public accountability" is wrong. Any school has some public to which it is accountable. And the goals are essentially the same, but the methods may vary drastically.

The engagement of staff is the single most important work to be begun and accomplished. The life of the college is dependent upon its staff; and its student body will be finally what the staff encourages it to become. We will strive to engage specialists who are also generalists. They will be professionals who will understand the principles of the New School and strive to fulfill their commitment to those students and fellow professionals with whom they interrelate. We know what we have to teach; our concern is how we do it and the methods we employ. New methods do not destroy (necessarily) old cognitive needs. The profile is a working-out thing; a process. It is not a static

document to which the band does deep genuflections.

But we will grow to know the needs of our community and strive to meet them with profound humanity. That should take care of "public accountability."

"The notion of commitment plus creativity: Especially in the job description of the Student Activity Director, but throughout the paper, you suggest that a commitment to principle on the part of creative people can overcome problems which elsewhere and in the past have been encountered by people who are creative, who have deep commitment, and who have considerable training and/or experience. I honestly find it difficult to deal with the notions that brightness, creativity, and commitment are possible on the scale that you propose and that training and/or experience are necessarily disadvantageous. (I realize that I am overstating your point, but I don't believe I am missing it.)

Well, miracles are nice, but perhaps one should not depend on them. In the play, A Man For All Seasons, Cardinal Wolsey scorns More for not trying harder to influence the Pope on behalf of the king's marital problems. More replies that in addition to all the human effort that seems to be going into the matter, they will have his prayers to fall back on. And Wolsey says: "You'd like that, wouldn't you, to govern England by prayer?" And More responds: "Yes, your Grace, I would."

The individual does not meet the overwhelming alone in the New School. All of his talents and energies are but part of the process. It is more a question of fidelity than anything else. And re-evaluation. We fail often because we lose heart; or direction; or seem to be doing it all on our own. That can not be the case in the New School. Or if it is, we have failed on a far more essential level than the question directs itself to.

A MOMENT

Let us not for^A imagine that I am naive about this question. I know the problems. Dawson has taken its toll of some of its best teachers. The problems at Dawson of fast growth, meagre facilities, and a vision that kept disappearing, are a few of its reasons for less than one hundred percent success. We will be small. We will have no big building problems and strive to make our spaces fit our needs; and we will constantly restate our vision. We might make it to where we are going because we won't allow ourselves to forget it.

Finally, personal insecurity is the greatest cause of human failure. We will not permit insecurity in matters which relate to the college because our first order priority is the well being of each of us who make up its community.

[Questions which relate to "principles as written" in the original brier are not dealt with here because these questions were mainly about wording and that wording has been drastically rearranged in this newer version of the original brief.]

"Some practical aspects:

1) What do we, with a public responsibility, do with or for those who, who for many understandable reasons' would not or could not accept these principles?

We would attempt to educate them about those principles.

They are not "far out", pie-in-the-sky ideas about "free school education." They are perfectly sane, reasonable, demonstratably sound educational-life oriented principles.

Beyond that, we accept the fact that one little college can't attempt to change the whole world, or to please it. We will do for all we can all that we can; and to attempt more would

be tantamount to arrogance. The New School is an alternate form of public education on the collegial level. It does not pretend to be or wish to be the only school; or the only right school; or the only good school. But it does intend to be rightfully good.

If they came into the school and then wanted to leave it, we'd help them find the way out and the way into somewhere else. That would be just another version of our own idea of "reach out and reach in."

2) "How far are you prepared to live away from a metro line where land rents, and purchases are most expensive."

Perfectly prepared to do whatever is necessary to make the New School a reality. If such places are too expensive, we find a way to do whatever we decide is good to do wherever we can find an appropriate place to do it.

Let's start with all the stops out and then trim as we go.

3) "Each band is prepared to judge its own space requirements. How do you deal with the situation where each band's needs, totalled up exceeds the total possible?"

We tell the band the problem and expect them to make more reasonable requests more in keeping with what is possible.

But we at least get all that we can from the start.

"How do you cope with financial restraints (which always exist!) in this regard?"

We cope. But there must be possibilities in this area which have not yet been explored. Perhaps there are creative ways of approaching this problem which have not been discovered because this request did not have much priority in any other situation.

"Aren't we likely to find people will be prepared to live up to your principles provided that they have the kinds of facilities and resources they need, but, given some restraints on facilities and resources, they will not, and cannot be expected to live these principles without what they consider to be minimally adequate facilities and resources?"

First, they are not "your principles" in some other-person sense. They are the principles that each accepts and embraces/ We don't promise to anyone something we know we can't provide. And we don't hire people who are going to be unreasonable. What we do is know what is minimal and go beyond that in every way possible. The New School is not Utopian in any way. It is a school for realists. That means that we are going to have restraints and problems and failures. But we can go beyond all of them. It is only unreasonable if we say we can't when we have not yet tried.

"Are people likely to make the commitments you expect --and live up to them--without knowing in advance what resources they can expect?"

No one is going to place expectations on any one. We will simply make certain possibilities available; choice implies responsible expectations imposed by self upon self in regards what one chooses.

They can expect some core facilities which by the time we get around to staffing and creating a student population can be fairly well defined. Band space will come out of band needs. The type of person who needs more than that in terms of band space is not quite right for the New School.

"Dawson seems to have raised levels of expectations beyond

the capacity to deliver. Wouldn't the New School face the same problem."

I would hope that the New School would not have the problems that Dawson had so that it could deliver what it promised. I have referred to Dawsons difficulties in one other place in this paper; mostly they were not of the college-s own making, perhaps. But clearly, none of the promises the New School makes are unreasonable. The degree to which we are successful depends in large measure on the reasonableness of those promises.

"Your plan for physical development is beautiful, but presumes that there is plenty of space within our means. How do yo deal with the likelihood that this is not the case."

I don't think it is the case. But if it were, then we would trim off areas that can be most easily trimmed while yet keeping the most essential. We could discuss more "shared space" among bands; smaller core facilities; fewer service areas; but we could not bring the entire college into a one building complex and expect it to be what it sets out to be. There are many areas of accomodation and many areas of compromise. We will seek with a-1 our energies areas of accomodation an d resist with as much energy those areas of compromise.

Finally, let me say that I believe thatthe proposal suggests that we are prepared to ask the appropriate qusstions and to try with all our ability to find the right answers. The in-put is required from all those who are really interested in the educational questions we face. This brief will require every moment of our time in order to become a reality by Sept. 1973. Let us be about that now.

In examining the goals of the New School, it becomes obvious that the traditional student services model would be inadequate (as well as too expensive.) With a Student Service budget of approximately \$30,000.00, for the New School, it is only realistic to assume that we will have to rely on many of the existing Dawson Services, such as financial aid, on a referral basis. This is not inconsistent with the present growth of the Dawson Student Services to date with more and more specialized core services being centralized leaving the job of "community" to group-oriented facilitators on each campus.

I would propose the following Student Service model. To begin with, three people should be appointed as soon as possible. They are:

- 1) two community facilitators,
- 2) one activities co-ordinator.

The Community Facilitators should be energetic people with expertise necessary to implement Weinstein's Curriculum of Affect. Group skills would be attendant to this expertise, and a willingness to risk (so often lacking in student service personnel) would be an essential qualification. Basically, we would be looking for two humanistic educators, ideally from Weinstein's Center for Humanistic Education at the University of Massachusetts.

The Activities Co-Ordinator position, as Guy mentions, could best be filled by a student who is dynamic, creative, and sensitive to the needs of students.

The roles of the Community Services team will be found in the following four areas:

- 1) Agents of positive community growth and change:
They must be actively involved in the planning and developing of the college always sensitive to the basic human equations that so often get submerged in the interests of expediency or vested interests.
- 2) Resource Agents:
They must have the informations and resources to help members of the community develop their own potential through their own projects and activities. They must serve as referral agents for individuals whose needs can't be met by the community resources.
- 3) Catalysts for ongoing programs and activities:
They should be providing opportunities for members of the community to engage in meaningful kinds of social

interactions—helping people to communicate effectively at meetings; helping people to develop their potential/ in group interactions so that they may have impact on the community; and finally to be ever confronting individuals and groups with the basic goals of the New School.

4) Developing an active Affective Education Component:

They must first develop within the community a focus on the individual's basic human concerns about life. This focus is based on the premise that cognitive learning is best served by linking it to affective growth.

The capacity to think before and during action is one mark of maturity. The more immature the person, the more do his feelings delimit his behavior. We are all walking bundles of feelings needing love, attention, considerations, and care, requiring little cognitive explanation. Once emotional needs are met, the growing child (as well as adults) can respond with increasing intellectual breadth. Thus, the affective component has a very direct and overlapping connection with the academic.

(Bessell, Human Development Manual)

The Community Facilitators then, must develop an affective learning program which will function on two levels. At one level, the community Facilitators will be providing opportunities for teachers to link the affective with the cognitive. That is, ways in which teachers can link a student's basic concerns about life (power, connectedness, and identity) to academic material. With Millisor-like ingenuity and energy, this can be accomplished in a number of ways. The most obvious would be through the August Workshops.

At another level, the Com Fac's would be offering courses right out of Weinstein's Curriculum of Affect. In these courses, the subject matter becomes the thoughts, feelings, and behaviour of the learners as known by themselves and taught to each other by themselves. In these courses, the learner comes to a better understanding of his own behaviour and feelings, clarifies his own values, and becomes more sensitive to the feelings of others. In short, he is developing his true potential as a

humanistic man.

The logistics involved in offering such a course to 17 bands boggles the mind. A fresh approach must be developed.

I propose a system in which every student in the New School be given a ticket or paper called a Wild Card. This card would be worth one academic credit at the end of the year if completed and signed by the Director. This card would have twenty sections on it; each worth one point. 5 point sections would be coloured red and have to be completed through some kind of community involvements. These might consist of student or college government involvement or some sort of project that was of benefit to the community. A blue 5 point section would have to be completed by some sort of personal growth (i.e., affective education) course.

The Com Fac's would negotiate with students and/or staff on how many points a particular involvement might be worth. If, for instance, a chemistry teacher was setting up a two day workshop on pollution, he could negotiate with the Com Fac's its point value. This done, he could then advertise it in the community as a credit program. Students participating in the workshops would then simply need the professor's signature on his Wild Card to get their credit. A student could approach the Com Fac's with a project. He would negotiate the value credit and his card would be signed by the Com Fac upon the completion of the project.

All students would have the opportunity to participate in a number of workshops offered by the Com Fac's in Affective Education. Thus the Affective Curriculum can be married to the academic program as part of a comprehensive approach that recognizes the value of a wide range of individualized honest effort and inquiry. It is essential to note that all of these points are awarded on a contractual basis which along with the humanistic philosophy characterizes the guts of the New School.

In Summary: People must be free in the New School to grow and experience themselves. I think that the Com Fac's have a key role in seeing this happen. On one level, they are serving as catalysts—stimulating and developing programs, helping people communicate ideas and feelings. On another level, they are constantly clarifying and strengthening the contractual basis

of the college. This may mean confronting participants at a meeting. It may mean helping a student clarify his goals in developing some project. It will mean holding a mirror up to the community a thousand times a year in order for members of the community to examine their behavior in relationship to the basic principles of the college. In these roles, the Com Fac's are in the best sense of the word, teachers.

John A. Messenger
Lord High Mucky Muck
Viger Campus