"I believe students should have a voice in their education as soon as they can talk."
— Dr. James L. Jarrett, U. of C., Berkeley

THE VOICE

Volume 1 Number 3 December 6, 1965

THE EDUCATIONAL REVOLUTION
or
A New Deal for Youth
by Rudolf Dreikurs, M.D.

(The following statement on youth and education was prepared by Dr. Rudolf Dreikurs and presented to the Selection Committee of the White House Conference on the International Cooperation Year.)

We are witnessing fundamental and far-reaching changes in the relationships between adults and youth, between parents and children as well as between teachers and students. The nature of these changes is usually not recognized. They are the result of the democratic evolution which brought with it an increasing degree of equality to all groups traditionally dominated by and inferior to their counterparts. Masculine superiority, white supremacy, and exclusive control by management gave way to the increasing demands of women, colored races, and labor for their equal rights. A similar process of equalization deprives adults of their power over the young. One can no longer control children through pressure from without. And the methods which are effective in influencing children in a democratic setting are not known to most parents and teachers. For this reason, we can talk about a bankruptcy of our educational institutions, the home, and the school. Parents and teachers are excellent as long as the child decides to study and to behave himself properly; but when he decides otherwise, neither parents nor teachers usually know how to cope with him.

The fact that children became equal to their parents, or students to their teachers, is difficult to perceive because of their differences in size, skills and experiences. The status of equality which children and youth in general have achieved is expressed by the high degree of their self-determination, which defies the pressures of authorities. Reward and punishment, the essential means by which the authorities kept their subordinates in line, have lost their effectiveness in a democratic setting. Teachers and parents need instruction in the methods by which they can exert constructive influences on their charges.

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EDUCATION
by Cada Alumno

Education is a system
Where the children go to school:
Learning facts and taking quizzies,
Practising the Golden Rule.

Makes no difference in the system
If you're brilliant or a fool.
A's and B's are pounds and schillings,
Practising the Golden Rule.

Parents spend their lives in spending.
Houses, cars, lanais, and pools.
Schools teach the parents' values,
Teach about the Golden Rule.

"As you run through life, my children,
There is one unfailing tool:
Money paves the streets of heaven.
Remember thou the Golden Rule."

NOTHING ODE TO PUBLIC EDUCATION
by Jacques Etudiant

The attendence Office has
Paper flowers on
The Time Clock.
And the flag sags over
The Pencil Sharpener.
"NOTES DUE
MED. DENTAL
PERSONAL
APPOINTMENTS"
And is there a crucifix above
The Public Address Speaker?
And why is the light in
The Exit Sign
Turned off?

Commenting on the "Filthy Speech Movement" at Berkeley (and, presumably, in the boys' lavatories at Pali), the Rev. Bishop James K. Pike said, "I hear that they [the students] are developing a new defence: that the four-letter word is not filthy, but simply means Freedom Under Clark Kerr."

The only freedom which deserves the name is that of pursuing our own good in our own way, so long as we do not attempt to deprive others of theirs, or impede their efforts to obtain it.

—John Stuart Mill

"If you think that your belief is based upon reason, you will support it by argument, rather than by persecution , and will abandon it if the argument goes against you. But if your belief is based on faith, you will realize that argument is useless, and will therefore resort to force either in the form of persecution or by stunting and distorting the minds of the young in what is called 'education'. This last is peculiarly dastardly, since it takes advantage of the defenceless ness of immature minds. Unfortunately it is practised in a greater or less degree in the schools of every civilized country."

— Bertrand Russell

Editorial

STUDENT GOVERNMENT — A FARCE?

Well, it's that time again. The campus is littered with the flotsam and jetsam of the democratic process, and we know that it is once again time for Student Body elections at Palisades High. During every election campaign, many students wake from their semester-long slumber of apathy to loudly and cynically proclaim that Student Government is a farce. One student even told the editor that he intends to vote for what he considers to be the worst candidate for Student Body President because, as he said, "It's such a farce, why not carry it all the way." Many students can see no difference between the candidates, and are trully perplexed as to how to cast their votes. Is Student Government pointless and useless? And, if it is so now, must it always be so?

THE VOICE tends to the conclusion that, as presently constituted, Student Government is less than useless, giving students a false sense of democratic self-government when, in fact, the power is in the hands of the few, rather than the many. However, THE VOICE does not despair. It seems to us that there are three main areas of difficulty which must be examined and solved. 1) Student Government at Pali is not representative of the Student Body. 2) Candidates for office are much the same, giving students no choices, just echoes. 3) Student Government has no real power to govern the students, and, as such, is merely a euphemism to give students the illusion that they have some say in their own affairs.

At Palisades, most students realize that a select clique is perennially elected and re-elected to office. Why is this so? Can it be that these are the only students who care about Student Government? THE VOICE does not think so. Moreover, it is obvious that students who are not seniors have little or no representation in Leadership Class. Two of the four presidential candidates propose two new offices in Leadership, a sophomore and a junior class representative, to deal with this problem, but it is not enough. The fact that all members of Leadership are elected at large (excepting, of course, the GAA President and the two or three appointive offices) makes it inevitable that Student Body elections are no more than popularity contests and that underclassmen are not adequately represented. No voter can be expected to be personally acquainted with the qualifications or platforms of the hundred-odd candidates for the more than twenty offices. The only criteria which can be used by most voters, therefore, is popularity. Also, while an underclassman will vote for someone in a higher grade, the reverse is seldom true, which explains why even offices for which there is no grade qualification are seldom won by underclassmen.

Solution? Change the Constitution so that each member of Leadership Class may be elected by his second period class at the beginning of his semester in office.

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LETTERS

Dear Mark,

I have read the first two editions of THE VOICE and have seen in your publication plenty of ideas but very little thought. Like most youth-directed protest activities, THE VOICE does provide an escape valve for a variety of "forbidden" and difficult questions. But where is the difficult thought? Where is the introspective comtemplation [sic] on man-versus-man that you promise to publish uncersored? Where is the answer?

The answer, my friend, is blow8in [sic] in the minds of your readers and contributors. But the thought is not yet ready to emerge and be ready for many years. All you print, and can hope to print, are the first indications of that great intellectual curiosity a few in our generation proudly possess.

As long as you are a youth, you will never publish the profundity that some of our minds will someday bring forth. As long as you are a youth you will see yourself and your fellow youths waiving [sic] signs with four word answers, handing out pamphlets with two paragraphs solutions, and publishing VOICE's with one column philosophies. As long as you are a youth you will not see your generation spout great thoughts that ordinarily take a life-time if not a millenium to crystallize and develope.

Pessimistic outlook? Hardly. How long will you be a youth? Youth is not very permanent. "This too shall pass away." Perhaps the passing of youth is tragic. If so, we should all have a good cry on our twenty-first birthdays or whenever we discover our youth has died. Cry or not, you won't see the coming of real answers until long after the asking of youthful questions. Tomorrow will not come in a day.

Sincerely,
Gregg Zuckerman

-- As the Commissioner of Publications and past member of the TIDELINE staff, you should realize that space often does not permit an editor to publish everything he might wish. Realizing this, THE VOICE does not attempt to give answers, but to ask questions. (If you can guarantee publication, I will be glad to write a 500-page volume on The Relevance of Academic Freedom. If you are interested, I can probably have it ready by June.) The answers must come, as you point out, in the minds of the readers. But they must come now. You once said you wanted to be a nulear physicist. Obviosly, you will need much more study and thought before you can make a contribution in that highly technical field. But THE VOICE attempts to deal with issues that affect "youth" now, and that will affect society in general if they are not dealt with now. In fact, THE VOICE has as its object the stimulating of thought and the questionong of basic values and institutions. Only by beginning this thought now can "youth" ever hope to make any real impact on the

(Continued on page 3.)

STUDENT GOVERNMENT (continued)

(Student Body and Boys' and Girls' League Presidents would still be elected at large, of course. Commissionerships would be abolished.) Most peoples' programs require adjustment in the first two weeks of the semester anyway, and the Master Program could be arranged so that classes which are only offered one period would not be offered fourth period when Leadership meets. This would make Leadership Class truly representative of the Student Body.

At Palisades, most students are aware of the sameness of the candidates. Almost all have long lists of qualifications, always including (for the male candidates) a letter in some sport. And all their platforms sound alike. For example, all the candidates for President include, in one form or another, a call for a "student forum" where students may discuss issues openly. (Influence of THE VOICE? Unlikely, but possible.) Three of the four candidates call for Exchange Assemblies with other schools. Three of the four candidates call for some new offices in Leadership. Three of the four candidates call for dances (of course). All candidates call for weekly P.A. announcements or "Leadership Digests" to "improve communications". (It is sad that lack of communications between the government and the governed should have to be an issue in every election.) And on and on. How can even an interested voter choose? And how can interest be maintained under such circumstances?

Solution: One of the eligibility requirements for President is that he must have served one semester in Leadership. This prevents many qualified candidates who have radically (or even mildly) different ideas about the functions of Student Government from running. It also perpetuates in power the clique that controls Leadership. Someone who has been a member of Leadership all semester will not be likely to depart from its policies when he runs for President. The solution is to remove this eligibility requirement. It is that simple.

At Palisades, many students believe that, even if Leadership Class were representative, it could not do anything new and different, much less significant. This is because almost any departure from "traditional" high school activities (dances, sports events, etc.) is prohibited by some ruling of the Board of Education.

Is there a solution? Yes! Student Government has great influence over the Student Body and within the school system. If many of the Student Governments in the system united in a determined effort to achieve real self-government for their Student Bodies, their force would be irresistable. There are over 100,000 students in Los Angeles high schools. If only one tenth were organized and activated, their voice would indeed be loud. This is not an unrealizable goal. In the three schools in which the most discussion (and action) on student rights is taking place, Pali, Uni, and Westchester, there are around 8,000 students.

(Continued top of column 2.)

Educators are beginning to realize that the schools are the most important instrument for preserving American democracy, by giving students practise in it. But if students are disillusioned by a false democracy in the schools, then apathy and corruption will characterize government when these students mature. The issue is greater than just the self-interests of students. It strikes at the roots of American democracy. Student Government must be reformed, true democracy must prevail. Let us begin.

LETTERS (continued)

world for which we will soon be called upon to take responsibility. I would like to hear from other readers their opinions on this basic question: whether or not "youth" has the right to think about their lives and their world. In my opinion, my generation is capable of great profundity now. We need not want until we have lost our "youth" (i.e. have been frozen into the status quo) to express ourselves.

In your letter, however, you make some interesting classifications. You say that "a few" in our generation possess intellectual classifications. Moreover, you say that these "few" only have "the first indications of that great intellectual curiosity". Yet any competent psychologist will explain to you that every child has intellectual curiosity which is his as his birthright, but which decreases through childhood and adolescence. Once a fact is learned, curiosity about it is usually gone forever. How many adults ever wonder whether or not the earth is really round? The same applies to political views. A child who is taught that one political party possesses total truth may never question the fact, since he will no longer tend to be curious about it. THE VOICE feels that this is too bad, and tries to do something about it by raising questions to keep readers' minds open.

You also say that "some of our minds" will someday bring forth profundity. I feel uneasy about your creation of an intellectual elite which need not exist. I believe that every person is capable of great profundity as long as they hold on to their ability to think.

You also mention "your generation". You may exclude yourself from our generation, but, if I were you, I would be proud to be a part of our generation, which I regard as unique in the history of the world for social consciousness and the ability to think.--Ed.

Dear Mark,

Upon reading the first issue of THE VOICE, I experienced a veritable surge of vicarious satisfaction at your scathing attack upon student lawlessness and administrative leniency. In one of the finest pieces of journalism ever noticed in a high school paper, a criminally Belligerent student and an equally delinquent administration were soundly chastised.

(Continued on page 4)

LETTERS (continued)

It was with considerable regret, therefore, that I noticed the second issue of THE VOICE falling all over itself to undo whatever good was done by the first. THE VOICE was led to grovel on its knees to appease a true juvenile delinquent. You seemed to feel that the powerful journalistic tool of ridicule was unjustly exercised. This is most certainly not so. A glance at the editorial page of any major newspaper — particularly the political cartoons — will clearly demonstrate the ubiquity of trully bitter ridicule as a weapon against injustice. I find myself seriously concerned over such an editorial policy, because these tactics could easily toll the death knell of THE VOICE by relegating it to the ranks of the typically mealy-mouthed school papers.

May I reiterate that all any journal, anywhere, at any time, need ever apologise for is the publication of a falsehood.

Sincerely,
Chuck Hammill,
Westchester High

-- A letter which takes more or less the opposite position to that above was received by the editor. The letter was sent by Mrs. Rose Gilbert, a teacher at Palisades High. Unfortunately, the editor has lost the letter. The result is that a reader of THE VOICE has been, albeit accidentally, deprived of her right to free expression. For this serious omission, the editor humbly and sincerely apologises. It is hoped that Mrs. Gilbert will provide THE VOICE with another copy of the letter so that it may be printed in the next issue. The editor also apologises for the inconvenience thus caused to Mrs. Gilbert.

With the above letter was submitted the following article for publication. It is hereby published.--Ed.

"CLEAN CAMPUS": BOON OR BANE?
by Chuck Hammill,
Westchester High

Some time ago, the administration of Westchester High School, acting without the consent — or even foreknowledge — of the Student Body, inaugurated a most unique plan known as "Clean Campus". Consistent with the nature of a bureaucracy, the precise details of this system were unbelievably complex; but the gist of the program was this: For every day that some yet unknown group judged the campus "clean", the Student Body would gain five minutes toward early dismissal the following Friday; but each day on which the campus was "dirty" would result in everyone's being kept after school that day. Recent weeks have witnessed the complete disintegration of whatever miniscule value the program may have once possessed.

First, "Clean Campus" is unduly harsh upon the students. Enacted without their approval, the system is heavily weighted against them. Recent administrative decisions have brought about the following changes in an already severe system: "Clean" days now gain the students a scant three minutes, while "dirty" days carry arithmetically increasing penalties. A completely "dirty" week now costs the students a total of 53 minutes, but a theoretically "perfect" one gains them a magnanimous 15. (These figures are correct, but a now almost phenomenally complex schedule of punishments precludes a more detailed explanation.)

Moreover, this system no longer limits itself merely to the attainment of a clean campus. It is now a fundamental disciplinary action invoked by the administration in retaliation for all student misdeeds — from trash-can arson to assault with an edible weapon. The present problem concerns a number of incidents in which some of the school posters have been "defaced"; apparently tiring of the seemingly infinite number of asinine posters (most of which would constitute an affront to the intelligence of a nursery school class) filling every nook and cranny of Westchester's halls, some students have begun to augment them with their own comments — many of them patently displaying more imagination than the original posters. Seeking to press its advantage to the fullest, the administration has declared this, too, punishable by a term of not less than 3, and not more than 15, minutes' incarceration in the local schoolhouse. Envisioned as a panacea for all academic ills, the ststem has begun to rapidly collapse under its own weight.

Most critical of all, this entire concept of collective discipline is morally indefensible. Punishment of innocent and guilty alike breeds naught but contempt for any law — for obediance carries no reward whatsoever. Many of us recall with no small measure of disgust the atrocities committed by Nazi Storm Troopers against the inhabitants of an entire village — to insure the execution of a single saboteur. Yet the administration blithely continues to follow this very policy of penalizing the many for the transgressions of the few in its dealings with the students.

In short, if the administration persists in treating its students like spoiled children, it can hardly expect them to act otherwise. It is highly improbable that any real progress will be made in this area until some degree of maturity is conceded to be possessed by the students. In any case, the facts have been brought to light. The Administration of Westchester High School stands indicted in the court of student opinion. let us hope that some action will be taken to restore a semblance of justice to the student-administration relationship at Westchester. (Editor's note: A "Clean Campus" program was instituted at Pali last year by the Leadership Class and was dropped when it was not effective. I understand that at Uni, Nutrition is denied to students on a "dirty" day. Westchester's plan is worse than most, but is not uniqu

Volume 1 Number 3

LATE NEWS FROM OTHER SCHOOLS

WESTCHESTER STUDENTS CELEBRATE DEC. 2

Students at Westchester High School commemorated the first anniversary of the Free Speech Movement in an unplanned demonstration Thursday, Dec. 2. In a lunch-time protest, over 30 Comet Cards (like DACs) were destroyed by students enraged by administrative action.

In order to sell Comet Cards, the administration promised a Comet Card assembly, with special entertainment. A previous assembly turned out to be a ping-pong demonstration, and the audible protestations of the students forced the administration to end the assembly, and promise a new one. Further replacements, a band called the Turtles was procured, and immediately prior to the assembly, were told they couldn't go on because their hair was too long. The assembly was postponed. The Turtled then signed a new contract with the administration, promising to reappear with "shorter" hair. But shorter was never defined, and when the Turtles came back to Westchester, they were again told they couldn't go on. In stead of the Turtles, a pep rally scheduled for lunch was held in the assembly.

The students went to lunch, and after the card-burning, began a sit-in on the outdoor stage. Two hastily prepared placards were confiscated. The demonstration lasted 10 minutes into 5th period, and most classes were disorganized, with some teachers forbidding discussion about the protest, and others encouraging it. The administration announced that no disciplinarty action would be taken against participants but warned that if there were any further protests, the Comet Card assembly might be cancelled.

SUSPENSE (-ION) AT UNIVERSITY HIGH

by mark kleiman---uni hi

Things have finally begun moving at University High School. Friday, Dec. 3, a bulletin was read stating that all students who wished to bring Christmas gifts to the boys in Vietnam, "to show them that we are behind them and to boost their morale" could bring the gifts Monday morning, and they would be picked up and taken to the El Toro Marine base, and shipped overseas. Some other students, along with myself, felt that the manner in which this was being handled by the administration was in violation of the Education Code. That day, I tried to see the principal 4 different times, each time being told that he was too busy to see me. He was "conferring" with a representative of Stanford, where his son goes.

That afternoon, I contacted the American Federation of Teachers, the American Civil Liberties Union, and tried to get Rev. Jones of the Board of Education. I also had a little interesting research done, and discovered certain laws under which the administration's action was clearly illegal.

Being incensed by blatantly illegal activity on the part of the school administration, as well as what seems to me to be the absurdity of sending gifts to men we have sent out to die for some nebulous reason, I prepared a small leaflet on this absurdity, and began distribution of literature Monday morning, standing at the door of leadership class. I had distributed things previously without getting trouble from the administration. This time, however, it was different. I was called into the office for an hour-ong "chat". What seemed to have bothered Mr. Foley the most was that I had contacted the Board of Education independently. Rather than be defensive, I took this opportunity to quiz him about his bulletin. He admitted that his action had not specifically approved by the Board of Education. When I asked him if he would approve for reading a bulletin just like his, but substituting Viet Cong for U.S. soldiers, he said he would not "because it is not part of the government program and they are not Americans". He said the bulletin was not political, though. He let me go with a warning not to pass out any more literature. Later, however, I was called back in and told that I was being suspended. That same day, another person was punished for passing out a leaflet for a Young Democrats meeting. He was not suspended. He was warned...He is our Chief Justice.

Student reaction to what has happened has been excellent. At first, many students were unhappy about the bulletin. They have become even more unhappy about my suspension, and many have asked if there was anything they could do to help. There was, and they did it.

The day following my suspension, Leadership class "invited" Mr. Foley, our principal down to their meeting, and asked him some very pointed and angry questions about the nature of political freedom, and why I was being persecuted for doing essentially the same thing that the administration had done. With student body elections coming up, my suspension is almost certain to be one of the central issues. There is also the possibility of circulating a petition (legally) for a student referendum to give the students more control over the precise tone and nature of fund drives.

I have spoken with several attorneys, prominent in the field of civil liberties, and they have discussed the possibility of using me as a test case.

Throughout this matter, the administration of University High School has acted in a manner totally irresponsible. The Student Body is to be commended for the maturity and restraint it has displayed in dealing with such an administrative body.

THE VOICE IS an independent newpaper for students and faculty of Palisades High School, and any other persons who may be interested. THE VOICE is intended to provide an uncensored forum for student opinion which is not possible in "on campus" publications.

THE VOICE is edited and published by Mark Engel, 10433 Wilshire Blvd., Los Angeles, Calif., 90024, as a public service.

CHRISTMAS CARDS TO VIETNAM: A CONTROVERSIAL ISSUE

The Administration is prsently sponsoring, at Pali, a drive to send Christmas cards to "our boys" in Vietnam. Expressions of friendship of all kinds are admirable, and THE VOICE would certainly not condemn Christmas cards, but let us examine the question from another point of view. What is the effective purpose of sending Christmas cards to U.S. soldiers in Vietnam? Most would agree that it is to make them feel better about what they are doing. Some even say that it is to show them that the "folks back home" support what they are doing. Now, THE VOICE has no business taking sides in the controversy surrounding the War in Vietnam. This is a magazine which deals with student issues and, except for the Selective Service implications, the War is not a student issue. But the point is, there is a controversy. Unlike the United Crusade, or A.F.S., thousands of Americans, including 16,000-plus ministers, have strong opinions against what U.S. soldiers are doing in Vietnam. These people do not want "our boys" to "feel better" about killing people, whatever the politics of the women and children burned to death by U.S. napalm. They want "our boys" to have strong guilt feelings about the mass murder that is war. The fact that a soldier can appear on television and state that he had killed forty people that day without a trace of emotion makes them wonder whether it would not be better for the soldiers, if not for American foreign policy, if the morale of "our boys" was not quite so high. Whether or not the policies of President Johnson are correct or justifyable, many Americans disagree with him. This makes the collection of Christmas cards for U.S. soldiers a controversial issue.

Part 2, Division 7, Chapter 5, sections 8554-a and 8554-b of the Board of Education's Code say: "No bulletin whose purpose is to spread propaganda or foster membership or subscriptions to any organization not under the control of school authorities is to be distributed or shown to the pupils of the school." and "Pupils shall not be solicited by teachers and others to subscripe to the funds or work for any organization not directly under the control of school authorities." These rules are obviously extremely restrictive and THE VOICE does not like them. Apparently, the Board of Education does not like them either, since they continually pass special appovals for such collections as the Red Cross and the United Crusade, etc. At all times, the B. of E. has attempted to approve only non-controversial projects so as to avoid friction in the system. Also, they have realized that if they approved programs which supported only one side of an issue, the opposition to that side would demand their own project, and and something resembling a stimulating political debate might begin on high school campuses. This, of course, would be excellent for the education of the students, but the thought of politics in a Los Angeles high school strikes terror in the heart of any Board of Education member or any administrator.

Yet, the Board of Education has approved the Christmas card project, and it has taken a side. Sending Christmas cards to U.S. soldiers who are fighting a controversial war in Vietnam, which obviously implies support for the actions of those soldiers who are fighting that controversia war (we would not send cards to these people if they were not fighting in Vietnam) is a controversial project. Now, THE VOICE feels, one of two things must occur if the Board of Education is not to become an instrument for one-sided propaganda. Either the Board must retract its approval of this project, which would return us to the sterility of "no controversy (or controversial thought) on a high school campus", a move which THE VOICE would not support, or they must open the doors of Los Angeles schools to political activity of all kinds so that the ability of students to make up their own minds may be developed instead of stunted. This would be an honorable, educationally valid, morally right course of action for the Board of Education to take, and THE VOICE strongly recommends that it do so.

PROTEST LEADERS ON CAMPUS HAILED

By Natalie Jaffe

(reprinted from The New York Times, Sept. 7, 1965)

CHICAGO, Sept. 6— Student leaders of campus movements demanding free speech and protesting public policies are the cream of the academic crop, a team of psychologists and sociologists said here today.

In a report to the American psychological Association at its 73rd annual meeting in the Palmer House here, the research team called these campus protest leaders "the nucleus of future scholarship."

The results of a campus survey were described by the team's coordinator, Ralph Heis, a research psychologist. All of the investigators were from the Center for the Study of Higher Education of California in B erkeley.

The report was based on five years of tests and interviews with 5,000 students in eight colleges, including the University of California at Berkeley, and an additional study of 240 students in B erkeley's Free Speech Movement.

In an interview, Dr. Heist said that suggestions that the B erkeley protests of last winter were staged by outside agitators "probably arose because people couldn't credit students with the ability to organize such a well-directed and meaningful and successful protest. Our study shows that they were very well capable indeed," he said.

Out of the team's graphs, charts, and statistical correlations grew a profile of student leaders of "goal-oriented or social problems movements," which the investigators distingished from "adolescent rebellions."

Such campus leaders, Dr. Heist said, are much more committed to the process of learning that the majority of students and are more independent of their cultural past....

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Editorial

COMMUNITY CONFERENCE — A GOOD IDEA

Last Thursday, December 2, the Coordinating Council of Pacific Palisades held an open meeting at which a panel of students discussed school and youth problems. The suggestion was made that a community forum could be set up where young people and adults could discuss issues and problems freely and openly. THE VOICE favors such a plan.

An all-day conference or series of conferences including students, parents, teachers, school administrators, etc., would fill a crying need for communication which exists in many communities. Communication is almost impossible between youth and adults, between students and school officials, primarily because no forum exists for such communication.

It is difficult for meaningful discussions to take place between children and parents in the home, because of the emotional relationships involved. And at school, students have no established channel available for open discussion with administrators, nor do administrators make any attempt to encourage communication. Perhaps it is felt that the school runs more smoothly if the actions of the Administration are not subject to question, but the Free Speech Movement at Berkeley was a direct result of the refusal of the Administration to listen to the opinions of the students. At UCLA, there was no Free Speech Movement because Chancellor Murphy made every effort to discuss such problems with the students;;problems were solved around the conference table rather than by civil disobediance which was the only method of communication left to Berkeley students. Surely any system runs more smoothly when problems can be solved by rational discussion instead of by conflict and hostility.

THE VOICE feels that, rather than allowing the seeds of unrest to germinate in the fertile soil of authoritarianism, where no dissent is allowed, positive action should be taken to encourage communication between youth and adults. The understanding of the other person's point of view which would result from such a dialogue can only be good for the community and the individuals within the community.

"The school is an organism which teaches reading, writing, and arithmetic. It does that so the pupil can communicate. These accomplishments should also be taught so the pupil can think, but few schools have stumbled upon that notion of education. A thinking child would not think much of school — which would upset the system."

--Philip Wylie
Generation of Vipers

USE EROGENOUS ZONE NUMBERS

THE EDUCATIONAL REVOLUTION cont.

The revolution in education which is taking place in the countries with the greatest democratic equality, like the United States and Israel, requires new techniques in dealing with children. Adults must learn how to understand them individually and as a group. Teachers must be acquainted with psychodynamics, recognizing the motivation of students and acquiring techniques for changing them through stimulation from within. The teacher is a group leader and as such needs to know group dynamics, how to use the group for the benefit of each child. The more the authority of the adult declines, the more important becomes the group of the peers. New learning theories are bringing about new approaches to teaching, better meeting the requirements for effective learning.

The family and the school can function in a democratic way if children are permitted and trained to express themselves openly, to take on responsibility for themselves and for each other, and to share in the planning and execution of activities and in finding solutions to their common problems. The family council within the family offers such opportunities, as does a true student council which represents the ideas and wishes of all students and not only of those who side with the authorities against the increasing number of rebels. Even the institutions of higher learning have not yet recognized the right of the next generation to determine its own function. Wherever adults deal with children and youth, only an arrangement of a true partnership can lead to cooperation and fulfillment of common goals. This partnership is rarely to be found; as a consequence we witness the rebellion of a large segment of youth against the tyranny of the old generation, regardless of how mild and benevolent it may be.

New concepts of learning, new methods of instruction replacing the present practises which are antiquated and out-dated, new types of relationships overcoming the increasing warfare between the generations, new rights, and new and greater responsibilities and obligations for the young characterize the educational revolution. What is needed is a complete overhaul of our present educational principles; some slight changes and improvements here and there will not suffice. However, we cannot expect great willingness nor effective efforts to consider fundamentally new ways of dealing with our young unless the extent to which our present educational institutions and practices are deficient are fully recognized. We need a well-organized youth movement which can give direction to the present vague and amorphous rebellion and search for independence; otherwise destructive rebellion and non-conformity as an end are unavoidable.

SUBSCRIPTION BLANK

Name_____ I am Pali student (Grade level_____)
Pali teacher or administrator
Student at_____
Faculty member at_____
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