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will not let it be a nine to three o'clock syndrome. This is the real value of MLC, that it instills in the students a pride in themselves as whole people not just in their prose in bed and on the playing field.

This quality that MLC emits is one that does not stop its effect when the student graduates but goes out into the world with him. Just by looking around this university it is easy to see that not one hell of a lot of people who have come through the regular way really have any desire to learn much more than a new hand at bridge or a new line that is sure to knock the girls dead.

What MLC started out to do is a long way from being completed but the experiment is being carried on by concerned individuals, at the risk of their professional necks. This seems a little odd for a country that claims advancement.

Unfortunately, for the government, schools like MLC will at least prove that there is a better way to educate than the business-minded production lines that are in operation today. Children are more than products to fill the needs of business. They must be able to find for themselves something of intrinsic value to themselves.

The state fails miserably to provide its children with the tools to achieve some value.

MLC provides the tools.

Everdale's solution

by David McCaughna

"Less frenzy, less insecurity in birth pains of a new venture. More joy. More noise, perhaps, but more jubilation in that noise." Thus the 1968 bulletin of Everdale Place summarizes the first year of that local, experimental school.

Essentially, Everdale, located in an elderly farmhouse near Hillsburgh, Ontario, is a unique type of learning situation in which children learn what they're ready for in an environment which they help to create. Pattered after A.S. Neill's Summerhill School in England, Everdale centres about individual responsibility, creative projects and a much higher degree of rapport between staff and student than is commonly found in traditional educational institutions. Faced with such wide range of choices as cooking, dairy farming, bee raising, vegetable gardening, printing, auto mechanics and carpentry, etc., the Everdale student has a chance to develop his own unique talents in a stress-free environment.

Under the heading "What's Wrong with Public Schools" staff members at Everdale state:

"Children are not educated in public schools — they are processed. Most real education they must get from 'classrooms without walls' — from their families and friends, from chance acquaintances and enemies, from streets and back alleys, songs, transistors and television, from games and gambles."

Perhaps a set-up such as Everdale has is part, at least, of the answer to the vital question — "What's Wrong with Public Schools?"

Instant school at Super-school

by Don Richardson

In July, 1968, a 17 year old girl approached Rochdale College to gain admission. The college felt she was too young to enter but suggested if she was intent on studying in a 'free school' milieu, why didn't she set up her own school. And, believe it or not, that's exactly what she did. Other interested students were contacted, who in turn, contacted others; before long Superschool was born.

Now in its fourth month of existence, Superschool has an enrolment of twenty-two students ranging in age from five to twenty years. The projected enrolment will not exceed this number.

The students were in charge of organizing the first tentative steps. Together with the willing assistance of their parents, they have succeeded in establishing a viable alternative to the antiquated public education system.

Situated at 198 Beverley Street, in an immense old house, the school is in close contact with all the educational facilities of the downtown core. The eleven residence students live two blocks south of the reference library at St. George Street and College, and are within easy access of the City Hall, Yonge Street and the downtown Toronto area.

Superschool received a \$1000 grant from C.U.S. and hopes to receive another \$6000 from universities and other institutions of higher learning in and around the Metro area. Apart from this, the school is carried financially by the students alone. The Ontario Department of Education regards Superschool merely as a private institution and thus gives no assistance. Students pay \$400 tuition and \$600 residence fees.

The school is under the direction of a congenial and intelligent young couple, John and Jane Ashby.

Superschool's philosophy is the educational development of the student as an individual and as a free human being. The students and full-time staff meet weekly to decide school policy, courses, redecoration of the building and so forth. Here, as always, the students have the final say. Major financial decisions are, however, handled principally by the staff — John, Jane and two other full-time resource people.

"Resource person" is the term replacing "teacher" for at Superschool the emphasis is on the exchange of ideas and knowledge. The students decide what they want to study, then inform

the staff of this decision, who in turn contact a resource person interested in this field. The resource person then notifies the students of the time and place of the discussion by means of a bulletin board. And then it's up to the student — if he's interested he'll attend; if not, he's free to do as he wishes. The discussion lasts as long as the students and resource person wish.

At Superschool there are no resource people with P.H.D.'s teaching pass courses in Nat. Sci. 171 merely because the administration decrees such. Nor are there any students taking boring

... there is always the temptation in large schools to omit the endless task of meeting the wants of each single mind." — Ralph Waldo Emerson

subjects simply to fulfil B.A. degree requirements. Similarly, there are no office detentions, no notes required for absenteeism, no "Up Stairs Only" signs, no dress and grooming regulations. The competition syndrome is unheard of at Superschool. Students learn in order to acquire knowledge, not to be superior academically to others.

What qualifications, i.e. degrees, must the resource people have? One student simply replied, "They are people".

With only a four-month history behind them, there are as yet no plans for "testing" at Superschool, or for exams of any type. But according to one of the resident students instrumental in setting up the school, such a plan will probably have to be devised. The Registrar at The University of Toronto says Superschool graduates may write the college entrance exams to U. of T. provided some numerical system of grading is established at the school.

There is no danger of students leaving Superschool without having studied English, History, or any other 'high school' subject. Since they are there for the sole purpose of learning, most students invariably touch upon a wide range of subjects. For example, one resource person from the University of Buffalo gives a course in sociology. He says he frequently leaves with notes since the students themselves often suggest ideas he had never thought of. Another resource person is an authority on Zen Buddhism. The range of topics is thus extremely varied.

The students I spoke to, as well as the staff, expressed great enthusiasm for the Superschool system. One student had left a suburban high school in favor of Superschool. He was satisfied and pleased with his decision. The parents too, for the most part, give their full support to the school's new approach to education.

Although certain teachers in Metro high schools express violent opposition to the school, staff and students are planning optimistically for the future.

A step toward change at Oakwood Collegiate

by Frank Liebeck

Mr. A. E. Hobbs. The principal of Oakwood Collegiate. I asked him for an interview and he agreed. That's better than I had done in the past. You wouldn't believe some of the other answers that had been lately tossed at me. No, not a word of it.

One obviously cannot see if a trend is taking place by merely regarding the processes at work in a single high school. There are. I sincerely hope, others where a larger degree of participation and teacher-student communication exists. But even if the almost inconceivable does reign, that Oakwood is alone in its liberal attitude, then it can still be said that at least there is one high school trying to create the three-dimensional student.

Let me begin by saying that Mr. Hobbs had arranged something of a seminar for the interview, which provided for a more complete and entertaining afternoon. Just this initial set-up shows his philosophy more than an hour of probing would have. He has a respect for the intellect and ideas of the student and an earnest wish to present a sound and entire picture. The seminar consisted of two teachers and three students, besides the two of us. The students were soundly intelligent and establishment, and their morals and attitudes, they thought, were pretty well formed by now. And there we were.

I learned above all that the principal has more say in creating the type of school he wants, than is normally realized. He has almost complete freedom in choosing his faculty. Only the lack of teachers in certain fields (maths and science mostly) hinders him. Besides scholastic standing, he looks in his applicants for the warmth which creates the ability to communicate in a classroom. If the applicant is more of an introvert, and a fair judgment is difficult to arrive at, the principal then must take a more standard approach.

My primary motive in this seminar was to try to discover if the methods and purposes of "free schools" could possibly be one day integrated and utilized into the public high school system. But free schools demand that there be relatively few students per teacher. High schools have about thirty-five pupils for every teacher, which destroys individualistic teaching. But what has been achieved is the periodic removal of the student from the routine environment of the class-

room, more so than has been done in the past. It ranges from hearing weekly speakers to visiting places connected with the curriculum. For example, in the "Man and Society" option which a student at Oakwood can take, he will visit Don Jail, and go right to the heart of the problem of maintaining order in modern society. The course relies on a strong tie being maintained with the community in order that the student become more involved in the course — and its purposes.

But free schools also remove the teacher to a certain extent so that the pupil can develop his talents and interests independently. One of the students in the seminar remarked that perhaps this is the area in which the high schools could approach more closely free school philosophy. Firstly, the teacher's role would be altered to allow the student to proceed along his own intellectual lines. Secondly, and though this was not mentioned at the seminar it comes to mind nevertheless, the teacher as a disciplinary factor would eventually be removed. This could only come into being if the child were taught early in his education to maintain his own discipline. The three students whom I met already had this ability, though they were no doubt exceptional.

Mr. Hobbs mentioned that at a previous assembly, to which a speaker had been invited to speak about crippled children, several students from grade thirteen had not attended and gone instead to a restaurant. The chap on my right, and the other girls as well, agreed that they had felt morally obligated to attend, and they condemned the actions of those who had not. I mentioned that in a year or two it would be demanded of them, in order to put across a point of self-determination, that they leave a lecture or an assembly if it proved to be ineffectual. That remark didn't go over too well. "Who would demand this?" one of the teachers indignantly asked. Did she want names?

"The students around them" I said.

But what about the exceptional student, the one who probably manages to squeeze out of thirteen and into university? He's the one who gets his doctorate, but in high school disrupts the status quo. That one wasn't so easy to work out. In high school he is tolerated, perhaps left alone to continue in his ways. That one was left murky. Probably as much a fault of my question than anything else.