

# BULL



# SHEET

NIHIL NOVI

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## MINI-COURSES IN APRIL

As rumor has probably informed you, the Mini-Courses are coming.

During the two-week period April 17-28, grades 9-12 will have all regular classes suspended in order that a full two-week schedule of Mini-Courses can be substituted.

The Mini-Courses are just what the name implies: short two-week courses of as wide a variety as can be provided. Courses will be taught by teachers and by any student or non-faculty person from the community that the Mini-Course Committee feels is qualified. Teachers are expressly urged to incorporate student help in the teaching (or directing) of their Mini-Courses.

The actual scheduling of the courses will be developed by the Committee and will be published in another Special Edition of the Bull Sheet well before April 17. During that period the rotating schedule will be frozen and remain at 1, 2, 3, A, B, 4, & 5 during each day of the Mini-Course session. Students will be required to register for and attend a minimum of 5 class hours per day. Attendance will be kept as usual and homeroom period will remain in operation.

Students and teachers should begin considering what Mini-Courses they would like to take and/or teach (Faculty members may, and are urged to, take courses offered by other instructors). Any suggestions and comments should be donated to the BS Box or to any member of the Student Cooperative.

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## DRUG WORKSHOP

Recently several people from the Berlin American Community attended a Drug Workshop in Boedigen, West Germany. (The last issue of Bull Sheet clued you in on that).

The course started out with the composition of a contract which stated the objectives of the workshop. We learned what we wanted to learn.

A typical day went like this:

"Community" was held. Here the problems which arose in the community were discussed, like maybe the lights in your room weren't working or maybe someone was pissed off because of the noise at 3 a.m. .... you know.

Then we broke off into predetermined small groups, where we got into communication. We started out playing encounter games, which worked, much to my surprise. These groups were the core of the whole workshop.

Professionals would rap with the whole community on different aspects of drug use/abuse.

That was the planned day, 2100, but of course, we found out we just couldn't stop ... so afterward we mingled and had discussions on just about everything. By the latter half of the week, it dawned on us that we were gonna have to leave so we spent our nights having pure unadulterated fun down in the electrifying town of Boedigen (with discussions mixed in, of course; cause they're fun, too). Gosh, I can't explain.

Anyway, we're starting a class a BAHS and you really should try to take it. It's going to be interesting.

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SPECIAL EDITION

Already several faculty members have chosen courses to teach. Mr. Twoby will be teaching Bridge; Mr. Priebe will probably offer a course in Tolkien; and several students I know are planning pet courses to teach, such as Astrology and a Jam-Session Music course. Mr. Moreno, for instance, does not really have any course plans as such except to take classes offered by other instructors.

Please think about this, and lend any hands available, for this is a Herculean task. We have many obstacles to overcome and will need your assistance. Again, suggestions and comments will be appreciated. The BS Box is always available.

TIM HEAD  
Mini-Course Committee  
Chairman

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(continuation from Front Page)  
(Drug Workshop)

You might've been turned off because of our stories of emotional outbursts. Well, don't let it get you--you don't have to do anything you don't want to.

Like we said, we're going to present the FACTS about drugs, none of that crap like "LSD causes chromosome damage". Maybe we'll integrate your special interests into the course. It's up to you.

LETTERS----

Dear Sirs:

I would like to call to your attention the state of the so-called lost and found. In a recent expedition down to the bowls of the building where the well-camouflaged L&F can lies, I excavated several items which may be being searched for. Anyone missing these items should try and find them in the L&F thingamajig. I turned up a Gutenberg Bible; a piece of the True Cross; a dog-eared copy of Maniacs in the Fourth Dimension by Kilgore Trout; the Holy Grail; an autographed copy of the Gettysberg Address; an Ambudsman; the One Ring of Power; an autographed photo of Chandu the Magician; and Pharaoh Tut Um Tot II. As well, as I leaned over to inspect a quietly running perpetual motion machine, I noticed that the back of the can was actually a mirror, behind which I could see a little girl being chased by a man in a hat and a rabbit. Anyone interested in these items should see said box. --Insix

This issue is a short one due to the apparent difficulties of getting material together during Exam week. The regular features will appear next issue.

Students are reminded to submit your Films to Mr. Leonard. Lists are available from Mr. Leonard and on the 2nd floor Bulletin board. The contest results will be published at a later date, with full honors to the winner.

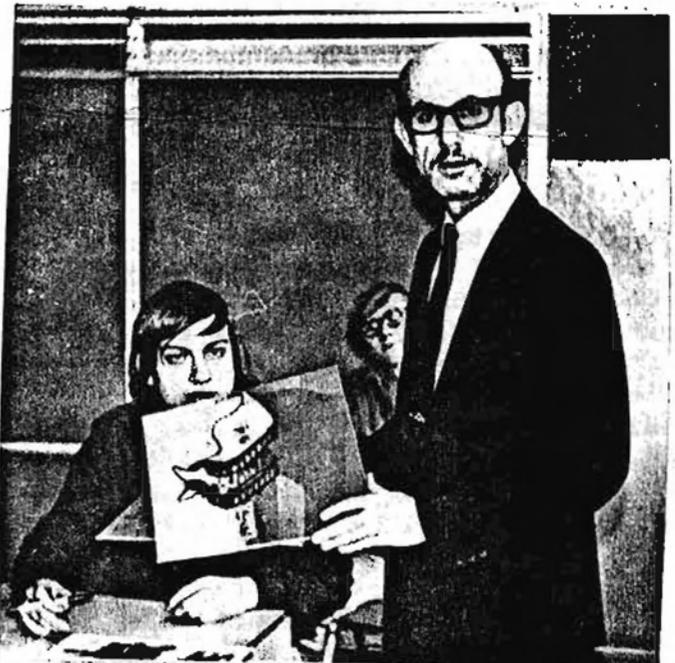
The classified section is still available for anyone wishing to buy, sell, or trade almost anything.

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Remember to submit your entries to this man's fabulous film contest. Here we see the F\*I\*L\*M\*S author trying his critical hand at reviewing some high-quality music that is being heard of late on the BS lunch-time music program. Also seen is the perpetrator of said music, Gilbert M. Smoak.



## UNUSUAL TEACHING METHODS

by Larry Garrels

Can you imagine an elementary school where the Principal doesn't need to carry a wretched-looking paddle, where the students have fair amounts of freedom to roam in class and work on what pleases them, where the classes have no orderly rows of desks, and where the only mandatory course is religion? The school I am speaking of is a British elementary school here in Berlin.

Every day begins with an assembly, a religious assembly where hymns are sung and passages from the Bible read. The amazing fact of the school is that the children have almost complete freedom to choose what to work on. Of course, the teacher teaches what they should know at certain ages. Otherwise, the children can toil on math, reading, writing, or whatever pleases their mood -- just as long as they are busy. Believe me, these little tots are constantly busy working and learning all about the new ideas which surround them on the walls, cabinets and floors of the rooms.

The teacher is in the classroom to help the students when they have a question or problem on whatever they are working. For example, one of the four-year-olds asked to see his name written out. So, the teacher wrote his name, and told the child to trace over the letters and pronounce the letters at the same time. All the students learn to read and write their names first of all. The teacher only guides the student and tries to keep the student enthused. The next things the children learn are the alphabet and multiplication tables. By the time the children are 7 and 8 years old they are writing short stories, spelling, and doing simple mathematical equations.

The unbelievable part of it all is that I saw these students, from all ages, actually enjoying working out math problems, reading and writing, and enjoying school itself. The teachers teach each student as an individual, trying to teach the student the responsibility to work at will. And, it works!

The students here are very bright and more advanced than in most other schools. They are also very happy going to school with this system. The children would rather be in school than having holidays. I suppose you are wondering about the behavior of the students; well, there never need be any disciplinary actions taken because the children are happy and willing to learn. They can never get bored, because if a child doesn't want to work on math, he can do his reading, or take the enjoyable route and finger paint.

The student body consists of 440 students, 4 to 11 years old and 16 teachers. The first grade consist of children 4 years 8 months to 6 years of age; second grade, 6 to 7 years; third grade, 7 to 8; fourth 8 to 9; and fifth grade 9 to 11 years old.

Promotion isn't based on achievement alone in this school, a lot is on the child's attitude too. The school doesn't give grades. Students only take tests to see if they know the concepts taught to them. If they do not know the concept, the teacher will correct the student. The teacher usually finds these errors when the children ask for help. The children are very proud of their work and they didn't hesitate to explain whatever they were working on to me.

Although students are taught as individuals and work at their own rate, they are always promoted to the next grade. They are very seldom kept behind because the teachers feel it will harm the child more than do good. It will hurt the child's personality or depress him if he flunks.

This system has been used in this school for six years now, and it is the only school in Berlin that gives the students this type of freedom.

I asked many of the teachers about this system. All teachers like the system very much and wouldn't change back to the old ways of teaching where the children sat in orderly rows and went through school in a regular routine. The teachers say that with this new method the student is eager to learn because he does it all alone and isn't pushed to learn beyond his own speed. They claim that it also builds a positive personality and attitude towards school and learning. After all, the best way to learn is to enjoy what you are learning, and that's what this school staff tries to do. Although the teachers wouldn't change the system they do say it is a more difficult and challenging method of teaching.

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answers to quiz on page  
of last issue (#8)

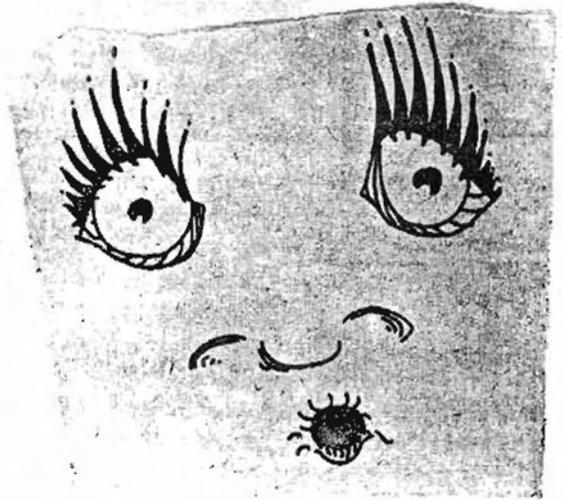
NEW 9-WEEKS PERIOD

1. FALSE: According to psychologists, more women "rap on wood" or avoid crossing the path of a black cat than do men.
2. TRUE: Men are far more prone to commit suicide than are women.
3. FALSE: Women go to more forums, lectures and read more books than men.
4. FALSE: According to research done by the Veterans Administration, men are less selfish than their wives.
5. FALSE: Women tend to be more spiritual and go to places of worship more often.
6. FALSE: Studies done with industrial firms showed that men were more concerned with the business while the women thought and talked about their own problems.
7. TRUE: Men are more restless than are women.
8. FALSE: DePaul University investigators found that men do not tend to exaggerate as often as women but are prone to "tell whoppers."
9. TRUE: Sociologists at the University of California conclude that men are more idealistic than women.
10. TRUE: Based on studies in high schools and colleges, the male tends to use practical jokes more than the opposite sex.
11. FALSE: See Answer 8.
12. FALSE: Studies indicate that women can sit for hours knitting while her male counterpart wishes to dash around.
13. FALSE: According to the noted psychiatrist D. H. Fink, women have a greater capacity for both happiness and unhappiness than men.
14. TRUE: Studies at the University of Southern California show that women have more fears and anxieties than men and that their fear reactions are more intense.

As you know, the new 9-weeks marking period has begun, and as before you have the opportunity to change classes, particularly in the English department. As before, we present a short list of the available courses:

English Composition: Mr. Holderman's class is an excellent course for anyone wanting to learn to write well. Offered 1st hour.  
Black Literature: This class is exactly what it offers: a course on Black writers and writings.  
Journalism: Mr. Priebe's course in journalism offered the opportunity to study the principals of journalistic writing and the opportunity to write for this newspaper.  
Speech & Drama: Mr. Ferguson's class works on short plays and various other forms of presentations and works.  
American Writers Since 1955: This course centers mainly around novels from this period.  
English 12: Mr. Sullivan offers this standard English course with the study of English literature.

This is but a brief run-down on what is offered in the English department. If you are interested in changing classes, see Mr. Itoga in the guidance department, and soon.



If you are as confused as you should be, these are the answers to a quiz presented last issue. We just didn't have the time to provide the space for it.

