

ROEPER CITY AND COUNTY SCHOOL, INC.
Eloomfield Hills, Michigan

PHILOSOPHY OF THE SCHOOL

Our Philosophy of Education is a Philosophy of Life. We do not limit our goals to education for college or to earn a living or to become a lawyer or a doctor; we are concerned with the whole impact of life on the young person and the impact he will make on society. Ours is a philosophy of basic human rights for all. It is a philosophy only its implementation becomes the first priority in every decision we make, either large or small. It means that we believe that institutions and traditions must be in the service of human rights and not vice versa. It means considering and protecting the rights of the individual, those in the minority as well as the majority. It means responsible involvement with human kind.

Perhaps a new knowledge of the learning process and an awareness of the methods of successful human interaction will open doors for the next generation to reach its goals. But what committment does this require for the adult- both parent and teacher?

1. A complete committment to justice rather than power.
2. Making equal human rights for all people a priority.
3. A willingness to allow the child to participate in the shaping of his own destiny and to consciously perpare him for it.
4. To prepare this future generation to deal with the unknown. This preparation includes learning basic academic skills, learning of concepts, and motivation for learning.
5. To view the needs of each child independently of preconceived notions of educational methods.

In order to believe in justice, the child must be raised with justice. In order to trust others, he must be trusted. He must be expected to understand, not only to obey. As he develops controls from within, outer controls must recede. In order to be able to shape his own destiny, the child must learn the process of interaction with other people - a process based on justice, not power, and he must learn the process of decision making along with all academic skills and concepts.

Recent research into the process of learning points to the fact that the learner himself is the most important factor in the process. He will do what he himself is movitated to do...we cannot coerce him and mold him, but we can guide the child and convince him...the child cooperates with us, not by virute of the role of authority officially assigned to us, but by virute of the fact that he trusts us and feels that we are on his side... This is not permissiveness, which expects nothing of the child...we expect him to learn to control and direct himself rather than depend on adults only- a hard task.

We cannot teach subject matter separate from life experiences. More than ever, problems concerning children have to be discussed with them to create awareness and to seek solutions together. They must also learn to recognize where a problem exists and to become aware of ways to overcome it.